

Vision: To become a model for excellence in early childhood education.

The mission of Helena Elementary School is to enable each child, each day to achieve his or her greatest learning potential in a challenging, nurturing environment.

Adopted May 2004

Helena Elementary School Beliefs

Adopted Monday, April 19, 2004

We believe:

☞ Student learning is the chief priority of our school and that all children can learn.

☞ Each student is a valued individual with unique physical, social, emotional and intellectual needs.

☞ Students need to demonstrate their understanding of essential knowledge and skills as well as be actively involved in solving problems and producing quality work that is both relevant and meaningful.

☞ Students learn best when they are actively engaged in challenging, nurturing environments.

☞ Curriculum and instructional practices should be research-based and incorporate a variety of learning activities to accommodate student differences.

☞ Assessments of student learning, including self-assessment, should provide students with opportunities to demonstrate their achievement of the expectations for their learning.

☞ A safe environment in which there is mutual respect fosters positive self-esteem and promotes student learning.

☞ It is the shared responsibility of the school, parents and community to educate and support each other.

☞ The commitment to continuous improvement is essential in enabling students to become confident, self-directed, lifelong learners in an ever-changing world.

HELENA ELEMENTARY SCHOOL

187 THIRD STREET • HELENA, ALABAMA 35080 • 205-682-5540

The mission of Helena Elementary School is to enable each child, each day to achieve his or her greatest learning potential in a challenging, nurturing environment.

Dear HES Parents and Guardians,

Welcome to Helena Elementary School! We are delighted that you have chosen to educate your child at HES. This is a great place to learn and grow. At HES, we believe that each child is important. We strive to teach the total child, addressing each of your child's learning needs: cognitive and academic, social, emotional and physical. We also appreciate the uniqueness of each child. We are dedicated to helping each child learn and grow to his or her greatest potential. We look forward to knowing and working with you and your child.

We have a caring, competent staff that is committed to the development of strong instructional programs and to their professional growth. Our entire staff works hard to establish a warm, inviting learning environment in which children can question, wonder, experiment and feel free to take learning risks. Although our Continuous School Improvement goals focus on the areas of reading comprehension, mathematical problem solving and written expression, our teachers have planned strong programs in science and social studies as well. Our boys and girls also benefit from exemplary art, guidance, library/media, music and physical education curriculum. We integrate technology throughout the curriculum in an age-appropriate manner and provide weekly lessons in our Computer Lab.

At HES, we strive to develop responsible citizens, independent thinkers and lifelong learners. In order to accomplish these goals, we believe that a collaborative effort among students, parents and teachers is most desirable. This kind of supportive, home-school partnership provides the greatest chance for a successful school experience for your son or daughter. Trust and communication are at the core of this effort. You will hear from your child's teacher often, and it is my sincere hope that you will keep in close contact with that teacher. Please do not hesitate to call with any question, suggestion or concern. Likewise, please do not hesitate to contact me. We are here to serve you and your children.

With warmest regard,

Mary E. Cooper
Principal

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Helena Elementary School Staff

Administration and Office Staff

Mary Cooper	Principal
Brent Byars	Assistant Principal
Shelly Johnson	Guidance Counselor, 1 st and 2 nd Grades
Sue Johnson	Bookkeeper
Emily Lewis	Guidance Counselor, Kindergarten
Patty King	Receptionist
Jean Rose	Registrar/Data Manager
Shannon White	Nurse
Derrick Bryant	Maintenance Technician

Instructional Staff

Kindergarten

April Brower
Andrea Burk
Jessica D'Amico
Katy Haley
Melanie Henderson
Jan Hughey
Melissa Jarrell
Brandi Little
Kim McCown
Georganne Perez
Sarah Poorian
Patti Sisk
Sherry Sumners
Heather Waldron

First Grade

Julie Britt
Wendy Brobst
Christin Brown
Ann Esslinger
Misty Floyd
Leah Jordan
Kathryn Moore
Lidija Nikolic
Alyson Ogles
Haven O'Quinn
Toni Redding
Jenni Shackelford
Meredith Washburn
Nanci Weideman

Second Grade

Betty Ansley
Cynthia Brast
LeShaun Brown
Pam Clay
Shelly Daley
Kelly Hall
Jenifer Harper
Terri Harris
Brandy Henderson
Clarenda Jackson
Tammie Moore
Debbie Patterson
Laura Sokol
Lisa Winter

Special Subjects

Vicki Barton	Speech and Special Education
Cheryl Bell	Media Specialist
Joseph Cochran	Special Education
Virginia Decker	Speech
Angela Duke	Music
Allison Festavan	Special Education
Amanda Gibbs	Special Education
Ashley Hayes	Physical Education
Megan Lewis	Special Education
Alice Lobell	Art

Anne Moreland Reading Coach
Susanne Napp Special Education
Amy Sullivan Physical Education
Katie Terry English as a Second Language (ESL)
Leslie Wilson Gifted Resource Teacher

Instructional Support

Clare Cipriano
Susan Curtis
Karen Elsea
Kimberly Fain
Gary Hulsey
Cassey Latimer
Marlene Moore
Anita Oliver
Jennifer Owen
Cheryl Phelps
Phyllis Ricco
Joannie Taylor
Dessie Tkacik

Custodians

David Alverson
Linda Leader
Ray Lewis

Cafeteria

Lyn Thompson, Manager
Debra Webster, Assistant Manager
Doug Bishop
Cathy Caffee
Val Garner
Kim Melton
Brenda (Tillie) Toole

Bus Drivers

Dana Carter
Donna Channell
Robert Curtis
Julie Franklin
Robin Hooten
Tom Johnsey
Tommy Johnson
Rhonda Jones
Janet Logan
Sandra Murray

Joel Valenti

PTO Board 2009-2010

Executive Board Members

Co-Presidents	Leslie Weidler and Simin Capps
First Vice President	Danielle Hinds
Second Vice President	Genet Holcomb
Secretary	Dana Carter
Helena Helpers	Stacey Hawes
Room Mother Chair	Kristin Long
Principal (ex-officio)	Mary Cooper
Asst. Principal (ex-officio)	Brent Byars

Standing Committee Chairs

Art Liaison	Ashley Hassler
Box Tops	Leigh Hulsey
Building & Grounds	Danny & Angie Deifenderfer
Bulletin Board	Ansley Weathers
Campbell Soup Labels	Dusti Chuang
Head Hostess	Kim Griffith
Hostess 1	Stacey Franklin
Hostess 2	Penny Miller
Hostess 3	Reesie Maple
Hospitality	Kim Melton
Library Liaison	Kim LaVercombe
Membership	OPEN
Newsletter	Jennie Shannon
Publicity	OPEN
Santa Shop	Ansley Weathers
School Supplies	Staci Graydon
Spring Fling	Lori Ivey
Student Services	Heather Gooden
	Teachers rotate attendance

Faculty Representatives

Our Parent-Teacher Organization (PTO) provides opportunities for parents and teachers to work together, to bring a closer relationship between the home and the school and to do great things for our boys and girls. We urge all parents and all teachers to join our PTO. A membership packet may be purchased for \$10.00.

