



Family Handbook 2025- 2026

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Dr. Robert Davis III, Executive Director
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Vision

Schools of Perea's vision is to be a leading school offering high-quality education where students are actively engaged in meaningful learning experiences that produce students who are prepared academically, socially, and emotionally for success in school and in life.

Goals:

To have a safe, supportive learning environment where students will excel.

To help students build strong social-emotional skills needed to succeed.

To build strong student/school/family relationships.

Mission

Schools of Perea will prepare all students academically, socially, and emotionally for success by creating and maintaining a classroom and school environment that is student-centered, with high academic expectations, and where all students feel welcomed, appreciated, and valued.

Core Values and Guiding Principles

Our core values are foundational to the teaching and thinking that happens at Schools of Perea. They are as follows:

Empathy: to lovingly respond

Community: to create fellowship

Excellence: to consistently give your BEST

Innovation: creative thinking and learning

Safety: ALL are protected

Guiding Principles

At the Schools of Perea, we will...

- give our best effort every day in every way.
- patiently listen to understand and honor all voices
- daily "keep it fresh!"
- work together, play together, care.
- create healthy boundaries in a respectful environment

Admissions Policy/Eligibility

Perea Preschool (PPS) is a private income-based tuition two-year program serving three and four-year-old children. Admission is on a first-come, first-serve basis. Perea Preschool does not discriminate based on race, color, religion, sex, age, handicap, or national origin.

Children must turn three or four years old on or before August 15th. Families must submit the previous year's tax documents to enroll. Students will be placed on the waiting list if we have more applicants than seats. Eligible children on the waiting list will be allowed to enter the program as spots open.

Perea Elementary School (PES) is a public charter school. Admission to Perea will be determined by the lottery process for charter schools. In the case that we have more applicants than seats we will incorporate the lottery process for charter schools. PES does not discriminate on the basis of race, color, religion, sex, age, handicap or national origin. To enroll, families need to sign up on the PES waiting list beginning in August of the current school year. As spaces open up during the year, eligible children on the waiting list will be allowed to enter the program.

Children who will turn five years old from August 16 through September 30 are eligible for early kindergarten entry screening. Students turning five prior to August 16 do not require screening, and students turning five after September 30 are not eligible for screening or early entry. All early kindergarten entry screening for students seeking to attend MSCS schools, including MSCS charter schools, must be administered by the MSCS Department of Assessment and Accountability. Interested families should contact the Department of Assessment and Accountability at 901-416-5450 as soon as possible to set up an appointment for their child. If a student is enrolled in kindergarten who was not five years old by August 15 and has not passed SCS early kindergarten screening, the student will not be allowed to continue enrollment at the school.

Child Custody/ Family Access

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

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

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

The School Leader nor teacher shall permit a change in the physical custody of a student at school unless:

1. The person seeking custody of the student presents the school official with a certified copy of a valid court order from a Tennessee court designating the person who has custody of the student; and 2. The

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

Immunizations

No students entering school, including those entering pre-kindergarten, kindergarten, first grade, those from out-of-state and those from nonpublic schools, will be permitted to enroll (or attend) without proof of immunization. It is the responsibility of the family or guardians to have their children immunized and to provide such proof to the School Leader of the school.

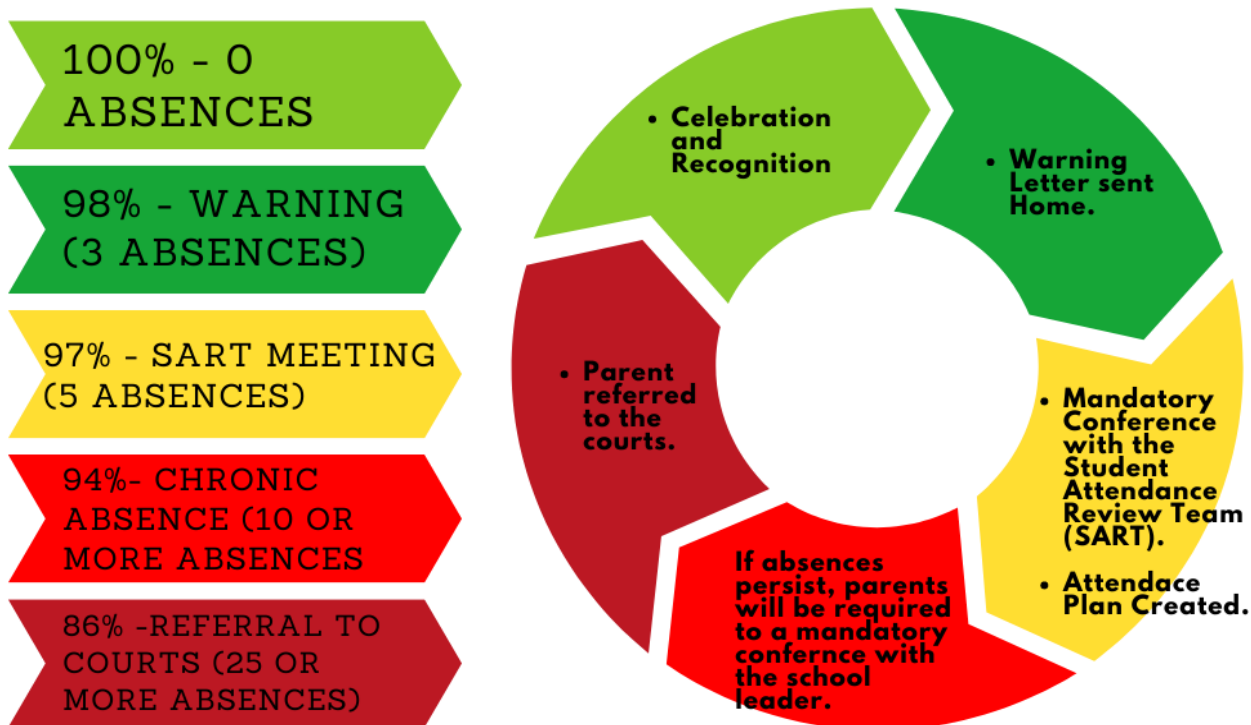
No child or youth determined to be homeless shall be denied admission to any school or school facility if the child or youth has not yet been immunized or is unable to produce immunization records due to being homeless. The enrolling school shall comply with any and all federal laws pertaining to the educational rights of homeless children and youth, including the McKinney-Vento Homeless Assistance Act.

Waiver of Immunization Requirements

State law (T.C.A. §49-6-5001) provides waiver of immunization requirements under the following conditions.

1. In the absence of an epidemic or immediate threat of an epidemic, family or guardian may file with the school authorities a signed written statement affirming under penalty of perjury that the immunization and other preventative measures conflict with the family's or guardian's religious teachings and practices. Students who are admitted without immunization under this waiver may be excluded from school during an epidemic or threatened epidemic.
2. Families may present a certificate in writing from a physician stating that such immunization would be harmful to the student involved if provided to the school for the student's permanent file.

Attendance Ladder



Regular and punctual school attendance is essential for achieving maximum success from our curriculum. Therefore, the following policy is strictly enforced. Every minute of the instructional day is important, and every effort should be made to have your child at school on time each day. The following reasons will be considered *excused absences*: illness or hospitalization of child, death or illness within the child's immediate family, special and recognized religious holidays regularly observed by persons of their faith, legal court summons not as a result of the child's misconduct, or extenuating circumstances over which the child has no control as approved by the School Leader or school administration. All absences other than those outlined above will be considered *unexcused*. It is the responsibility of the family to call the Schools of Perea office in the event your child will be absent. In order to be considered an excused absence the school must receive a written note within three days of returning to school. Without a written note, the absence will be considered unexcused. If your child is absent for more than 3 days, you must provide a written excuse explaining the absence. Five (5) unexcused absences will require a conference with school administration. Ten (10) unexcused absences will require a school review to determine continued enrollment and a 90-day attendance probation.

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of

180 teaching days exclusive of all vacations, as approved by the board of education. (T.C.A. §49-6-3004) The annual calendar is divided into two semesters. A copy of this calendar is included at the back of this handbook.

*Attendance will be taken daily at 8 a.m. Families/guardians will be expected to call the main office if a student is absent.

School Hours

The school opens for students at 7:45 am and ends at 3:15 pm Monday- Friday. Instructions begin promptly at 8:00 am. Students are expected to be in their classrooms and ready to begin the school day.

Arrivals – Please make every effort to ensure your child attends school every day and arrives on time. If your child will be late to school due to scheduled appointments, please notify the office in advance.

Late Arrivals – All students should be in their classrooms by 8:00 a.m. Those arriving after 8:15 a.m. should notify the office in advance of their late arrival and escort their child to the main office upon arriving at the school. Students must come by the office for a “tardy slip” before going to the classroom. Your child will not be allowed in the classroom without a signed tardy slip from the office. Tardy slips will be kept in your child’s file. Habitual tardiness can result in the student being reported as truant.

Early Dismissal –Early dismissals are discouraged as it is important that our students are in class and receiving instruction for the full school day. In the event that medical and dental appointments cannot be scheduled outside of school hours, ONLY PARENT, GUARDIANS, or authorized representatives will be allowed to initiate an early dismissal. An ID will be required and the individual must be documented in the student’s permanent record.

Pick Up – It is necessary that children be picked up no later than 3:45 pm. The time after 3:45 pm is used by the staff to prepare for the next day. There will be no supervision after 3:45 pm. Any students remaining after 3:45 pm will be placed in the main office until a family/ guardian is reached. Habitual late pick-ups without advance notice to the office will result in a report to the Department of Human Services and MPD for neglect.

