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2009-2010 School Calendar

HISTORY OF THE BODINE SCHOOL

In February of 1970, in cooperation and conjunction with the Board of Trustees from The Mills School in Fort Lauderdale, Florida, a school was established near Memphis, Tennessee, in order to provide an educational facility for adolescents with learning disabilities. A Memphis Board was established, which was responsible for the planning and funding of the new operation. The school was conceived as a non-profit, co-educational, non-discriminating school for underachievers beginning at eleven years of age. The school was founded by Richard and Virginia Bodine. Provisions were made for close cooperation and patterning should the new school operate under a separate charter of incorporation.

In April of 1972, The Mills School at Memphis became Bodine of Germantown, Inc., commonly called The Bodine School, operating under its own charter with determination by the Internal Revenue Service as a non-profit, charitable, educational organization.

The decision to establish such a facility in the mid-south area was based on the interest, involvement, and work of many lay and professional people in the Memphis area who recognized the needs of the areas students, as well as those of the entire country. The geographical location of Memphis and its proximity to other excellent diagnostic and treatment centers were considerations to establishing a school in Memphis. Finally, the staff and graduate students at Memphis State University's Department of Special Education and Rehabilitation and The Bodine School would benefit mutually from a working relationship.

The Bodine School moved to its present facility, located in Germantown, in 1979. An addition to the existing facility was completed in 1986. A full elementary program was added in the Fall of 1991 thereby increasing the provision of services to include grades 1-12. The high school program was discontinued effective May, 2005 due to the increased trend of early identification and The Bodine School's success at transitioning students to traditional schools. The Bodine School is accredited by the Southern Association of Colleges and Schools and is a member of a number of professional organizations including the Memphis Association of Independent Schools, the International Dyslexia Association, and the Learning Disability Association.

The Bodine School is governed by a voluntary Board of Directors who serve two-year terms. A number of committees form the working arm of the Board. These committees are comprised of board members, school faculty, parents, and interested members of the community. The Board of Directors for the 2007-2008 school year is:

Laura Arnovitz, The Futon Store
 Richard Arnovitz, The Futon Store
 Dr. Amy Beebe, Psychologist
 Mimi Clemons, State Volunteer Mutual Insurance Co.
 Pearson Crutcher, The Society of Entrepreneurs
 Val Darling, Board President
 Michael Erhardt, Paragon National Bank
 Walter Fisher, Valero Memphis Refinery
 Daniel Riederer, Ford & Harrison
 David Sayle, First Tennessee Financial
 Janice Snowberger, The Pool School
 Mike Taylor, Federal Express
 Todd Walker, Archimania PC
 Rosemary Williams, SMILA
 Virginia Wilson, Butler Snow O'Mara Stevens & Cannada
 Denise Yunkun, Fed Ex Services
 Richard Bodine, Board Member Emeritus
 David Crippen, Board Member Emeritus

THE MISSION OF THE BODINE SCHOOL

The mission of The Bodine School is to lead the Mid-South in teaching children with reading difficulties to read and succeed.

PHILOSOPHY

The purpose of The Bodine School is to educate students with academic difficulties. The Bodine School recognizes the uniqueness of each student and identifies individual learning styles. Through the development of an individualized educational plan and the use of appropriate teaching methodologies, students are able to work and develop at their own pace. Emphasis is placed on remediating weaknesses and helping students compensate for their learning difficulties. Educational programs are designed to encourage students to develop to their full academic potential. Multisensory and sequential approaches to the teaching of reading, writing, and computation skills form the core of the educational program. Exposure to and study of science, history, and the arts provide a solid base of general information and forms the conceptual basis for higher learning.

The Bodine School seeks to foster students' creative ability and artistic expression. Students possess stores of creative energy which, when expressed in drawing, painting, writing, music or dramatic arts, become a valuable source of pride and accomplishment. Such creativity is incorporated throughout the curriculum through the use of creative learning in content areas.

The Bodine School creates an atmosphere in which students have the opportunity to develop self-discipline and a sense of responsibility. Students are aware of the rights and privileges of others in relation to their own rights. Through the development of social awareness and mutual respect, students learn to interact with their peers. Students recognize that they are ultimately responsible for their own actions. The end result of assuming responsibility for one's own academic and social success is increased self-esteem. Students are able to function individually and cooperatively in a structured, supportive environment where goals and expectations are clearly established.

Students are guided through the process of setting goals and developing plans for accomplishing their objectives. Through exposure to a variety of options coupled with an understanding of their individual abilities and gifts, students select appropriate goals. The culmination of the learning experience at The Bodine School is self-acceptance and the desire to meet life's challenges. The ultimate goal of The Bodine School is to prepare students for academic challenges in traditional educational institutions.

For students to reach their academic and social potential, a cooperative relationship among teachers, students, and parents is required. Teachers are the interpreters of the mission and goals of The Bodine School. The trained educators remediate deficits, help students compensate for their learning differences, and provide a prepared learning environment. The students' role is to set goals for their own learning and pursue these goals with confidence and enthusiasm. The parents' role is to support the student's educational program and embrace the philosophy of The Bodine School. This supportive triad of school, student, and home enables students to achieve their highest potential.