Our PTO conducts several fund-raisers throughout the year. They will send information home about these shortly after the school year begins. These funds may be used to purchase books, instructional equipment/supplies, computers and computer supplies, literature resources, professional development, equipment/supplies for building maintenance and grounds, toilet tissue, paper towels and for the general operation of the school.

The PTO Board usually meets the first Tuesday of each month at 6:30 p.m. in the Media Center. All members are encouraged to attend Board meetings. Several PTO meetings for the membership at large will be held during the year, according to the PTO by-laws. A student performance is usually paired with these meetings.

We look forward to your becoming an active participant in our school by joining this vital organization.

Helena Elementary PTO:
♥Helping Hands and Caring Hearts ♥



CONTINUOUS SCHOOL IMPROVEMENT Focusing on Student Performance

Helena Elementary is accredited by AdvancED, the “unified organization of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and Commission on International and Transregional Accreditation (CITA). AdvancED is dedicated to advancing excellence in education worldwide through accreditation, research, and professional services.

“AdvancED creates the world’s largest education community, representing 27,000 public and private schools and districts across the United States and 65 countries worldwide and education 15 million students...NCA CASI, SACS CASI, and CITA schools share a unified, clear and powerful accreditation process designed to help schools continuously improve (This information is quoted from the AdvancED web site, www.advanc-ed.org).”

AdvancED accreditation means that we have met their standards and are continuously involved in improving our school by using a comprehensive research-based, data-driven process. The focus of the process is on improving student learning. All teachers serve on at least one school improvement committee. All teachers are responsible for implementing the Continuous School Improvement Plan.

The Shelby County Board of Education has applied for district accreditation and all Shelby County Schools have been involved in the accreditation process. A qualified team of evaluators will visit the district October 25 – 28, 2009 to review documentation of Continuous School Improvement Action Plans and will confer with teachers, students, administrators and parents representing all schools to determine whether the District has met the requirements for continuing accreditation. At Helena Elementary, we are confident that we can demonstrate that our action plans have been fully implemented and look forward to hosting these visitors.

On an annual basis, we develop or revise and implement Continuous School Improvement Action Plans. 2009-2010 Instructional Action Plans will be developed early in the school year. They will be based on 2008 – 2009 learning results from a variety of sources, including standardized data as well as local school data, school needs and so on.

For your information, our 2008-2009 Instructional Action Plan Goals follow:

GOAL: To improve thinking and reasoning.

- ✓ 95% of the students will demonstrate improved **mathematics problem solving** skills.

GOAL: To improve expanding and integrating knowledge.

- ✓ 95% of the students will demonstrate improved **reading comprehension**.

GOAL: To improve communication skills.

- ✓ 95% of the students will demonstrate improved ability to express themselves in **writing**.

GOAL: To improve learning-to-learn skills.

- ✓ In response to NSSE Defining Desired Results for Student Learning survey results, teachers will improve knowledge and understanding of learning-to-learn skills in order to help students demonstrate improvement in this area.

Results of our 2008 – 2009 Literacy and Math results follow:

Summary of Helena Elementary School 2008-2009 Literacy Assessment Results

Grade	Dictation	Writing Vocabulary	Word List	Text Level/Comprehension	On-Demand Writing
K: Average Student Improvement Per Class	100%	99.6%	100%	100%	100%
K: Classrooms Reflecting 95% or More Improvement	100%	100%	100%	100%	100%
1st: Average Student Improvement Per Class	99.6%	99.6%	99.6%	100%	100%
1st: Classrooms Reflecting 95% or More Improvement	100%	100%	100%	100%	100%
2nd: Average Student Improvement Per Class	97%	98%	100%	99%	98%
2nd: Classrooms Reflecting 95% or More Improvement	87%	87%	100%	93%	93%

Summary of Helena Elementary School 2008-2009 Math Assessment Results

Grade	Patterning	Patterning/EXEMPLARS	EXEMPLARS Problem Solving
K: Average Student Improvement Per Class	100%	---	99.6%
K: Classrooms Reflecting 95% or More Improvement	100%	---	100%
1st: Average Student Improvement Per Class	100%	---	99.6%
1st: Classrooms Reflecting 95% or More Improvement	100%	---	93%
2nd: Average Student Improvement Per Class	---	98%	97%
2nd: Classrooms Reflecting 95% or More Improvement	---	80%	73%

In addition to these Instructional Action Plans, our School Improvement Plan also includes the following Action Plans:

- School Safety, Discipline and Supportive Learning Environments
- Professional Development
- At-Risk
- Technology
- Library Media
- Parent and Community
- Character Education
- Career Awareness
- Health and Wellness

- ✓ **Kindergarten:**
- ✓ **First Grade:**
- ✓ **Second Grade:**

Media Center
 Lower and Upper First Grade Halls
 Upper Second Grade Hall



Attendance/Absences

Research shows that school attendance is directly related to success in school. Alabama law requires that all children between the ages of seven and sixteen attend school. If any child fails to attend school without legal excuse, that child and the person having custody of that child will be referred to the juvenile court (the Early Warning Program).

The Alabama State Department of Education has now provided clarification for schools and parents by adopting a statewide definition for truancy. Any student absence for which a written excuse is not on file at the student’s school is considered to be truant. For this reason, a parent/guardian must provide a written explanation that states the cause of any and every absence of a student no later than three school days following the student’s return to school. In the case of absences due to medical/dental appointments, a written excuse from the physician/dentist is also required.

Throughout the course of the school year, should unexcused absences accumulate, the parent/guardian will be required to attend an attendance conference with local school administrators and/or possibly participate in the Early Warning program provided by the Shelby County Juvenile Court. Upon the fifth (5) unexcused absence, a truancy referral will be made to the Early Warning Program. Should a student accrue as many as seven (7) unexcused absences within a school year, that student would be considered truant for the purpose of filing a petition against the student and/or parent with the Court.

After two (2) unexcused absences, the local school will issue an attendance letter. After three (3) unexcused absences, the local school will conduct a pre-Early Warning Program referral conference. Also, after five (5) unexcused absences the local school will issue another attendance letter. After ten (10) unexcused absences the local school will issue an additional attendance letter. A student who has received eight (8) unexcused absences out of a total of twelve (12) absences may be retained due to excessive absences.

Please see the Shelby County Schools Student Code of Conduct and Attendance for more details about attendance.