Children will only be released to a responsible adult or older sibling (over the age of 13). Please make sure that anyone who may be responsible for picking up your child is listed on your child’s pick-up list. Anyone picking up your child may be asked to show proper identification. Please notify us immediately if this list changes. Your child will NOT be released to anyone not on this list. Please update your child’s enrollment forms with contact numbers for people on the pick-up list so that we will be able to reach them when needed. The Department of Human Services and MPD will be notified of children not picked up within an hour after dismissal.

If you are divorced, separated, or a single family, appropriate court documents must be presented to the Schools of Perea office in order for the approved person(s) to pick up your child.

PES Student Drop-off and Pick-up

Drop-off –Student drop off will be at the side entrance of the school on Claybrook. Staff will escort students from the family’s car to the entrance of the building. Please pull forward and be prepared to drop and roll.

Pick-up – Students must be picked up by 3:45pm. Each family will receive 3 car tags for pick-up. Families may line-up for pick-up at the side entrance on Claybrook. Staff will assist all students into their vehicles. Families are required to participate in the pick-up line. For safety reasons, no one will be allowed to park or exit their vehicles during pick-up.

Walking Students – Students walking to school must enter through the main entrance on Vollintine. Families may pick their students up at the main entry doorway. Staff will be present to assist.

PPS Student Drop-off and Pick-up

Parent Drop-off/Pick-up:

- Arrival: 7:40 am – 8:00 am and dismissal: 3:00 pm – 3:15 pm.
- Preschool Families will be allowed to enter the building to scan students in and out of class using our Pro-care System. Families of preschool students will walk students to their classroom.
- All students must wash or sanitize hands before entering the classroom.
- Early arrivals and late pick-ups will be handled through main office procedures, unless otherwise noted.
- Individuals who pick up children will need to be on the contact list and bring a photo ID at the specific dismissal time.
- Families must park in the staff/visitor parking lot behind the school building. There will only be 1 entrance for preschool children.

Parking Lot

Please remember parking lot etiquette by following these simple rules:

- Do NOT block parked cars in.
- Never leave a minor child unattended in your car.
- State of TN law requires children to be seated in car seats.
- Please park your car in a parking space when visiting the school.

Before/Aftercare – Schools of Perea will offer before and after-school care for working families only before care begins at 7:00 am. Aftercare is available 3:30-5:30 p.m.

Transportation Policy

Perea Elementary School will partner with a local transportation vendor to provide transportation services for eligible students enrolled at Perea Elementary School. The transportation vendor will provide cameras and bus monitors for each ride to ensure safety and security to and from school.

Eligibility

Elementary students living 1.5 miles from the school are eligible for transportation. Parents are encouraged to transport students that live inside the Parent Responsibility Zone (PRZ) or organize neighborhood walk groups where they can alternate supervision.

Parent/Guardian Involvement

Parent and Guardian Notification

Perea Elementary bus stops and rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

- Become familiar with Perea Elementary School's rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children.
- Support safe riding and walking practices and recognize that students are responsible for their actions.
- Communicate safety concerns to their school administrators.
- Have their children to the bus stop five (5) minutes before the bus arrives.
- Have their children properly dressed for the weather; and have a plan in case the bus is late.

- Notify the school if the student will not ride the bus each day.
- Arrive 5-10 minutes at the bus stop before the bus arrives in the afternoon to pick up the student from their designated bus stop.

Safety Rules

1. Teach your child that yellow flashing lights indicate a bus is preparing to stop.
2. Wait to get on the bus until the bus driver says it's safe.
3. Be respectful of the bus driver and always follow directions.
4. Remain seated while riding the bus.
5. The bus driver can't see you if you're standing closer than 10 feet to the bus. Keep out of this danger zone.
6. If something falls under the bus, tell the bus driver. Never try to pick it up yourself.
7. While waiting for the bus, stay in a safe place away from the street.
8. When you get on or off the bus, look for the bus safety lights and make sure they are flashing.
9. Stop and look both ways as you exit the bus.
10. Children should wait for the bus to stop completely at their destination before getting up from their seat, walking carefully to the front door and exit using the handrail.

Policies and Regulations

Transportation as a Privilege:

Riding the school bus is considered a privilege, not a right. Inappropriate behavior on the school bus can jeopardize the safety of students and the driver. Therefore, students are expected to behave appropriately and follow the bus rules.

Student Conduct:

Students are expected to behave on the bus. This includes obeying the bus driver, avoiding excessive noise and physical altercations, refraining from foul language and gestures, and keeping all body parts and belongings inside the bus. Throwing objects, eating, drinking, and possessing prohibited items like tobacco, drugs, weapons, or dangerous objects are also not allowed. Parents will be responsible for paying for any damage they cause to the bus.

Bus Discipline & Suspension Procedures:

Disciplinary actions for misbehavior are typically progressive, but serious issues can lead to immediate suspension. Possible consequences include verbal warnings, assigned seating, written referrals to administrators, and bus suspension ranging from one to twenty school days, depending on the severity. **Repeat or serious offenses can result in the loss of bus privileges.**

Parents or guardians will be informed of any bus suspension and are responsible for arranging transportation during this period. The school follows due process procedures for suspensions, allowing all parties to be heard. Severe behaviors like assault on staff, disrespect to the driver, fighting, bullying, or possessing weapons or drug paraphernalia can result in immediate and significant consequences, potentially including suspension for the rest of the school year. Perea will not provide alternative transportation if a student's bus privileges are suspended or revoked. The principal and transportation director have the discretion to allow a suspended student to ride the bus for field trips or activities.

Reporting & Resolution:

Bus drivers report misconduct but do not have the authority to suspend students. Discipline is administered by school administrators. Schools collaborate with bus companies and the transportation department to resolve ridership issues.

Important Notes:

The bus and bus stop are considered extensions of the school day, and misconduct consequences apply to all routes. Video cameras may be used to monitor behavior and ensure safety, and tampering with them is prohibited and subject to disciplinary action. Unacceptable conduct on the bus or at the bus stop can also lead to suspension or expulsion from school. In cases involving criminal behavior, the transportation office may press charges and involve the authorities.

This policy is designed to maintain the safety of students and provide a clear process for addressing misconduct on the school bus, including the possibility of suspension when necessary.

Emergency Management***Parent Reunion Area / Family Information Center***

The Parent Reunion Area and Family Information Center will normally be co-located. In the event of an evacuation to our off-site location, Katie Sexton Community Center 1235 Brown Avenue, 38107, a second information point will be made available to parents who arrive at the school looking for their children.

Location(s):**Onsite:**

Primary Location: Katie Sexton Park

Note to Parents: Perea Elementary School is one of the safest places for students to be during most crises or natural disasters. The following emergency procedures have been established to keep them safe:

- In most cases, students will be kept at school until the emergency is determined to be over. For example, a chemical spill may delay student release when there is a risk of exposure.
- Under certain circumstances, students may be evacuated to another site. If this occurs, parents will be notified through the school website, announcements on local radio and television stations, and through phone calls made to contacts found on the student's Emergency Care Card (ECC).
- We ask parents and guardians not to telephone the school and tie up the few telephone lines that will be needed for emergency use. The best place to get current updates is to visit the School website which can be accessed at **www.schoolsofperea.org**
- Students will be released to parents who come to get them. Procedures for release to other authorized parties, however, will not occur unless pre-release is documented on the student's Emergency Care Card, which is filled out at the beginning of the school year. Parents must ensure that information on the ECC is current.
- The family information center will provide up-to-date information on the incident, the status of their children, and information on what parents can do to assist.

Technology

All students will receive computer equipment to complete assignments and/or participate while learning. Families will be expected to sign the Technology/and Liability agreement listed below acknowledging responsibility for equipment and expectations for the return of equipment in good working condition. Families will also sign a *Digital Citizenship Agreement* that defines expectations, responsibility, and respectful digital behavior within the student's classroom.

Assessments

Pre-K3 and Pre-K4 assessments consist of Brigance, given two-three times per school year. Assessments cover a broad array of skills and behaviors in these key early learning and development domains: Physical development, Language development, and Academic skills/cognitive development. Heggerty will also be used to monitor student progress with phonemic awareness.

K-5 assessments consist of, iReady, given three times per school year, one of Perea's benchmark assessment tools for ELA and Math. Students will also receive a report card each nine-week period. Curriculum-based assessments will be given consistently throughout the year. A schedule of formal assessment dates will be provided to families.

Students in grades 2-5 will take a TCAP-predictive assessment three times per school year. This assessment prepares students for the TCAP examination. 2nd grade students will take the math and reading assessment and 3rd-5th grade students will take math, reading, and science. Students will complete the assessments before fall, winter, and spring breaks. Data from test results are used to determine future classroom instruction and differentiated small groups.

Promotion/Retention

Perea Elementary School will make every effort to ensure that all students are successful and are able to be promoted to the next grade level. We have designed and created an academic program that is student-centered and will enable the school to identify when students are not experiencing sufficient levels of success. Regular and ongoing conversations will occur with teachers and families of such students, and plans will be made (see Response to Instruction and Intervention below) to provide the necessary support for students and rapidly increase student achievement. As indicated in our goals above, Perea Elementary School expects students to demonstrate proficiency and growth in all core content areas. In order to do this, students will need to master grade-level standards. Accordingly, our promotion standards reflect this.