The Bodine School maintains a cooperative relationship with other educational institutions, organizations, and professionals in the community. The Bodine School is a member of the following organizations MAIS (Memphis Association of Independent Schools), SAIS (Southern Association of Independent Schools), the International Dyslexia Association, CHADD (Children with ADD), The International Reading Association and the Learning Disabilities Association. The Bodine School has a long-standing relationship with the University of Memphis and serves as a practicum site for education majors. The school serves as a training facility for teaching students with specific language disabilities. In addition, the school provides a summer school program for area students. The Bodine School was accredited by the Southern

Association of Colleges and Schools (SACS) in December of 1988 and was jointly accredited by SAIS and SACS in September 2008.

The focus of The Bodine School is to enable each student to achieve maximum academic and social benefit through the use of appropriate educational programs. In an atmosphere of mutual respect and tolerance, social awareness and self-discipline are developed, and students become successful learners.

BELIEF STATEMENTS OF THE BODINE SCHOOL

- We believe in the ability of our students to recognize and compensate for their specific learning disabilities.
- We believe dyslexic students need special techniques and resources to improve their performance.
- We believe in a multi-sensory approach to learning.
- We believe our faculty to be educational specialists in the field of dyslexia and related learning disabilities.
- We believe our students learn best when our staff maintains high expectations for learning.
- We believe in providing students with a variety of academic and social opportunities in order for them to learn and succeed.
- We believe students need to be actively engaged in the learning process.
- We believe our students must learn to achieve personal and academic goals in order to become productive citizens in an ever-changing world.
- We believe everyone is entitled to be treated with respect.
- We believe parents are active participants in the education of our students.
- We believe our school leadership engages in practices that support the ongoing improvement of teaching and student performance.

GOALS OF THE BODINE SCHOOL

The students at the Bodine School will:

1. Understand and address their unique needs as students with academic difficulties.
2. Acquire the necessary remediation and academic knowledge in order to return to "mainstream" schools.
3. Participate in varied activities which improve social interaction in the school and community.
4. Increase self-esteem and competence by participating in a structured learning atmosphere where limits as well as expectations are established.
5. Value the principles of the American democratic system and understand the responsibilities of citizenship.
6. Enjoy and appreciate creative, artistic expression.
7. Learn to value physical fitness through participation in individual and group activities.
8. Maintain emotional well being by recognizing and embracing both their strengths and limitations.
9. Assume responsibility for their own actions and directions in life.
10. Select appropriate goals for continued academic placement by building upon their academic and personal strengths.

THE SCHOOL'S RESPONSIBILITIES

1. Communication with parents on a continual basis. Parents receive written communication in the form of narratives and report cards (middle school) or progress reports (elementary) during every six-week period. Telephone or email contact is made several times during the school year. Parents, students, or the school may request a conference at anytime. Regular conferences are scheduled twice a year.
2. Evaluation of the student two times a year with teacher made, criterion referenced, or standardized tests to establish goals and evaluate progress.

3. Regular staffing of students to ensure needs are being met.
4. Respect for each student and recognition of their strengths, weaknesses and academic potential.
5. Materials and techniques appropriate for each student's level of performance with increasing difficulty and quality of material as skills improve. Individualized assignments and tests as needed with oral and written feedback to students on work completed.
6. Maintenance of an academic program which has as its goals the preparation for postsecondary education and a return to traditional school settings.
7. Support for parents with suggestions on how best to enable their student to succeed.
8. Guidance for parents with regards to future schools to consider and the availability of reports and records necessary for placing the student in those schools.
9. Visiting privileges in the classrooms. Visits can be arranged through the school office.

PARENTAL RESPONSIBILITIES

1. To ensure the prompt arrival and departure of students as well as daily attendance. This applies also to students who ride in car-pools.
2. To maintain consistent daily schedules including study and bed times. Regular schedules help students to be more organized and responsible.
3. To set up and maintain a study area away from TV, phone, or other distractions and check binders for homework sheets and notes from the school as needed.
4. To assign student jobs around the house, appropriate to the student's age and abilities. Daily jobs help teach time management and responsibility.
5. To emotionally support the student's efforts at whatever level is appropriate, with emphasis on how far the student has come, not how far the student has to go.

6. To guide the student in problem solving as a solution to problems rather than focusing on blame or denial.
7. To recognize that students with learning disabilities often demonstrate poorer social judgment and may require more diligent parental supervision and involvement in social decision making.
8. To provide opportunities for appropriate social interactions through structured activities such as recreational sports and youth groups.
9. To recognize the education needs of the student and be proactive in the educational process including seeking information on possible schools after Bodine.
10. To discuss current events on a regular basis and provide enrichment opportunities such as visits to museums, etc. Set aside periods of time for reading and discuss the content of books with the student.