Arriving Late OR Checking Out Early: Tardy!

It is essential that your child is in school each day, all day. Arriving late or checking out early disrupts learning for each and every child in the classroom and is unacceptable unless in an emergency. Please make every effort to schedule appointments after school hours.

“Tardy” refers to any loss of instructional time during the regular school day. In the morning, students are considered tardy if they are not in their classroom, ready to learn at 8:00 a.m.

The Shelby County Student Code of Conduct and Attendance indicates that tardies to school and unexcused check-ins and check outs should not exceed fifteen (15) per semester. We consider three or more incidents during a calendar month to be excessive. Tardies will be closely monitored and students with consistent tardies may be summoned to the Early Warning program. Please see the Shelby County Student Code of Conduct and Attendance for a more detailed explanation about tardies.

A parent/guardian signature is required for both a late arrival and an early check out. Should your child be unable to be in his/her classroom at 8:00 a.m., a parent/guardian **must** accompany the child to the office to sign the child into school. However, if your child is transported by buses provided by the Shelby County Board of Education and arrive after 8:00 a.m., your child will not be counted tardy.

BBSST (Building Based Student Support Team)

The State of Alabama defines BBSST as follows: “A Building-Based Student Support Team is a mandatory, best practice, problem-solving team implemented at the local school level.” Team members discuss concerns related to specific needs of students and teachers and offer teachers assistance in resolving concerns. The team is composed of regular education teachers, counselors, administrators, parents and other individuals, as needed. Special Education teachers sometimes attend these meetings. Rest assured that, at Helena Elementary School, parents/guardians of the child being discussed are always invited to these meetings.

There is a very specific referral process for BBSST. Typically, students who are experiencing some kind of difficulty in school are referred. Difficulties could relate to academics, behavior, attention or social concerns. Working as a team, the BBSST shares information about the child, reviews work samples, assessment and test results. Once a specific area of concern has been identified, the team develops an intervention plan of appropriate strategies to help the child. The classroom teacher implements the plan for 8 weeks, documenting performance weekly. After that time, the BBSST reconvenes to review progress and to determine whether to continue the intervention plan, revise the plan or discontinue the plan.



Cafeteria/Child Nutrition Program (CNP)

The HES Cafeteria provides delicious, healthy meals for our boys and girls. We welcome adults to dine with their children during lunch. Guests may sit with their child at a guest table. We ask that our guests help us consistently reinforce our Mealtime Rules:

- Say “Please,” “Thank you” and “Excuse me.”
- Sit flat.
- Use a napkin.
- Eat first.
- Speak quietly to your neighbors.
- Clean up your own space.

Because our lunch program is federally funded, we must comply with their guidelines:

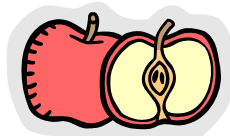
- ✓ Carbonated beverages are not allowed.
- ✓ Fast food is not allowed.
- ✓ Birthday treats, etc. may be taken to and eaten in the Cafeteria *only* after the scheduled lunchtime has concluded.

- ✓ *Students may NOT charge meals.*

Please check with your child regularly to see if s/he needs additional money placed in her/his lunch account.

Elementary Prices

Breakfast	\$1.00 (Visitors \$2.00)
Lunch	\$1.75 (Visitors \$4.00)
Snacks	\$0.30, \$0.50, \$0.75 (students may purchase up to two snacks)
Milk	\$0.40
Juice	\$0.30



Meal Requirements *Meals may NOT be charged.* When purchasing breakfast or lunch, students should follow these guidelines when selecting food items. Our teachers and Cafeteria staff work with our boys and girls to learn and follow these guidelines.

Breakfast

- Milk
- Fruit or juice
- One serving each of bread/bread alternate (cereal) and meat/meat alternate
 - **OR** 2 servings of bread/bread alternate
 - **OR** 2 servings of meat/meat alternate
- A child may refuse **one** food item from any component for breakfast.

Lunch

- Children should take 3 out of 5 food items for lunch.
- Meat/meat alternate (cheese)
- Vegetable
- Fruit or juice
- Bread/bread alternate (rice)
- Milk

If you have questions about our Cafeteria or about your child's account, please contact our Cafeteria Manager, Lyn Thompson at 682-5546.



Car Line Directions

A.M. Drop off is in the marked "Drop Off Zone" **behind the school**, at the door leading to the Gym. Please have your child exit on the passenger side of your vehicle, directly onto the sidewalk.

- ✓ Teach your child to unbuckle his/her seatbelt. Staff members will be present to open doors, however, please encourage your child to open her/his car door independently.
- ✓ It is not necessary to post your car line number in the morning.

- ✓ *The gate closes at 7:55 a.m.* At that time, drivers must park and escort their child to the front door.
- ✓ ***Students may not be dropped off in front of the school, in the parking lot or on the street.***

P.M. Please follow these directions so that our children can be loaded safely and quickly.

- ✓ **Forming the Line:** The car line begins at the white gate behind the school. Vehicles form two (2) lines in the lanes leading from the street on the left side of the parking area near the school; the two lines continue through the bus parking lot across the street. If necessary, the car line continues down Second Street in a single line.
- ✓ **Know Your Number:** Your child's car line number will be assigned during registration. Practice having your child recognize the number when they **see it AND when they hear it**. Ask your child to listen closely and respond quickly (i.e., stand and go to a teacher). Children are taken by the hand to their vehicle.
- ✓ **Show Your Number:** As you approach the rear of the school, a school official with a bull horn will announce your child's number twice. *Please display this number from your rear view mirror, well in advance of approaching the school official and **keep it there until your child has been placed in your vehicle.***
- ✓ **Picking Up Your Child:** Your child will be assigned to an area according to his/her number. Teachers will help the children find their assigned area during the first few days of school. As cars merge into a single line and pull behind the school, the first car in each group should pull up to the teacher farthest from the white gate. **Do not stop near your child.** A teacher will bring your child to your vehicle and see that s/he is safely seated. Students are loaded into the passenger side of the vehicle. Please have the doors unlocked. You may exit as soon as your child has been placed in the car.
- ✓ **The Need for Parents to Pull Over:** Several weeks into the school year, after expectations and routines have consistently been taught and reinforced, drivers of students who do not respond promptly to their car number when called will be asked to pull over, exit their vehicle, locate their child and take him/her by the hand to their vehicle.
- ✓ **Frequently Late Drivers:** Afternoon drivers who are chronically late when picking up their child will be asked to sign up for the After School Care Program.
- ✓ **Let's Be Safe and Courteous:**
 - *Please refrain from using cell phones when dropping off or picking up children.*
 - *Graciously merge from two lines into one. If not given directions by the school official, take turns merging.*
 - *Please require that all children in the car remain seated and belted while you drive through the car line.*



Conduct

The Shelby County Schools Code of Conduct and Attendance identifies expected behavior for our students. To enhance the teaching/learning environment of each classroom, teachers develop classroom rules that are consistent with the Code of Conduct.

