

~~MOVING ON!~~

IN THOMAS COUNTY

TREASURE ISLAND

MEDIA PRODUCTION

COMPUTER CENTER

HOOTER TUTOR

SHIP REC

HI-JIVE

ROSE

LARE

MOBILE LEARNING CENTER

2nd Edition (August, 1977)

Thomas County Schools

"Education With a Purpose"

P.O. Box 440

Thomasville, Georgia 31792

E.R. CONE
Superintendent

912-226-7102

FROM THE SUPERINTENDENT

August, 1977

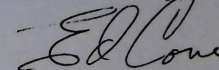
To the Reader:

We in Thomas County Schools are extremely proud of the many outstanding programs and the continuing efforts of our fine staff to improve programs and performance.

This document was put together by the county office staff, in order to provide you the reader, our teachers, principals, parents, and others information about some of the many exciting, different programs and activities we have going on.

You will surely notice a common theme among the various descriptions included here. It is one of emphasis on providing quality learning experiences for our children. To this end, we shall continue to strive.

Sincerely,



E. R. Cone
Superintendent of Schools

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THE PHILOSOPHY OF THE BOARD OF EDUCATION

THOMAS COUNTY, GEORGIA

The Thomas County Board of Education believes that the school is an institution in our society organized and supported to promote efficient learning. Therefore, raising the level of human abilities and improving interpersonal relationships form the philosophical framework within which the goals and objectives for the system can be identified.

REGARDING THE INDIVIDUAL:

1. *We believe in the dignity and worth of the individual...*
2. *We believe that individuals are unique and have particular needs, interests, and desires...*
3. *We believe that individuals should do their best while pursuing those particular needs, interests, and desires which enhance their own dignity and worth and which do not violate the dignity and worth of other individuals...*

REGARDING THE INDIVIDUAL & OTHERS:

4. *We believe that each person should respect and support individual rights and property rights of others...*
5. *We believe that each person has an obligation to assist others in raising their levels of abilities and improving their interpersonal relationships...*
6. *We believe that individuals should support others in fulfilling those particular needs, interests, and desires which enhance their own dignity and worth and which do not violate the dignity and worth of others...*

7. *We believe that each individual should participate in inter-group relationships and accept the responsibilities within these groups--family, neighborhood, community, state, nation, and world...*

REGARDING THE INDIVIDUAL & THE ENVIRONMENT:

8. *We believe that the school has an obligation to provide individuals with sufficient information to foster intelligent decisions about the utilization of natural resources and the enhancement of the environment...*

REGARDING THE INDIVIDUAL & SOCIETY:

9. *We believe that individuals have an obligation to participate in society...*
10. *We believe that the school has an obligation to society to cultivate well-informed, socially responsive, and productive citizens for critical participation in a free society...*

It is the responsibility of the Thomas County Board of Education to direct a school system wherein the above philosophical principles are practiced and adhered to.

--January, 1977

COMPREHENSIVE PLANNING

THE STRATEGY:

To comprehensively plan the educational program of Thomas County Schools, in order to better achieve our purpose and determine our future.

Comprehensive educational planning is a formal, systematic planning process, which is concerned with the total educational organization considered over a period of time. It requires systematic, coordinated, and total integration of all the parts which make up the Thomas County School System. Its aim is to improve the school system's capability to be self-determining and to be effective, efficient, and responsive in identifying what its purpose is, in determining the alternative ways available to it for achieving its purpose, in allocating its (limited) resources, in managing its programs and activities, and in keeping the whole and the parts of the educational enterprise in proper perspective. In other words, comprehensive planning is one way of attempting to get a handle on the educational organization, its direction, and its future.

The Comprehensive Plan for Education which results is expected to become a budgetary blueprint, interrelating purposes (educational goals, objectives and needs), strategies (action/implementation plans), evaluation designs (measurement of accomplishments), and resource allocations (on the basis of established priorities). It addresses the basic questions:

- (1) What does Thomas County Schools intend to accomplish?
- (2) How does it intend to accomplish these things?
- (3) How does it intend to measure its actual accomplishments?
- (4) How are its resources to be assigned in order to achieve the desired accomplishments?

The Comprehensive Plan should reflect the building of a system of educational programs, practices, and activities which are:

- (a) educationally sound, defensible, and balanced;
- (b) relevant to the needs of its learners;
- (c) responsive to the delicate balance among learner, program and staff needs, community and societal expectations, the availability of resources, and the influence of state and federal laws, policies, guidelines and regulations; and
- (d) worthy of local (community and school) and outside (state and federal) support.

As such, it constitutes an accountability model which emphasizes local input, flexibility, and control of change.

COMPREHENSIVE EDUCATIONAL PLANNING

GOALS

1. To develop, and subsequently to maintain and operate in accordance with, a Comprehensive Plan for Education in the Thomas County Schools.
2. To improve the educational processes, practices, environment, and outcomes in such ways as to benefit the children of the school system.
3. To effect greater control over inevitable change by calculating goal- and future-oriented change strategies and, thereby, to gain greater control over the direction of the school system as a whole and in respect to its many parts.