PARENTS CAN HELP THE SCHOOL BY . . .

1. Participating in Bodine School functions and joining and supporting the Bodine Parent Organization (BPO).
2. Driving for a field trip, making class materials, serving Friday lunch, teaching a skill or craft, assisting at school functions, and volunteering to be a room parent.
3. Participating in The Bodine Annual Fund and supporting the Acorn Auction, and all other fund-raising events.
4. Determining if your employer has a matching gift program for donations to nonprofit organizations or materials or services that may be donated.
5. Supplying information about possible foundations or individuals who may provide financial support or serve on the Board of Directors.
6. Assisting the library by participating in the Birthday Book Club, recording books on tape or assisting the librarian as a library helper.

SUCCESS FACTORS FOR THE LEARNING DISABLED

1. A consistently supportive adult in the environment over time.
2. "You can" messages from supportive adults, parents, teachers, peers.

3. Gift of time: Longer time to grow up--longer time to process, organize, execute task--quality time with family and friends.
4. Addressing the issue of learning disabilities frankly and directly. Enormous relief comes from knowing what you know, what you don't know, and why you don't know or can't do
5. Development of a talent or special skill and an opportunity to teach it to others.
6. Order, routine, limit setting, clear instructions and expectations. Both school and home are obligated to establish acceptable levels of behavior and consequences for failure to meet these levels.
7. Complicated tasks simplified by being broken down into small, manageable chunks.
8. Assistance in prioritizing and sequencing events and tasks. Providing guidelines for task completion with target times set.
9. Assistance in planning and managing time (both in terms of completing school assignments and home chores).
10. Development of problem-solving skills and strategies for academics as well as interpersonal relationships.
11. Learning experientially by doing (e.g., science experiments, chores at home, etc.) and through formats other than books and lectures.
12. Intellectual stimulation beyond basic skills development. Discussion of current events at school and home and visits to museums, plays, and other cultural events.
13. Limiting passive activities and developing both the mind and the body.
14. An opportunity to provide service to others in order to avoid an over focus on self.

ADMISSIONS

The Bodine School admits qualified students of any race, color, creed, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, creed, national or ethnic origin

in the administration of its educational policies, tuition aid fund, loan programs or any other school administrated project.

The Bodine School qualifies as a "special school" under Internal Revenue Service regulation. Such qualification entitles a taxpayer to deduct all payments for tuition as a medical expense under Section 213 of the Internal Revenue Code of 1954, as amended. Parents are advised to consult their tax preparers or the IRS with regards to their eligibility to qualify for such deductions.

Prior to the student's acceptance at The Bodine School, he/she must have had a complete psychoeducational evaluation to determine: 1) general eligibility, 2) intellectual development, 3) current level of academic achievement, and 4) social and emotional adjustment. The school may accept the results of a psychoeducational evaluation completed by a licensed psychologist within the last two years or the student may need to be evaluated at the parent's expense to obtain information necessary for accurate decision making. The program at The Bodine School has been developed to address the needs of high potential learning disabled children. Because of this focus and the academic demands of the program, emotionally disturbed, behaviorally disordered, or students with below average intelligence are not admitted to the school.

For a student to be fully admitted to The Bodine School, his/her parents are required to complete the application form, sign the enrollment contract and submit the appropriate registration fee. An interview with the Executive Director is required for both parent and student. Currently enrolled students are provided with re-enrollment forms in February and an enrollment contract. These documents are to be signed and returned along with the \$500 registration deposit by February 15 of each year. Tuition for the 1st semester is due on July 1 and on December 1 for 2nd semester. It is imperative that these documents are received by the specified date to ensure a student's placement for the following school year.

TESTING

Students entering the school are evaluated with the use of current achievement tests which enable the Executive Director and staff to review the student's needs and potential.

These tests are in addition to the psycho-educational assessment necessary on admission. The data from all testing and assessment is used by the school in evaluating the academic, emotional and social growth of individual students and the student body as a whole. Furthermore, the information enables the school to better understand the student, while identifying needs of that student. Students and parents are provided with test and assessment

results through the annual Individual Education Plan (I.E.P.) review. Students must be re-evaluated every three years by a psychologist in order to remain eligible for school placement.

TUITION POLICIES

All students are accepted for the entire year. No deductions or refunds are made for dismissal, withdrawal or any other reason.

A student will not be permitted to take final examinations if the tuition has not been paid. Student records will not be forwarded to other schools until financial obligations have been paid.

STUDENT MEDICAL INSURANCE

The school does not provide student medical insurance.

ATTENDANCE POLICY

The laws of the State of Tennessee state clearly that the responsibility for attendance of students under the age of eighteen rests with parents. Records of student attendance is maintained in the school office. **A call from the parents informing the school of the reason for the student's absence is expected.** If the school office is not properly notified, the absence is considered unexcused. **Homework for the student may be picked up in the office anytime after 2:00 p.m. on the day of an absence by request.** Otherwise parents and students should check the website. Arrangements must be made with individual teachers regarding missing assignments.