Our District requests that parents/guardians read the Code of Conduct and discuss the expectations described in this handbook with their child. If any section is not fully understood, the school urges parents/guardians to contact the classroom teacher or office for further explanation.

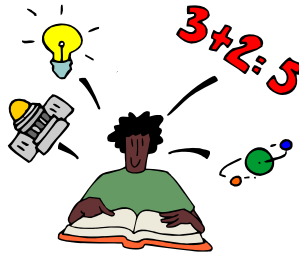
Students are under the jurisdiction of the Shelby County Board of Education and Helena Elementary School rules any time they are on campus, on the bus or attending an off-campus event as a school member.

Please also see the “Girls and Boys Town Education Model” section of this handbook.

Contagious Conditions

Because each child’s health, happiness and learning success is important, we believe that it is important to inform parents when a contagious condition exists in a classroom. Whether it is strep throat, conjunctivitis, head lice or chicken pox, we believe that it is important to provide this information so that parents are aware the condition exists and can take whatever precautions they feel are necessary. In this process, the identity of the child(ren) who has the condition is kept confidential, of course.

We request that when parents/guardians are aware of their child’s contagious condition, they provide this information to the school office so appropriate action can be taken.



Curriculum

We are committed to providing exemplary instruction that reflects research and recognized best practice throughout our curriculum. We adhere to the Alabama Course of Study in each curricular area, which is also reflected in the Shelby County curriculum and pacing guides for each grade level. Parents can access these guides on the Shelby County Schools’ web site (www.shelbyed.k12.al.us).

Reading/Language Arts All of the HES teachers have been trained in the Alabama Reading Initiative (ARI). This training provides a deep understanding about how children learn to read and how teachers can most effectively instruct them in reading. ARI addresses the five building blocks of reading, as defined by the National Reading Panel Report: phonemic awareness, phonics, fluency, vocabulary and comprehension. The core resource of our reading program is

the District-developed, Shelby County Reading Instruction Plan (SCRIP). We use a wide variety of other resources to supplement the SCRIP, including the Harcourt reading series, the Primary Comprehension Toolkit and numerous other books and resources. The SCRIP provides a balanced approach to the language arts with a focus on developing reading comprehension. It also promotes a balanced approach to decoding words including strategies in phonics (letter-sound relationships), semantics (meaning) and syntax (structure). Whole word strategies are also taught and practiced. Good readers use all of these approaches.

You can expect your young reader to participate in a variety of meaningful, engaging reading experiences, throughout each day and throughout the year. Among them, but not exclusively, are: read aloud discussions, shared reading, choral reading, Readers' Theatre, writing about what s/he has read, conferring or "buzzing" with other readers (sometimes known as a "pair-share"), writing questions, working at learning stations or centers on reading skills, using manipulatives and instructional games to work with words, singing, reading independently, explicit instruction in powerful comprehension strategies, large group instruction, small group instruction and flexible groupings, large and small group discussions.

✑Writing is also an essential component of our language arts program. Helena Elementary teachers implement Writing Workshop, a process-conference approach to teaching all aspects of writing, on a daily basis. This is a powerful approach to teaching writing and is considered to be best practice in writing instruction. It reflects the Shelby County Schools Writing Progression for Kindergarten – 5th Grade. In addition, our boys and girls write across the curriculum on a daily basis. Language conventions, grammar and spelling strategies are taught within the context of authentic writing.

An important literacy goal for us is for each child to read like a writer and write like a reader!

✑Handwriting Our teachers have been trained in the Handwriting Without Tears program. This instruction is developmentally appropriate and helps our students develop confidence and handwriting fluency. 2nd graders are taught cursive handwriting with the Zaner-Bloser program.

✑Mathematics The District mathematics program is published by Macmillan/McGraw-Hill. While this basal series is the core of our math program, our teachers supplement it with other materials/experiences including Math Investigations and the use of manipulatives, problem solving strategies, group work and so on.

✑Science/Social Studies Our teachers develop units or themes to teach the objectives outlined for their grade level in the Alabama Course of Study for each respective content area. The District's social studies and science programs are published by Scott Foresman.

✑Special Subjects: Art, Music, Physical Education and Technology The Alabama Course of Study identifies specific objectives in each of these areas. Our teachers provide varied instruction to help our students achieve these objectives. Our school strongly supports learning in these areas because we believe they positively contribute to educating the whole child.

✑Physical Education Every student receives 30 minutes of physical education instruction daily as required by state law.

- All students should wear socks and tennis shoes for P.E. in order to be safe.

- Shorts worn under dresses allow our girls to participate in activities that they would otherwise miss.

☑Guidance HES provides a comprehensive counseling and guidance program for all our students. We have a full-time guidance counselor as well as a half-time guidance counselor who provide a planned, purposeful and sequential program of activities. The program includes classroom instruction as well as a variety of small group opportunities. Our guidance counselors work closely with parents, teachers, school administrators and other professionals to enhance the total development of all students.

☑Meeting the Needs of Diverse Learners Classroom teachers regularly modify instruction and materials to meet the needs of diverse learners. In some cases, students qualify for additional services in the area of Special Education and/or Gifted Education. A comprehensive process is involved with identification of these students. If you have questions about either program, please contact your child’s teacher, the principal or the assistant principal.

Discipline

Our school supports and enforces the rules and guidelines outlined in the Shelby County Schools Code of Conduct and Attendance. Further, the HES administration supports the management techniques used by the classroom teacher. When an exception arises, the teacher is encouraged to contact the parents and/or the administration for assistance. Parental support will insure that the learning atmosphere can be maintained at school. Close, open communication between the parent, teacher and administrator, when needed, will result in the best outcome for everyone involved.

Having high expectations is a characteristic of effective schools. At Helena Elementary School, we have high expectations for ourselves and for our students. Therefore, compliance with school rules is expected.

The following **SCHOOL RULES** are to be followed by all students in the classroom, cafeteria, hallways, playground and restrooms:

- **I will respect myself.**
- **I will respect others.**
- **I will accept responsibility for my actions.**
- **I will do my best.**

Teachers may have additional rules for their classrooms.

