The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Dear Parents and Students:

It is with great pleasure that I welcome you to Year 10 at The Museum School!

The Museum School is a special place that values the “whole child,” placing significant emphasis on the development of our students’ character in addition to their academic development. Our six core values are obvious throughout the school but especially within our interactions and relationships. We are grateful that you too, as parents, are able to contribute to this development.

Each member of The Museum School’s community—students, staff, parents, and surrounding community members—plays a crucial role in our school’s outstanding success. YOU are critical to our continued success and growth and we thank you. We greatly appreciate the part you play through volunteering throughout the school year and supporting school staff and programming.

I wish you and your child an enjoyable, productive, and happy school year!

Have a great 2019-2020 school year!

Mike Stewart
Principal

mike.stewart@themuseumschool.org
SCHOOL HOURS

Classroom and Exploratory Teachers.................................................................................................................. 7:30 am - 3:30 pm
Support Staff ......................................................................................................................................................... varied
Teacher Assistants................................................................................................................................................. 7:30 am - 3:30 pm
K-5 Students...................................................................................................................................................... 8:00 am – 3:00 pm
6-8 Students...................................................................................................................................................... 7:55 am – 3:16 pm
Aftercare & Academic Enrichment/Clubs/Activities....................................................................................... Varied - 3:00 pm - 6:30 pm

SCHEDULE

7:30 am - 8:00 am............................................................................................................................................... Students Arrive
8:00 am................................................................................................................................................................. School Begins
10:45 am - 1:35 pm............................................................................................................................................... Lunch
3:00 pm - 3:30 pm............................................................................................................................................... Dismissal
EDUCATIONAL OVERVIEW

Museum School Model

The Museum School partners with museums and other learning institutions to provide real-life experiences with classroom lessons. Frequent learning expeditions offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions. Learning is student-centered and project-based. Museum learning brings a depth of understanding on subjects rather than merely asking students to memorize facts. Intensive curriculum development ensures that classroom discussions are reinforced and enhanced through interactive personal experiences.

The museum-school model fosters exploration and discovery, giving students a strong sense of autonomy, interdependence, motivation and a joy for learning. By encouraging creativity, investigation and active imaginations, our education model engages students and makes learning meaningful.

Operating as a charter school allows us to implement this unique but proven model that is aligned with Georgia Standards of Excellence yet is not available in any other Georgia public school. We believe museum learning leads to a deeper understanding of material and higher student achievement.

The museum-school model of learning is based on the idea that children learn best through personal exploration and hands-on experience. Students develop their own inquiries and identify their own questions to answer. In visiting learning institutions, such as museums, science centers and art centers, they get a real-world perspective on lessons taught in the classroom. Our particular museum-school model calls for each class to visit a museum or other learning institution roughly every other week.

Curriculum

We realize that not all children learn in the same manner and at the same pace. The Museum School’s core programs require teachers to identify students’ skills, interests and needs and tailor lessons to meet each child at his or her level. Students work in differentiated reading and math groups, and teachers help each child set achievement goals. These core programs strengthen students’ skills and build self-confidence.

Organized into nine-week thematic units, our curriculum is interdisciplinary. Museum School faculty members work with other educational experts to develop themes and create an integrated approach to learning as lessons and ideas from one classroom subject are reinforced in other subjects and on learning expeditions.

All curriculum programs, lessons, and activities are aligned with and based on the Georgia Standards of Excellence. Along with every public school in the state, TMS follows GSE in the areas of English/Language Arts, Mathematics, Science and Social Studies.

Reader’s Workshop
Reader’s Workshop, taught through Lucy Calkin’s Units of Study in Reading, teaches literacy through mini-lessons and small-group guided reading and students practice taught reading strategies during independent and/or partner reading. Students also participate in collaborative reading opportunities such as read alouds, shared reading and book clubs in which teachers facilitate interactive discussions centered around books and stories. Students may also complete activities that support their reading fluency, accuracy, vocabulary, and comprehension by completing projects, creating story webs, participating in character studies, and more! In addition, students select their own books based on interest and/or readiness to read individually. Reader’s Workshop ends with a closure in which students and teachers share final thoughts, connections, and progress towards the day’s learning goals.

Word Study
In Word Study, students tackle word knowledge, spelling, phonics, phonemic awareness and vocabulary. A word wall may list commonly used words, words with tricky spellings and vocabulary words. A word-study notebook becomes each
child’s own reference book, highlighting particular word patterns, such as how the letter pattern “ould” makes the similar-sounding words “should,” “could” and “would.” This approach is meaningful because words chosen for study often appear in students’ readings.

**Writer’s Workshop**
At The Museum School, writing is a daily activity, beginning in kindergarten and is taught through Lucy Calkins Units of Study in Writing. Fluency is built through continuous, repeated exposure to the writing process and direct instruction of writing skills through mini-lessons. Students work at their own pace as they learn and practice grade-level appropriate writing skills — from planning and writing to revision, teacher editing and grammatical instruction. As students write independently, teachers circulate throughout the room, answering questions, providing feedback and working with individuals to meet each one’s needs through individual or small group conferences. Students write about their own experiences and learn to think creatively.

Writer’s Workshop is integrated with other classroom topics, such as social studies and science. For example, a first-grade lesson on American folk tales may lead to a writing assignment asking students to create their own folk tale. Or a fifth-grade history lesson on the Great Depression may accompany an assignment to write an essay summarizing the events of the Dust Bowl. Students keep travel journals or field notes, to record their thoughts and experiences as they explore essential questions of each nine-week thematic unit. These journals become an insight into their minds, storing their observations, reflections, questions, drawings and imaginations.

**Guided Math/Math Workshop**
Museum School teachers support each child’s development of math proficiency through the use of a structure known as Guided Math/Math Workshop. Working with students in small groups gives teachers a powerful tool to reach children at all knowledge and skill levels. Teachers focus on a particular concept, strategy or skill and can re-teach, reinforce, and/or expand the lessons according to student needs.

Curriculum is differentiated for each group, and instruction is directed to meet the individual needs of students. Groups are changed weekly as skill levels progress.

Guided Math/Math Workshop is similar to Reader’s Workshop:
- It provides learning opportunities to students in a short mini-lesson (a whole-group setting) and again in a small-group setting.
- Flexible small groups allow teachers to differentiate for different ability levels.
- Students experience success by gaining new understandings.

During small-group instruction with the teacher, other students review past math objectives, build reasoning skills, strengthen their math-fact fluency and incorporate technology into their math learning through independent practice/math workstations. These workstations include a wide range of activities such as independent/partner math games, math journal entries and problem-solving activities.

The Museum School uses technology to advance students’ understanding of core math concepts. Students learn to use software for organizing data and creating graphs for analysis. Additionally, the curriculum includes many activities in which learning is extended and enhanced through the use of calculators, software and the Internet.

**Assessment**
The Museum School’s educational program is research-based and data-driven and includes a concrete measure of progress. We engage in rigorous and continual assessment of students throughout the school year using national, state and local measures. The results from these varied assessments drive professional development plans, curriculum development and pacing and influence instructional modifications, such as the incorporation of instructional assistants in high-need content areas or additional instruction in specific growth areas.
Measures of Academic Progress (MAP) is used in grades K-1 in reading and mathematics and in grades 2-8 in reading, language arts, and mathematics. This computerized, adaptive test assesses students based on their current level and provides an accurate indication of each child’s instructional level. The test gives teachers a guide to each student’s existing skills and growth needs.

The Georgia Department of Education, along with The Museum School, implements the Georgia Milestones Assessment System (Georgia Milestones). This system replaced the CRCT. Georgia Milestones is aligned to the Georgia Standards of Excellence (GSE) and requires more from students than the CRCT it replaced, in order to better prepare students for college and career and to provide a more realistic picture of academic progress. A major benefit of this system is that it is one consistent testing program across grades 3-12, whereas previously students took a series of individual tests. This testing system includes open-ended questions to better gauge students’ content mastery. Each student’s results are shared with parents so that home support can be implemented for target growth areas. Data from the Georgia Milestones will also be used to assess school-wide and grade-level-wide strengths and areas for growth. See below for more information: [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Parents/16-17_Parent_Brochure.pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Parents/16-17_Parent_Brochure.pdf)

In addition, The Museum School administers standards-based formative and summative assessments throughout units to evaluate concept mastery. As with the MAP and GA Milestones, the formative and summative assessments determine instructional pacing and curriculum and shape instructional strategies for the school as a whole. Throughout the year, teachers will incorporate classroom diagnostic assessments to ensure that students’ needs are aligned with instructional strategies and activities.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten – 8th Grade</td>
<td>Measures of Academic Progress (MAP)</td>
<td>Fall Administration: Begins late August Winter Administration: Begins late November Spring Administration: Begins late April</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>GKIDS</td>
<td>Ongoing</td>
</tr>
<tr>
<td>3rd – 8th Grade</td>
<td>Georgia Milestones</td>
<td>April 14 – April 29*</td>
</tr>
</tbody>
</table>

* Based on the DCSD testing calendar, dates are subject to change.

**Programs and Services**

**Special Education**

The Museum School provides special education programs utilizing a continuum of delivery models to all students who meet the eligibility requirements as mandated by federal and state laws.

The Museum School serves students who are currently enrolled in the Special Education program and implements a process to ensure all pre-identified students receive services at the school as soon as possible. In addition and in collaboration with DeKalb County, those students in need of RTI or SST interventions or psychological evaluations are provided with the necessary resources and support. As required, all students are provided with a free appropriate public education. Students are served based on their ability and in the least restrictive environment possible.

**Gifted Program**

The Museum School's emphasis on project-based learning benefits all students, including those identified as gifted. Problem-solving and higher-order thinking skills are emphasized in project-based learning, which are key components in gifted education. Students take responsibility for their own learning, increasing student motivation, which is an important goal in educating gifted children.

The Museum School specifically meets the needs of identified gifted learners and high achievers in compliance with state law and regulations. Gifted education is provided through approved delivery models, including resource classes taught
by gifted specialists, advanced content classes, core classes taught by gifted certified teachers and collaborative instruction and planning with gifted specialists, classroom teachers, and museum school personnel.

**ELL**
The English Language Learner (ELL) program at The Museum School of Avondale Estates attends to the needs of our ELL students as our program continues to grow. The Museum School’s goal is to improve the academic achievement of all ELL learners. The ELL teacher provides language support for the student through push-in (in classroom) and pull-out (outside of the classroom) models. The ELL teacher works with the classroom teacher to help students become more successful in the classroom.

**Response to Intervention**
The Museum School implements the Response to Intervention process to ensure that timely assistance is given to learners based on their needs. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education or both.

The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. Its use could also reduce the number of children who are mistakenly identified as having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RTI process can lead to earlier identification of children who have true disabilities and are in need of special education services.

https://www.understood.org/~/media/acc8e8c166c7432582494ece864cb16c.pdf

**Exploratories**
Students in grades K-5 receive specialized instruction weekly from certified teachers in each of the exploratory areas:

- Art
- Spanish
- Music
- PE
- STEM (Science Technology Engineering Mathematics)
- Technology

In addition, students will visit the media center once a week to check out books and participate in an activity with the school’s media specialist. Further, students will participate in classroom guidance lessons directed by the school counselor every 2-3 weeks.