LONG-RANGE OBJECTIVES

- (1) To encourage and assist those people concerned with the Thomas County Schools--its Board, personnel, parents, community members, and others --to see "the big picture" (the total perspective over the long haul) rather than to view only the parts (the narrow, short-run "snapshots").
- (2) To assure a system of programs which are reasonably balanced, coordinated, compatible, and practical, and which meet the legal and moral demands placed upon them and upon the system as a whole.
- (3) To promote systematic, coordinated, comprehensive integration of all the parts/elements comprising the Thomas County School System, so that it becomes a system more effective in identifying its purposes, in allocating its resources, in managing its programs and activities, and in improving its practices.
- (4) To increase commitment to the school system and its programs through greater involvement of learners, personnel, parents, community, and other concerned individuals and groups in meaningful, productive ways.
- (5) To promote diffusion of decision making throughout the system, so that decisions appropriate to a given level can and are made at that level, insofar as is reasonable and feasible.
- (6) To systematically and accurately define jurisdictional objectives and to relate them to defined goals and documented needs.
- (7) To systematically and accurately identify system, school center, and program level needs and priorities.

- (8) To promote the utilization of sound, effective management and operational practices within the Thomas County School System.
 - (9) To examine, systematically and in-depth, all established, new, and proposed programs, and to modify appropriately in terms of established criteria and priorities.
 - (10) To improve the relevancy and effectiveness of all continuing programs.
 - (11) To provide direction (purpose) for new and modified programs.
 - (12) To improve the information data base upon which decisions are made, in terms of the collection, consolidation, analysis, dissemination, and utilization of data in a timely, efficient, effective, and accurate manner.
 - (13) To improve decision making at the various organizational levels, by assuring the availability of accurate, appropriate, and timely information.
 - (14) To allocate fiscal and non-fiscal resources available to Thomas County Schools more effectively, efficiently, and systematically, in relation to goals, objectives and (documented) priorities, and in respect to both present demands and long-range projections.
 - (15) To foster increased application and utilization of systematic evaluation and assessment procedures, and full commitment and willingness throughout the school system to effecting required changes and modifications.
-

. . . the successful utilization of planning in education is most dependent upon three factors: the competencies, the commitment, and the efforts of the people involved in the planning process(es).

-- A Status Report on Comprehensive Educational Planning in the Thomas County School System (July, 1976), pages 18-19.

STAFF DEVELOPMENT IN THOMAS COUNTY

Staff Development has assumed new dimensions and direction over the past few years in Thomas County. Previously, "in-service" meetings were held, usually after school, to address needs of teachers as perceived by other staff members. There was little teacher input or involvement in the planning for these activities. However, there have been numerous changes in staff development from the summer of 1973 to the present time.

Changes in Staff Development from the summer of 1973 to the summer of 1976

A comprehensive staff development program began during the summer of 1973 as an outgrowth of an ESAA reading project. Goals and objectives for the workshop were established by a staff development committee composed of teachers from participating grade levels and schools and central office personnel. Preparing to implement an individualized reading program received the highest priority. Activities included demonstrations with children to illustrate the use of new materials, opportunities for teachers to use diagnostic materials with children and various pertinent topics addressed by university consultants. Most of these activities were planned for the total group and addressed common, generalized needs.

The second summer (1974) saw greater diversification and individualization of the workshops. While the previous summer's efforts involved only elementary teachers, plans now included middle and high school language arts teachers. Thus the reading-language arts program encompassed grades K-12. Some sessions were designed for the total group. Most, however, centered around planning and constructing learning centers to be used during the forthcoming school year.

During the summer of 1975 all teachers, high school and elementary, had an opportunity to participate in staff development activities. The two-week program was designed to give teachers choices among activities and to provide common experiences needed by all of them.

The 1976 and 1977 summer staff development programs became even more extensive, more individualized, and more complex than in the past. They have moved toward addressing more individual, specific needs of staff members. Components reflected many subject areas, grade levels, and almost all types of Thomas County personnel. Some workshops were for designated staff members to prepare a product (curriculum development) and others were optional for anyone interested in a particular topic. Mini-workshops were held for one or two days; other workshops extended over two-week periods. Evaluations have indicated great success with these staff development programs. There seemed to have been something meaningful for everyone who wanted to attend.

To finance the numerous activities (thirty-six different ones in 1977), federal (ESAA, RIP, Title I, and the Metric Project), state (especially comprehensive planning), and local funds have been utilized.