Per Tennessee State Board of Education policy 4603, Perea Elementary School adopts the following policies for promotion and retention of students:

Perea Elementary School shall promote students to the next grade level based on the successful completion of required academic work and on the satisfactory progress in each of the relevant academic areas. No student enrolled shall be promoted unless the student has shown a basic understanding of the curriculum and the ability to perform the skills required in the subjects of reading and math as demonstrated by the student's grades, standardized test results, and nationally normed assessment results (iReady). This requirement shall be applied on a case by case basis for students who are participating in a researched based intervention prior to the beginning of the next school year or to students who have an individualized education program. (IEP) Students who have difficulty in achieving the requirements for promotion may be considered for retention.

- Special Education Students: Promotion and grading is the same for special education students as for general education students, given that accommodations and modifications are provided for graded assignments. If accommodations and modifications cannot be provided, grading and promotion should be determined on an individual basis.

Factors used to identify students who may be considered for retention shall, at minimum, include:

- (1) The student's ability to perform at current grade level as measured by class work;
- (2) The results of state assessments, nationally normed assessments (iReady), and screening or monitoring tools;
- (3) The student's chances for success with more difficult material if promoted to the next grade.

Given our focus on social-emotional learning and our desire to serve the whole child, it will not be our policy to retain students unless it is absolutely critical.

Promotion of 3rd and 4th Grade Students

- (1) Pursuant to T.C.A. § 49-6-3115, a student in the third (3rd) grade shall not be promoted to the next grade level unless the student is determined to be proficient in English Language Arts (ELA) based on the student's achieving a performance level rating of "on track" or "mastered" (otherwise known as "met expectations" or "exceeded expectations") on the ELA portion of the student's most recent Tennessee Comprehensive Assessment Program (TCAP) test.
- (2) For purposes of this policy, a "student's most recent TCAP test" is the 3rd grade spring ELA TCAP, or the 3rd grade ELA TCAP retest opportunity, whichever score is higher.
- (3) A student in third (3rd) grade who is not proficient in ELA, as determined by the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test, may be promoted to the fourth (4th) grade if the student meets the requirements of any one (1) of the following pathways:
 - (a) Pathway 1. The student is an English language learner and has received less than two (2) full school years of ELA instruction;
 - (b) Pathway 2. The student was previously retained in any of the grades Kindergarten through three (K-3);
 - (c) Pathway 3. The student is retested in accordance with Department guidelines before the beginning of the next school year and scores proficient on the retest;
 - (d) Pathway 4. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety percent (90%) attendance rate at the camp, and the student's performance on the post-test administered to the student at the end of the learning loss bridge camp, as required under T.C.A. § 49-6-1502(4)(F), demonstrates adequate growth;
 1. Adequate growth is defined as a student improving scores between a baseline assessment and the post-test by at least five (5) percentage points. The baseline assessment is the ELA portion of the 3rd grade spring TCAP (excluding writing), unless a student moves into the "approaching" performance level as a result of the 3rd grade TCAP retest, in which case the baseline assessment for that student is the 3rd grade TCAP retest score. The post-test will be the Department of Education-developed, standards-aligned assessment administered at the conclusion of summer camps.¹
 2. A student is eligible for this adequate growth promotion pathway if the student scores "approaching" on either the third (3rd) grade spring TCAP or on the ELA portion of the 3rd grade TCAP retest opportunity.
 - (e) Pathway 5. The student receives high-dosage, low-ratio tutoring for the entirety of the upcoming school year from a Tennessee accelerating literacy and learning corps (TN ALL Corps) tutor. "High-dosage, low-ratio tutoring" is defined in State Board Rule 0520-01-03-.16.
 - (f) Pathway 6: Beginning with third (3rd) grade students in the 2023-24 school year, the student demonstrates proficiency in ELA standards based on the student scoring at or above the fiftieth (50th) percentile on the most recently administered state-provided benchmark assessment, if the benchmark assessment is administered to the student in a test environment, in accordance with Department guidance, and the student's LEA or public

charter school agrees to provide tutoring services to the student for the entirety of the student's fourth (4th) grade year.

1. If a student is promoted to the fourth (4th) grade pursuant to this Pathway 6, then the student's LEA or public charter school shall notify the student's parent or guardian, in writing, of the benefits of enrolling their student in a learning loss bridge camp and encouraging the parent or guardian to do so.
 2. As defined in State Board Rule 0520-01-03-.16, "state-provided benchmark assessment" means the Tennessee Universal Reading Screener provided by the Department.
 3. The tutoring services provided to the student for the entirety of the student's fourth (4th) grade year must be high-dosage, low ratio tutoring, as defined in State Board Rule 0520-01-03-.16.
- (4) LEAs and public charter schools may allow students opportunities to make up missed days of the learning loss bridge camps prior to the beginning of the next school year. If the LEA or public charter school chooses to allow make up days, they shall develop local policies and procedures governing make-up days. Those policies shall include, but are not limited to, the following:
- a. The documentation that must be provided, if any, for a student to be eligible to make up a day of camp missed;
 - b. The total number of camp days a student may make up over the summer;
 - c. The specific procedure and timelines for making up days missed;
 - d. A procedure for notifying parents of the summer camp attendance policy;
 - e. A procedure for how each individual student's attendance, including make up days, will be documented and maintained; and
 - f. A timeline for when a student who participates in summer camp make up days will take the post-test in order for the LEA or public charter school to make promotion or retention determinations prior to the beginning of the next school year.
- (5) The parent or legal guardian of a student who is identified for retention in 3rd grade pursuant to T.C.A. § 49-6-3115 based on the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test, may appeal directly to the Department in accordance with the procedures outlined in State Board Rule 0520-01-03-.16 and Department guidelines. A parent or legal guardian may give consent to certain school personnel to file an appeal for the student if requirements set forth in Rule 0520-01-03-.16 are met.
- (6) A student in 3rd grade who is not proficient in ELA, as determined by the student's achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted to the fourth (4th) grade if the student meets the requirements of any one (1) of the following pathways:
- a. Pathway 1. The student is an English language learner and has received less than two (2) full school years of ELA instruction;
 - b. Pathway 2. The student was previously retained in any of the grades Kindergarten through three (K-3);
 - c. Pathway 3. The student retested in accordance with Department guidelines before the beginning of the next school year and scores proficient on the retest; or
 - d. Pathway 4. The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety percent (90%) attendance rate at the camp, and receives high-dosage, low-ratio tutoring for the entirety of the upcoming school year from a TN ALL Corps tutor. "High-dosage, low-ratio tutoring" is defined in State Board Rule 0520-01-03-.16.

- (7) A student who is promoted to the fourth (4th) grade pursuant to Pathway 5 in paragraph (3)(e) or Pathway 4 in paragraph (6)(d) must show adequate growth on the fourth (4th) grade ELA portion of the TCAP test before the student may be promoted to the fifth (5th) grade. A student must demonstrate adequate growth on the fourth (4th) grade ELA portion of the TCAP test through one (1) of the following methods:
- Method 1: The student scores “met expectations” or “exceeded expectations” on the 4th grade ELA portion of the TCAP; or
 - Method 2: The student meets or exceeds the student’s individual fourth (4th) grade adequate growth target. The Department shall calculate each student’s individual fourth (4th) grade adequate growth target on the fourth (4th) grade ELA portion of the TCAP as follows:
 - Step 1: The Department will use the ELA portion of the third (3rd) grade spring TCAP or 3rd grade TCAP retest results, whichever is higher, and TVAAS growth expectations to compute the probability that the student will be proficient in ELA in the fourth (4th) grade.
 - Step 2: A student’s probability of being proficient in ELA in the fourth (4th) grade will be subtracted from fifty percent (50%), which is the probability of a student scoring at the proficiency cut score.
 - Step 3: The remainder in Step 2 is then divided by eight (8) to determine the student’s individual fourth (4th) grade adequate growth target.
 - Step 4: The student’s individual fourth (4th) grade adequate growth target is then evaluated against the change in probability observed after the student takes the ELA portion of the fourth (4th) grade TCAP.
 - For students with individual fourth (4th) grade adequate growth targets equal to or greater than 1%, if a student’s probability of being proficient in ELA in the fifth (5th) grade has grown equal to or greater than their individual fourth (4th) grade adequate growth target as determined through Steps 1 through 3, the student has demonstrated adequate growth.
 - For students with individual fourth (4th) grade adequate growth targets less than one percent (1%), if the student’s probability of being proficient in ELA in the fifth (5th) grade is greater than the prior year, the student has demonstrated adequate growth.
- (8) A student shall not be retained in fourth (4th) grade more than once.

Academic Progress Benchmark Goals

GRADE	iReady	Assessments
End of K	75th percentile	End year with 80% Standards Mastery (Denoted by M=mastery and X= Non-mastery)
End of Grade 1	75th percentile	End year with 80% Standards Mastery
End of Grade 2	75th percentile	End year with 80% Standards Mastery
End of Grade 3	75th percentile	End year with 80% Standards Mastery

End of Grade 4	75th percentile	End year with 80% Standards Mastery
End of Grade 5	75th percentile	End year with 80% Standards Mastery

Letter Grade, Percentages, and Rubric Score

Letter Grade	Percentage	Definition
A	90-100%	Exceeds understanding of standards
B	80-89%	Meets understanding of standards
C	70-79%	Approaching understanding of standards
D	60-69%	Developing understanding of standards
F	50-59%	Minimal understanding of standard

Make-up/Missing Work

In the event of an excused absence, students are expected to make up work missed within a reasonable time. Note: Suspensions are unexcused absences. In the event of an unexcused absence, one day of makeup time shall be allowed for each day of unexcused absence, if the following conditions are met. The parent of a student or a student with an unexcused absence must submit a written request to the teacher to makeup the work. For absences due to long-term suspension (over 10 days)/expulsion, the program of making up work shall be in accordance with state law.