**Connections**
Connections are classes that middle grades students take outside of Science, Math, Social Studies, and English Language Arts. All middle grades students will have two connections blocks each day (year-long and quarter). Connections are similar to “electives.” Choices may include:

- Orchestra
- Chorus & Musical Theatre
- Spanish
- Computer Literacy
- Art
- STEM
- Theatre
- Journalism
- Yearbook
Robotics  
Environmental Education  
Mathletes  
Genius Hour

In addition, students will take one quarter of Health and will take PE one day of the week in lieu of their year-long elective.

** Students eligible for the Remediation Education Program based on Milestones scores, MAP scores, or a rubric, may receive REP services during a connections block.

**CORE VALUES**

The Museum School’s core values are character traits expected of faculty, staff, parents and students alike, and they are woven into our everyday practices and into the curriculum.

**Responsibility**  
The museum curriculum is designed to help students develop responsibility for their own learning. With teachers as guides, children make their own inquiries about a subject and then experiment, observe and investigate. Once they have reached conclusions, they create museum exhibits to demonstrate their knowledge in a way that teaches others.

**Respect**  
We know that each child learns differently, and we respect that. Rather than present a fixed curriculum that may not be appropriate for some students, the museum school model integrates a myriad of learning styles and presents lessons that are appropriate for each student, all while not only meeting but exceeding Georgia Standards of Excellence.

Students learn respect through direct experience and real-world challenges. Both in the classroom and on their learning expeditions, children collaborate and communicate to achieve common goals. Long-term collaborative projects provide students the exposure and real-life opportunity to learn cooperative skills and respect for the worth of other individuals.

**Cooperation**  
Though students form individual learning goals and plans, they also undertake group projects that require cooperation. The creation of museum exhibits spans several weeks and requires the coordinated effort of an entire class. Additionally, the workshop model employs cooperative learning and small-group instruction on a daily basis. These real-world experiences in cooperation provide children with the skills they need to work with others throughout their lives.

**Sustainability**  
The Museum School is dedicated to principles of sustainability – the idea that a balance exists between meeting the needs of the present and ensuring the ability of future generations to meet their own needs. Our students study and participate in environmentally sound processes throughout the school such as recycling, energy conservation and waste reduction.

Our curriculum also focuses on sustainability, particularly with those learning institutions that focus on natural science or history. Students may learn how a scientific discovery dramatically changed how people lived decades ago, and then be challenged to think about how current discoveries and innovations will change the lives of future generations. The curriculum at The Museum School is interdisciplinary by design to help children see that seemingly isolated facts and events are interconnected.

**Creativity**  
The museum curriculum invites creativity. As a basic premise of the inquiry-based learning framework, students identify their own problems to solve and questions to answer. Teachers encourage risk-taking and innovation in guiding students’ explorations and investigations. Museum learning culminates in the creation of a tool for sharing knowledge with others.
Students have an opportunity to use creativity at every step of the museum process.

In addition, by providing teachers with professional development and a focus on creative lesson planning, we enable them to meet the needs of each individual student. Fostering a sense of creativity and encouraging an active imagination are the means to making learning meaningful and engaging. Transforming school from an obligatory activity to a fulfilling one is the key to giving children a lifelong love of learning.

Kindness
Being kind is a vital way of making our own lives, and the lives of others, meaningful and positive. This generosity of spirit comes alive when we give of ourselves to help others without expecting anything in return. At The Museum School, we know that concern for others is contagious: Charitable words and acts lead to new displays of kindness, perpetuating a culture of tenderness and concern for others. Every day, we see our students engage in acts of kindness toward one another, and these acts are recognized, rewarded and encouraged. Our students know that when they are kind, they brighten someone’s day and bring out the best in themselves.

EXPLORERS COMMUNITY PLAN
The Explorers Community Plan is based on the daily application and demonstration of our core values by students, staff, parents, and school visitors. Students will be recognized for application of these values within the classroom and at the school level. All staff members will take an active role in modeling, demonstrating, recognizing, and applauding the application of these values. Please consider ways that you can demonstrate these values while working with your child and during school and community activities. You are the greatest role model for your child!

Each teacher has created a system within his/her classroom based on our core values. Consequences will be implemented, as needed, for students who make inappropriate choices. When a student has exhausted all of the steps on the classroom plan, he/she will be referred to the Accountability Plan. The Museum School follows and abides by the DeKalb County School’s Code of Conduct.

EXPLORER EXPECTATIONS
Explorer expectations are directly taught, modeled, practiced, and celebrated at The Museum School through Explorer tickets and Village Meetings. All staff members are encouraged to recognize students demonstrating core values verbally and through an Explorer Ticket. The following “I will” statements are reviewed and demonstrated by each teacher throughout the school year. Parents are asked to review the statements with their child(ren) and are encouraged to reinforce these same behaviors at home.

Cooperation
I will wait patiently for my turn.
I will work quietly so we can all learn.
I will work well in a group using kind words.
I will show self-control with my body and words.

Creativity
I will be a problem solver by exploring and using new solutions.
I will participate in class by sharing my ideas.
I will be a risk taker by trying new ideas.
I will challenge myself to think in new ways.

Kindness
I will show others I care through my words and actions.
I will reach out to others and help them.
I will show compassion to others.
I will treat others the way they want to be treated.

Respect
I will use kind words.
I will use good manners and a polite voice.
I will listen to others when they are talking.
I will listen to and learn from all adults.

Responsibility
I will make good choices.
I will follow directions the first time.
I will come to school ready to learn.
I will use, clean up, and put away materials safely and properly.

Sustainability
I will RETHINK by using our materials wisely (reduce, reuse, recycle).
I will look for examples of sustainability in my community.
I will be a model for others and teach them to care for our environment.

I will use all of these core values to help me produce quality work that makes me feel proud
With these core values I will become a productive learner in our school community.
These values will help me become a contributing citizen of the world.

EXPLORERS’ ACCOUNTABILITY PLAN

The school’s core values of respect, responsibility, cooperation, kindness, sustainability, and creativity are modeled, demonstrated, and celebrated daily. Aligned with the core values, Explorer Expectations were created in order to provide students with specific “I will...” statements related directly to these values.

In response to behavior needs throughout the school, the Museum School staff has collaborated to revise the Explorers’ Accountability Plan (K-4 and 5th grade). This plan is based on the DeKalb County School’s Code of Conduct but tailored to meet the needs of our school community. The purpose of this plan is to create a clear, detailed look at specific behaviors and associated consequences. All staff members, throughout the school day, will carry out the plan. In addition, the plan strives to hold students accountable for their own behaviors and actions. By communicating expectations as well as consequences for inappropriate behaviors, we expect to develop young learners that demonstrate core values consistently but are also aware of consequences for inappropriate choices.

A separate plan, based off the Museum School’s Explorer Expectations, Accountability Plan, and DeKalb County’s Code of Conduct, was created for grades 6th through 8th. This plan is outlined and shared with parents and students via the Middle School Guidebook.

See Appendix A.

The students will be introduced to the plan through a school-wide assembly and thorough classroom discussions. As with all of our school programs and initiatives, your involvement and support is crucial. Thanks again for your support.

AFTERCARE PROGRAM

The Museum School of Avondale Estates is partnering with the after school program provider Connect.

The Goals of Connect
The Museum School’s core values and mission are the basis of how any program should be built. Global Sport Solutions (Connect) believes we can not only build a better after school program but one that aligns with the core values and puts the family first. We have built a program that is based around human needs - Physical Health, Mental health and Spiritual health. Using our experience in health, education and administration, the Connect After School program listens to and responds to the parents, student’s and school’s needs.
Under this program, students of all ages are placed in an environment with a holistic approach. Using up to date research on exercise and cognition, cross lateral movements, Ball School as well as programs built around the school curriculum, offer on site management and a true partnership with the school.

This program includes:
- Daily after school programming
- School Holiday programs
- Summer Camp programs
- Special Elective Programming

Learn more about Connect at [www.connectafterschool.com](http://www.connectafterschool.com). Contact Connect at SiteDirector@connectafterschool.com.

ARRIVAL

The walkway and drive in front of the entrance will be used for drop-off and pick-up. It will likely take a couple of weeks for all of our parents, students, and staff to learn the arrival and dismissal system. We appreciate your patience with staff members and fellow parents during this time period. Please note that parking is very limited. Parents that wish to walk their child in should park on the street north of the gym. See below for a few tips.

- Follow the marked route for arrival/dismissal as detailed on the arrival/dismissal plan.
- Enter the drive from the west or east and exit via right turn only.
- Your child(ren) will be greeted at your car (within the unloading zone) and supervised down the sidewalk.
- To ensure an 8:00 am instructional start, staff members will conclude the arrival routine at 7:55 am. If you arrive after 7:55 am, you must park and walk your child into the front office.

The TMS Before Care program starts at 7:00 am daily in the cafeteria. The daily fee is $5. Students, outside of those attending before care, will not be permitted in the building prior to 7:30 am. There will be no staff members available to supervise students before this time. Students that arrive between 7:30 am - 7:45 am will be supervised in the cafeteria. At 7:45 am, students will be released to their classrooms.

School starts at 8:00 am, at which time students should be seated and ready for instruction. Parents are welcome to walk their children to the front door or to the classroom door. However, please say your goodbyes at the door. Having parents in the classroom when the teacher is beginning the school day can be very distracting. Also, please refrain from conversations with the teacher at this time. Conferences and conversations can always be scheduled for a time that is convenient for parent and teacher.

First Week of School note: 1st, 2nd, and 3rd grade parents, remember to say your goodbyes at the classroom door beginning on Friday. Kindergarten parents, we ask that you say your goodbyes at the classroom door starting on Tuesday morning.

Tips and Reminders:
- Students can be dropped off as early as 7:00 am for a $5 daily fee.
- Regular morning drop off begins at 7:30 am.
- Students dropped off between 7:30 – 7:45 will wait in the cafeteria until released to their classes.
- School begins at 8:00 am, at which time students should be in their classrooms ready to begin the school day.
- Students should dress appropriately on days with inclement weather. Rain jackets and umbrellas are strongly encouraged.
- Traffic from the North and South will merge and drop-off in front of the original front entrance. Cars should merge by the first island as you approach the unloading zone.
- Cars exiting the unloading zone will make a right turn only.
- Parking is very limited. If you intend to walk your child into class, please park on the street north of the gym.
- For your child's safety, please only drop off your child in the unloading zone. Please do not, at any time, drop off your child on the street.

ATTENDANCE POLICY

The Museum School of Avondale Estates operates under the authority of the State Board of Education Rules and laws set forth in the state of Georgia.
Student attendance rates impact the school’s College and Career Readiness Performance Index (CCRPI) as well as other accountability reports. Further, several goals in the school’s charter relate to student absences (excused and unexcused). Punctual and regular attendance is important and expected. Regular attendance in school is the joint responsibility of the student and his/her parent(s) or guardian(s). The responsibility of our school is to provide each student with quality instruction and inform parents if their child is absent from school.

If a student must be absent, his/her parent(s) MUST notify the school’s front office prior to 7:45 a.m. on the day of the absence.

Students of school age have a right to a free public school education; they have a responsibility to attend school. Regular attendance is essential if students are to benefit fully from the educational opportunities provided for them. Unless excused by the principal, students are expected to be in school on time every day. The State Legislature has recognized the importance of regular attendance by enacting a compulsory attendance law for students under the age of 16.

This law requires parents or guardians to see that their children attend school, and it provides penalties for failure to do so. Penalties are also given to for anyone, including other students, who encourages or induces students to be absent or who employs or harbors a student who should be in school.