Future plans for staff development in Thomas County will flow out of and receive direction from a comprehensive planning effort. The previous chronology of events from 1973 through 1977 indicates that planning for staff development has become increasingly complex. It is expected that this trend will continue and that more efficient management is a "must" if educators are to deal effectively with this increasing complexity. An updated needs assessment will be instrumental in identifying current problems and establishing new priorities. To cope with these, Thomas County staff members must have more effective management and organizational strategies. Comprehensive planning can--and will--build these competencies.

A. A. A. S.

- WHAT? AAAS Science (Science: A Process Approach), a non-textbook, elementary school laboratory approach to building the basic intellectual skills, science content, and processes needed to function in our complex society.
- WHY? This program stresses the process skills used by scientists or any other individual who wishes to solve problems. These processes include: observing, using numbers, measuring, classifying, communicating, predicting, inferring, formulating hypotheses, controlling variables, interpreting data, defining operationally, and experimenting.
- WHERE? All elementary schools, grades 1-6, teach science from two to five days per week depending upon grade level.
- WHO? Neal H. Berger serves as coordinator and consultant. Science is departmentalized at the upper elementary levels.
- HOW? AAAS Science has been supported through local funding for the past seven years.

ADDITIONAL COMMENTS:

At the Chappelle School AAAS Science has been effectively combined with the learning center concept and "Taki-Tiki," a positive reinforcement center.

PROJECT ACTION

- WHAT? Action is a vocational program for the handicapped high school student. It is a daily resource program to help students develop adequate skills in the following areas: (1) Academics, (2) Survival Skills, (3) Health, (4) Job Placement.
- WHY? Students who might otherwise be experiencing failure and frustration because of learning problems are given opportunities to succeed in school and prepare for a vocation.
- WHERE? Central High School
- WHO? The Action teacher, Suzanne Bonifay, and the paraprofessional, Charlene Tart, serve students with physical handicaps, learning disabilities, and/or behavior disorders.
- HOW? The program is funded jointly by special education and vocational education.

ACTIVITY-BASED CAREER EDUCATION

- WHAT? Activity Based Career Education. The project is designed to provide fifth grade elementary school students hands-on experiences with career-related activities. The project gives students opportunities to participate in hands-on activities relating to the World of Work.
- WHY? The students in Thomas County Schools have few opportunities to experience career-based activities. The almost total lack of orientation and exploration for more effective career planning is the underlying factor for this project. The project also fits in as a transition factor in the developmental process of career choice in the fifth grade (from awareness to exploration).
- WHERE? The three county elementary schools -- Garrison-Pilcher, North Boston, and Pavo -- will be the locations for the project. A mobile activities classroom will periodically visit each of the participating elementary schools. The target students are all fifth grade students in Thomas County (about 400 students).
- WHO? Directed and coordinated by John Becker, the following people have been involved in both the planning and implementation of the project: county staff members; elementary school principals; consultants from the Georgia Department of Education; career education consultant from Florida State University; fifth grade teachers involved in the project; the project director; and activities specialists.
- HOW? A void in the developmental process of career choices was defined in the Career Needs Inventory, conducted in September, 1975. This assessment clearly indicated that students in grades 7-12 and inferentially students in lower grades were lost in effective career planning. Thomas County is striving for a workable, total career education program in its school system. This project is designed to fill the void in effective career planning.

ADULT BASIC EDUCATION

- WHAT? The Adult General Education program includes two levels of instruction for adults. Level I (ABE) is equivalent to grade levels 1-8, and Level II (ASE) is equivalent to secondary education grades 9-12. The program is funded through the State Department of Education and H.E.W., for adults 18 years of age and older who are not high school graduates.
- WHY? The classes provide educational opportunities for adults to complete basic and/or secondary levels of instruction and to successfully fulfill personal goals. The program is designed to improve and enhance a positive self-image, to create positive changes in personal attitudes, and to improve the economic and social status of the adult.
- WHERE? A new Adult Learning Center is located on the campus of Thomas Technical School.
- WHO? Glenn V. Hobby, AGE Program Manager, is responsible for coordinating the activities of the Adult Learning Center. The Center is staffed with a full-time teacher and a full-time aide. These two people work with all adults enrolled in the program.
- HOW? The program was implemented several years ago as a part-time operation with many classes located in various places throughout Thomas County. Recently Thomas County was one of nine school systems selected to receive a special grant to begin a full-time program for adults. The selection was made early in 1977. The grant provides for a central Adult Learning Center with full-time staff. Thomas County accepted the grant and begins operation for the 1977-78 school year.

AREA VOCATIONAL HIGH SCHOOL

- WHAT? The Area Vocational High School is a joint operation of the Thomas County Schools and the Thomasville City Schools systems, and provides cluster programs in Trade and Industrial Education, Health Occupations and Distributive Education, necessary to both feeder schools to be a Comprehensive High School.
- WHY? To serve the vocational and career needs of area students.
- WHERE? AVHS is located in the Paul G. Sewell Vocational Center adjacent to the Highway 19 division of Thomas Area Technical School, at the intersection of US 19 and US 319.
- HOW? Students are bused in for two-hour blocks of instruction from both feeder schools, the remainder of the school day being spent at the parent school.
- WHO? The Vocational Supervisor, W. C. Herndon, operates at the level of assistant to the principal at the feeder schools, with an instructional staff of six T & I instructors, a Health Occupations Instructor, and a Distributive Education Coordinator. Mr. Herndon also is acting building principal at the Sewell Vocational Center, which is shared with Thomas Area Technical School.