The following basic attendance policy statements apply:

- A. Schedule doctor appointments after school. If an appointment is necessary during the school hours, afternoons are better than mornings.
- B. In order to ensure promotion to the next grade level, a student can be absent for no more than twelve (12) days in any class per semester regardless of reasons.
- C. When a student has a long-term illness/ hospitalization of five consecutive school days or more, his/her parents should contact the school to that effect.
- D. Parents planning family vacations during the school year must make arrangements with the office prior to the vacation. **A WRITTEN**

REQUEST FOR LEAVE FROM SCHOOL MUST BE SUBMITTED AT LEAST ONE WEEK PRIOR TO A PLANNED VACATION OR ABSENCE. It is expected that make-up work be completed as instructed. Students are expected to make up all missed work.

- E. **If parents plan to go out of town and leave their student with a caretaker, please notify the school prior to leaving and provide the school with pertinent information such as caretaker's name, phone number, etc.**
- F. The school insists that students be punctual in reporting to school each morning. **School begins at 7:55 a.m. for middle school and 8:00 a.m. for elementary.** Any student who is tardy should report to the office to sign in. A pass from the office is required for admittance to class. Parents should not accompany their student to the classroom to explain tardiness. Excessive tardiness will result in mandatory parent conferences. Tardiness results in the student losing the Friday Dress Reward.
- G. A parent must check in students arriving late.
- H. Parents are required to sign out students who are leaving school prior to the end of the school day. If a student becomes ill at school, a parent or emergency care person will be contacted and the child sent home if necessary.
- I. Students must bring a note signed by a parent if the student is to leave with anyone not designated on the school transportation form. Teachers check the identification of unfamiliar drivers.
- J. Parents should not accompany students to the classroom. When dropping off lunches, homework, etc. for the student, the parent should leave these with the office staff.

SUPPLIES

A supply list is posted on the school's website prior to the start of school and as needed during the school year. It is recommended that students use a backpack for the daily transport of lunch, books, and materials. Students in grades 1-3 may not use rolling backpacks.

REGULAR READING PRACTICE

Three types of reading practice are emphasized by The Bodine School:

- Fluency Reading – material which the student can read accurately and fluently with no mistakes. This includes sight words (Star Words), sight phrases, and reading passages.
- Independent Reading – material which the student can read silently with 80% comprehension and 95% accurate word recognition.
- Comprehension Reading – material at or above the student's grade level which must be read to the student

Students are assigned all three types of reading weekly. **It is imperative that the parent monitor and participate in this reading practice if the student is to develop the necessary reading skills. This daily practice is non-negotiable.** This reading practice is in addition to the reading that is required for older students in academic classes. Students are also expected to complete summer reading requirements.

PHYSICAL EDUCATION

The Bodine School stresses the importance of both mental and physical fitness. For this reason all students are required to participate in physical education classes. Emphasis is placed on physical fitness, good sportsmanship, and skill development as opposed to physical ability.

PARENT MEETINGS

Parent Information Nights are held in August and January to review teacher expectations for each semester. Parents should make every effort to attend these meetings. Students do not attend these meetings.

PARENT CONFERENCES

Parent conferences are held twice a year, in the fall and spring, for the purpose of reviewing student goals and objectives for the year as stated in the Individual Education Plan (I.E.P.) and reviewing student's progress. Parents can schedule additional conferences at any time during the year to discuss parental concerns. **Impromptu conferences before or during the school hours are not allowed.** Parents should contact the office and arrange for conferences at a time convenient for the faculty. If necessary, conferences can be arranged on short notice.

EMAIL COMMUNICATION WITH FACULTY/STAFF

Parents can communicate with faculty and staff via email through the school's website. Time sensitive communication should be sent in a note or by calling the school office.

BEHAVIORAL POLICIES

Although the school is supportive and understanding of students' learning problems, we believe it is important for students to take responsibility for their own actions. We must maintain standards of behavior in order to ensure an environment conducive to learning. Offenses which interfere with learning include, but are not limited to the following:

1. Disrespect toward staff, students or guests.
2. Refusal to follow staff instructions or school rules.
3. Indecent language or behavior.
4. Theft.
5. Physical or verbal threats or abuse directed toward anyone.
6. Persistent disobedience or disorder.
7. Possession and/or use of alcohol, tobacco or drugs (automatic expulsion) or drug paraphernalia.
8. Possession of any type of weapon or explosive device.
9. Vandalism or inappropriate use of school property.
10. Cheating on exams or assignments.
11. Chewing gum or eating and drinking in unauthorized areas.
12. Dress code violations.

The Bodine School believes in dealing in a positive, systematic and consistent manner with behavior that interferes with learning. Communication with parents is an essential element in this comprehensive approach. Consequences are intended to promote effective self discipline. The Bodine School reserves the right to take disciplinary action and suspend a student temporarily or permanently if the administration feels that such action is in the

best interest of the individual, the student body or the school. Parents are informed in writing of any detention or in-school suspension.