Academic Interventions

It is expected that interventions will occur on an ongoing basis and that effective intervention strategies may result in a student's promotion. Therefore, instructional strategies, classroom grades, and intervention opportunities shall be monitored and reviewed by our Senior Director of Curriculum and Instruction on a regular basis.

Field Trips

Individual classes/grades at Perea will plan field trips based on children's interests and aligned with grade-level standards addressed through experiential learning. Travel to and from outside locations will be done on buses through an approved bus company. Families may be allowed to attend field trips depending on the nature of the field trip. If there is a fee involved ample notice will be given. All field trip permission forms must be signed by the child's family or legal guardian for the child to attend. Due to liability and insurance, we are unable to transport children who are not enrolled as students of Perea on the bus.

Walking Field Trips

Our students will participate in community events within walking distance of the school. As events happen, we will notify families in a timely manner.

Support Services

Perea Elementary School offers special education as well as social and emotional learning support for students who exhibit persistent challenging behavior problems in the classroom. Social Skills Improvement System (SSIS) is a curriculum the teachers use with students who need additional instruction and practice building social-emotional skills. Families are also invited to partner with teachers to reinforce the SSIS lessons at home. Perea also partners

with community providers that offer behavior management programs for children. If your child participates in any of these additional services, a family or legal guardian's signed permission is required, and family Conferences will be required during the school year.

Social-Emotional Learning (SEL) Clinicians - Each grade level will have a SEL Clinician who is licensed and equipped to provide quality social and emotional support. This support will consist of (but not limited to) grief support, behavior management, conflict resolution, anger management, self-awareness, social awareness, and much more. If your child has frequent conflicts or other challenges at school, SoP will highly recommend support from a SEL Clinician. This ongoing support requires signed consent from the legal guardian of the student. If you would like for your child to receive services from a SEL Clinician, please contact the school.

School Meals

Students will receive breakfast, lunch, and snack meals as part of our partnership with The National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP). The NSLP allows schools that predominantly serve low-income children to offer nutritious school meals that are cost-effective and meet all USDA guidelines. Some families may have to pay a cost based on income.

Communication with Families

There will be regular communication with families throughout the school year through ParentSquare; notes from teachers; phone calls; conferences; family meetings; and home visits. Please ask your child's teacher where communication materials may be picked up and please check on a regular basis. Perea maintains an "open door" policy and welcomes you to talk in person, call, email, or write Perea teachers and/or administration as needed. Please make sure that accurate and updated contact information (including addresses and phone numbers) is always on file in our office and with your child's teacher. It is the family's responsibility to maintain accurate contact information with the school and teachers. All families will be required to register for ParentSquare.

Home Visits

Home visits are mandatory for each child and his/her family that is enrolled at Schools of Perea. Each student will have one home visit conducted by his/her classroom team throughout the school year.

Home Visits are also conducted by the Family Engagement Department with families experiencing specialized needs.

Family/Teacher Conferences

Conferences are scheduled twice a year; we believe that your child's success in school relies on commitment by families and staff working together as a team. Your support is necessary for the success of this program and these family conferences are an excellent opportunity for all of us to communicate our goals and successes with each other. You are more than welcome to make more frequent appointments to meet with your child's teachers to discuss any concerns or celebrations that you might have.

Extracurricular Activities/Clubs

Our students deserve more opportunities to engage in extracurricular activities or clubs. All Schools of Perea clubs and activities are inclusive to promote community and social and emotional development. In order for students to participate in extracurricular activities they must have good attendance and good conduct. Families are required to complete a consent form and abide by program rules and guidelines.

Family Engagement Plan

The Schools of Perea will continue to partner with Perea Parents and Families to maintain a culture of collaboration. Schools of Perea will utilize various systems of ongoing, timely communication to involve parents in student academic learning, as well as additional school activities. Parents, families, school staff, and school partners unite to create one system that encourages families to learn from each other. Parents and families empower each other to develop and nurture community partnerships, and career experiences, and by providing opportunities for continued participation and involvement.

Parents' involvement is vital to the success of our students. Research shows that parent involvement enhances student self-esteem, increases academic achievement and cognitive development, and improves student behavior and attendance. Parental and family participation is encouraged through including Perea families in the planning and improvement of programs of school and family policies.

As recipients of Title I, Part A funds, the Schools of Perea has created a family engagement plan that reflects practices that enhance family and parent engagement and community involvement.

JOINTLY DEVELOPED

Strategies include:

- The Schools of Perea will close participation gaps for families by encouraging participation on the school's Family Advisory Board, school committees, and during school events to strengthen parent/teacher relationships and school culture.
- Title I Parent meetings will be held to inform parents of the following:
 - Participation of their child's school in Title I
 - Legal requirements of Title I
 - The Rights of parents to be involved
 - The Schools of Perea's Family Engagement Plan
- Families will be encouraged to share opinions regarding campus climate, future programs, family needs, and the SoP Parent and Family Engagement Program by attending meetings, and parent conferences, and completing annual and bi-annual surveys.
- Parents will be approached as equal partners in their child's education while emphasizing parents and families as the child's first source of education.

ANNUAL TITLE I MEETING

Strategies include:

- Schools of Perea will facilitate Annual Title I meetings at flexible times to meet the needs of parents and families' schedules.
- Schools of Perea will notify parents and families of meetings/events 2 weeks in advance.
- Parents and Families will receive copies of the revised parent and family engagement policy during family meetings and events. Copies of the revised parent and family engagement policy will also be available via the school website.

COMMUNICATIONS

Strategies include:

- Parents and Families of students attending Schools of Perea will receive notice of upcoming meetings including the Annual Title 1 meetings in advance of 2 weeks of any proposed meeting.

- Parents and families will receive notification of upcoming meetings and school events via paper fliers delivered to each student's home, the Schools of Perea electronic application, and school social media pages.
- Parents will be notified of the Title I funds, transportation, child care and/or home visits, as available parent and family engagement services. Parents and families will also receive notification of upcoming school events, meetings, and family activities in all formats in a language the families can understand.
- Parent and Family/Teacher Conferences will be facilitated twice a year to discuss their child's academic progress.
- Monthly school calendars will be sent home to inform parents of upcoming social and academic events.
- Report cards will be sent home every nine weeks.
- Assistance is provided to parents in understanding topics regarding state academic content standards, state student academic achievement standards, state and local academic assessments, how to monitor a child's progress, and how to work with educators to improve student achievement. In addition, weekly updates and newsletters will be sent home and provided electronically.

SCHOOL-PARENT COMPACT

Strategies include:

- A school-parent commitment compact planning team will be designated.
- The school-parent compact planning team will develop a timeline to complete the compact.
- Resources will be gathered and coordinated to develop an inclusive school-parent compact.
- Surveys and questionnaires will be distributed to parents/families, students, and SoP staff.
- Schools of Perea will implement multiple survey opportunities for families to share feedback and provide input for the school-parent compact.
- The school-parent compact planning team will jointly develop the school compact utilizing survey results to ensure alignment.
- The school-parent compact will be promoted to ensure collaboration between families and the Schools of Perea.

RESERVATION OF FUNDS

Strategies include:

- During the annual Title 1 meetings parents and families will be informed of Title 1 funds in a way parents and families understand.
- Parents and families will be informed of the requirements of the Title I Program and the rights of the families to be involved.
- Parents and families will review the Schools of Perea's annual family engagement budget outlining activities and programs that funds will be used.
- SoP parents and families will share input regarding how funds are spent via surveys, meetings, committees, and the SoP's Family Advisory Board.

COORDINATION OF SERVICES

Strategies include:

- Schools of Perea will continue to build partnerships with community and technical colleges such as Southwest Community College, TCAT-Memphis, and Arkansas State University-Mid-South.
- Maintaining a relationship with city-wide organizations to enhance adult and child learning.
- Provide information to families regarding diverse resources and outreach programs; including organizations that promote learning and well-being.
- Link families with support services, peer-to-peer groups, and various resources aligned with family needs.
- The Family Engagement Team will ensure families are aware of services and their rights under federal and state laws.

BUILDING CAPACITY OF SCHOOL STAFF

Strategies include:

- Ongoing professional development for all staff members in the area(s) of cultural responsiveness, academic partnership, trauma-informed parenting, and family engagement.
- Providing knowledge based on the importance of family engagement.
- Providing professional development that focuses on crucial conversations with families.
- Additional professional development to include de-escalation skills, dealing with families in crisis, confidentiality, etc.
- Gaining an understanding of early intervention services to support family inquiries and needs.

OTHER REASONABLE SUPPORT FOR PARENT AND FAMILY ENGAGEMENT ACTIVITIES

Strategies include:

- Schools of Perea will provide an onsite Parent Resource Center with resources to promote self-sufficiency, student achievement, counseling, and supportive services.
- Families will engage in a battery of assessments to develop and accomplish identified goals for their child and family.
- Family Coaches, Sr. Director of Family and Community Engagement, and Community Partners will support families with workshops to enhance skill levels of adults, parenting skills, and share information regarding available programs.
- The Family Engagement Team will participate in the home visit program to support family and academic goals.
- Family and Community Engagement events will be provided monthly to families to increase family involvement and school culture.

DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENT

Strategies include:

- The Family Engagement Department will provide individual and group sessions on developmentally appropriate activities to utilize at home.
- Technology workshops to allow parents to be active partners in their child's education and help students become 21st century learners and ultimately digital citizens.
- Offer frequent parent training classes throughout the year based on parent needs from surveys.
- Will coordinate and integrate parental involvement programs and activities with English Language Learners, Migrant Education, and Special Education.
- Provide multiple opportunities for parents to voice their concerns and make suggestions related to the school and family engagement improvement plan.
- Provide reasonable support for parent involvement activities such as the provision of speakers, translators, transportation, childcare, service hotlines, phone callouts, and the Family Resource Center.

Family Meeting Schedules

The Family Engagement Department offers a variety of meeting times including Breakfast from 8:15 am to 9:15 a.m.; Lunch from 12 pm to 1 pm or Evenings after 5:30 pm. These options give families an additional opportunity to participate at the school. Meetings tend to focus more on personal development, job readiness, budgeting, and strengthening families. Light refreshments are usually served at all meetings. Families will obtain a yearly meeting calendar during the mandatory orientation.

Family Advisory Board

Schools of Perea Family Advisory Board (F.A.B.) is designed to bring families together and work to improve our school. The F.A.B. sponsors different activities throughout the year and is a direct link between the families and the SoP Leadership Team. Each classroom will have two family Representatives who will communicate important information to the other families. F.A.B. meets monthly. This is another opportunity for you to take an active role in your child's education.

Parties

Birthdays are special days for our children and we look forward to celebrating with them on their special day. If you would like, you may bring a special snack to help your child celebrate his/her day. Because we encourage healthy eating habits in our children, we encourage you to limit sweets and instead look for healthier options such as fruit, vegetables, yogurt, or cheese and crackers. All items must be purchased and cannot be homemade. We ask that you do not bring balloons, party favors, pizzas, or lunch meals nor invite outside vendors. Please check with your child's teacher to coordinate these plans prior to the day of the celebration.

Dress Code

Uniforms are mandatory for each child. The uniform is dark blue, black, or khaki bottoms and a yellow, purple, or black polo shirt with or without the SoP logo. Polo shirts are required Monday-Thursday. School t-shirts are allowed on Friday ONLY with uniform bottoms. All shirts must be tucked in. Denim wear is not acceptable. Earrings and sagging pants are not acceptable. Walking shorts are permitted (these are straight shorts that come to the knee). We will spend some time outside each day, except on bad weather days. Therefore, please make sure your child comes to school each day with the appropriate outerwear (e.g. hat, gloves, and coat). Children should bring "layers" to take off as the weather changes. Please make sure that your child is dressed in comfortable play shoes. Children are not allowed to wear sandals. Tennis shoes will provide more traction than dress shoes and help decrease accidents outside. Please provide your child with a complete change of clothes (clearly label each item) in case of messy activities or accidents. If wet/dirty clothes go home, please return a replacement set immediately. If a child has an accident and does not have a change of clothes, parents will be called to either bring clean clothes or to pick up the child from school.

Recess

All students will have recess time for at least 15 minutes each day. Because of this, tennis shoes or closed-toe shoes are strongly recommended for your child. Recess will take place outside unless it is raining or lower than 40 degrees outside.

Accidents

In the event your child is injured at Perea, his/her teacher will provide immediate help and comfort to your child. The teacher will also fill out an incident report to be kept in your child's file, a copy will be given to you and you will be notified. If the accident is serious, you will be contacted immediately to pick up your child for further attention by a physician. It is very important to always update your child's teachers and the Perea office with current contact information so that we will be able to reach you when necessary. If you cannot be reached or there is any urgency for further care, Perea will contact EMS directly. Please make sure you have signed the Authorization for Emergency Medical Care.

Health Policies

When a child is accepted for admission, Perea requires that a health and immunization history form in accordance with Memphis, Shelby County and the State of TN Dept. of Health regulations be completed by the child's physician. The State of TN immunization form must be submitted before your child may attend school. In addition to regularly required vaccinations, the Department of Human Services requires the Hepatitis A vaccine. Please make sure to provide your child with this vaccine. This vaccine is required by the Shelby County Health Department based on location of the neighborhood. If your child is overdue or in need of an immunization, the family must notify the office of the date/time of the child's appointment as a condition for remaining in the program.

Sick Children

We ask that you do not bring your child to Perea if he/she exhibits any of the following symptoms: elevated temperature, vomiting, diarrhea, red throat, reddened eyes, evidence of ringworm, continuous sneezing or coughing or yellow mucus draining from nose. Perea does not have facilities or staff to care for an ill child. Many childhood illnesses are contagious. Your child should be kept at home until he/she is no longer ill. Based on Pediatrician recommendations, we ask that your child remain free from fever, diarrhea and vomiting for 24 hours before returning to school to insure your child is over his/her illness. If your child's illness requires a doctor's visit, you must bring a note from your doctor at the time of your child's return to school. If your child becomes ill at school, you will be contacted to pick up your child and your child will need to remain at home for 24 hours.

Medicine Dispensing

Sometimes children get over the worst of an illness, and are no longer contagious, but still require ongoing medicine prescribed by a doctor. In that event you may bring the medicine to school along with written instruction on dispensing the medicine. The Perea School Leader or other office staff member will administer the medication. All prescription medicine must have a pharmacy label with your child's name and instructions as to dosage. We will not administer prescription medication without it. Non-prescription medicine must have a label attached, filled out by family, with name, and instructions as to dosage. Perea will give out medications on an as needed basis only. We strongly recommend that all morning medications be given at home prior to your child's arrival at school and only the lunchtime medications be given at school. At no time will we administer a dosage beyond what is prescribed or recommended on the label. Medicine must be brought to school by a family or legal guardian and turned in to the office to be locked up. The family (or guardian) must sign a Medicine Release Form for medicine to be administered. *This procedure must be followed anytime medicine is to be given.*

Children with Asthma

We want to partner with you in providing adequate care for your children while they are at school. We require all children with an asthma diagnosis to have an Asthma Action Plan on file in the office. This information is very important and will help us ensure your child's medical safety at school. We also require that all children with asthma keep proper medication at school at all times.

Medical Emergency Plan

1. The teacher will report an emergency to the office.
2. The office will contact the child's family/guardian.
3. If the family cannot be reached, the emergency number will be called.

4. If neither the family nor the emergency number can be reached, and it is a medical emergency, 911 will be called. In a serious emergency requiring immediate attention, 911 will be called first. The School Leader or teacher will accompany the child to the hospital, taking the family's approval for medical treatment.
5. In the event that it is not a medical emergency and the child needs to be removed from the classroom, the child will be brought to the office to rest.

It is very important that if any of your personal information changes, notify the office immediately.

Inclement Weather Policy

All decisions to close school will be made by our School Board and Administration. This includes times when the school day has already begun and the decision to close comes after classes are already in session.

Procedure - In the case of inclement weather, the Leadership Team will make the decision to close school as soon as possible. When that decision is made, the following takes place:

1. Teachers are informed of the closing and instructed to call their families, using the current phone numbers that are available.
2. Teachers then call families to inform them of the closing.
3. A message is placed on Perea's answering service, informing callers of the closing. You can get this message by calling 901-203-6420.
4. The closing information will be broadcast on Fox 13 & Channel 5 television stations as soon as possible. We will not broadcast closings on any other television or radio stations.
5. The administration office will send an email and post on the school's social media pages as well as communication through ParentSquare.
6. If school is already in session, families are responsible for having their child immediately picked up when they are informed of the closing.

Discipline

Schools of Perea is committed to an education that balances the cognitive, social, and emotional development of students. Teachers and staff support our students in their capacity to engage collaboratively, be disciplined in their academic and personal pursuits and contribute in meaningful ways to their community. For our students to grow into self-managed students and adults, it is essential that the school and home work together promoting the high expectations for behavior established in the SoP Code of Conduct.

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not infringe on the rights of others. School staff have the authority and the responsibility to take customary and reasonable measures to maintain behavior expectations and proper control among students placed under their care and supervision.

We believe students need social-emotional skills like self-awareness, self-regulation, understanding others, relationship skills, and responsible decision-making to reach their full academic potential. Schools of Perea will teach students social-emotional skills so they will know how to identify, label, and process feelings and emotions before they form into behavior.

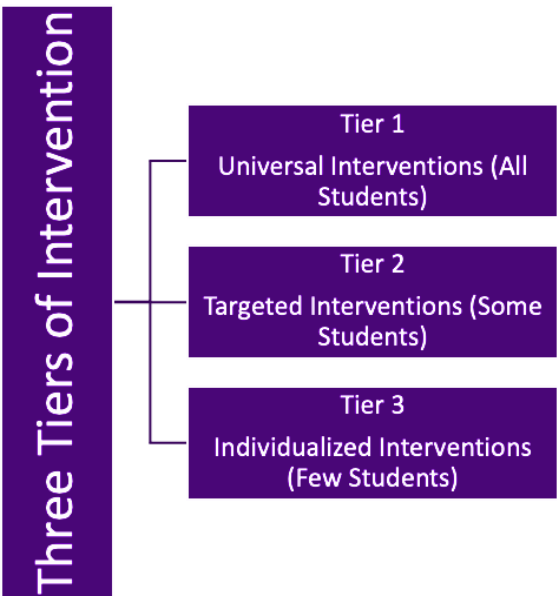
To promote disciplined skills and positive behavior, Perea staff may use the following practices:

Preventive and Restorative Practices

At SoP, we employ preventive and restorative practices and logical consequences to avoid more counterproductive practices that limit a student’s time in school. We attempt to avoid out-of-school suspension and expulsions. In response to disciplinary infractions or conflict, the school uses a continuum of strategies that are restorative rather than punitive. School staff works with all students to encourage and foster new skills and improved behavior and recognizes that changing student behaviors involves a range of recognition, guidance, and intervention. In the event of poor behavioral actions, all stakeholders who are impacted are involved in finding solutions to repair harm and restore relationships.