Please see this year’s edition of the Shelby County Board of Education Student Code of Conduct and Attendance for a comprehensive list of violations and corresponding disciplinary actions. Offenses justifying a trip to the principal/assistant principal’s office include but are not limited to:

- Disrespect shown to school personnel/striking a Board employee
- Inappropriate language or profanity (including threats to harm)
- Obscene gestures (including gestures suggesting violence or intent to harm)
- School/Bus vandalism
- Theft
- Fighting
- Assault/physical aggression
- Bullying

Students will be disciplined for not following rules and committing any of the offenses mentioned. When they are sent to the office for discipline, the administration views these incidents as opportunities to teach and reinforce appropriate skills. Options that will be considered are:

- Corrective teaching
- Teaching the needed social skill
- Time out
- Isolation in the classroom or in another classroom
- Loss of privilege
- Parental note
- Parental phone call
- Work detail (age appropriate)
- In-school detention/supervised isolation
- Out-of-school suspension

When students are sent to administration because they have violated the Code of Conduct, parents are contacted and a Report of Student Disciplinary Action is sent home. The report should be signed and returned the following day.

Individual teachers implement classroom discipline plans that include both rewards and consequences. When classroom discipline issues occur that do not warrant administrative involvement, teachers contact parents as soon as possible. If a discipline note is sent home, we ask that the parent/guardian sign and return the notice the following school day.

We believe that regular communication between parents/guardians and the teacher helps diminish any problems that may occur, whether they are academic or behavioral. We urge parents and teachers to take a proactive approach in developing and maintaining open communication.

Please also see the “Girls and Boys Town Education Model” section of this handbook.

Discipline: Bus



Riding the school bus to and from school is a privilege, not a right. Students who misbehave on the bus cause a safety hazard. If a student is cited for an infraction that might jeopardize the safety and well-being of all students, the bus driver will complete a bus discipline form. The form is in triplicate. The parent will receive the pink copy, which will be given to the student to share with the parent/guardian. The yellow copy will be given to the school administration. The bus driver will keep the white copy.

The following progression of consequences will occur as bus discipline forms accumulate:

- 1 discipline form – student conference with the assistant principal
- 2 discipline forms – assistant principal will call the parent
- 3 discipline forms – suspension off the bus for 1 day
- 4 discipline forms – suspension off the bus for 3 days
- 5 or more discipline forms – off the bus for 5 days or indefinitely, depending on the discipline problem.

Dismissal To ensure a safe dismissal for everyone, we strive to make dismissal time calm and orderly. A routine is established the first day of school in which students are called to buses, daycare vans and car riders. Students are closely supervised during dismissal.

Students are not allowed to wait for parents in classrooms, hallways or entrances. If parents want to pick their child up from school and do not want to wait in the car line, they must come to the office and sign their child out on a special form, indicating that they are taking their child from school. Their child will be called from the classroom no sooner than 3:00 p.m.

Please keep these additional dismissal guidelines in mind:

- Establish a consistent dismissal routine with your children. When students know that they always go home a specific way, they are less likely to get confused and more likely to get home safely and on time.
- Changes to established individual student dismissal routines must be made in writing to the child's teacher.
- **When a child's regular dismissal plans need to be altered during the school day due to an emergency, they must be made in writing and submitted no later than 2:15 p.m. The school's fax is 682-5545.**
- Make arrangements with your child for after school activities *before the child comes to school*. Routines are essential for a safe and timely dismissal. Last minute changes can cause confusion.
- Any student going home with another student, riding a different bus or getting off at a different bus stop must have written permission from home to present to the teacher. This is then presented to the principal or assistant principal for their signature, indicating approval.

Dress Code Please refer to the Shelby County Code of Conduct and Attendance for this information. *In particular, flip flops and Crocs are not allowed at school for safety reasons.*



Emergency School Closing

When inclement weather occurs, officials from the Shelby County Board of Education decide if school will be closed. The decision will be announced by 6:30 a.m. on local radio and television stations and will be posted on the Shelby County Schools' web site.

If inclement weather or emergencies occur during the school day, county officials will notify the media of any closings. In the event of an early school closing due to weather conditions, it is best for the safety of the children for them to go home using their regular mode of transportation. In addition, Helena Elementary officials will send an email to parents and classroom teachers will also activate their class's phone tree to inform parents.

In these situations, we realize that parents may be anxious about their children's safety. Rest assured that we take their safety and security very seriously. We will take whatever measures are necessary to maintain their safety. In that effort, we request that parents help us keep the school

telephone lines free so that we can make and receive contact from our Board of Education, civil services agencies and so on.

On days when there is threatening weather, please attend to major radio and television for emergency information. You may also refer to the Shelby County Schools web site (www.shelbyed.k12.al.us). Under Parent Resources, click on Safety and Security and then click on Inclement Weather and School Closings.



Field Trips

Field trips are scheduled to provide educational experiences that are pertinent and appropriate for each grade level. Field trips are correlated with the Alabama Course of Study and teachers develop specific learning objectives for each field trip.

Permission slips will be sent home with each student and **must** be signed by the parent/guardian. A signed permission form **must** also be returned before any student will be permitted to leave the school grounds on a field trip. We do not accept verbal permission over the phone.

Students pay for the cost of the trip. Field trip money should be sent in a separate check from other monies and in an envelope labeled Field Trip.

1. All students must leave the school and return to the school with the group. Only teachers, chaperones and students from the class will be allowed to participate in field trips. For everyone's safety and protection, no one will be allowed to join a group at the site of a field trip unless previously authorized.
2. All money and permission slips must be turned in during the designated time because arrangements are made in advance. **No late money can be taken after tickets have been ordered.**
3. All chaperones must arrive at the time designated by their child's teacher.
4. All chaperones must pay unless otherwise notified.
5. Students not attending field trips will stay in another classroom at school. The absence of a student due to non-participation in a field trip will be unexcused.

Field Trip Chaperone Guidelines We appreciate the willingness of parents/guardians to chaperone field trips. Your assistance helps us ensure a safe learning experience away from school. "Thank you!" in advance.

1. Chaperones are depended upon to assist during the entire field trip.
2. Siblings are not allowed on the field trip.
3. Arrive at school promptly, as directed by the classroom teacher.
4. Report to the office first and get a Field Trip Chaperone badge.
5. Report to the classroom/designated area to receive instructions from the teacher.
6. Ask questions or share concerns with the teacher at any time.
7. Provide your own transportation to and from the field trip. You may want to consider carpooling.
8. Remain with the class/assigned group at all times.
9. Inform the teacher of any students who misbehaved, would not follow instructions, etc.

10. Contact the teacher at last two (2) days before the trip if you will not be able to fulfill your chaperon duties.

Girls and Boys Town Education Model “The Girls and Boys Town Model is a school-based intervention strategy that emphasizes behavior management practices, relationship-building techniques and social skills instruction...it is rooted in applied behavior analysis and social learning theory...it represents a comprehensive classroom management approach that emphasizes preventive practices rather than reactionary responses.” Within this model, social skills are explicitly taught. “The benefits of social skills instruction, coupled with proactive classroom management practices (having rules, procedures, and consistent consequences), should not be underestimated.” (Hensley, Powell, et. al.2007.The Well-Managed Classroom, 2nd ed., pages 7 – 9).