Behavioral goal charts and/or contracts are written for those students who require specific guidelines for exercising self-control and/or for helping students develop appropriate social, behavioral, and academic skills. Specific behaviors are targeted on the goal sheets and the student's behavior is monitored throughout the school day.

Students who deface school property or fail to take care of the school environment may be assigned to a work detail in lieu of after school study hall. Parents are financially responsible for all damage to school property.

BULLY POLICY

Bullying is repeated, intentional behavior that usually occurs where there is an imbalance of power among students. It can be but is not limited to physical, psychological, emotional, or verbal abuse. The Bodine School has established a zero tolerance policy regarding this issue. Students who act as bullies are disciplined in accordance with school policies including but not limited to: ISS, loss of Friday dress reward, assignment of after school study hall and the loss of class privileges. Bystanders are also subject to discipline as well as those who make false reports or retaliate.

SCHOOL REWARD SYSTEM

Students may **earn** the privilege of Friday Dress Reward. To earn the reward, students must complete all homework assignments, come to class adequately prepared, follow dress code and have no disciplinary actions for the week. Students are notified on Thursday if they have earned Friday Dress Reward.

In addition, elementary students can earn 6-week awards with a reward in the following categories:

1. Citizenship (1 per class each 6 weeks)
2. Effort (1 per class each 6 weeks)
3. 100% homework completion

Middle school students can also earn 6-week awards for academic effort and achievement and citizenship.

STUDENT COMMUNITY SERVICE

Learning to put others first and becoming good citizens are important cornerstones of The Bodine School philosophy. To achieve these goals, all students are encouraged to give of their time and talents to The Bodine School community and the larger Memphis area community. Service projects are organized through the school and the student council.

PARTY INVITATION POLICY

Students may hand out party invitations at school if every student of the same gender in the class or grade is invited. Otherwise, invitations are to be mailed.

TEACHER INSERVICE

Please check your school calendar for scheduled inservice dates. Students do not attend school during inservice.

STUDENT RECORDS

Parents have the right to full access to information gathered and maintained by The Bodine School concerning their child and complies with the Family Educational Rights and Privacy Act (FERPA) (see addendum). These rights include the following:

A. Knowledge of the type of records being maintained:

The Bodine School maintains a number of different records. Essentially these records contain twelve (12) categories of information:

1. Attendance
2. Scholastic record
3. School program
4. Group test results
5. Individual assessment data
6. Medical and dental
7. Student's attitudes and behaviors
8. Discipline
9. Emergency contact information
10. Geographical data including social and family background
11. Special testing results (speech and hearing)
12. I.E.P.

B Where those records are kept:

The Executive Director is the authorized custodian for all records maintained on the students of The Bodine School.

If a student moves, the student's records are sent to the new school upon written request from the school as long as any financial obligations to the school have been paid.

C. The right to review and inspect those records without any unnecessary delay:

The school collects and maintains student records to provide for the growth and development of individual students, to provide information to parents and authorized staff, and to provide a basis for the evaluation and improvement of the school program.

The Bodine School will make available to parents of students official records directly related to the student and an opportunity to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate. The school will obtain the written consent of parents before releasing personally identifiable data about students from records to other than a specified list of exceptions.

D. The right to have a representative of your choice inspect and review the records.

E. The right to receive a copy of the record if that is the only method which permits you to review the record.

F. The Bodine School will forward a copy of a student's transcript, current IEP, and health records to a school or agency upon request of the parent. If additional records are requested, the school reserves the right to charge a fee of \$15.00 to defray copying and mailing costs. See attached Addendum.

HEALTH RECORDS

The school requires that a complete, accurate and current health record be maintained on every student. The information from this record plays a significant part in understanding and educating a student. It is necessary for the health record to be on file no later than the first day of classes.

The Shelby County Health Department requires that all students be legally immunized. Legal immunizations are those required for a student to

attend school. A form documenting these immunizations must be received by the school office

MEDICATION POLICY

Notify the office **immediately** of any changes in your child's daily medication whether administered at school or at home. See attached Addendum. Medicine should be brought into the school office **by a parent, not the student.** STUDENTS CANNOT SELF ADMINISTER ANY MEDICATION INCLUDING OVER THE COUNTER MEDICATION.

SCHOOL ORGANIZATION

A. School Day

A standard school year for students shall consist of 175 teaching days exclusive of vacations. The school day begins at 7:55 a.m. for middle school and 8:00 a.m. for elementary and ends at 3:00 p.m. **The school cannot accept responsibility for the welfare of the students before or after school hours.**

B. School Pick Up and Drop Off

Students are to be picked up **promptly** after school. They are to wait by the building and are not permitted in the parking lot or by the street. If it is necessary for students to remain at school later than 3:00 p.m., **arrangements must be made with the school office.** In the morning, all students are to be dropped off at the North entrance near the office. Parents are welcome to walk their child to class the first day of school. **Students may arrive beginning at 7:45** unless special arrangements have been made. The diagram of drop off and pick up procedures is provided in the addendum. THE OFFICE REQUIRES A WRITTEN NOTIFICATION IF A STUDENT IS TO RIDE HOME WITH SOMEONE NOT ON THE LIST OF APPROVED DRIVERS.