Intervention Tiers and Supports

To prevent misbehavior, we use a three-tiered approach to support students in making appropriate choices. ALL students benefit from Level One interventions which focus on building a healthy classroom and school community. Some students, who are not responsive to Level One interventions, will participate in Level Two interventions and support to correct behavior and prevent future incidents. Level Three intervention is reserved for the few students who do not respond to Level One and Two interventions and supports.



Tier One Interventions Includes:

- Daily/weekly lessons from our Social-Emotional Learning curriculum: Changemakers
- Clearly stated expectations that are applied to all students
- Classroom communities built through intentional teaching of social/emotional skills
- Acknowledgement of positive behavior and celebrations of student achievement and goal attainment
- Access to Calm Down Area in every classroom
- Sensory Wall
- Sensory Path
- Conflict Resolution
 - *6 Steps to Conflict Resolution*
 - Approach calmly, stopping any hurtful actions. Place yourself between the children, on their level.
 - Acknowledge children's feelings. Say something simple such as "You look really upset." Let children know you need to hold any object in question.
 - Gather information. Ask "What's the problem?" Do not ask "Why" questions.
 - Restate the problem. "So the problem is..."
 - Ask for ideas for solutions and choose one together. "What can we do to solve this problem?"
 - Be prepared to give follow-up support. Acknowledge their accomplishments (e.g., "You solved the problem!") Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Other Tier One Interventions include:

Redirection- drawing a student's attention to something else and focusing that negative energy on something positive. Redirection is taking a negative situation and turning it into a positive one. Redirection can be a great mood changer. Teaches children what is not acceptable and gives them an example of a behavior that is acceptable. Example: Teacher says, "Throwing blocks is never a good idea—someone could get hurt or something could break. How about we throw the ball to each other when we get outside?"

Proximity Praise- Find a student in close proximity to the struggling student and praise that student for doing the appropriate and expected behavior. Teacher says, "I see Edward has the quiet and still pose." "Wow, Destiny is one behind the other and ready to go outside." As soon as a struggling student complies with correcting his behavior, you reward him with praise and attention.

Behavior-Specific Praise- be specific with what you observe students doing or saying.

Catch 'em Being Good- look for any opportunity to acknowledge students for acceptable behavior. Positive affirmation reminds students they have value and are capable of doing great things. Praising students builds self-esteem and motivates them to keep up the good work. You will get more of what you pay attention to.

Ignoring Behavior- choose your battles. If a child is at the table, but choosing not to participate, ignore this behavior. If a child is in a large group and laying on the carpet, ignore until it becomes disruptive to the group.

Positive Framing- when behavior needs correction, the teacher uses positive framing to state the expected behavior. Rather than bringing attention to stop the behavior that needs correcting, focus turns to what behavior needs to start. For example, the teacher says, "Use your walking feet. We run outside." This reminds students of expectations and draws attention to effective behavior.

First Then Statements- First we have to...Then you can... Teacher says, "First we have a small group, then you can go to the table."

Prepare for Transition Method- let student know directly what is coming next and what he/she will need to do.

Calm Down Area- every classroom has a Calm Down Area- *Prince's Den* where students may go when they are having strong emotions and need to take a break from classroom activities. Each Calm Down area has soft, soothing furnishings that help reduce stress and allow students to have a quiet time alone before returning to the learning environment. Each room also has a Calm Down Basket that contains tools which support regulation through sensory touch, breathing and visuals. The goal is to help the student self-regulate.

Co-regulation- Time/Space/Movement! Physical movement helps the student release tension in his/her body. Breathing exercises help the student relax and refocus. Once the student is calm, the student and adult will discuss what happened (the cause of dysregulation) and how to manage those emotions more appropriately in the future.

Tier Two Interventions Include:

- Specific interventions for students who do not respond to universal (Level One) efforts
- Social Skills Improvement System/Strategic Intervention Model
- Restorative Reset
- Individual/Group Support
- Structure Recess

Tier Three Interventions Include:

- Bridge Classroom
- Support from Trauma-Informed Response Team
- Out-of-School Restoration

When school staff and leaders respond to student misbehavior, they are expected to consider: the age, health, decision-making ability and disability or special education status of the student; the appropriateness of the student's academic placement; the student's successes and challenges of behavior; the student's need to repair the harm; and the impact of the incident on the school community.

Schools of Perea does not condone corporal punishment. Student dysregulation includes physical aggression towards self or others (hitting, pushing, spitting, kicking, biting), extreme non-compliance (climbing on furniture, eloping, refusing to follow directions), physical aggression toward the school (overturning chairs, throwing toys/books, destruction of property), and inappropriate verbal outburst (screaming, cursing, name calling, inconsolable crying). If behavior problems persist without any improvements, community-based behavior management support may be required, your child may be placed on home suspension, and/or the child's family may be required to attend the Parenting Classes or wrap around services in order for their child to remain enrolled at Schools of Perea.

Restorative Approach

We believe that approaches to student behaviors should be logical and appropriate to the age of the student and the situation. For example, a student who tears a bulletin board will be asked to repair it. Likewise, a student who makes fun of a classmate will be asked to fix that relationship by apologizing and showing kindness to the

classmate in concrete ways. This system keeps the school calm and safe for all of us, and it takes your help to make it happen.

In addition to following the principles described above, students are expected to avoid all *unacceptable and illegal* actions.

Students are prohibited from engaging in actions that will endanger or threaten to endanger the safety of others or oneself, or that will damage property or that will impede the orderly conduct of the Schools of Perea. The following actions are violations of the code of conduct whenever they occur on school grounds, on school buses, during school-sponsored field trips, in connection with school-related events and activities wherever held, when directed against students en route to or from school, or when done with intent to disrupt or impede the orderly conduct of any school class or activity. Students who violate this code will make restitution and repair the community whether the violation is directed against school staff, students or any other persons.

All the examples of actions given in this handbook are unacceptable. Unacceptable Actions are not permitted under the School's Code of Conduct. Illegal Actions are not permitted by law and may need to be reported by the School to local authorities. Illegal Actions are also Unacceptable Actions.

Unacceptable Actions include, but are not limited to, the refusal to respond to or carry out reasonable directions of teachers and other staff; verbal abuse, such as name-calling, racial or ethnic slurs, or derogatory statements. Other actions, such as hitting, as well as pushing (even if accidental) are unacceptable actions.

Students engaging in unacceptable action will engage in restorative practices, which may include apologizing, giving restitution, spending time in Restorative Reset, out of school suspension or expulsion for a stated period.

Examples of Unacceptable Behaviors
<ul style="list-style-type: none">● Physical touching of another person with or without the intent to cause injury● Fighting● Bullying (include cyberbullying)● Posing a physical threat to oneself or others (banging head, making a threat)● Possession of a weapon, drugs or alcohol● Coming to school or any school activity under the influence of alcohol, drugs, or other foreign substance● Refusal to stay within the teacher's site● Verbal harassment of a teacher (cursing, name calling, or mocking)● Use of profanity● Tantrum at a volume that inhibits the flow of the class● Destruction of property● Theft● Sexual touching, language, gestures, or actions with cause injury, fear, and/or emotional harm to another person, with or without the use of force.

Weapons include firearms and other dangerous weapons, such as butterfly knives, switchblade knives, daggers, martial arts weapons, metal knuckles, air guns, and stun guns, Taser devices or other items deemed dangerous by

law or by the school. If the school confiscates a firearm or other dangerous weapon, it will be given to the local police.

Schools of Perea will use its discretion with regards to other items, such as small knives or look-alike toys. Anything which may cause harm to another person, such as by expelling a projectile, will be considered a weapon. We strongly suggest that nothing be brought to school which might be considered a weapon, to increase safety for all and to avoid any misunderstandings.

See the School Nurse regarding administration of prescription and over-the-counter medications.

Illegal actions are prohibited by state, federal or local statutes. This includes, but is not limited to, acts of violence, intentionally causing any type of harm to another, possession of weapons, drugs or alcohol, theft and activating the school's fire alarm system in the absence of an emergency. Possession of a firearm or drugs will result in referral to community authorities. Other illegal acts may also result in a referral to local authorities.