Additional Comments:

The six T & I clusters are: construction, metals, graphic arts, food services, transportation, and electro-mechanical.

COMMUNICATIONS CENTER PROGRAM DEVELOPMENT

- WHAT? The Communications Center for ninth grade students at Central High School is a language arts laboratory where students are scheduled for a diagnostic-prescriptive total language program.
- WHY? The project grew out of the assessed needs of students entering high school to become more proficient users of the English language. By the time students reach high school, their "English" skills--reading, writing, listening, speaking--vary over a wide range of proficiency. A lab is perceived to be an optimum method for working on such a wide range and diversity of basic language skills.
- WHERE? The Communications Center is located at Central High School, within a newly renovated pod adjacent to the library.
- WHO? The Center is staffed by a Resource Teacher and an Aide, and serves approximately 100 target students who have been identified as having severe language deficiencies.
- HOW? Planning for the Center began in the Spring of 1977 and involved a high school interdisciplinary faculty committee, the resource teacher, and central office personnel. The resource teacher and three classroom teachers, who will be conducting regular classes within the Communications pod, continued to work together during the Summer of 1977 to be ready for the opening of school.

COMMUNITY EDUCATION

- WHAT? The development of a community education program for the adults and children of Thomas County, Georgia.
- WHY? To extend the community services offered by Thomas County Schools to the people who support the schools.
- To increase the efficiency and effectiveness in the use of school facilities.
- To provide additional means for meeting the needs and interests identified by the community itself-- in leisure, recreation, vocational, avocational, enrichment, and other areas.
- To improve community - schools relations and community support for the schools and their regular instructional programs.
- WHERE? Throughout the Thomas County community, although beginning on a smaller, localized basis.
- WHO? Gary McClain, Coordinator of Community Education, came "aboard" the Thomas County Schools system-level staff in August, 1977. Gary is supported in his activities by other system-level and school center staffs. Dr. Paul DeLargy, Valdosta State College, and other valuable resource persons are also available to assist the Thomas County Staff.
- HOW? Community use of schools has been a fact of life in Thomas County for many years. However, following a Thomas County Board of Education resolution (April, 1977) supporting the community education concept, increased research and activity in regard to establishing an ongoing, viable community education program got underway. Several other public service agencies have indicated their willingness to support the efforts of Thomas County Schools. Thus, through interagency cooperation, the "vested" interest and support of the Thomas County community, and the enthusiasm of Thomas County Schools staff members, it can be expected that a strong, wide-scale program with a multitude of activities, courses, events and opportunities will be available soon. Parents, teachers, students, senior citizens, and others can expect to find something interesting.

Additional Comments:

E. R. Cone, twenty-two year veteran Superintendent of the Thomas County Schools, recalls the days when the school house was a "hub of activity" for community life. In today's complex, fast-moving, action-filled society, many educators and citizens believe that the community education approach can rejuvenate this "sense of community." It offers the opportunity of uniting community and schools in a common, healthy bond of mutual support and organized interaction.

COMPUTER CENTER

WHAT? Educational Computer Center

On-going project whose purpose is to advance quality school system management and student accountability through the use of computer technology.

WHY? Mr. Cone conceived the Educational Computer Center plan as a means of providing better service and a maximum of efficiency in the expenditure of funds, as emphasis on the cost of quality education continued to increase.

WHERE? The Educational Computer Center is a part of the Thomas County Administrative complex located at Highways 19 & 319, Thomasville, Georgia, under the jurisdiction of the Superintendent.

WHO? The cooperation of students, faculty and county office staff in furnishing accurate information for input allows the computer personnel to extract proper meaningful reports.

Many of the contributors of the raw data for input to the computer are also the recipients of the finished products.

ADDITIONAL COMMENTS:

The use of the computer, thus far, has been significant in improving many facets of the school system's operation, in both administration and instruction as they are applied.

Some of the functions that are being performed or may be performed by the computer are as follows:

- | | |
|----------------------------------|--------------------------------|
| 1. Payroll and Personnel Records | 6. Test Scoring and Analysis |
| 2. Financial Management | 7. Student Academic History |
| 3. Student Scheduling | 8. Food Service Administration |
| 4. Grade Reporting | |
| 5. Attendance Reporting | |
| 9. Inventory | |
| 10. Vocational Guidance | |

ELEMENTARY PHYSICAL EDUCATION

Program Philosophy

It is the aim of the Thomas County Elementary School Physical Education Program to insure that each youngster develops his/her total capacity for efficient and skilled human movement through a broad base of fundamental movement experiences encompassing three primary activity thrusts: namely, Educational Games, Educational Gymnastics, and Educational Rhythmics.