The school contracts with attendance officers who are authorized and required to file a petition in the Juvenile and Domestic Relations Court to obtain compliance with this law.

Definitions

Absence - A student is absent any time he or she is missing from school or from any assigned class or school activity. Absences are unexcused or excused based on the reason cited on the documentation from parents as to why the student was absent. If documentation is not submitted, the absence will be automatically labeled as unexcused and subject to sanctions.

Tardy - A student is tardy when a student arrives at an assigned place after the designated time. Repeated or habitual tardiness is an undesirable habit and is also disruptive of the orderly instructional process; therefore, teachers or principals will take corrective action.

160-5-1-.10

(a) Truant – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

Truancy is a serious offense that requires stern corrective action on the part of the school and the parents.

GENERAL ATTENDANCE RULES

Any student who is tardy or who must leave school prior to regular dismissal time MUST check in and/or out with the front office secretary. Otherwise, the student will be considered truant.

If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her principal.

Students participating in an after school or evening school-sponsored contest/event will attend school the full day in order to participate. Exceptions can only be made by the principal designee.

A student who has been absent for more than five (5) days for illness, must present a physician’s statement to be readmitted to class.

A student will be marked absent for a whole day if the student is out-of-school for more than 4 hours.

EXCUSED ABSENCES
The following are considered excused absences: Illness, funeral, medical or dental appointment, instances where
attendance could be hazardous as determined by DeKalb County School System, and other absences for which permission has been granted in advance.

The following, even with parental consent, are considered unexcused absences: Truancies, working, missing the bus, oversleeping, shopping, car not starting, keeping personal appointments, visiting out-of-town (unless excused prior to absence), needed at home (unless excused prior to absence), and other avoidable absences. If there is doubt about whether an absence will be considered excused or unexcused, check in advance with the building principal. No credit will be given for work missed due to an unexcused absence. However, students must make up all work to meet their educational needs.

The following applies to all unexcused absences:

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>School Action Per Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>School notifies the parent of absence and refers student to the counselor who will then meet with the student and/or parent for the purposes of discussing the reasons for absences and signing an attendance contract.</td>
</tr>
<tr>
<td>6-7</td>
<td>Letter sent to parent/guardian informing him/her of the student’s absences and the administrative and legal consequences of continued absence from school.</td>
</tr>
<tr>
<td>8+</td>
<td>Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General’s Office, DFCS, or other agency.</td>
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</tbody>
</table>

TARDINESS
Classroom teachers must record and report any student who is late to school or class as tardy. Consistent tardiness may result in disciplinary action.

<table>
<thead>
<tr>
<th>Number of Tardies</th>
<th>School Action Per Occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Student receives a warning. Teacher is responsible for contacting the parent(s).</td>
</tr>
<tr>
<td>3-6</td>
<td>Student is referred to the counselor who is responsible for contacting the parent.</td>
</tr>
<tr>
<td>7-10</td>
<td>Letter sent to parent/guardian informing him/her of the student’s tardies and the administrative and legal consequences of continued absence from school.</td>
</tr>
<tr>
<td>8+</td>
<td>Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General’s Office, DFCS, or other agency. Parents will be required to sign the referral.</td>
</tr>
</tbody>
</table>

CLASS TRUANCIES
A student is considered truant if he/she: is on school property but does not attend classes or study lab; has any unexcused tardy to a regular class which exceeds five minutes; leaves the classroom without a signed teacher permission slip. A student who is truant will receive no credit for work missed. However, students must make up all work to meet their educational needs.

EXCESSIVE ABSENCES
Any student who is absent for more than twelve (12) excused or unexcused days in any one semester will be considered as having excessive absences. These absences do not include those that result from participation in school-sponsored trips.

PROLONGED ABSENCE DUE TO ILLNESS
If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program.

PERFECT ATTENDANCE
Perfect attendance is defined as a student who has been present every day (no excused or unexcused absences), has arrived at school every day on time (no tardies), and remained at school for the entire school day (no early dismissals). Perfect attendance is quite a feat and students achieving this honor are celebrated at a school assembly.
COMMITTEES

TMS encourages parents to participate in the different committees and groups that are available to them. In order to participate, parents have to apply to be on the committee and then regularly attend the meetings. There are several committees on which parents may sit:

- **Parent Teacher Organization (PTO)** - This group will organize school-wide fundraisers and activities to support and sponsor outreach programs for students and staff.
- **School Committees** – These committees will be formed in the fall and spring based on student, staff, parent, and volunteer needs.

Please look for more information soon regarding participation on these committees.

COMMUNICATION

You can contact the Main Office at 404.289.0320 during the hours of 7:30 am – 3:30 pm. Our voice mail can be reached at any time throughout the day or night. Through this system, you can call your child in absent or leave a message for anyone on our staff including your child’s teacher.

Each Museum School staff member has a Museum School email account: firstname.lastname@themuseumschool.org. Parents are encouraged to contact staff members directly via email. See Appendix C for a detailed contact list. Teachers and staff encourage open communication, and will strive to respond to email communication from parents within 24 – 48 business hours.

The Principal’s Newsletter is the school’s primary form of communication, sent out weekly with upcoming events and announcements. Be sure to notify the front office, if you do not receive the weekly newsletters (typically sent on Sunday afternoons). Please remember to check your K-5 child’s Explorer Folder daily for letters and bulletins announcing upcoming events.

For the 2018-2019 school year, all *general announcements* will be communicated through scheduled school and class newsletters. It is imperative that the school newsletter be reviewed thoroughly and in its’ entirety as it will be the parents’ and students’ primary source of information.

- Specific updates and reminders will be available through school and class websites, Facebook pages, Twitter accounts, and /or blogs. This gives parents the option for additional communication without overloading email inboxes. In most cases, parents can also opt in to or out of various forms of communication. See your child’s teacher for more details.
- All electronic links for sign-ups and invitations will be embedded in school and class newsletters and not communicated to parents separately. This includes links and messages from Museum School staff members, PTO representatives, Room Parents, etc.

DROP OFF PROCEDURES

Parents are to drop off their child at the front sidewalk near the school’s original main entrance. Please do not drop your child off before 7:30 am unless you are opting to pay the $5 before care fee. School staff will supervise students in the cafeteria that arrive between 7:30 am - 7:45 am. At 7:45 am, students will be released to their classrooms. School begins at 8:00 am. Students who arrive after 8:00 a.m. must be brought to the office and signed in by the parent. Please do not drop off your child and allow them to enter the building unattended—*an adult must sign them in*.

Parents are welcome to walk students into their classrooms on the first day of school (1st – 7th grades) and the first two days of school (Kindergarten). For the remainder of the school year, we ask that parents who walk in please say goodbye at the classroom door. This will aid our staff as we implement morning routines and procedures. Thanks for your help!
EARLY DISMISSAL

If you need to pick up your child during school hours, you must do so through the office. You will be required to sign an Early Dismissal Log at which time we will call your child to come to the office. We encourage parents to schedule doctor appointments after school hours in order to minimize disruption to the classroom. **You may not sign your child out after 2:15 pm, unless in case of an emergency.**

ELECTRONIC DEVICES*

Cell phones and other electronic devices (iPods, hand held games, etc.) should not be visible or heard at any point during the school day. They should be turned off and stored in a book bag. It is recommended that students leave electronic devices at home, as the school cannot be responsible if devices are lost or damaged while at school. Devices that are heard or seen during the day will be taken from the student and turned into the office. If a student has an electronic device taken during the school day, a parent will have to pick it up from the office. Parents should not text or call students during the school day.

EMERGENCY PLAN

The City of Avondale Estates’ City Manager and Chief of Police as well as the DeKalb County Fire Marshall have reviewed the school’s safety and emergency plan and provided helpful feedback. We ask that you please take a moment to review these drills with your child.

Fire Drill

During a fire drill, all classes will take the primary route indicated on the room Evacuation Chart, posted in each classroom. Students will walk silently in a single file line out of the room and to the assembly area noted on the maps located at each exit. Students remain there until the “all clear” is announced. Fire drills will be conducted once per month per state law. The first drill will be within the first 10 days of school. Teachers will review and practice fire drill procedures with the first week of school and periodically throughout the school year.

Tornado Drill

There will be at least 2 tornado drills during the school year. Teachers will review and practice tornado drill procedures with students during the first week of school and periodically throughout the school year.

As a tornado **WATCH** is issued, the Principal will make the announcement “Due to weather concerns in the area, please get in tornado positions.” At this point, teachers will take the following actions:

- Based on location, escort students to the nearest interior hallway.
- Bring records to document student attendance, insuring that all students are present.
- Take attendance and report missing students to administrator immediately.
- Aid students in sitting in the tornado protection position.
- Return to the classrooms once the “All Clear” signal has been made.

Serious Incident

Lockdown and evacuation procedures have been established and presented to staff during pre-planning. Lockdown drills are practiced twice per school year.

Emergency Evacuation

In the event that we are faced with a dangerous situation that requires students and personnel to be removed from campus, an evacuation route is in place. An announcement will be made by Administration stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and faculty will be transported to an alternate location with the assistance of the City of Avondale Estates. This event is not practiced, so it’s imperative that all students are aware of procedures.
FIELD TRIPS

Field trips, separate from learning expeditions, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site. Field trips may only be requested for educational purposes and must be aligned to Georgia Standards of Excellence and the school’s vision and mission.

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips require written permission, in advance.

Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) has been disruptive, violated the student code of conduct or failed to conform to school rules and regulations.

In addition, students may be denied the privilege of participating in field trips, social and/or extracurricular activities if the student is in debt to the school for lunch, aftercare or any other program or activity.

The final decision on whether or not the student may participate shall be made by the Principal with documentation and input from the affected staff.

GRIEVANCE POLICY AND PROCESS

It is the intention that most conflicts will be resolved via an informal process. In the event that parents, students, teachers, or employees are not satisfied with the resolution, we will refer them to the following Grievance policy and process based upon best practice and DCSD policy and guidelines.

In working together to fulfill its mission, The Museum School will encourage parents, students, teachers, and employees to address and resolve conflicts at the earliest level of the organization.

Definitions:

Grievance - A complaint from any individual within The Museum School (i.e. student, parent, employee) which:
- Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law.
- Specifically identifies the policy, practice, or statute violated.

Grievant - Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Level - The level of The Museum School for addressing grievances. The organizational level varies depending on the specific issue. Below is the organizational level matrix used for grievance procedures in this policy:

<table>
<thead>
<tr>
<th>Organizational Level</th>
<th>Type of Issue</th>
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<tbody>
<tr>
<td></td>
<td>Classroom Instruction</td>
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<tr>
<td>Step I</td>
<td>Teaching Staff</td>
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<tr>
<td>Step II</td>
<td>Assistant Principal</td>
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<tr>
<td>Step III</td>
<td>Principal</td>
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<tr>
<td>Step IV</td>
<td>Governing Board</td>
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</table>

Grievance Process

Step I: Any individual alleging a grievance is encouraged to resolve the problem, if possible, through an informal
discussion with the person(s) directly involved, beginning at the earliest level of organizational structure as outlined above.

- Student’s parents should discuss classroom concerns first with classroom teachers.
- Employees should discuss concerns first with directly involved parties.
- When individuals hear complaints or receive formal grievances, they should first make sure that grievant have first attempted in good faith to resolve problems with directly involved persons.

**Step II:** In the event that the informal discussion with directly involved parties does not resolve the issue, grievant shall file a formal written grievance form with the individual at the next level in the organizational structure. Grievance Forms, developed using the DCSD as a guide, will be available from the business manager or from the Museum School website.