Restitution for Unacceptable Actions

Examples of Unacceptable Actions	Restitution Examples
Leaving the classroom and/or school without permission	<i>Restricted and supervised movement within the school, apologize</i>
Classroom Disruption	<i>Reminder, redirection, seat change, Restorative Reset, Structure Recess, or loss of privileges</i>
Fighting - Mutual combat in which participants intentionally inflict bodily injury to another person is prohibited. All participants in a fight, whether physical, instigating, or verbal, will be disciplined according to the degree of involvement of the participants	<i>Conflict Resolution or Mediation is mandatory.</i> <i>(repeat offenses may lead to in or out of school restoration entry into Bridge Classroom)</i> <i>**The student who initiates the altercation may receive a more severe consequence.</i>
Physical aggression with another student/staff (e.g., shoving or pushing)-Examples include striking or hitting that causes bleeding, broken nose; kicking.	<i>Restorative conference, parent/guardian notification, conflict resolution/behavior contract (repeat offenses may lead to in or out of school restoration and/or entry into Bridge Classroom)</i>
Written, physical or verbal profanity, obscenities language or gestures	<i>Apologize, mediation, plan for improvement, behavior contract</i> <i>(repeat offenses may lead to out of school restoration)</i>
The Use of Profanity/Slander Directed To or About a Staff Person in a threatening or non-threatening Manner	<i>Restorative Conference where parent and guardian are present with his/her teacher, could lead to in or out of school restoration</i>

Destruction of property	<i>Apologize, restitution which may include paying to repair or replace property, contract for future use</i>
Bullying- Intentional harassment, intimidation, humiliation, ridicule, defamation or threat or incitement of violence by a scholar against another scholar or public school employee by a written, verbal, or physical act that causes or creates actual or reasonably foreseeable physical harm, interference with a scholar's education or employee's role in education, substantial disruption in the operation of the school, and/or a hostile educational environment.	<i>Mediation/conflict resolution, apologize, restitution, behavior contract</i> <i>(repeat offenses may lead to in or out of school restoration and/or Bridge Classroom)</i>
Avoiding work completion, not using class time well.	<i>Make up missed instructional time during Restorative Reset, or Structured Recess</i>
Stealing/Theft- taking another's property (student or school) without the verbal or written permission of the owner and with no intent to return it. Possession knife- possession of an instrument or object used such as a sharp object (e.g., knife, razor blade, ice pick, Chinese star, etc. at school sponsored events, or on school transportation by any student.	<i>Restorative Conference where parent and guardian are present with all parties involved and Restorative Reset</i> <i>Required Counseling, Out of School Restoration and offense could lead to expulsion</i>
Possession of Handguns, rifles, and shotguns- Possession of an instrument or object defined as a firearm that can be used to inflict harm on other persons at school sponsored events, or on school transportation by any student.	<i>Required Counseling, Out of School Restoration and offense could lead to expulsion</i>

Offenses deemed as "illegal actions" will be reported to the proper authorities and may include up to out of school suspension and/or expulsion.

Any student who gives false information or wrongfully accuses another student or staff member may be subject to disciplinary action.

Parents/guardians are our partners when it comes to implementing restitutions to change students' behaviors. Parents/guardians should expect to receive calls and attend meetings with teachers and administrators when students have misbehaved. The purpose of these calls will be to solve problems together and to make sure that restitution at school and at home are consistent. Parents should also expect to receive calls with good news!

Due Process and Appeals Regarding Suspensions

While we seek to exhaust all available disciplinary measures that will allow students to remain at school, the nature and/or frequency of some infractions may warrant out-of-school suspension or expulsion.

1. Except in an emergency, no administrator shall suspend any student until that student has been advised of the nature of the student's misconduct, questioned about it, and allowed to give an explanation.
2. Upon suspension of any student, the principal shall, within twenty-four (24) hours, notify the parent or guardian and the department responsible for districtwide student discipline of:
 - a. The suspension, which shall be for a period of no more than ten (10) days;
 - b. The cause for the suspension; and
 - c. The conditions for readmission, which may include, at the request of either party, a meeting of the parent or guardian, student, and principal.
3. If the suspension is for more than five (5) days, the principal shall develop and implement a plan for improving the behavior, which shall be made available for review by the Executive Director (or designee) upon request.
4. The following provisions apply to expulsions (removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance and to expulsions and remands of a student to an alternative school in cases regarding a violent felony as defined in T.C.A. 40-35-321(e)):
 - a. If, at the time of the suspension, the administrator determines that an offense has been committed that would justify a suspension for more than ten (10) days, the person may suspend a student unconditionally for a specified period of time or upon such terms and conditions as are deemed reasonable.
 - b. The administrator shall immediately give written or actual notice to the parent or guardian and the student of the right to appeal the decision to suspend for more than ten (10) days or to expel or remand the student to an alternative school in cases regarding a violent felony. All appeals must be filed, orally or in writing, within five (5) days after receipt of the notice and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student.
 - c. The appeal from this decision shall be to the disciplinary hearing authority as determined by the Executive Director. The disciplinary hearing authority shall consist of at least one (1) licensed employee of SoP, but no more than three (3) members.
 - d. The hearing shall be held no later than ten (10) days after the beginning of the suspension or expulsion or remand in cases regarding a violent felony. The disciplinary hearing authority shall give written notice of the time and place of the hearing to the parent or guardian, the student, and the school official designated in subdivision (C)(4)(a) who ordered the suspension, expulsion, or remand in cases regarding a violent felony. Notice shall also be given to the SoP employee referred to in subdivision (C)(4)(b) who requests a hearing on behalf of the suspended student or the student who is expelled or remanded in cases regarding a violent felony.
5. After the hearing, the disciplinary hearing authority may affirm the decision of the principal, order the removal of the suspension, expulsion, or remand in cases regarding a violent felony unconditionally or upon such terms and conditions as it deems reasonable, assign the student to an alternative program or suspend the student for a specified period of time.
6. A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be made by the disciplinary hearing authority. The student or principal may, within five (5) days of the decision, appeal the decision of the disciplinary hearing authority to the Executive Director. The Executive Director's designee shall review the written record of the disciplinary hearing authority and shall make a recommendation to the Executive Director as soon as practical. After receiving a recommendation from the Executive Director's designee, the Executive Director shall render a decision based on the designee's recommendation. Absent a timely appeal, the decision shall be final.

Disciplining Students with Disabilities

Students with disabilities have special protections provided through law against unilateral suspension or removal from services or placements for disciplinary reasons. At the initial IEP team meeting or annual review, plans are established that address behavior management as well as academic and vocational skills. The student's IEP reflects expected behaviors, objectives to modify behavior, and pre-established consequences when appropriate. A written record is kept of all discussions and disciplinary actions taken. Whenever possible, suspension or expulsion is the last action used. It is recommended that lesser consequences be used before resorting to suspensions. It is important that the team includes an instructional component designed to teach the student skills such as self-regulation, conflict resolution, showing respect to others, and effective communication designed to prevent future misbehavior. When there is no relationship between a student's behavior and his/her disability, the student can be suspended or expelled according to normal school policy; however, educational services are continued to the extent required.

Due Process Regarding Discipline Decision

Students with disabilities must be given the same due process protections as students without disabilities including but not limited to oral or written notice of the charges, presentation, and explanation of existing evidence, the opportunity to present his or her case, notice, and a hearing.

- Suspensions of Ten (10) Days or Less - SoP may suspend students with disabilities from school, so long as the individual or cumulative removals do not constitute a change of placement [suspension over ten (10) cumulative days or a pattern of shorter suspensions that total over ten (10) days]. Partial days are counted in calculating the 10 cumulative days. During the course of these short-term suspensions, there is no duty to provide services or conduct a manifestation determination review.
- Removals for more than ten (10) Days - When suspensions exceed ten (10) cumulative school days, SoP will hold a manifestation determination meeting and provide the student with educational services. Manifestation determination review meetings can be held after 24-hour notice to parents pursuant to Tennessee Rules of State Board of Education 0520-01-09-.15: Parent Participation) but should be scheduled to enable the parent to attend.
- On and After 11th Day - Services provided must enable the student to continue participating in the general education curriculum and possibly in alternative settings to progress toward meeting IEP goals and objectives. The IEP team has the duty of providing and reviewing functional behavioral assessments and behavioral intervention plans and developing IEP goals, objectives, and modifications designed to prevent the behavior from recurring.

Manifestation Determinations

1. Standard of Review - The IEP Team must review all relevant information including evaluation results, observations of the student, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the student, and determine the following:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
 - b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP.
 - c. IEP Teams must use the Manifestation Determination Worksheet and Instructional Guidance found on the main page of EasyIEP when determining whether a behavior is a manifestation of the student's disability.
2. Manifestation Review Team - Members include the school administrator, the parent, and other relevant members of the IEP Team (as determined by the parent and school).

3. Conduct is Not a Manifestation of the Student's Disability - If the team determines that the student's conduct is not a manifestation of the disability, the student can be disciplined the same as students who do not have disabilities; however, the student MUST continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.
4. Conduct is a Manifestation of the Student's Disability - If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the ten (10) allowable days. The student must be returned to the placement from which he or she was removed unless the IEP team agrees to a change of placement. The school must address the student's behavior through a functional behavior assessment and a behavior intervention plan. This provision does not apply to the special exceptions listed below.

Special Exceptions

School personnel may remove students to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. carries or possesses a weapon at school, on school premises, or at a school function;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or a school function; or
3. inflicts serious bodily injury on another person while at school or at a school function.

(The decision to remove a student in these situations must be made after a manifestation determination review has been completed and should only be done following a review of the relevant definitions of "weapon" and "serious bodily injury.")

Harassment, Intimidation, Bullying, and Cyberbullying Reporting and Investigation Protocols

Harassment, intimidation, bullying, or cyberbullying will not be tolerated at the Schools of Perea. Schools of Perea are committed to taking immediate action to investigate and address reports or claims of harassment, prevent any recurrence, and mitigate its effects on our students and employees.

Student Reporting Protocol for any Alleged Bullying, Cyber-bullying, Harassment, and/or Intimidation Incident

1. If any Schools of Perea student is the victim of bullying, cyberbullying, harassment, and/or intimidation, they should immediately report this allegation to any school official.
2. Students can report any bullying, cyberbullying, harassment, and/or intimidation allegation, to a staff member or any adult they feel most comfortable with at the school. Per T.C.A. 49-6-4503, once staff members have been informed about an allegation, they are mandated to report this allegation to an administrator within 24 hours.
3. Students can write their statement about an alleged bullying, cyberbullying, harassment, and/or intimidation situation and give it to a staff member at the school. The staff member must submit this information to an administrator within 24 hours.