Teaching Activities & Themes

In the area of Educational Games, the primary teaching themes will be based on essential human movement skills, such as throwing, catching, kicking, jumping, striking, hitting, dodging, sliding, bending, twisting, pushing, pulling, balancing, and so forth. This approach is preferred to the heretofore more traditional games approach, i.e., football, basketball, volleyball, kick ball, softball, etc., where emphasis has been placed primarily on highly specialized sports skills at the sacrifice of broader, more fundamental human movement skills.

In the areas of Educational Gymnastics and Educational Rhythmics, there are appropriate times when certain manipulative themes, such as balance activities, rope activities, ball activities, or other teaching themes may lend themselves better to facilitate functional and effective learning than the rigid adherence to specific movement skills, and thus will be used when they provide the more feasible approach to learning.

Student Objectives

Students should improve their coordination, balance, flexibility, agility, strength, speed, power and endurance. This improvement will have a beneficial effect on growth, development, and capacity for efficient movement.

Students should develop good management and control of their human movement skills to successfully walk, skip, jump, hop, run, leap, throw, catch, strike, extend, flex, climb, twist, curl, push, kick, bat, tug, fall, lift, pull, bounce, gallop, slide or glide, and distinguish even and uneven rhythm and balance.

Students should engage in a wide range of movement experiences to develop an extensive movement vocabulary, foster individual differences, and encourage creativity.

Students should become aware of the body and its capacity for movement with regard to directions, level, pathways, locomotion, nonlocomotion, manipulation, time, force, and flow.

Students should develop an attitude of enjoyment for physical activity and an appreciation of its healthful benefits.

Students should improve in ability to work for the mutual satisfaction of the group, small or large.

Challenge Courses

Challenge courses designed to "challenge" elementary age children and to provide additional teaching stations for instructors are an important part of the program. Courses are constructed or scheduled for the Garrison-Pilcher, North Boston, Pavo, and Chappelle-Magnolia campuses.

Additional Comments:

The Elementary P.E. Program was developed by Thomas County P.E. instructors, together with system-level staff, Mr. Robert Moore (CESA), and others, during the period 1/76-8/76. Full implementation is scheduled for the fall, 1977, including use of the challenge courses and greatly reduced student-equipment ratios.

ENERGY CONSERVATION

WHAT? "ENERGY CONSERVATION AND MANAGEMENT PROGRAM"—A project designed to reduce energy consumption systemwide by a minimum of 22%.

WHY? Rising energy demand and prices and a steadily decreasing supply of energy resources have hit hard at all public and private levels in the United States. This is particularly true in the operation of public schools, both in respect to facilities and to transportation systems.

WHERE? All levels systemwide.

WHO? All system employees and students. Consultants include Southwest Georgia Area Planning and Development Commission representatives, and the Georgia Productivity Center, Engineering Experiment Station at Georgia Tech.

HOW? The program originated primarily through personal efforts of the Superintendent.

ADDITIONAL COMMENTS:

An energy conservation/management program has been developed through the combined efforts of Thomas County officials and the two above named consulting organizations.

EXPLO!

- WHAT? Gifted -- EXPLO! is the Thomas County program for academically talented 4th, 5th and 6th graders.
- WHY? The aim of the program is to provide the superior learner with new and highly challenging learning experiences that are not ordinarily included in the regular classroom curriculum.
- WHERE? Garrison-Pilcher Elementary School houses the Resource Rooms for students throughout the county. Participating students from Chappelle, Pavo and Boston schools are transported to the Center by mini-bus.
- WHO? Students are 4th, 5th and 6th graders who meet the selection criteria which include superior IQ scores, advanced reading levels and teacher recommendations.
- HOW? Students attend EXPLO! for two-hour sessions each week. Sessions meet on alternate mornings and afternoons so that no regular class is missed more than once during any week.

ADDITIONAL COMMENTS:

SEE ATTACHED SHEETS

ATTACHMENT 1

GENERAL POLICIES FOR EXPLO!

1. Selection criteria for the program will include superior IQ scores, advanced reading levels and teacher recommendations. Selection will generally be made on the basis of available data. Participation in a gifted program in another system does not necessarily qualify a student for the EXPLO! program.
2. A teacher may recommend a student for consideration for the program at ANY TIME during the school year.
3. Final selection for the program is made by the advisory board. This procedure serves to protect the principal, the classroom teacher and the resource teacher from parental pressure.
4. Parental permission is required for a student's participation in the program.
5. The program is voluntary. However, participating students are expected to attend all regular sessions.
6. Teachers are asked to notify the resource teacher in the event that any student's classroom performance or attitude seems to be suffering as a result of participation in the program.
7. Students may withdraw from the program or parents may withdraw a student at will. Teacher recommendation for withdrawal of a student should be made to the resource teacher and must be approved by the advisory board.
8. If a student is recommended for readmission to the program, his/her qualifications will be reviewed by the advisory board and readmissions will be dependent upon vacancies within the class.
9. Maximum class size will be 16.
10. Participation in the program should not be considered either reward or punishment. There are no grades and no official "credit" is given.
11. When a field trip extends through an entire school day, the other EXPLO! class for the week will be cancelled so that no regular class period will be missed more than once.