1. The grievance must be filed within ten (10) working days of the date the grievant knew, or should have known, of the circumstances that precipitated the grievance.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the grievance.
3. If the next responsible party is the Head of School, Step II does not apply and grievant moves to Step III.

**Step III:** If the response (decision) at Step II does not resolve the problem, the grievant shall forward the grievance to the Head of School to initiate Step III.

1. The Head of School shall investigate the complaint with the parties concerned in the grievance within ten (10) working days of the grievance having been filed at Step II.
2. At the conclusion of the investigation, the Head of School shall render a decision and issue a written report setting forth the Head of School’s findings and recommendations for the resolution of the grievance within five (5) working days.
3. The grievance shall be considered resolved if the grievant and the Governing Board accept the recommendations of the Head of School.
4. If no written report has been issued within the time limits set forth in ”3” above, or if the grievant shall reject the recommendations of the Head of School, the grievant shall have the right to appeal to the Governing Board for review of the grievance at Step IV.

**Step IV: Appeal to the Governing Board**

1. A written request for the Governing Board’s review of the grievance must be submitted to the Board Secretary within 10 days of the date of the Head of School’s report or the expiration of the time limits set forth in Step III.
2. The Governing Board shall review the grievance and the Head of School report, and may hold a hearing.
3. The Governing Board may affirm the Head of School’s recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Governing Board’s written decision shall be issued within 30 working days of receipt of the grievant’s written appeal by the board secretary.
5. If no written decision has been issued within the time limit set forth in ”4” above or if the grievant shall reject the decision of the Governing Board, the grievant shall be free to pursue the Grievance Policy as outlined in the DeKalb County School system’s appropriate policy as administered by DCSD Department of Internal Affairs.

**HOMEWORK POLICY**

A general outline follows (by grade) of the time and days suggested for homework. In addition to this, unfinished classwork may also be sent home for completion.

**Kindergarten:** There will be occasional homework assignments to reinforce the day’s lessons. Parents may also be asked to assist their child by reviewing classroom activities and reading to him/her each night. Homework assignments will be brief, interactive, and specifically relate to recent or near future lessons. Homework should not exceed 10 minutes.
First Grade: Students will be provided with leveled texts and related activities to read nightly. Homework assignments may involve math student journal activities. Assignments may reflect classroom science and social studies lessons. Homework should take about 15 minutes, assigned only Monday - Thursday.

Second Grade: Students will likely have 15-20 minutes of homework, four nights a week (Monday through Thursday). Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities.

Third Grade: Students will have 20-30 minutes of homework, a maximum of four nights per week. Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities. Homework may vary slightly during Georgia Milestones preparation.

Fourth Grade: Homework reinforces the skills taught throughout the day. 4th graders should work on homework between 30 and 40 minutes each day.
   1. Reading 15-20 minutes Monday- Thursday and complete reading log. Reading logs will be collected on Fridays.
   2. Math homework will be assigned per the teacher’s discretion.
   3. Study multiplication facts (0-12) daily.

Fifth Grade: Students will have 40-50 minutes of homework, four nights a week (Monday through Thursday). Students should expect to have math practice each night as well as work word or a reading response (depending on the day of the week). As a part of the 40-50 minutes, students will need to engage in at least 25 minutes of uninterrupted reading (most often will be their choice of book). On occasion, students will have an at-home project to work on for science or social studies. Please refer to the class blog for information on assignments. Select the category on the right-hand side that is labeled, "Homework."

Sixth, Seventh, and Eighth Grade: Middle grades students will likely have 60 minutes of homework Monday through Thursday*. This homework may include practice, reading, studying, projects, and technology based assignments. Students are responsible for recording their homework assignments in their agendas.

*Homework may be extended over the weekend due to long-term projects or missed/late assignments.

All Elementary Grades: Parents are encouraged to read with their child for 20 minutes per night.

In addition, home projects are assigned in every grade level throughout The Museum School. Home projects are to be completed by students with the assistance of parents or guardians. Final projects should reflect a student-created product.

ILL CHILDREN

To cut down on illness, please keep sick children at home while they recover. Children who become ill or injured while at school will be escorted to the office. Children are allowed to lie down in the office for fifteen (15) minutes. Based on the student’s symptoms and if a longer rest period is necessary, the parents will be called to pick up the child.

IMMUNIZATIONS

Please make sure that all of your child’s immunizations are kept up to date.

LEARNING EXPEDITIONS

Learning expeditions are an integral part of our curriculum. Learning expeditions to museums and partner organizations will typically take place on Tuesdays and Wednesdays. The school will cover costs related to learning expeditions including admission fees and transportation. Students are required to wear their light blue logo shirt and navy bottoms or navy blue logo and khaki bottoms (see the uniform policy for more details) on learning expeditions.

Learning expedition permission slips will go home with the students at the beginning of each nine-week unit listing all of the museum-related learning expeditions for the quarter. Parents should immediately sign and return the permission slip on a
quarterly basis.

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips and learning expeditions require written permission, in advance.

Students travel to learning expeditions via school buses. Unless there is an emergency, all students should ride the bus with their class when traveling to and from an expedition.

**LOST AND FOUND**

In order to be proactive, we ask that you label everything that belongs to your child. We also request that you do not send valuable items (e.g. jewelry, iPods, etc.) to school with your child. Parents may look through the Lost and Found collection area located in the hallway behind the cafeteria.

**MAKE-UP WORK**

The student and the teacher shall work together to make up any missed assignments, tests, homework, etc., whether for excused or unexcused absences, up to the specified absence limit. Immediately upon return to school from an absence, the student shall be given the number of days missed plus one additional day to submit the make-up work for full credit.

**MEDIA CENTER**

The Museum School of Avondale Estates Media Center Handbook

**Mission Statement**

The Media Center’s mission is to instill the love of reading into all students. This is done by supporting and collaborating with the teachers and by maintaining a collection of diverse materials on a variety of reading levels.

**Media Center Visits**

Every class comes to the media center on a weekly basis for a lesson and to check out books. Students may also come to the media center on an individual basis throughout the day.

**Circulation**

All students may check out a book of their choice. Generally, Kindergarten and first grade students may check out one book, second - fifth grade students may check out two books, and middle school students may check out three books. Books are checked out for one week in lower grades and two weeks in upper grades, and may be renewed up to two times. After a book has been overdue for four weeks, a letter will be sent home to parents/guardians notifying of the missing book. If a book is lost or damaged, parents/guardians will be asked to replace or pay for the book.

**Young Adult Books**

Students in grades four through eight are allowed to check out books from the young adult section. The books on these shelves are written with older students’ interests in mind and may contain mature content. Students in third grade are allowed to use this section with written permission from parents/guardians.

**Volunteers**

There is always something to do in the media center, so parents/guardians are always welcome to come by and help out. Please contact our media specialist Jennifer Price to coordinate your time: Jennifer.Price@themuseumschool.org.

**Accelerated Reader**

The Museum School uses a software program called Renaissance Place to enhance our students’ reading. First through fifth grade have the option to take the STAR test, which is a computer-adaptive reading test, three times a year to help set appropriate reading levels. (This is in addition to the other, more comprehensive evaluations that
From the STAR test we learn two main things: the student’s “Instructional Reading Level” (IRL) and the “Zone of Proximal Development” (ZPD). The IRL is the grade level at which the student is at least 80% proficient at recognizing words and comprehending reading material. For example, if a student scores an IRL of 4.3, that student is at least 80% proficient at reading fourth grade words and books. The Zone of Proximal Development is the reading level range from which the students should be selecting books for optimal growth in reading, also known as “just right books”. The student example above whose IRL was 4.3 would have a ZPD of 3.3-5.2, which is a little above and a little below his IRL.

Once the students have their levels, they can participate in our Accelerated Reader program. The students choose books on their level and take a short computerized comprehension test when they have completed the book. Each book is worth a certain number of points depending on the length of the book. If a student passes a comprehension quiz, he/she is awarded points. These points accumulate toward a personal reading goal and for reading tags from the media center that say “Super Reader, Advanced Reader, etc.”

Parents, you can support our program and your student by encouraging and asking about the books that are being read and tested on. Renaissance Home Connect gives you access to your students’ record outside of school from any computer with an internet connection. It allows your student, your student’s teacher, and you to share information about your student’s progress in Accelerated Reader. You can also choose to receive emails showing your student’s quiz results as they are being taken. This is a great way to start a conversation about books! “Hi, I noticed that you took a quiz today on Stellaluna and made a 90%. That is great! Would you like me to help you find another book by that author?”

To access Renaissance, go to the following website: https://hosted80.renlearn.com/2887505/HomeConnect/. Your student will use the same login that they use at school to view their information. Please contact your student’s teacher or Mrs. Price if you need this login information.

Students can only test at school, but we have a quiz for most books, so students can test on books from home or other libraries. You can go to www.arbookfind.com to easily find the level of the book your student is reading.

MEDICATIONS

All medications must be administered through the office. If your child needs to take any medication during school hours, please fill out the Medical Authorization form in its entirety and return it to our office to be placed in your child’s health folder. We do not supply any non-prescription medication. All prescription containers must be current and match the authorized prescription.

OVERNIGHT/EXTENDED TRIPS

Some grade levels, courses, or clubs may opt to participate in overnight/extended trips. Due to the differences in nature, location, and length of overnight/extended trips, specific guidelines, requisites, and policies will be shared with families and students by teachers, sponsors, and/or coaches.

Depending on the trip, documented discipline and attendance concerns (ie. suspensions, detentions, accountability plan infractions, chronic tardiness/absenteeism, etc.) may determine a student ineligible to participate in an overnight/extended trip. Please be sure to review the trips’ requirements and expectations with your child at home. In the event that a student does not meet an expectation and/or is ineligible to participate in an overnight/extended trip, a teacher, sponsor, coach, and/or administrator will inform the family.

Like all school trips, overnight/extended trips are a privilege and all students are expected to adhere to The Museum School’s Core Values, school and trip behavior expectations, and DeKalb County’s Code of Conduct. A parent and/or school administrator may be contacted in cases of inappropriate behavior. Abuse of trip expectations may also result in
the student being picked up early at the parents’ expense and/or ineligibility for future school trips. Disciplinary action may also be determined upon the student’s return to school. Please note that a refund for any remaining portion of the trip will not be issued.

Overnight/extended trips are school sponsored events and students are considered “present.” If a student does not attend, the student should report to school or he/she will be considered “absent.” Families should notify teachers, sponsors, and/or coaches if their child will not be going on the trip so that arrangements can be made for the student while he/she is on school campus.

PARENT AGREEMENT

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success.

The core values of The Museum School are: Responsibility, Respect, Sustainability, Cooperation, and Creativity. The Museum School seeks to form a mutually supportive relationship between students’ families, the school, and the community. For this reason, students and their families are expected to contribute to the success of the school. If you would like your child/ren to be part of this learning community, please indicate your willingness to contribute to the school by reading and signing the following.

As a parent/guardian, I understand that I am the person most responsible for my child’s education and development. I choose for my child to attend The Museum School of Avondale Estates. I know I have other public school options in this attendance zone, but I feel the mission, vision, and values of The Museum School coupled with a high level of parental involvement best meets the needs of my child and family. I will partner with The Museum School of Avondale Estates, my child, and the school community to promote my child’s personal development and academic achievement. I will model respect, responsibility, and cooperation for my child in fulfilling the responsibilities listed below.