Any complaints of bullying, cyberbullying, harassment, and/or intimidation should include the following information

- Identity of the alleged victim and the person accused;
- Location, date, time, and circumstances surrounding the alleged incident;
- Description of what happened;
- Identity of witnesses, and
- Any other evidence available.

Investigation

1. If a complainant is not the parent or guardian, the parents/guardians of the alleged victim shall be notified of the reported conduct by phone or in person immediately. The principal or his/her designee shall

promptly initiate an investigation within 48 hours of receiving a complaint of harassment, intimidation, bullying, or cyberbullying. The Principal or his/her designee shall complete the investigation and initiate an appropriate intervention as soon as possible, but no later than within 20 calendar days from receipt of the report, unless the need for more time is appropriately documented.

2. After a complete investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary action shall be initiated pursuant to the Schools of Perea's Discipline Policy if the offender is a student. A substantiated charge against an employee may subject such employee to disciplinary action up to and including termination.
3. The principal or his/her designee will meet with and advise the complainant and their parent/guardian regarding the findings, and whether corrective measures and/or disciplinary actions were taken. The investigation and response to the complainant will be completed within twenty (20) school days.
4. A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. Additionally, under state law, behavior constituting cyberbullying may be prosecuted as a delinquent act.

Appropriate Behavior Standard

To assist us in providing a safe, pleasant environment, there must be respectful, professional communication between families, children, teachers, and office staff/administration. We ask that families please refrain from wearing pajamas or clothing with inappropriate graphics when on Schools of Perea's campus. To help children learn good habits of behavior, proper attitudes towards others, and develop the self-control necessary to succeed to the best of their ability, families are obligated to teach by example. Please refrain from entering the school building smelling of marijuana as this odor can be offensive. Families and visitors are expected to use respectful and appropriate language and behavior while at the Schools of Perea. Inappropriate language and/or behavior will not be tolerated and persons refusing to comply will be escorted off Schools of Perea's property and will not be allowed to return. Schools of Perea is a smoke-free campus.

Security

Due to increased security and to protect your child, Perea Elementary School has a sign-in policy. Anyone entering our front doors between the hours of 8:00 a.m. and 3:30 p.m. must stop in the office to pick up a visitor name tag. If you are volunteering in your child's classroom, regardless of the time of day, you must have a visitor's name tag on.

Review/Evaluation Process

We ask that you consider all aspects of your child's education and family's involvement in Perea and comment on both strengths and weaknesses to help us continue to improve our program. Though this organized evaluation is held twice a year, we welcome comments and suggestions at any time.

Parent Complaint Protocol

Formal complaints should be submitted in writing. Parents may contact the Main Office at 901-203-6420 to receive a hard copy or electronic copy of the complaint form. Please be prepared to share details that will support the investigation, including names of parties involved, dates of incidents, facts surrounding the incident, etc. Upon receipt, the complaint will be reviewed by the Principal, Executive Director, or designee. The parent can expect follow-up within 48 hours of receipt of the complaint.

Parent Teacher Commitment Compact

This compact outlines the ways in which Perea Elementary School students, parents, and school staff will partner to prepare students academically, socially, and emotionally for success in school and in life. We will build a home-school partnership through collaborative efforts through weekly home communication and monthly meetings.

STUDENT'S COMMITMENT:

I fully commit to Perea Elementary School in the following ways:

- I will arrive at school prepared to learn every day by 8:00 a.m. (Mon. – Fri.)
- I will remain at school every day until 3:15 p.m. (Mon. – Fri.)
- I will work hard to achieve MY SUCCESS today and tomorrow.
- I will learn and use new approaches to develop my academic and social-emotional skills.
- I will use kind words to resolve peer conflict.
- I will ask my teachers for help if I am unsure of the proper way to handle a situation.
- I will follow the Perea Elementary School dress code.
- I will be responsible for my own behavior.

Failure to adhere to these commitments can cause me to lose various privileges and can lead to my removal from Perea Elementary School.

Parent Signature _____

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to Perea Elementary School in the following ways:

- We will create a strong, student-centered relationship between home and school.
- We will make sure our child arrives at school prepared to learn every day by 8:00 a.m. (Mon. - Fri.)
- We will make arrangements for our child to remain at school every day until 3:30 p.m. (Mon. - Fri.)
- We will support new approaches to develop my child's academic and social-emotional skills.
- We will attend parent orientation meetings.
- We will permit a home visit from school staff.
- We will attend two parent-teacher conferences each year to participate in decisions related to their child's education.
- We will participate in school activities for at least one hour per month.
- We will make sure that our child completes all assigned homework and monitor electronic usage and extra-curricular activities.
- We will make sure our child follows the Perea Elementary School dress code.
- We will make sure that our child follows school rules so as to respect the rights of all students to learn.
- We will notify the school if our address and/or telephone number changes.

Failure to adhere to these commitments can cause my child to lose various privileges and can lead to my child's removal from Perea Elementary School.

Parent Signature _____

PEREA ELEMENTARY SCHOOL'S COMMITMENT:

Perea Elementary School staff commit to the following:

- We will rigorously develop our students' academic and social-emotional skills.
- We will foster a learning environment that has structure and smiles.
- We will provide learning experiences of the highest quality every day by providing high quality instruction in a supportive environment that will help our students meet the State's student academic achievement standards.

We will model hard work, appropriate behavior, and personal discipline and will expect the same from our students.

We will always be open to respectful dialogue with students, parents, and community members.

We will hold parent and teacher conferences twice annually to discuss the school-parent compact as it relates to your child's achievement.

We will give frequent student progress reports to parents.

We will give parents reasonable access to the school in order to achieve their required mandatory participation.

We will always protect the safety, interests, and rights of all students.

We will utilize available resources to help families support each other.

Failure to adhere to these commitments can lead to removal of staff from Perea Elementary School.

Parent Signature _____

Date _____

Teacher Signature _____

Administrator Signature _____



Acknowledgement of Family/ Student Handbook

I acknowledge receipt of the Schools of Perea Family/ Student Handbook. I will agree to abide by the expectations herein.

Student's name: _____

Teacher's name: _____

Parent/Guardian's signature: _____

Parent/Guardian's Printed Name: _____

Date: _____

**Schools of Perea
2025-26 Calendar**

Date	Day(s)	Event	Students Out	Teachers Out
		Before School Begins		
July 21 – 25, 2025	Monday – Friday	Summer Institute (Staff Inservice)	Out	In
July 28 – 29, 2025	Monday – Tuesday	Inservice	Out	In
July 30 – August 1, 2025	Wednesday – Friday	Teacher Administrative Days	Out	In
		FIRST SEMESTER Total Instructional Days: 86 Days		
August 4, 2025	Monday	First Day of School for Students; Quarter 1/Semester 1 Begins	In	In
September 1, 2025	Monday	Labor Day	Out	Out
September 22 – 26, 2025	Monday – Friday	Parent Conferences Week (3:00 pm – 6:00 pm)	In	In
October 3, 2025	Friday	Quarter 1 Ends	In	In
October 6, 2025	Monday	Quarter 2 Begins	In	In
October 10, 2025	Friday	Abbreviated Day (11:30 am dismissal)	In	In
October 13 – 17, 2025	Monday – Friday	Fall Break	Out	Out
October 20, 2025	Monday	Stockpiled Professional Development Day	Out	In
October 21, 2025	Tuesday	Students Return	In	In
November 10, 2025	Monday	Inservice	Out	In
November 11, 2025	Tuesday	Veteran's Day	Out	Out
November 24 – 26, 2025	Monday – Wednesday	Stockpiled Professional Development Days (Flex)	Out	Flex
November 27 – 28, 2025	Thursday – Friday	Thanksgiving Break	Out	Out
December 1, 2025	Monday	Students Return	In	In
December 19, 2025	Friday	Abbreviated Day (11:30 am dismissal); Quarter 2 Ends	In	In
December 22 – January 2	Monday – Friday	Winter Break	Out	Out
		SECOND SEMESTER Total Instructional Days: 88 Days		
January 5, 2026	Monday	Teacher Administrative Day	Out	In
January 6, 2026	Tuesday	Students Return; Quarter 3/Semester 2 Begins	In	In
January 19, 2026	Monday	Dr. Martin Luther King, Jr. Day	Out	Out
February 2 – 6, 2026	Monday – Friday	Parent Conferences Week (3:00 pm – 6:00 pm)	In	In
February 13, 2026	Friday	Stockpiled Professional Development Day	Out	In
February 16, 2026	Monday	President's Day	Out	Out
March 13, 2026	Friday	Quarter 3 Ends; Abbreviated Day (11:30 am dismissal)	In	In
March 16 – 20, 2026	Monday – Friday	Spring Break	Out	Out
March 23, 2026	Monday	Stockpiled Professional Development Day	Out	In

**Schools of Perea
2025-26 Calendar**

March 24, 2026	Tuesday	Students Return; Quarter 4 Begins	In	In
April 3, 2026	Friday	Spring Break II/Good Friday	Out	Out
April 6, 2026	Monday	Inservice	Out	In
May 22, 2026	Friday	Last Day for Students; Quarter 4 Ends	In	In
		TOTAL NUMBER OF INSTRUCTIONAL DAYS: 174 Instructional Days + 6 Stockpiled PD Days 180 Total Instructional Days		
Grading Periods	Report Cards Issued			
Quarter 1 August 4 – October 3, 2025	October 24, 2025	44 days		
Quarter 2 October 6 – December 19, 2025	January 16, 2026	42 days		
Quarter 3 January 6 – March 13, 2026	March 27, 2026	46 days		
Quarter 4 March 24 – May 21, 2026	May 29, 2026 (mailed)	42 days		