ATTACHMENT 2 - GIFTED

Dear Visitor,

Welcome to EXPLO!, the Thomas County program for gifted fourth, fifth and sixth graders.

The aim of EXPLO! is to provide the superior learner with new and highly challenging learning experiences that are not ordinarily included in the regular classroom curriculum. Activities are designed to involve the students as active participants in their own learning and to aid students in the processes and skills that will be of use to them in their lifelong pursuit of knowledge.

The true focus of EXPLO! is teaching for thinking. On-going studies in the program include values clarification, techniques of propaganda, creative activities, research processes, etymology and logic.

Mini-courses and independent projects, both of which reflect the students' interests, comprise an important part of the program. Field trips are a very popular aspect of EXPLO! and we have attended the Hal Shane guitar concert and visited the Tallahassee Junior Museum and the Thomasville Historical Society and participated in numerous other field trips.

All students are involved with audio-visual equipment in the organization and production of slide-tape, filmstrip and movie presentations.

Please feel free to join in our group discussions, our dynamic activities, our brainstorming - whatever we are doing. Talk with the students, examine the work, the materials, the games. Ask about anything that attracts your attention.

In all EXPLO! activities, the experience and process of doing is considered more important than the end result.

We appreciate your interest and will welcome your comments. Do enjoy your EXPLO! visit!

GEORGIA HI-JIVE

WHAT? Georgia Hi-JIVE (Job Information for Vocational Exploration) was developed in Thomas County to provide students with information about 525 careers, 112 training programs and 107 educational institutions in Georgia. Students and teachers will find materials which answer many of the questions arising in relation to careers. For the student, there are the microfiche cards which contains the 525 career descriptions. The teacher will find 50-60 pages of ideas to help stimulate interest in exploring careers. These activities are designed to give the teacher a data base or idea source upon which to build. All of the information and materials are housed in an attractive yellow notebook.

In the Hi-JIVE notebook, there are three decks of microfiche cards. The first deck is the Career deck, where students can read about any of the 525 jobs. Each of the job descriptions gives the students the who, what, why, where and how details about each job. Moreover, each of the jobs has been localized for the state of Georgia in three important ways:

- (1) The average salary for a beginning worker is given for North, East, South, and West Georgia.
- (2) The job opportunities are listed for each of the 525 jobs: i.e., good, fair, poor.
- (3) Each of the 525 jobs has been matched to a training program in Georgia.

The second deck of microfiche cards is the Program Deck. Here the program of study a student might wish to pursue is described. High school courses are suggested to help prepare the student for the post-secondary training.

The third deck of microfiche cards is the Institutional Deck, in which each institution of higher learning is described. This section is similar to a college catalogue--except that it is easier to read and understand.

Thomas County has also developed the Georgia Pin-sort Decision Cards, which has been described as a "poor man's computer." Pin-sort allows a student the opportunity to explore jobs that match the student's interests and abilities. By answering 50 simple questions and sorting the deck of 500 cards, the student will quickly find the jobs that match his interests.

WHY? During the project's first year, 1975, a comprehensive Needs Assessment was conducted in grades 7-12 at two school locations--Central High School and Magnolia Junior High. Results indicated a desperate need to develop and operate a career education program at these schools. These results suggested the operation of a vocational information system whereby students would have access to specific information on jobs which were localized for their geographical area.

WHERE? For the past two years, HI-JIVE has been offered to other schools. Presently, there are 120 schools across the state using Hi-JIVE, and the number is increasing daily. Each school is asked to subscribe to Hi-JIVE at the rate of \$150.00 per year. This \$150.00 helps reimburse Thomas County for the cost of the materials.

Hi-JIVE's main objective is to provide assistance and information to students concerning career possibilities. It is being used in the P.E.C.E. and C.V.A.E. programs, guidance offices, libraries, C.V.S.A.'s and individual classroom settings.

WHO? Biff Hobbs, Coordinator of Georgia Hi-JIVE

HOW? Mr. E. R. Cone, Thomas County School Superintendent, became interested in this idea as a result of seeing the need to develop a tool for students and counselors to use to quickly find information about available work, available opportunities for training, and information on careers. The Hi-JIVE plan presents information on careers which has been localized for the students' geographical area. One unique aspect of the program is that initial funding was provided by the Thomas County Board of Education.