Parent /Guardian Responsibilities
- I will donate volunteer service to the school each year. My family and I will donate 15 hours per enrolled child, with a maximum of 30 hours per family.
- I will attend all required parent-teacher conferences.
- I will have my child at school each day on time and ready to learn.
- I will ensure that my child has a quiet time and place to read and do homework assignments. I will check for homework assignments throughout the week to ensure their completion.
- I will know, reinforce, and follow the Code of Conduct.
- I will treat Museum School staff, parents, and children with respect at all times.
- I will assume and offer good will to Museum School staff, as well as other members of the school community.
- I will respond immediately to any questions or concerns from my child’s teacher.
- I will report any absence or illness to the school promptly. I will keep my child out of school on days when he or she is ill.
- I will inform the school immediately of any change in authorized transportation or contact persons. I will also inform the school of any change in address, phone number, or family status.
- I will support my child’s development of his or her self-concept, individuality and interests.

Parent /Guardian Rights
- My child will learn in a safe and healthy environment.
- My child and family will be treated with respect by The Museum School staff, parents, and students at all times.
- I will receive written goals and curriculum for my child’s classroom at the beginning of the school year.
- I will receive meaningful communication regarding my child’s progress from my child’s teachers.
- I will provide staff with feedback regarding the strengths and weaknesses of the school’s program.
- I will have the opportunity to serve on a volunteer committee or subcommittee.
• I will have ample notice of school events and meetings so that I may make plans to attend them.
• I will be able to meet with The Museum School administration and staff in a timely manner (and immediately for any concern involving a child’s safety).
• I will have access to parent representation on the Governing Board.

The Museum School of Avondale Estates’ Steps to Cooperate With Parents/Guardians to Fulfill Responsibilities
• The Museum School will offer many different kinds of volunteer opportunities to best link the talents, interests, abilities and needs of my family with the needs of the school.
• The Museum School will provide a schedule of events, meetings, and volunteer opportunities with ample time for me to plan to attend.
• The Museum School will hold family meetings at different times and days to accommodate different family schedules.
• The Museum School will be flexible in setting up parent-teacher conferences so I may attend.
• The Museum School administration will be available to meet if extenuating circumstances prevent me from meeting my responsibilities. The administration will be creative in helping to find a solution to satisfy my obligations.

PARENTAL INVOLVEMENT

1. Families will donate hours on a per child basis. All families are expected to donate 15 hours per student, with a maximum of 30 hours.*
2. The student’s parents and grandparents or guardians should complete hours. Extended family members are also able to complete hours.
3. A minimum of half the required hours should be completed during the first semester of school.
4. All hours must be completed AND recorded by April 30.
5. All hours served must be recorded and submitted. Hours may be submitted electronically through the provided website.
6. Please turn in all hours—even if you volunteer more than your required hours per year.

What qualifies for Parent Involvement Time?
Time that assists the school, teachers, and classes qualifies to earn parent involvement hours. These items include:

• Completing tasks or assisting in a classroom
• Completing assigned tasks at home with specific instructions, depending on availability
• Acting as a monitor in hallways, cafeteria, car line, etc.
• Visiting a museum partner with your child (limit 5 hours – 1 hour earned per visit)
• Actively chaperoning learning expeditions and field trips, including overnight trips**
• Serving on the Governing Board (limit of 1/2 of total hours)
• Serving on a Board-level committee, school operations committee, sub-committee or task force (limit of 1/2 of total hours)
• Serving on the PTO board (limit of 1/2 of total hours)
• Completing tasks and projects as a Governing Board, PTO Board or committee member
• Working on PTO events
• Saturday/Sunday workdays
• Organizing and/or participating in special events (performances, auctions, Field Day, etc.)
• Working to improve school building and grounds
• Bringing requested food or drink for school-wide events (limit of 1/4 of total hours)
• Completing special copy projects (100 copies = .25 hour)
• Serving as a Room Parent or Athletic Volunteer Coach

What does not qualify as involvement time?
Time that is spent with only your child, at school or away from school, is good parenting time and not considered involvement time for the school. These items will not satisfy the parent involvement commitment:
- Helping your child with homework
- Visiting your child for lunch
- Watching your child in a performance
- Attending Exhibit Nights
- Attending parent/teacher conferences
- Visiting your child’s classroom
- Attending a school event

* If this updated requirement presents a severe hardship, families should contact the Principal as soon as possible.

** To earn volunteer hours for chaperoning an expedition or trip, parents are asked to fully attend to the participating class. Volunteer hours will not be awarded to parents that tend to their child only. In order to fully focus on the class, please do not bring siblings.

**PARENTS, VISITORS, AND VOLUNTEERS**

To maximize instructional time, we ask that all parents and volunteers schedule their visits in advance. Unscheduled visits to classrooms are often disruptive to students and teachers. Parents should schedule visits directly with the teacher(s) and at least 24 hours in advance.

In addition, it is critical that ALL visitors report to the main office to sign in and receive a visitor’s badge immediately upon entering the building. **Please do not go directly to your child’s room without coming to the office first.**

Parents that are dropping off student or class materials, snacks, supplies, etc. should leave these items with a front office staff member. The items will be delivered to your child’s class by a staff member. In an effort to minimize classroom distractions, please do not bring younger siblings to the school when you are volunteering.

VOLUNTEERS: All volunteers must complete mandated reporter training. The training may be completed by visiting the website [https://www.prosolutionstraining.com](https://www.prosolutionstraining.com), selecting a course for the state of Georgia, and searching for Mandated Reporters: Critical Links in Protecting Children in Georgia. At the completion of the course a certificate will be awarded, which must be submitted to the school for records.

**PETS**

With the exception of approved classroom pets, we ask that all families leave pets at home, especially during drop-off and pick-up.

**PICK UP PROCEDURES**

2019-2020 Dismissal Process

- Middle School parents are asked to pick up their students between 3:15 and 3:30. Middle School walkers/bikers will be dismissed at 3:15.
- Students whose last name begins with A – M should pick up between 3:00 pm – 3:15 pm.
- Students whose last name begins with N – Z should pick up between 3:15 pm – 3:30 pm.
- Please note that 3:15 pm is the latest that A-M students should be picked up and is the earliest that M-Z students should be picked up.
- For carpools, please follow the time for the driver of the car. For example, if the Smith Family is picking up the Johnson Family, all students should be picked up between 3:15 – 3:30 pm.
- Students will only be released to parents standing on the sidewalk near the bike rack or to parents in cars. Please do not stand on the front sidewalk near the loading zone with your car-rider number.

**Notes and Tips:**
• One car-rider number will be assigned per family. If you need an additional card, please contact Chris Cook at chris.cook@themuseumschool.org.
• If your child will be riding home with another family frequently, please complete a form in the front office giving unlimited permission for the other family to pick up your child.
• If you are picking another child up, you must display his/her car rider number.
• If you are picking up bikers or walkers, please hold your number card high on the sidewalk near the bike rack area and your child will be escorted over.
• Parents picking up bikers and walkers should not park in front of the school to pick-up. Please park in a lot or on a portion of the street either north or south of the school.

** All students will be required to register for the Connect after school drop-in program. With this registration, all families will have the option of using the emergency drop-in care. In addition, students that are not picked up by 3:30 pm will be placed in the Connect Drop-in program. Parents will pick up their child(ren) directly from Connect and will be required to pay all associated fees.

PROMOTION, PLACEMENT, AND RETENTION

The Museum School of Avondale Estates has established criteria to address the requirements of the Georgia Academic Promotion, Placement, and Retention Policy (O.C.G.A. § 20-2-282, 283, 284, and 285). The regulations of this policy will be applied for students in Grades K-8 to help assure that basic promotion, placement, and retention criteria will be consistently addressed.

The Museum School of Avondale Estates will, at a minimum, comply with all applicable authority and State requirements regarding student promotion, placement and retention. This includes, but is not limited to, O.C.G.A. § 20-2-281, et seq. This Rule will be applied to students in Grades K-12 to help assure that promotion, placement, and retention criteria will be consistently addressed.

State rules and regulations, as well as local school policy, will be followed regarding assessment procedures and criteria used to determine the readiness of students for the next grade level. Multiple, state approved, sources of data will be used to identify each student’s strengths and needs, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods.

Placement decisions for the following school year will be made on an individual basis and will be based on a review of the student’s overall academic achievement. At the end of the year, a committee consisting of the Principal, classroom teacher, support staff members, parents, and any other relevant parties will make this decision based on documentation of academic progress and achievement throughout the school year. Based on classroom performance, formal assessments, and informal assessments, the decision may be made for a child to be retained. However, the Principal will have the final authority for placement decisions. If a student is retained, written documentation of evidence supporting the decision will be filed in the student’s permanent record. Students who are retained will be provided accelerated, differentiated and/or additional instruction. No student will be retained in Kindergarten more than once.

The decision to place the student must be the unanimous decision of the placement committee and must determine that if placed and given accelerated, differentiated, and/or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year. If the placement committee cannot reach a unanimous decision to place the student, he/she shall be retained in their current grade level for the subsequent school year. For students receiving special education or related services, the Individual Education Program (IEP) Team shall serve on the placement committee.

No student will be retained more than once in each of the following grade categories:
Kindergarten
Grades 1 or 2
Grade 4
Grades 6, 7, or 8
# The Museum School of Avondale Estates' Promotion Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>About Promotion to 1st Grade</th>
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<tbody>
<tr>
<td>Kindergarten</td>
<td>A child enrolled in Kindergarten must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level. *Readiness for the 1st grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee. <strong>Note:</strong> A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</td>
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<th>Grade</th>
<th>About Promotion to 2nd Grade</th>
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<tbody>
<tr>
<td>1st Grade</td>
<td>A child enrolled in 1st grade must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level. *Readiness for the 2nd grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee. <strong>Note:</strong> A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</td>
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<th>Grade</th>
<th>About Promotion to 3rd Grade</th>
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<tr>
<td>2nd Grade</td>
<td>A child enrolled in 2nd grade must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level. *Readiness for the 3rd grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee. <strong>Note:</strong> A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</td>
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<th>Grade</th>
<th>About Promotion to 4th Grade</th>
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<tr>
<td>3rd Grade</td>
<td>The state requires that Georgia 3rd graders score in the “on grade-level” range or higher on the ELA subtest of the Georgia Milestones Assessment to earn promotion. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria. <strong>Note:</strong> Readiness for the 4th grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee. Should a child not pass the GMA ELA subtest to earn promotion to 4th grade, he or she will have the opportunity to retake the GMA retest. <strong>Note:</strong> A special education student’s promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading GMA subtest (a state promotion requirement), the student must take a retest during summer school. If the student does not pass the retest, a Student Support Team and/or Placement Committee will determine the student’s placement for the next school year.</td>
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<th>Grade</th>
<th>About Promotion to 5th Grade</th>
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<tr>
<td>4th Grade</td>
<td>To earn promotion to the 5th grade, TMS 4th graders are expected to earn a Level 2 on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria. <strong>Note:</strong> Readiness for the 5th grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee. <strong>Note:</strong> A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</td>
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<th>Grade</th>
<th>About Promotion to 6th Grade</th>
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<tr>
<td>5th Grade</td>
<td>The state requires that Georgia 5th graders score in the “on grade-level” range or higher on the ELA and a level 2 on the Mathematics subtests of the Georgia Milestones Assessment to earn promotion. Students also must successfully master the current grade-level in order to earn promotion to the next grade level. Should a child not earn promotion to 6th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 6th grade. Instead, the student will receive extra help the next year through a transition program. <strong>Note:</strong> A special education student’s promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading and Mathematics GMA subtests (a state promotion requirement), the student must take a retest for the failed subtest(s) during summer school. If the student does not pass the retest(s), a Student Support Team will determine the student’s placement for the next school year.</td>
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</table>
About Promotion to 7th Grade
To earn promotion to the 7th grade, TMS 6th graders are expected to earn a Level 2 on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.*

Readiness for the 7th grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee.

* Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.

About Promotion to 8th Grade
To earn promotion to the 8th grade, TMS 7th graders are expected to earn a Level 2 on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.*

Readiness for the 8th grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST) and/or Placement Committee.

* Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.

About Promotion to 9th Grade
To earn promotion to the 9th grade, TMS 8th graders must earn a passing score on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics.*

Should a child not pass all required GMA subtests to earn promotion to 9th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 9th grade. The student will receive extra help the next year through an intervention program.

* Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.

PROMOTION INDICATORS:
All or part of the following indicators shall be considered:

1. Kindergarten:
   a. Readiness level as established by the results of the state assessment.
   b. Readiness level as indicated on the student report card.
   c. Teacher recommendation for promotion.

2. Grades 1 – 5:
   a. Readiness level as established by the results of the appropriate Milestones section in the areas of reading and/or mathematics.
   b. Readiness level as indicated on the student report card.
   c. Teacher recommendation for promotion.

3. Grades 6 – 8: Retention of students should be made at the lowest level:
   a. Number of failing grades (failing 3 or more subjects for the year).
   b. Standardized test scores (including Milestones in ELA and math).
   c. Math and reading performance.
   d. Learning ability of student.
   e. Previous interventions (including Response to Intervention or R.T.I.).
   f. Previous retentions.
   g. Age and maturity of student.
   h. Excessive absences.
   i. Teacher recommendation.
REPORT CARDS/QUARTERLY REPORTS

Quarterly Reports are standards-based and issued quarterly. The chief purposes of this report are:

- to help parents understand the child’s progress in relation to the school’s objectives;
- to help parents share in planning for future progress; and
- to help the child grow through an evaluation of his habits, attitudes, and achievements.

In order to align our standard's based grading with the traditional 100 point scale and ABCD, we follow the following conversion scale.

TMS 4 = 100 = A
TMS 3.5 = 95 = A
TMS 3 = 90
TMS 2.5 = 85 = B
TMS 2 = 80 = B
TMS 1.5 = 75 = C
TMS 1 = 70 = C

In order to prepare middle school students for their transition to high school, we implement a modified standards-based grade book in 7th grade and a traditional grade book in 8th grade. The modified standards-based grade book in 7th grade consists of students receiving a number grade (0-100) for each evaluated standard and the final grade is derived from the average of those grades with equal weighting across the standards. The traditional grade book in 8th grade consists of categories of assignments (i.e. homework, classwork, quizzes, unit tests, etc.) each carrying a different weight. The final grade in the class is calculated based on the weighted average of these assignments. For both the 7th and 8th grades the following grading scale is implemented.

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 0 - 59

ROOM PARTIES

All parties during school hours must be approved by the Principal and should be reserved only for special occasions and events. Staff and parents are encouraged to bring in healthy foods. No soda may be served in school.

For birthday celebrations, parents may bring in a special snack for students to enjoy with classmates during lunch. This allows students to celebrate their special day without interrupting instruction. Please only bring enough treats for your child’s class.

If students bring invitations to distribute at school for a birthday party, all students in the class must be invited to the party. Please notify the teacher prior to sending birthday party invitations to school for distribution.

SCHOOL CLOSINGS

The school’s calendar has been provided to parents and students and is different than DeKalb County School’s calendar. However, in case of inclement weather we will follow DeKalb County School District’s closings. Your local radio and television stations will announce the closings.

SCHOOL BREAKFAST & LUNCH

BREAKFAST

Cold breakfast will be served from 7:30 am - 7:50 am in the cafeteria. Daily price for breakfast is $1.50. Families
receiving free/reduced lunch benefits are able to apply these benefits to breakfast. Reduced-price breakfast is $0.30.

HOME LUNCH
Children have the option to bring a home lunch or place an order for a school lunch. Students may not be removed from the campus for lunch. We encourage healthy eating habits, so please limit the sugar intake in your child’s lunch. There are to be no cans of soda, no carbonated drinks and no glass bottles in school. Students are strongly encouraged to pack a reusable water bottle that they can refill throughout the day. Filtered water bottle fillers are available at the school drinking fountains. Please be sure to label the water bottle with your child’s name. Home lunches should be sent to school with your child. In order to adhere to school policy and keep classroom disruptions to a minimum, please be advised that we will no longer be accepting student lunch items or water bottles at the front desk past 8:30 a.m. After this time, your student will be counted in the lunch count, their lunch account will be charged, and families will be responsible for the balance.

As well, students are not permitted to eat fast-food lunch items and drink carbonated drinks on school grounds. These foods include, but are not limited to: Popeyes, Little Caesar’s, Chik-fil-a, and Zaxby’s. Please refrain from sending in these items.

Exceptions due to dietary needs will need to be approved by administration.

SCHOOL LUNCH
School lunch menus are posted in classrooms, the front office, the cafe, online on the TMS website, and in weekly newsletters. A lunch count is taken, first thing in the morning, in which students “order” school lunch for the following school day. If a student forgets to bring lunch he/she must inform their homeroom teacher that they need to order a school lunch for that day.

School lunches are provided through the vendor Preferred Meals and should be pre-paid. Lunch is $4.00 and includes milk. Reduced price lunches are $0.40. Free and reduced lunch applications will be sent home with all students on the 1st day of school. All families are expected to complete and return the forms regardless of eligibility for the program. All families that complete the application will earn 1 volunteer hour.

LUNCH PAYMENTS
Payments can be made by cash, check, credit card, or ACH withdrawal. For credit card or ACH payments, use schoolpaymentportal.com. It is recommended that everyone set up an account in the portal even if you don’t plan to use it for payment. It is quick and easy to do. Please note: if you wish to pay by credit card or ACH, the portal charges a small service fee per transaction. This fee covers the cost of credit card/ACH processing. There are no fees for cash or check payment directly to the cafeteria.

LUNCH VISITS
If you would like to eat lunch with your child, we ask that you sign in at the front desk, receive a visitor’s badge and meet us in the cafeteria at your child’s designated lunchtime. In order to encourage healthy eating, please do not bring in fast-food items for your child to eat during school lunch.

SCHOOL PICTURES AND YEARBOOKS
School pictures will be taken at least twice a year, fall and spring, and will be available for order. In the spring, we will take class pictures.

The Museum School’s Yearbook Committee is open to staff members, parents, and students. Please email Desiree Carter at desiree.carter@themuseumschool.org if you would like to support the Yearbook Committee.
SCHOOL SUPPLIES

Each teacher has distributed a list of the necessary school supplies for the class. Some items will be used for the entire class community and some may be for your child specifically. Wish lists are optional items requested by teachers to further enhance the students’ learning environment.

SNACK

Each classroom will have a designated snack time either in the morning or afternoon based on the class’s lunch time. Parents are asked to send an individual snack with their child daily. Snacks should be healthy and may include string cheese, yogurt, pretzels, fruits, vegetables, fruit bars, granola bars, crackers, or healthy dry cereal. Chips, cookies, candy or unhealthy snacks will not be permitted. Students will be asked to return these items to their backpack or lunch box.

STUDENT ACCIDENTS

Any student injured at school will be sent to the office. The teacher or staff member in charge will contact the parents. All student accidents will be reported to the Principal and a STUDENT ACCIDENT REPORT completed.

TEACHER CONFERENCES

All parents should meet with their child’s teacher at least 2 times during the school year, October and February. Conferences must be scheduled so as to not conflict with the teacher’s instruction. You are encouraged to communicate regularly with your child’s teacher so that you always have a full understanding of your child’s performance and progress.

TECHNOLOGY AND INTERNET USE POLICY

The Museum School of Avondale Estates believes that all students should have access to technology tools and resources when they act in a responsible, efficient, respectful and legal manner. We expect all our students to demonstrate the Core Values when using school technology. Internet access and other online services available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. All school Internet is filtered and monitored. Acceptable uses of technology are devoted to activities that support teaching and learning.

The Museum School of Avondale Estates Acceptable Use of Technology Agreement Grade K-8

Parents/Guardians and Students: please read this together.

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:
1. I promise to use the computer carefully and respect the school’s property.
2. I promise to only work on programs and web pages that my teacher tells me to use.
3. I promise to respectfully ask for help if I don’t know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise to never use the computer to hurt, frighten or bully others.
6. I promise to cooperate with my classmates when sharing technology.
7. I promise to only use my own file or my own folder on the student server.
8. I promise to demonstrate sustainability by only printing when my teacher tells me to.
9. I promise to only share my password with my teacher or parent.
10. I understand that if I break any of my promises, I might not be able to use technology while on school campus.

I have read this Acceptable Use Agreement and have discussed it with my child.

This Acceptable Use Agreement is valid for the duration of the student’s enrollment at The Museum School of Avondale Estates.
TELEPHONE

The school telephone is a business phone for use by the school staff. Students are not permitted to use the phone without the consent of the teacher and front office staff.

TRANSPORTATION CHANGES

Please submit all transportation changes to your child’s teacher through a written note, including any changes in person(s) picking up your child. Students will not be permitted to change their transportation method or to change who they are leaving with without a written note. Please remind the person picking up your child to bring valid identification.

UNIFORM DRESS POLICY

Parents/guardians will be asked to assist and guide the children by following the mandatory uniform dress code policy. The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence. See Appendix B.

VOLUNTEER GUIDELINES

1. The safety and education of students must be the main concern of volunteers while engaged in school activities.

2. Volunteers are to have no physical contact with students or staff.

3. Please schedule volunteer opportunities in advance to minimize distractions during instruction.

4. In order to ensure the safety of our students, the names of all volunteers will be checked on the Georgia Sex Offender Registry maintained by the Georgia Bureau of Investigation. Any individual who is listed on said registry will not be permitted to volunteer at the School.

5. Individual student’s grades, records and abilities are personal and confidential information. Students have a right to confidentiality that covers:
   - academic work completed
   - family background information
   - standardized test scores
   - attendance records
   - health data
   - grades
   - interest inventory reports
   - teacher or counselor ratings and observations
   - reports of serious or recurrent behavior patterns

6. Volunteers may not give students medication.

7. Volunteers should not contact parents regarding student performance or behavior.

8. Classroom supervision and student discipline are the responsibilities of the teacher and school.

9. The teacher must always give permission for a student to leave the classroom.

10. Volunteers are required to sign in and out. Always check in at the front office before going to a classroom.

11. For identification, volunteers are required to wear a name badge when helping with school activities.

12. Punctuality and reliability are expected since teachers plan for volunteer assistance.

13. Volunteers should set a good example for students by their manner, appearance, and behavior.
As a volunteer, what do I do if....

*a child is injured?*

If a child should receive an injury while under your care, do not attempt to administer any type of aid. No matter how minor the injury is, you should immediately notify the teacher or a staff member.

*a child becomes ill?*

If a child complains of not feeling well, you should notify the teacher immediately. You should never administer any form of medicine to the child.

*I am injured?*

Should you become injured while performing your volunteer duties, notify the school office immediately. The office staff will assist you and ask you to fill out the proper accident forms.