C. Inclement Weather

The Bodine School will announce closings due to inclement weather. Listen to the local radio and television stations for information.

D. Lunch Period

Students have a half hour lunch period daily. Students are required to bring their own lunch, as no lunch is served in the cafeteria. Snack items, fruit and milk can be purchased to accompany their lunch. Students may open

accounts with a deposit of \$20 or more. Students are expected to follow lunchroom rules for behavior and clean up. Any restrictions on food or beverages should be reported to the office. Soft drinks can be brought from home or purchased at school for lunch on Fridays.

E. Field Trips

Attendance on field trips is considered **mandatory**. Parents are notified before any field trip, explaining the nature of the trip and any special arrangements that are necessary. **Students are to follow Tuesday dress code for field trips, unless otherwise instructed.**

Bodine students are expected to exhibit exemplary behavior on all field trips and to be respectful and obedient to parents who supervise and transport them. Inappropriate conduct on field trips will be consequented and may result in the loss of future field trips. Parents are required to drive students assigned to them back to the school after the field trip.

A general permission slip for field trips is signed on an annual basis by parents. Parents will be notified in writing of all field trips. Transportation is generally provided by school personnel and parents.

F. Dress Code

Daily Dress Code

Every student is expected to arrive each morning in dress code and remain in dress code until leaving the campus. To eliminate the uncertainty of an item being in or not in compliance with the dress code, the following rule applies: **any item of clothing not specifically allowed by the dress code is prohibited.** Every faculty and staff member is responsible for monitoring the dress code of each student at The Bodine School, regardless of age level.

Students must wear collared, polo-type shirts in solid colors with either belted or elastic waist, khaki or navy trousers. **No jeans or cargo pants (pants with large pockets) are allowed.** Shirts are to be tucked in and belts worn if trousers have belt loops. No undershirts or tshirts can be worn that have pictures or logos showing through outer shirts. Pants must be worn at waist level and oversized clothing is prohibited. Clothing must be in good repair and properly mended. No torn or frayed clothing is allowed. Students must wear socks and shoes that enclose the foot, no leggings are allowed. No slingback shoes or shoes with open toes or open heels are allowed. Sandals, flip-flops and boots are prohibited. Girls may wear khaki or navy jumpers, skirts or skorts that reach to the child's knees. Students are allowed to wear knee length walking shorts (no cargo type pockets) or capris (either navy or khaki) during the months of August, September and May.

Hats are prohibited. Boys' hair is to be neatly trimmed, above the eyebrows and cannot touch the shirt collar. Girls' hair must be neat and well groomed. Hair may not be dyed unnatural colors. Outerwear, such as coats and jackets cannot be worn in the school building. Students may wear a Bodine sweatshirt or a blue Bodine fleece during school if they become cold. Students may not wear long sleeved shirts under a short sleeve polo shirt. Excessive jewelry (particularly bracelets) is prohibited. In the elementary division, girls' earrings cannot exceed one and one-half inch in length.

Friday Dress Reward

Fridays are designated Casual Fridays. **For those students earning Friday Dress Reward**, they may wear jeans providing they wear any **Bodine** shirt. Bodine shirts may be worn untucked on this day only. All other dress code rules apply, including the stipulation regarding torn or frayed clothing. Students who violate daily dress code, conduct codes, and/or homework policy during the week are ineligible for Friday Dress Reward. Middle school will post a list on Thursday for Friday Dress Reward, and elementary teachers will notify students on Thursday.

Tuesday/Field Trip Dress Code

On Tuesdays and for field trips, students must wear a collared shirt with an embroidered Bodine logo. All other daily dress code rules apply.

Violations of dress code will result in the student losing the Friday Dress Reward and/or other consequences. Repeated offenders will be consequented. Parents will be called to bring appropriate clothing for deliberate or multiple dress code infractions.

G. Gang Symbols

The Board prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which advocates unlawful or disruptive behavior. This policy shall be applied at the school's discretion.

H. Electronic Devices

Electronic devices are not to be brought to school, unless under the supervision of a teacher or with the permission of the Executive Director. The following electronic devices are allowed at school: laptop, speller, USB drive, approved calculator, and approved tape recorders. Cell phones must remain off during school hours and packed in backpacks. No games, videos, and/or music can be accessed while on school property. The school reserves the right

to confiscate any electronic device for any reason. The school is not responsible for any lost, damaged, or stolen electronic devices.

I. Skateboards and Bicycles

Skateboards are not permitted to be used on school grounds at any time. If it is necessary for a child to bring a skateboard on school grounds, the skateboard must be presented at the office immediately upon arrival at school and will be retrieved at the end of the day.