The Boys Town Model is respectful of children and adults and has proven to be effective. Although our HES staff has not been fully trained in the Model, we do implement some of the proactive techniques and corrective teaching. We also teach what the Boys Town Model considers to be the seven critical social skills on a school-wide basis. There are many more social skills that can also be taught. When students are sent to the office for misconduct, the administrators use some of the Boys Town intervention strategies with the children.

The seven critical skills follow. Parents are encouraged to use and positively reinforce these social skills at home.

<p>#1 Following Instructions</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, “OK” or “Yes, Ma’am/Sir.” 3. Do what you’ve been asked right away. 4. Check back. 	<p>#5 Getting the Teacher’s Attention</p> <ol style="list-style-type: none"> 1. Look at the teacher. 2. Raise your hand. Stay calm. 3. Wait until the teacher says your name. 4. Ask your question.
<p>#2 Accepting Criticism or a Consequence</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, “OK” or “Yes, Ma’am/Sir.” 3. Don’t argue. 	<p>#6 Making a Request</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a clear, pleasant voice. 3. Explain exactly what you are asking for. Say, “Please.” 4. If the answer is “Yes,” say, “Thank you.” 5. I not, remember to accept “No” for an answer.
<p>#3 Accepting “No” for an Answer</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Say, “OK” or “Yes, Ma’am/Sir.” 3. Stay calm. 4. If you disagree, ask later. 	<p>#7 Disagreeing Appropriately</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Say, “I understand how you feel.” 4. Tell why you feel differently. 5. Give a reason. 6. Listen to the other person.
<p>#4 Greeting Others</p> <ol style="list-style-type: none"> 1. Look at the person. 2. Use a pleasant voice. 3. Say, “Hi” or “Hello.” 	



Habits of Mind The HES faculty has been studying the Habits of Mind (HOM) for some time and will continue to do so. Teaching the HOM explicitly and then meaningfully incorporating them into our daily instruction is now part of our Learning – to – Learn Action Plan. We believe that this emphasis on developing intelligent behaviors will not only help our students be more successful but that it will also help us be more effective educators. Copies of the Habits of Mind books we have been studying are available for check-out from the Media Center.

The Habits of Mind were researched and reported by Drs. Arthur Costa and Bena Kallick. Originally called Characteristics of Intelligent Human Behavior, they have evolved to become dispositions or “habits of mind,” which indicates “that the behaviors require a discipline of the mind that is practiced so it becomes a habitual way of working toward more thoughtful, intelligent action.” (Costa and Kallick, 2000. *Discovering and Exploring Habits of Mind*. Alexandria, VA: ASCD)

The following quote explains more clearly the purpose of teaching the HOM:
...to help educators teach toward these habits of mind, which we see as broad, enduring, and essential lifespan learnings that are as appropriate for adults as they are for students. Our hope is that by teaching students (and adults) the habits of mind, students will be more disposed to draw upon the habits when they are faced with uncertain or challenging situations. And, ultimately, we hope the habits will help educators develop thoughtful, compassionate, and cooperative human beings who can live productively in an increasingly chaotic, complex, and information-rich world (page xiii).

The sixteen Habits of Mind that have been identified are listed below:

- Persisting
- Managing impulsivity
- Listening with understanding and empathy
- Thinking flexibly
- Thinking about thinking (metacognition)
- Striving for accuracy
- Questioning and posing problems
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gathering data through all senses
- Creating, imaging, innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

Head Lice

Whenever a case of head lice is discovered, the infected child is immediately removed from the classroom. All other students in that classroom are also checked. Parents of the infected child

are contacted and provided with information about how to effectively treat the child and how to rid the home and car of head lice. In addition, a notice is sent home with all other students in the class, alerting parents that a case of lice has been discovered (see “Contagious Conditions” above).

The infected child may return to school only after being treated with the special shampoos from the Health Department or a local pharmacy. Upon returning to school, the parent/guardian needs to bring the child to the school nurse with the container of the product that was used. The child is checked to see that as many eggs (nits) as possible have been removed. If the product used kills the nits and if there is evidence that a serious effort was made to remove the nits, the child is allowed to return to school.



Home/School Communication

We encourage open, frequent communication between school and the home. Regular contact between the home and school helps our children see that both parents and teachers care about them and their progress. HES teachers communicate regularly, many on a weekly basis, with parents. This is usually in the form of a newsletter that may contain homework information, curriculum/theme updates, important dates, field trip information and so on. If you have questions, please communicate with your child’s teacher **first**. A conference may be needed and can be requested by the teacher or the parent. If, after consulting with the teacher, parents continue to have concerns, they are encouraged to contact administration.

Lost and Found

Our lost and found box is located in the Cafeteria. To insure that a child’s lost items are promptly returned, please **label all personal articles, coats, sweaters, lunch boxes, etc.** The lost and found box is periodically emptied and the contents are sent to a charitable organization. Ask your child to check the lost and found box immediately if an item is lost. Parents may also check the lost and found box for lost items.



Media Center *The Media Center is the hub of our school!* Student Media Center Rules

1. All books are the property of Helena Elementary School.
2. Any student in good standing may check out books.
3. Reference books and audiovisual materials may be used only in the Media Center.
4. Books may be checked out for one week and renewed once.
5. Kindergarten students may have one book at a time. Students in grades one and two may have two books at a time unless special permission is obtained from the Library Media Specialist.
6. Students must pay full price for any book lost or damaged.

7. A student may not check out additional books if she has books that are more than 14 days overdue or until reimbursement has been made for lost or damaged items. Overdue fines will not be collected.
8. Students must handle print and non-print media and equipment with care and exhibit self-controlled conduct in the Library Media Center.
9. Any student who consistently abuses these rules may lose his/her privilege to check out books or use the Library Media Center for a period of time determined by the Library Media Specialist.

Volunteers

Our Library Media Center plays a significant role in your child's education, but we need your help. The Library Media Center is not only a place to borrow books, it also provides training in information-gathering skills, supports the curriculum, and maintains the audio-visual equipment and materials.

We are always in need of help in the following areas:

Special Events – help plan, promote and staff book fairs and other events that might arise during the school year

Special Projects – Materials repair, book checkout and return, book sorting and shelving, bulletin boards, copying, volunteer coordinating

What's in it for you? You'll be working in a pleasant setting with the people who are educating your children. By giving of your time and talents, you will enhance the achievements of Helena Elementary students and provide a positive role model for them. You will also be rewarded with that great feeling that comes from knowing you are making a difference in your school and community.