*I am asked to watch or take the class alone?*

Because you are not a TMS employee, you are not legally permitted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a staff member present.

*somone asks to see a child?*

If a person who is not a member of the school staff should ask to speak to or take a child, you must direct that individual to the teacher. Under no circumstances should you grant such a request.

*somone asks me how a child is doing?*

As it becomes known that you are working in the school, you will likely be asked questions concerning specific children. If a parent or friend inquires about the child’s progress, you should say, “I enjoy working with your child and I’m sure if you schedule an appointment, the teacher would be happy to talk with you.”

**WITHDRAWALS**

A Withdrawal Form, available through the registrar, is necessary when a child leaves school during the school year. Be sure that the child has turned in all school property before he or she leaves the school.

**Appendix A: K-4 and 5th Grade Accountability Plan**

**Appendix B: Uniform Policy and Dress Code**

**Appendix C: Contact List**
The Museum School of Avondale Estates
2019-2020 Accountability Plan
Kindergarten – 4th Grade

Mission: The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Core Values: Responsibility Respect Cooperation Sustainability Creativity Kindness

Repeated level one behaviors lead to level two behaviors, and repeated level two behaviors move to level three. The staff member in charge is responsible for contacting parents and/or giving a consequence(s), after consulting with the homeroom teacher or advisor.

### Dishonesty

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<tr>
<th>Core Values Addressed: Responsibility, Respect, Cooperation, Kindness</th>
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<tr>
<td><strong>Behavior</strong></td>
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<td><strong>Level One</strong></td>
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### Destruction

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| Level Three | • Destroying school property | • parent/teacher/child conference  
  • conference with administration  
  • behavior plan (action plan)  
  • personal workplace  
  • special seating arrangement  
  • referral to counselor or appropriate school personnel  
  • loss of privilege  
  • school chore  
  • loss of expedition  
  • repair, if possible |

### Disruption of Learning Environment

**Core Values Addressed:** Responsibility, Respect, Cooperation, Kindness

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<tr>
<th>Behavior</th>
<th>Possible Consequence(s)</th>
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| **Level One** | • disrupting or distracting others or yourself from learning  
  o calling out or speaking out of turn  
  o Wandering  
  o not being prepared  
  o off task behavior  
  o toys | • removal from activity  
  • teacher/student conference  
  • written reflection signed by parent  
  • goal setting  
  • confiscation of non-instructional items  
  • silent lunch  
  • apology letter |
| **Level Two** | • intentionally disrupting or distracting others or yourself from learning  
  o calling out or speaking out of turn  
  o Wandering  
  o not being prepared  
  o off task behavior  
  o touching others  
  o not respecting personal space  
  o refusing to work by yourself or others  
  o toys | • possible restriction of use  
  • removal from class  
  • confiscation of non-instructional items  
  • parent contact  
  • behavior or action plan  
  • loss of privilege  
  • loss of recess  
  • practice of appropriate behavior  
  • silent lunch  
  • apology letter |
| **Level Three** | • severe, intentional disruption (ie. throwing objects, tantrums) | • parent/teacher/child conference  
  • conference with administration  
  • behavior plan (action plan)  
  • personal workplace  
  • special seating arrangement  
  • referral to counselor or appropriate school personnel  
  • loss of privilege  
  • loss of recess  
  • school chore  
  • silent lunch  
  • loss of expedition  
  • apology letter  
  • possible suspension |
### Verbal Harm

Core Values Addressed: Respect, Cooperation, Kindness

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<tr>
<td><strong>Level One</strong></td>
<td>· Playful Teasing&lt;br&gt;· teacher/student/peer conferences (role play)&lt;br&gt;· written reflection signed by parent&lt;br&gt;· goal setting</td>
</tr>
<tr>
<td><strong>Level Two</strong></td>
<td>· Taunting&lt;br&gt;· Hurtful to Others&lt;br&gt;· Repeated level one behavior&lt;br&gt;· parent notification&lt;br&gt;· removal from activity&lt;br&gt;· written reflection&lt;br&gt;· apology letter</td>
</tr>
<tr>
<td><strong>Level Three</strong></td>
<td>· Obscene language&lt;br&gt;· Inappropriate language (racial, religious, sexual, ethnic)&lt;br&gt;· Harassment&lt;br&gt;· Provoking&lt;br&gt;· Threats&lt;br&gt;· Repeated lvl 2 behaviors&lt;br&gt;· parent/teacher/child conference&lt;br&gt;· conference with administration&lt;br&gt;· behavior plan (action plan)&lt;br&gt;· personal workplace&lt;br&gt;· special seating arrangement&lt;br&gt;· referral to counselor&lt;br&gt;· loss of privilege&lt;br&gt;· apology letter&lt;br&gt;· possible suspension</td>
</tr>
</tbody>
</table>

### Defiance

Core Values Addressed: Respect, Cooperation, Kindness

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Possible Consequence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong></td>
<td>· Moving Slowly, Isolated Impact&lt;br&gt;· Intentionally not working with others&lt;br&gt;· Intentional off-task behavior&lt;br&gt;· teacher/student conferences&lt;br&gt;· written reflection signed by parent&lt;br&gt;· time out of classroom&lt;br&gt;· goal setting</td>
</tr>
<tr>
<td><strong>Level Two</strong></td>
<td>· Intentionally Moving Slowly, Classroom Impact&lt;br&gt;· Refusing to follow staff directions&lt;br&gt;· Repeated level one behaviors&lt;br&gt;· Arguing with staff or others&lt;br&gt;· parent/ teacher conference&lt;br&gt;· written reflection signed by parent&lt;br&gt;· time out of class&lt;br&gt;· apology letter&lt;br&gt;· loss of recess&lt;br&gt;· referral to counselor</td>
</tr>
<tr>
<td><strong>Level Three</strong></td>
<td>· Disrespectful conduct towards staff members or officials&lt;br&gt;· Insubordination, disorderly conduct, disobeying school rules or regulations, and/or disobeying directives given by a staff member or school official&lt;br&gt;· parent/teacher/child conference&lt;br&gt;· conference with administration&lt;br&gt;· behavior plan (action plan)&lt;br&gt;· referral to counselor&lt;br&gt;· loss of privilege&lt;br&gt;· loss of expedition&lt;br&gt;· apology letter&lt;br&gt;· possible suspension</td>
</tr>
</tbody>
</table>
### Lunchroom Accountability

**Core Values Addressed:** Responsibility, Respect, Cooperation, Sustainability, Kindness

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Possible Consequence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level One</strong></td>
<td></td>
</tr>
<tr>
<td>• Talking too loud</td>
<td>• warning before silent lunch</td>
</tr>
<tr>
<td>• Talking while lights are out</td>
<td>• change proximity as needed</td>
</tr>
<tr>
<td>• Getting out of seat without permission</td>
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<tr>
<td>• Sharing food</td>
<td></td>
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<tr>
<td><strong>Level Two</strong></td>
<td></td>
</tr>
<tr>
<td>• Refusing to follow staff directions</td>
<td>• silent lunch table</td>
</tr>
<tr>
<td>• Rough housing</td>
<td>• given assigned seating by staff/ teacher</td>
</tr>
<tr>
<td>• Repeated level one behavior</td>
<td>• written reflection</td>
</tr>
<tr>
<td>• Taking students’ property without permission</td>
<td>• clean up table</td>
</tr>
<tr>
<td>• Running</td>
<td>• teacher/ assistant conference</td>
</tr>
<tr>
<td>• Leaving a messy area</td>
<td></td>
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<tr>
<td><strong>Level Three</strong></td>
<td></td>
</tr>
<tr>
<td>• Lack of self control</td>
<td>• parent/teacher/child conference</td>
</tr>
<tr>
<td>• Throwing food</td>
<td>• school chore</td>
</tr>
<tr>
<td>• Repeated level two behaviors</td>
<td>• loss of privileges</td>
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<td></td>
<td>• written reflection</td>
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<td></td>
<td>• separate lunch location</td>
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</tbody>
</table>

### Physical Harm

**To student or staff member**

**Core Values Addressed:** Responsibility, Respect, Cooperation, Kindness

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Possible Consequence(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>Level One</strong></td>
<td></td>
</tr>
<tr>
<td>• Unintentional physical harm</td>
<td>• teacher/student conferences</td>
</tr>
<tr>
<td></td>
<td>• written reflection signed by parent</td>
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<tr>
<td></td>
<td>• time out of classroom</td>
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<td></td>
<td>• goal setting</td>
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<td></td>
<td>• apology letter</td>
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<tr>
<td><strong>Level Two</strong></td>
<td></td>
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<tr>
<td>• Rough housing or play fighting</td>
<td>• parent/ teacher conference</td>
</tr>
<tr>
<td>• Repeating level one behavior</td>
<td>• written reflection signed by parent</td>
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<td></td>
<td>• goal setting contract</td>
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<td></td>
<td>• time out of class</td>
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<td></td>
<td>• conference with administration</td>
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<td></td>
<td>• loss of privileges</td>
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<td></td>
<td>• silent lunch</td>
</tr>
</tbody>
</table>
| Level Three | • Sexual harassment  
• Fighting  
• Hitting  
• Intentional physical harm (i.e. throwing objects)  
• Level 1 or 2 that results in injury | • parent/teacher/child conference  
• written reflection  
• conference with principal  
• behavior plan (action plan)  
• referral to counselor  
• loss of privilege  
• loss of expedition  
• parent pick-up  
• possible suspension |
The Museum School of Avondale Estates
2019-2020 Accountability Plan
5th Grade

Mission: The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Core Values: Responsibility Respect Cooperation Sustainability Creativity Kindness

Repeated level one behaviors lead to level two behaviors, and repeated level two behaviors move to level three. The staff member in charge is responsible for contacting parents and/or giving a consequence(s), after consulting with the homeroom teacher or advisor.

| DISHONESTY | 
| Core Values Addressed: Responsibility, Respect, Cooperation, Kindness |
| EXAMPLES | POSSIBLE CONSEQUENCE(S) |
| **LEVEL 1** | | |
| • Omission | • Reflection Template |
| • Lying | • Dialogue/Verbal Warning |
| • Perjury | • Alternate assignment |
| • Copying Work (i.e. homework, classroom assignments) | • Apology |
| • Redoing assignment | • Receive no credit for assignment |
| • Parent Contact |  |
| **LEVEL 2** | | |
| • Cheating (i.e. assessments, projects) | • Parent contact |
| • Plagiarism | • Administrative conference |
| • Forgery | • Referral to counselor |
| • Repeated level 1 behaviors | • Possible suspension |
| • Replace item | • School Chores |
| • Apology |  |
| **LEVEL 3** | | |
| • Stealing | • Parent contact |
| • Repeated level 1 or 2 behaviors | • Administrative conference |
| • Parent contact | • Referral to counselor |
| • Possible suspension | • Apology |
| • School Chores | • Parent Contact |
| • Apology |  |

| VERBAL HARM | 
| Core Values Addressed: Respect, Cooperation, Kindness |
| EXAMPLES | POSSIBLE CONSEQUENCE(S) |
| **LEVEL 1** | | |
| • Name calling/Teasing | • Reflection Template |
| • Profanity/Offensive Language | • Dialogue/Verbal Warning |
| • Cool down in another room | • Apology |
| • Parent Contact |  |
| **LEVEL 2** | | |
| • Frequent Level 1 | • Parent Contact |
| • Provoking/Instigating | • Administrator meeting |
| • Gossiping | • Meeting with a counselor |
| • Apology |  |
### LEVEL 3
- Terroristic Threats
- Obscene Name Calling (Sexual orientation, racial, religious, etc.)
- Harassment/Intimidation
- Bullying/Cyberbullying