Bicycles may be ridden to and from school, but must be immediately parked in the bike rack upon arrival. Students are not permitted to ride their bicycles in the parking lot before or after school.

J. Food and Drinks

Food and drinks are permitted in the lunchroom or in the outside picnic area during supervised lunch. **NO GUM IS ALLOWED IN SCHOOL.** The littering of school property will result in detention.

K. Items Brought from Home

Students are not to bring tapes, books, or magazines which contain material that may be deemed inappropriate. **The inappropriate use of any item brought from home may result in the confiscation of that object.**

L. Child Safety Law

Effective July 1, 2004 the following child safety standards must be adhered to when transporting students.

Children ages 4-8 who are less than 5 feet tall must ride in a belt-positioning booster seat in the back seat of the vehicle.

Children ages 9-12 who measure 5 feet tall or more must be properly restrained by a seatbelt and ride in the backseat for additional safety.

Parents must provide a booster seat for their child as required on school field trips.

M. Door to Door Solicitation

While families are encouraged to support fundraisers and service projects, students are not to engage in door to door solicitation with individuals unknown to the student or his/her family.

EMERGENCY CONDITIONS

The Bodine School is required by the State of Tennessee to have a fire/disaster plan and to hold periodic drills. The school will follow the following procedures for fire/disaster drills, or at the time of a fire/disaster occurrence.

1. *FIRE DRILL* - At the sound of the fire alarm, each teacher is to exit through the outside door of his/her classroom with the students and convene in the clearing at the southeast part of the school grounds. Students are to remain silently with their teacher until the all clear signal has been given.
2. *DISASTER DRILL* - Teachers will take their students at the sound of the disaster signal, to the appointed safety area. Students and teachers will remain there until the all clear signal has been given.
3. *WEATHER* - The Bodine School will be closed in inclement weather. Listen to the local radio and television stations for information. **IN THE EVENT OF A SEVERE THUNDERSTORM, END OF THE DAY PICK UP MAY BE DELAYED UNTIL CHILD SAFETY CAN BE ASSURED.**

LEARNING MATERIALS

Some textbooks, workbooks and science lab materials are provided by the school. Others must be purchased by the student. If a textbook, owned by the school is lost or damaged, a student will be required to pay the cost of the book. If students lose their own textbook, they will be required to purchase another one. Students are expected to treat educational materials appropriately.

A materials list is available on the school homework site. Additional materials may be required throughout the year. Students are billed for books, workbooks, and other learning materials as these items are ordered by the school and issued to students.

LIBRARY POLICY

All library books are checked out through the librarian. Reference books are to be used in the library only. Students are responsible for books checked out from the library. Damaged and/or lost books must be replaced. A processing fee of \$10.00 will be assessed for each book that must be replaced. This fee is in addition to the replacement cost of the book. If a bar code on a book is damaged or removed, the replacement fee is \$10.00.

TECHNOLOGICAL RESOURCE CENTER

Students in computer classes are assigned to a designated computer work station and are expected to follow all rules as stated by the technology coordinator or classroom teacher. Failure to follow rules will result in the loss of computer room privileges. All parents and students must sign the Technology Acceptable Use Policy.

Middle school students have access to laptop computers provided a Laptop Policy is signed by both student and parent.

STUDENT PHONE CALLS AND CELL PHONES

Students may use the phone designated for student use to call home with permission from a staff member. Calls are limited and should be made before/after school, during break and/or during lunch. Students are not to ask permission to leave their class to make a phone call. No long distance calls are allowed.

Students are not allowed to have cell phones on or use cell phones during the school day. Cell phones must remain in backpacks at all times.

VISITATION/OBSERVATION

Parents are invited, welcomed, and encouraged to visit the classroom to observe. Please check with your child's teacher for a good day and time.

SUMMER REQUIREMENTS

The majority of Bodine students are required to attend a half-day, four week summer session at The Bodine School. Information regarding this program is sent home in January.

In addition, all students are required to read over the summer months. Summer reading requirements are posted on the school's website.

SCHOOL SECURITY

A. Search of School Lockers

Tennessee law establishes "a reasonable suspicion" as the standard for school searches. Lockers and other storage areas are school property and are subject to search when school officials have reason to believe that drugs, dangerous weapons, or articles which would be detrimental to the efficient operation of the school are contained therein.

B. Search of Person

If it seems probable to the Executive Director, from the results of a locker search or from information received from a teacher, staff member, or other student, that a particular student has a dangerous weapon or drugs concealed on his/her person, he/she shall be subject to physical search. Tennessee state law extends lawful search to include visitors to the school.

C. Search of Vehicle

If there is probable cause to believe that dangerous weapons or drugs may be in a vehicle which is owned or operated by a student or one in which a student is carried as a passenger, this same shall be subject to search by school officials if it is located on school property.

D. Drug Testing

If there is reason to believe that a student may be using alcohol or drugs, The Bodine School reserves the right to require immediate drug testing at the parents' expense. A written report of testing results must be provided to the school within a 48-hour period.