If you are able to commit, we would like you to join our group of volunteers. No previous experience is necessary and the work is easy to learn.

Birthday Book Club

What is the Birthday Book Club?

An opportunity to honor your child and help our Media Center collection grow.

Who can join the Birthday Book Club?

Anyone with a birthday!!!!

When can my child join?

On his/her birthday or during his/her birth month

What if my child celebrates his/her birthday during the summer?

You can join anytime – you decide.

How does my child join the Birthday Book Club?

Make a \$10.00 donation to the Media Center. (Checks should be made to HES.) Your child's teacher will send the student to the Media Center to choose a book from the Birthday Book Club shelf.

What happens when my child joins the Birthday Book Club?

A bookplate will be placed inside the book with his/her name and birthday. Ms. Bell will take a picture of your child with his/her book to place on the Birthday Book Club in the hallway. Your child's name will be announced on the intercom and he/she will get to be the first person to check out the book and share it with you and his/her class.

Book Fair

The dates for this year's Scholastic Book Fair are October 13-16. Your child will bring home a brochure with a sample of books available for purchase. Each class will come for a 30-minute shopping period during the week. In addition, Family Night at the Book Fair will be Tuesday, October 13 from 5:00 P.M. until 7:00 P.M.

We love books!  We love books!



**Helena Elementary School
Library Media Center Calendar
2009-2010**

August 13-14, 2009
Thursday & Friday

First Grade/New Second Grade Orientation

August 17, 2009
Monday

Media Center opens and classes begin

October 13-16, 2009
Tuesday-Friday

Scholastic Book Fair

October 13, 2009
Tuesday

Family Night at the Fair
5:00 – 7:00 p.m.

March 2, 2010
Tuesday

Read Across America Day

May 14, 2010
Friday

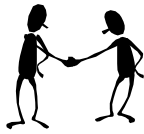
All books due



Money/Check Guidelines

We are not allowed to cash checks. Please make every effort to send exact amounts when sending cash to school. All money must be sent in separate envelopes for each item. We recommend that any money brought to school be sealed in an envelope with the student's name and the teacher's name clearly written on it. Please specify what the money is for (i.e., lunch, field trip, etc.). All checks MUST be payable to Helena Elementary School. **We must have two (2) telephone numbers recorded on each check.**

Non Sufficient Funds Checks Policy: Any check returned for insufficient funds will go directly to our collection agency. There will be a fee for collection in addition to the individual bank charges.



Parent-Teacher Conferences

Parent/teacher conferences are strongly encouraged by the HES administration. A conference may be requested either by the teacher or by the parent/guardian at any time. Parents may request a conference by writing a note to the teacher or by leaving a message for the teacher. Please understand that conferences cannot be held during class time. Both parents are encouraged to participate.



Parties: School and Birthday

In addition to an end-of-the-year party, each classroom may have two (2) holiday parties. These parties are held in the classroom and are coordinated with the teacher and homeroom mothers. *For safety reasons, we discourage participation in these parties by siblings or other children not enrolled at Helena Elementary School.*

Parties: Invitations

Invitations for private parties may not be distributed at school. Hurt feelings can occur when invitations to birthday parties and other non-school events are passed out at school.

Party Refreshments The following question and response come from the Alabama State Department of Education Child Nutrition Frequently Asked Questions web site:

I want to bring a birthday cake and refreshments to my child's room for his birthday. What are the restrictions?

The policy prohibits "any food or beverage that has sugar or high fructose corn syrup listed as the first ingredient on the school premises until after the end of the last scheduled class." This would not preclude a parent from bringing a birthday cake, cupcakes, or other baked item for a birthday party. It does preclude any use of soft drinks or sweetened beverages to such a celebration during the school day. It would be

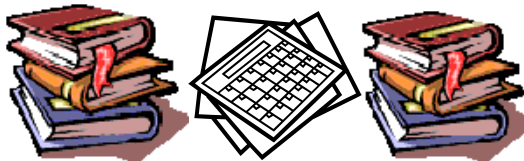
very important to read the label and make the determination if any item has the first ingredient listed as sugar or high fructose corn syrup.

Promotion/Retention

Promotion means that one has successfully completed the grade's work and is ready to move to the next grade. In determining promotion, the following serve as guidelines:

- Attendance: Students who have 12 or more daily absences are in danger of being retained.
- Knowledge of skills: Students will show sufficient progress in the basic skills.
- Readiness.

Retaining a student is a serious decision. A comprehensive process is used to provide effective intervention in order to avoid retention. If a teacher has concerns about possibly retaining a student, the parents/guardians are informed and a plan for intervention is developed with them. At the end of a month, the effectiveness of the plan is evaluated. If it does not result in satisfactory success, the child is referred to the Building Based Student Support Team (BBSST). This plan is continually reviewed and modified to best meet the child's needs. Parents are frequently updated about their child's progress.



Reading Calendar

Research informs us that the time spent reading outside of school and the time being read to, is directly related to gains in reading achievement. To correlate with our School Improvement Reading Comprehension and Parenting/Community Involvement Action Plans, we have implemented the HES Home Reading Calendar, a home reading program. This program is an effort to encourage and celebrate reading on a school-wide basis.

A specific amount of reading time is not required. However, the more time the children read, the better readers they will become. In addition, a concern we see nation-wide is that children have difficulty sustaining attention to a task. Spending just a few minutes with books does not adequately promote reading or the kind of attending that will most benefit your child. When it comes to reading, more definitely is better!

We regularly recognize minutes read and celebrate increases. We encourage classes to compete against themselves by increasing the number of minutes they read each month. We do not believe that competition among classes is appropriate for our boys and girls. We also encourage students to set individual goals for each week and each month.

Each month, your child will receive a reading calendar. Please:

- ✓ **Record** daily home reading **minutes** (silent and read aloud time) on each day's date.
- ✓ With your child, total the week's reading minutes each Saturday. This will be a great opportunity to practice using a calculator.
- ✓ **Sign each week's total.**
- ✓ Return the calendar to school each Monday with your child. This will be a great way for your child to develop responsibility.
- ✓ Realize how grateful the HES staff is that you value reading at home. Your boys and girls will be grateful later, if they are not now. Please be persistent and patient.

Parent signature

Sample Reading Calendar:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	25	20	30	20	15	35

Total minutes for the week



Registration Policy

Shelby County Board of Education Policy JBC requires that we adhere to the September 2 birthday rule as established by State law for school entry into kindergarten or first grade, with the exception of those special circumstances permitted by state law. In addition, the following documentation is required:

- Official birth certificate (we will copy at the school)
- Alabama Immunization form (blue form), which may be obtained from the family doctor or from the health department.
- Social Security card (we will copy at the school)
- Proof of residence in the form of a utility bill and/or lease or purchase agreement. We request two (2) proofs of residence.