GEORGIA SPECIAL JIVE

WHAT? Special JIVE (Job Information for Vocational Exploration) is a newly developed set of career guidance materials specifically designed to present realistic career information to the EMR-Slow Learner group of students grades 7-12. The Special JIVE package, which can be used in a variety of settings, consists of twelve filmstrips and accompanying sound presentation highlighting 65 career choices.

Basic competency and training requirements needed for each job is described. All career options are organized into one of the twelve USOE occupational clusters described below:

- | | |
|--------------------------|-------------------------------|
| 1. Agri-Business | 8. Hospitality and Recreation |
| 2. Automotive | 9. Marketing and Distribution |
| 3. Construction | 10. Manufacturing |
| 4. Consumer & Homemaking | 11. Public Service |
| 5. Environment | 12. Transportation |
| 6. Food Processing | |
| 7. Health | |

WHY? Having developed Georgia Hi-JIVE for high school students, it became apparent that there was a desperate need for a set of career materials for the EMR/Slow learner student. Special JIVE was developed to offer these students realistic career information.

WHERE? Special JIVE is being used by C.E.S.A.'s, Special Education teachers, and Career Specialists. The materials are also being used in various other states.

WHO? Biff Hobbs, Coordinator, Georgia Hi-JIVE

ADDITIONAL COMMENTS: Cost for the entire set of filmstrips and teacher workbook is \$200.00.

HOOTER TUTOR

- WHAT? Hooter Tutor: A program for evaluation and instruction of pre-school and first grade handicapped children. Rhettta Singletary, Coordinator. A school bus has been renovated, equipped, and staffed with a teacher and paraprofessional to provide evaluative/diagnostic services to preschool and first grade children and instructional services to learning disabled and behavior disordered children in kindergarten and first grade.
- WHY? The Thomas County School System is concerned about handicapped children who have not been identified and/or are not receiving services. Early intervention should facilitate the integration of these children into the regular education program. Children who need additional services will be referred to the appropriate agencies.
- WHERE? The bus will be scheduled to serve as a resource room at each of the three elementary schools. The bus will park at designated locations in the county at regular intervals to screen preschool children for possible handicapping conditions.
- WHO? Lead Teacher - Marcy Hobbs
Paraprofessional - Anne Massey
- HOW? The program originated from the concern of the school system about identifying all handicapped children, ages 0-21.

INDIVIDUAL STUDENT ADVISORY SYSTEM

The Individual Advisement System, being installed for the first time this fall (1977) at Central High School, is designed to provide each high school student with a faculty advisor who will be responsible for guiding advisees through their academic life at Central.

The original incentive for this guidance system was provided by Superintendent Cone, in cooperation with the Comprehensive Planning Project and the office of Guidance, Counseling and Testing in the Georgia Department of Education in Atlanta. Plans now call for each professional educator at Central, including administrative staff, to act as advisor and counselor to 21 randomly selected students in grades 9-12.

There will be two one-hour long advisor-advisee guidance sessions per quarter throughout the school year, one at midterm or shortly thereafter, and one following the end of each quarter. Parents will be asked to attend a Parents' Night the same evening of the advisor-advisee sessions. Several other changes will take place in support of the Individual Advisement System, the most obvious being: (1) a change in the basic report card format so that advisors can obtain a copy of the midterm and final academic reports. (2) A change in the organizational and numbering structures of course offerings so that all teachers will be able to better judge the difficulty of different course offerings. All courses in the future will be rated as (a) Basic, (b) Average, or (c) Advanced. (3) The development of new student profile folders for faculty advisor use. The student profile sheet will reflect future graduation requirements and is designed to integrate with Central's involvement as a Pilot High School (Project 21).

INDUSTRIAL ARTS

- WHAT? Industrial Arts: A Self-Sustaining Program. To finance its consumable teaching materials and other projects of interest, industrial arts teachers work after school on contract projects such as school furniture, school cabinets, shelving, and school printing.
- WHY? Energetic teachers have greatly expanded the funds that are available for consumable teaching materials. Thus students have wider experience with a greater variety of materials.
- WHERE? This project is being done at Central High School.
- WHO? The program operates under the guidance of John Becker, Industrial Arts Department Head at Central High School and Sherman Hall, Coordinator of Vocational Education for Thomas County.
- HOW? Because of the limited funds available at the inception of the Industrial Arts program, energetic instructors conceived of the program.

Additional Comments:

Teachers prefer this method of financing their operation as it does not limit their resources for materials.