E. Building Security

All exterior school doors are locked at 8:00 a.m. and remain locked throughout the school day. Persons wishing to enter the school building after 8:00 are admitted through the school office.

F. Crisis Manual

All school staff are provided a crisis manual which details the school's emergency plan. A copy is available in the school office for review.

ELEMENTARY POLICIES

HOME FOLDERS

A pocket folder is sent home each day in grades 1-4. In grade 5 there is a designated pocket in the students' binders for homework and notes to parents. **Please check your child's folder or binder nightly and send it back each morning with necessary signatures.**

If you have questions/ideas/concerns, please drop a note in the Home Folder or email or call to make an appointment with the school.

HOMEWORK REQUIREMENTS

Homework is assigned for the purposes of reinforcing skills taught in the classroom, developing organizational skills, improving reading, writing, and math abilities, and encouraging independence and self-reliance. Homework is sent home in the Home Folder and should be completed and returned in the folder. Your child should be able to complete assignments independently. If your student has difficulty with an assignment, please send a note in the Home Folder. **Please note that some assignments such as nightly reading, word flash cards, and memorizing math facts are considered ongoing assignments and should be practiced continually.** The approximate time required nightly for homework completion is: 30-45 minutes for the younger aged group; 45 minutes - 1 hour for the middle aged group and 1-1.5 hours for the older aged group. Homework policies are sent home by individual teachers in the fall. All homework assignments must be completed and turned in on time in order for the student to receive the Friday Dress Reward. When a student is absent, homework is available in the school office after 2:00 p.m., as requested. **Homework is listed on the school website on a daily basis.**

PROGRESS REPORTS

Progress reports are sent home every three weeks in the Home Folder on Wednesdays. One report is a three-week summary report and one report is a six-week grade report.

TUESDAY AND THURSDAY TUTORIALS

Elementary teachers may request or require students to remain after school on Tuesday or Thursday for additional instruction or assistance in an academic area or to reinforce appropriate study and homework completion skills. The assignment of Tuesday and Thursday tutorials are at the discretion

of the teacher. Parents will be notified in advance if students are required to stay.

ELEMENTARY EXTENSION

Elementary students who are in violation of homework policy, dress code, or behavior infractions will be assigned to extension. Elementary extension will be held on Thursday afternoons and parents will be notified by their child's teacher. Students in grades one and two are required to stay from 3:00 to 3:30, grades three and four stay from 3:00 to 3:45, and fifth grade stays from 3:00 to 4:00. Parents need to make arrangements to pick up students assigned extension at the appropriate time. Students who are assigned extension lose the Friday Dress Reward.

MIDDLE SCHOOL POLICIES

WEEKLY FOLDERS

Middle school students bring home a folder once a week. Parents are required to review the work and tests which are enclosed and sign each paper individually.

The weekly folder is to be returned the following day or students will be penalized. All report cards and narratives will be sent home in the folder according to the schedule provided on the calendar in the appendix of this handbook.

HOMEWORK REQUIREMENTS

Homework is assigned for the purpose of developing organizational skills, reinforcing skills and concepts taught in the classroom, improving reading and writing abilities, and encouraging independence and self-reliance. The amount of homework assigned is dependent upon the student's ability and academic schedule. All students are expected to check the website daily for assignments and keep an organized notebook. Assignment pads are optional and available through the school office. As a general guideline, students in grades 6-8 will be assigned approximately 1-2 hours of homework nightly.

SCHOOL REPORTS

Report cards are sent to parents after each grading period. Report cards reflect numerical grades for progress made during that session. Narrative

comments are sent home after three weeks of each session to keep parents informed of progress. (Please refer to the school calendar for specific dates.)

EXAMINATIONS

Students in grades 6-8 are given written examinations in all core academic subjects at the end of each semester. Two exams are given per day with each exam lasting a minimum of 1.5 hours. Students must arrive on time for their exams or face a grade penalty.

AFTER SCHOOL STUDY HALL

After school study halls (ASSH) are conducted on Monday, Tuesday, Thursday, and Friday afternoons from 3-4 p.m. for those students who are behind in their work, are in need of additional assistance, require disciplinary action and/or wish to complete their homework in a quiet environment. Students are given one day's notice regarding the need to stay for study hall. These notices are sent home with students. The number of assigned study halls per six-week period is noted on the report card. Failure to remain in assigned ASSH results in ISS the following school day unless a parent makes alternate arrangements with the assigning teacher.

Teachers may request that a student remain for additional help in a subject. This should not be considered a punishment. Students who have been absent should plan to stay until makeup work is completed. Students may remain after school voluntarily to complete their homework in study hall.

After School Study Hall is not effective when multiple assignments are missing. Students assigned to ASSH must have their work completed in full and to the teacher's satisfaction before leaving. **Students who have not completed their work will be required to stay after 4:00 p.m. until their work is completed. Parents will be billed at a rate of \$25/hour or \$25 for any fraction of an hour for this additional time in order to compensate faculty.**