Report Cards/Progress Reports

Report cards are sent home according to the schedule indicated on the Shelby County Schools calendar (nine week intervals). Parents/guardians should sign the report card indicating that they have seen it. The signed report card should be returned to school within three (3) days. Questions regarding the report card should be discussed with the teacher at a scheduled conference.

School Donations

The donation of \$50.00 we request for each child is necessary to meet basic budget needs. Your donation will be used to purchase such things as workbooks, student planners, computer supplies, academic enhancements, incentives or rewards, literature resources and food used for instructional purposes. It may also be used for the general operations of the school.



School Safety

The HES faculty and staff are committed to assuring your child's safety and security throughout the school day. Teachers supervise children at all times (in the classroom, in the hallways, in the Cafeteria, on the playground, during extra-curricular activities and during dismissal).

Emergency/safety drills are held on a regular basis so our students will know what to do and where to go in case of an emergency.

Sports Equipment/Toys

While there may be several times during the school year when sports equipment such as footballs, baseball gloves or soccer balls may be brought to school to be used in the instructional program, this is only by special invitation from the teacher. On these occasions, the equipment should be brought to school in a sack or grocery bag.

Toys should not be brought to school under regular circumstances. Toys invite disruption in the classroom environment. Also, toys on the school bus are often the cause of misbehavior. Individual teachers have rules about bringing toys for sharing time.



Student Recognition System

Our Student Recognition System was developed to recognize and reinforce desirable student behavior in a developmentally appropriate manner. We utilize the following forms of recognition.

1. Class 100's Chart

Purpose: Recognize an entire class for demonstrating appropriate behavior, foster positive interdependence and a sense of community within each class.

Process: Each classroom receives a chart with 100 squares on it. When a staff member other than the classroom teacher compliments the entire class for exemplary behavior, the classroom teacher marks off one square. After earning 100 compliments, the chart is wiped clean and the class may begin the process again.

Recognition Method: Each class that earns 100 compliments will: (1) be recognized during morning announcements (2) enjoy a party (i.e., popcorn, popsicles, cookies, sundaes, etc.) funded by our PTO.



2. Panther Pride Award

Purpose: Recognize students who demonstrate extra effort ---academically, socially, behaviorally or in some other way that positively affects their learning or the learning of others. Recipients may be students who **consistently** demonstrate effort or students who have made a special effort in a particular area that deserves special reinforcement/recognition. For whatever reason, recipient behavior should be of the "knocks your socks off" variety.

Process: Whenever a student earns this award, the teacher should complete a nomination form and submit it to the principal.

Recognition Method: Once submitted, the child's name and the rationale for nomination will be read during morning announcements. A paw print labeled with the child's name will be placed in the central hallway. The child will also receive a certificate and an "I'm a Terrific Kid!" button, provided by the Kiwanis Club of Helena as part of the Kiwanis Terrific Kids program.

Teacher Request Guidelines

To ensure equity for all students, we do not encourage requests from students, parents or guardians for specific teachers. Students will be randomly placed in heterogeneous groups with teachers.

- If parents/guardians feel that their child has special needs which they would like the school to consider when placing him/her in classes for the following school year, they may express this in writing to Ms. Cooper.
- Requests for specific teachers will not be accepted.
- If, based on previous, personal experience, there is a specific teacher that parents wish their child **not** to be placed with the following school year, this request should also be submitted in writing and include a thorough explanation to Ms. Cooper.
- Requests based on hear-say will not be accepted.

The deadline for all written requests is June 1 of the current school year. Requests should be signed and dated. Phone requests will not be accepted. Requests that do not adhere to the guidelines described above will also not be accepted.

Appropriate requests, as described above, will be given serious consideration. However, we cannot guarantee that all requests can or will be honored.



Technology Use

Technology is a valuable tool used to enhance student learning. Each of our classrooms is equipped with at least three PC's. Classroom computers are networked with the entire school district. This network allows our teachers the opportunity to maximize use of the Internet and it also allows parents the opportunity to better communicate with teachers (i.e., e-mail, share information, send pictures, etc.). We also have a Computer Lab.

We are excited about the strides we have made in technology at HES. In addition to the purchase of computers, we provide on-going professional development opportunities for our teachers. These experiences help them further hone their skills by expanding on basics, exploring Internet options for planning and student use, among others.

Students who wish to use technology at our school must have on file the completed Technology Acceptable Use form, signed by the parent/guardian. These forms remain on file at the school.

Telephone Use

The telephone in the office is for conducting the daily business of the school and is not for personal communication with students. Emergency messages will be conveyed to the students. Any other messages will be announced at the end of the day. Emergency requests for changes or information regarding students must be made in person, in writing or must be referred to administration.

Cell Phone Use: We request that visitors to our building turn their cell phones off or place them on “silent” before entering the school building.

Textbooks

The parent or guardian of a child to whom textbooks/library books are issued shall be held liable for any loss, abuse or damage in excess of that which would result from the normal use of these books.

Transfer/Withdrawal

When withdrawing a child from HES, we request that the parent/guardian come to school to make arrangements to transfer records to the future school, in order to assure the return of textbooks and to clear any school charges. In order to have transfer papers ready, we request that you provide 24-hour notice to the registrar prior to withdrawal. The date of the last day of attendance at HES should be declared at the time of notification.



Visitors

To ensure the safety of our students and staff, **all visitors are required to report to the office and secure a visitor’s badge** before visiting any part of the facility, school grounds, school buses or school vehicles. *School personnel must be informed of the purpose of any visit to the school. Therefore, guests are allowed to visit classrooms **only** if they have scheduled the visit in advance with the teacher.* “Pop in” visits are disruptive to the instructional program and are, therefore, not allowed. When guests leave the building, they should sign out at the office and return their visitor badge.

Volunteers

We encourage parent/guardian participation in our classrooms. You will have the opportunity to sign up for a variety of volunteer opportunities at the August orientations although you should feel free to volunteer at any time. Individual classroom teachers request volunteers and our PTO also organizes volunteers for a variety of reasons.

Volunteers are needed on a regular basis. You may help with bulletin boards, Media Center, special projects, fund raisers, reading aloud to children, publishing student writing and so on.

Parent volunteers are always welcome. Our PTO organizes volunteers to help the teachers and the school in various ways. All volunteers must come to the office to sign in and receive a visitor badge. *When volunteering at the school, under school age children should **not** accompany the volunteer.*

If you are interested in volunteering and missed the sign-up opportunity during the August orientations, please talk to your child's teacher or contact the PTO officers. Remember that when you volunteer, children not enrolled at HES should not accompany you.

Be a part of our school! Make a difference! Volunteer!