### POSSIBLE CONSEQUENCE(S)
- Parent Contact
- Apology
- Meeting with a counselor
- Possible suspension
- Parent/Administrator meeting
- Administrative discretion

### DISRUPTION THAT IMPACTS SCHOOL COMMUNITY
Core Values Addressed: Responsibility, Respect, Cooperation, Kindness

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>POSSIBLE CONSEQUENCE(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td></td>
</tr>
<tr>
<td>Lack of self-control</td>
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<tr>
<td>Off task behavior</td>
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<td>Calling out</td>
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<tr>
<td>Horse-playing</td>
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<tr>
<td>Distracting Others</td>
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<tr>
<td>Talking Back</td>
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<tr>
<td>Noncompliance of dress code</td>
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<tr>
<td>Non-compliance with Electronic Device Policy</td>
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<tr>
<td>Reflection template with parent signature</td>
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<tr>
<td>Dialogue/Verbal Warning</td>
<td></td>
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<tr>
<td>Cool down (away from peers, another room)</td>
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<tr>
<td>Apology</td>
<td></td>
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<tr>
<td>Parent Contact</td>
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<tr>
<td>Parent/Teacher Meeting</td>
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<tr>
<td>Loss of Privilege/Playing Time/Sport Game</td>
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<tr>
<td>Administrator Meeting</td>
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<tr>
<td>Referral to counselor</td>
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</tbody>
</table>

| **LEVEL 2**  |
| Repeated Level 1 |
| Argumentative |
| Disrespect |
| Parent Contact |
| Apology |
| Parent/Teacher Meeting |
| Loss of Privilege/Playing Time/Sport Game |
| Administrator Meeting |
| Referral to counselor |

| **LEVEL 3**  |
| Extreme defiance/disrespect (i.e. walking away from teacher, aggressive behavior, verbal harm involving an adult, etc.) |
| Parent/Administrator Meeting |
| Apology |
| Loss of Expedition/Sport/Playing Time |
| Possible suspension |
| Administrative discretion |

### PHYSICAL CONTACT
Core Values Addressed: Respect, Cooperation, Kindness

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>POSSIBLE CONSEQUENCE(S)</th>
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<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td></td>
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<tr>
<td>Throwing objects</td>
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<tr>
<td>Horseplay</td>
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<tr>
<td>Violation of personal space</td>
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<tr>
<td>Reflection template</td>
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<tr>
<td>Dialogue/Verbal Warning</td>
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<tr>
<td>Cool down (away from peers, another room)</td>
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<tr>
<td>Apology</td>
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<tr>
<td>Parent contact</td>
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<tr>
<td>LEVEL 2</td>
<td>LEVEL 3</td>
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<tr>
<td>• Inappropriate contact (ex. public display of affection)</td>
<td>• Fighting</td>
</tr>
<tr>
<td>• Repeated Level 1</td>
<td>• Spitting/Exchange of Bodily Fluid</td>
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<td></td>
<td>• Sexual contact</td>
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<td>• Level 1 that results in injury</td>
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**DISRESPECT FOR PROPERTY**

Core Values Addressed: Responsibility, Respect, Sustainability

<table>
<thead>
<tr>
<th>Examples</th>
<th>Possible Consequence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Reflection Template</td>
</tr>
<tr>
<td>• Misuse of supplies and materials</td>
<td>Dialogue/Verbal Warning</td>
</tr>
<tr>
<td>• Lack of responsibility with classroom supplies (i.e. not cleaning up after yourself)</td>
<td>Apology</td>
</tr>
<tr>
<td>• Using materials without permission</td>
<td>Loss of activity participation</td>
</tr>
<tr>
<td></td>
<td>Parent contact</td>
</tr>
<tr>
<td>Level 2</td>
<td>Parent contact</td>
</tr>
<tr>
<td>• Repeated level 1</td>
<td>Apology</td>
</tr>
<tr>
<td>• Damaging/defacing school and/or peer’s property</td>
<td>Administrator Meeting</td>
</tr>
<tr>
<td></td>
<td>Repair/replace damages, if possible</td>
</tr>
<tr>
<td></td>
<td>School chores</td>
</tr>
<tr>
<td>Level 3</td>
<td>Parent/student/administrator meeting</td>
</tr>
<tr>
<td>• Defacing/destroying school and/or peer’s property</td>
<td>Apology</td>
</tr>
<tr>
<td></td>
<td>Possible suspension</td>
</tr>
<tr>
<td></td>
<td>Repair/replace damages, as appropriate</td>
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<td></td>
<td>Community service/School chore</td>
</tr>
</tbody>
</table>

**Lunchroom Accountability**

Core Values Addressed: Responsibility, Respect, Cooperation, Sustainability, Kindness

<table>
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<tr>
<th>Behavior</th>
<th>Possible Consequence(s)</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
| LEVEL 1 | • Talking too loud  
• Talking while lights are off  
• Getting out of seat without permission  
• Sharing food  
• Leaving a messy area | • warning before silent lunch  
• change proximity as needed |
|---|---|
| LEVEL 2 | • Refusing to follow staff directions  
• Rough housing  
• Repeat of level one behavior  
• Horseplay  
• Running | • silent lunch table  
• given assigned seating by staff/ teacher  
• Administrator meeting  
• written reflection  
• clean up table  
• teacher/ assistant conference |
| LEVEL 3 | • Lack of self control  
• Throwing food  
• Repeated level two behaviors | • parent/teacher/child conference  
• community service within lunch room  
• loss of privileges  
• written reflection  
• possible suspension |
The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate, to develop strong critical thinking, interpersonal, and academic skills in our students.

Parents/guardians are expected to assist and guide students in following the mandatory uniform dress code policy. The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence.

**Required School Garments/Learning Expedition Uniform**

- **Navy blue TMS logo knit shirt (with khaki bottom) OR Light blue TMS logo knit shirt (with navy bottom)** - must be purchased from Lands’ End - This uniform will be required on learning expedition days, no exceptions. The navy/light blue logo shirt is the only uniform piece your child is required to purchase from Lands’ End. Beginning Fall 2017, navy shirts and khaki bottoms will be the required expedition uniform.

**Girls Uniform Options**

- **Tops:**
  - Light blue or white Peter Pan blouse (short sleeve and long sleeve, TMS logo optional)
  - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
- **Bottoms:**
  - Plaid jumper, skirt or skort (must be purchased from Lands’ End)
  - Khaki or navy jumper, skirt, skort, walking shorts or pants (all of the above jumpers, skirts, skorts and shorts must be no shorter than 3” above knee when kneeling) (no knit shirt dresses)
- **Outerwear:**
  - Navy, black or white cardigan, pullover, or sweater vest (TMS logo optional, no hoodies or sweatshirts)
  - Navy, black, royal blue or light blue full zip fleece jacket (TMS logo optional)
- **Socks/Shoes:**
  - White or navy crew socks or knee socks (socks must cover ankles…no sport socks with logos), white or navy opaque or cable tights, white or navy leggings (full-length or capri)
  - White, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black, or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red), Keds white/navy saddle sneakers, navy, tan or brown boat shoes and Merrill type mocs, and black, brown or navy Mary Janes (no boots)
  - * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.
- **Accessories:**
  - Belt: navy stretch or black/brown leather or braided
  - Small necklaces, simple ring, wristwatch, and tiny, plain, non-dangling earrings (no larger than ear lobe and for safety reasons, no hoop earrings) are permitted.
  - Hair accessories in TMS plaid or coordinating colors are permitted, including Lilliband headbands.

**Boys Uniform Options**

- **Tops:**
  - Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional)
  - Light blue or white button down oxford type shirt (TMS logo optional)
- **Bottoms**
  - Khaki or navy walking shorts (flat front, pleated and simple well-fitting cargo styles are permitted, no lower than bottom of knee)
  - Khaki or navy pants (flat front, pleated and simple well-fitting cargo styles are permitted)
• Outerwear:
  - Navy or black V-neck cardigan, V-neck pullover, crew neck pullover or sweater vest (TMS logo optional, no hoodies or sweatshirts)
  - Navy, black, royal blue or light blue full zip fleece jacket (TMS logo optional)
• Socks/Shoes:
  - White, tan, brown, black or navy crew socks (socks must cover ankles...no logos)
  - Black or brown lace up shoes, tan, brown or navy boat shoes and Merrill type mocs, or white, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black, or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red),
* Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.
• Accessories:
  • Belt: Navy stretch or black/brown leather or braided
  • TMS plaid tie, wristwatches and simple jewelry within reason are permitted

Middle School Uniform Add-ons (optional) Boys and Girls
• Orange polo shirt (must be purchased from Lands’ End)
• White or navy Active polo shirt (must be purchased from Lands’ End)

Notes and Reminders:
• TMS plaid uniforms, one required light blue TMS logo shirt, and middle grades optional uniform add-ons must be purchased from Lands’ End. All other items may be purchased either at Lands’ End or a retailer of your choosing, but must comply with and match the styles and colors put forth in TMS dress code.
• Please label all of your child’s belongings, especially coats, sweaters, jackets, and cardigans
• Students can wear outerwear of their choice. However, outerwear must be removed upon entering the classroom. Jackets, sweaters, and cardigans worn during the school day must comply with uniform requirements.
• Families that have conflicts with this dress code based on cultural and/or religious practices should bring their concerns to the Principal immediately.
• Please replace items that are worn.
• Students are not allowed to wear hats or hoods indoors during the school day. Per our dress code, boots are not allowed. The reason is because there are too many boot variations (color, height, decoration, style, etc.) which would lead to great inconsistency in our uniform policy. Some of our walkers wear rain boots on rainy days and change once they arrive at school - which is perfectly fine.
• Though TMS-colored hair accessories (clips, bows, barrettes, etc.) are permitted, full head coverings, wraps, bandanas, scarves, animal ears, etc. are not permitted. Stop by the front desk if you are unsure if your accessory is in uniform. Families that have conflicts with this dress code based on cultural and/or religious practices should reach out directly to the principal.

Out of Uniform Days
When an out of uniform day is announced (i.e. Jeans Day, Spirit Day, etc.) students are expected to be neat and well groomed and dressed appropriately.
• Shorts, skirt and skort lengths are to comply with the length guidelines for the school uniform as stated previously under General Uniform Information. Skirts, skorts, shorts and jumpers are to be worn 3 inches from the top of the knee (when kneeling down) or longer.
• Denim jeans or casual slacks are permitted, but should be sized appropriately and should not be torn or worn out.
• Students are not allowed to wear tank tops, spaghetti strap tops, strapless tops, halter---tops, mesh or see-through tops or short shorts.
• Students’ shoes on an out of uniform day must comply with the guidelines stated in the TMS dress code.
Parents/ Guardians and Students: please sign and return this page to your child’s teacher no later than Friday, August 23, 2019.

Parents share the responsibility of their child understanding the values and mission of the school and the rules and procedures that flow from those values. We ask that parents/guardians please discuss this handbook with their child and sign this form stating that you have received, have read and have discussed parent/student handbook of The Museum School. Parents/Guardians and students agree to be held to the policies and regulations set forth in this Handbook.

________________________
Parent Signature

________________________
Parent Signature

________________________
Student Signature

________________________
Date