KINDERGARTEN PROGRAM

- WHAT? 1976-1977 Staff Development:
- (a) Developed a curriculum guide.
 - (b) Set up a sequence of skills.
 - (c) Correlated available materials into skill sequence.
- WHY? A teacher should accept a child as he is.....
- Our goals are that EACH child live a happy childhood, reach HIS potential, and become a happy, fully functioning adult.
- For the young child, learning is experiencing. His educational program should be composed of real, concrete experiences and developmental tasks that extend his knowledge of himself and his world. These developmental tasks are like rungs on a ladder: they are too far apart for the person to scale the wall of maturity without stepping on each rung.
- Just as each child is unique, so too is each teacher. Therefore, a good teacher will develop a distinctive teaching style.
- WHERE? There are seven kindergarten classes, including:
- Five Title I Units and two State Units.
 - North Boston: One Title I, One State
 - Pavo: One Title I, One State
 - Garrison-Pilcher: Three Title I
- WHO? Seven qualified teachers and seven aides work with approximately 155 children. The program is coordinated by Mrs. Frances Hallman, Reading Coordinator.
- HOW? Title I and State Selective Preschool Development funding.
- ADDITIONAL COMMENTS:
- A. A plan for improved reporting to parents.
 - B. Improved communication between kindergarten and first grade teachers on student progress (permanent records).
 - C. Quarterly staff development work days.

LEARNING CENTERS

- WHAT? The Learning Center is designed to teach, reinforce, and practice a skill. The Center provides for individualized instruction for children of all levels. The center has a variety of activities, such as: manipulative, creative, games, paper-pencil, and audiovisual.
- WHY? The need to individualize instruction and make learning more interesting. Teachers expressed this need and requested in-service experiences with the development of centers.
- WHERE? Centers are found in all schools on all levels and subject areas.
- WHO? Subject area specialists and classroom teachers.
- HOW? Summer workshops have been provided for teachers to help them plan and produce Learning Centers, and to guide them in developing materials to be used in the center.

ADDITIONAL COMMENTS:

Teachers are continuing to develop centers throughout the school system. Special emphasis has been placed on centers for Oriental Gardens in Chappelle School.

LOCAL HISTORY

- WHAT? Local Heritage has been an experiment in teaching history through the use of local primary sources and "hands-on" experiences by using artifacts, crafts and recipes from the past. The students have been involved in various activities such as washing clothes in the wash-pot, making soap, making corn shuck dolls, splitting rails, making butter and others. Discussions about the activity are held prior to participation in the activity itself. Afterward, students are usually required to write an evaluation of the event. The students teach other students about the activities that they have experienced.
- WHY? It has been an attempt to develop within the student a feeling for and an appreciation of the people of past generations who developed the Thomas County area.
- WHERE? Central High School - Social Studies Class
- WHO? Social Studies students, grades 10 and 11, and Mrs. Opal Lewis, instructor.
- HOW? Research of historical nature has been a part of the program. The students have used courthouse records, newspaper microfilm, interviews, church records and other resources to reconstruct events of the past. An example would be attempting to trace the purchase of the courthouse clock as to date of purchase, cost, installation and other related facts. The class has also documented about fifteen of the old cemeteries located throughout the county.

ADDITIONAL COMMENTS:

A class project for one quarter of 1976 was placing markers throughout the county at points of historical interest and printing a "Thomas County Trail" brochure so that interested people may follow the marked sites. On an individual basis, each student was responsible for completing three of five projects: (A) A taped interview of a senior citizen; (B) Making a slide-tape show of one activity or research project; (C) Book report; (D) Making a teaching kit to be used in teaching others; (E) Discovering some new historical facts about Thomas County. Students may gain extra credit for completing all of the five projects or for original projects or ideas that they pursue if the ideas are approved by the teacher.

MEDIA PRODUCTION CENTER

- WHAT? Media Production Center-- Sherman Hall, Director. The Media Center provides an invaluable service to schools via the printing and distribution of teacher-constructed instructional materials. There have been extensive efforts to develop materials locally.
- WHY? Commercial materials are often too expensive and frequently fail to meet student needs. A wealth of material is necessary for individualization.
- WHERE? The Media Production Center is operated on a system-wide level at the superintendent's office complex.
- WHO? The Center is operated by Sherman Hall and his staff of assistants.
- HOW? The program originated as an overflow from the Central High School Industrial Arts Department. High school students continue to participate in the program.

Additional Comments:

This non-profit school organization offers a unique service, not only to Thomas County Schools, but also to other educational agencies. Funds earned are used to buy equipment or to provide work time for students.

PROJECT METRICS

Project METRICS, (Metric Education Through Resources and the Involvement of Community and Students) is a \$25,164 grant received by Thomas County from the USOE Metric Education Program.

The purpose of this program is to design, implement, and evaluate a grade 9-12 model for learning the basics and utilization of the SI Metric system.

A Metrics Involvement Laboratory (MIL) will be located at Central High School. The thrust of the MIL will be as follows: it will provide target students and adult community members with an individualized diagnostic-prescriptive approach to metrics and mathematics utilizing multi-modal, multi-media, and multi-level materials. A hands-on measuring approach will be highlighted.

To obtain information about student competencies, a criterion referenced test will be developed, administered and analyzed to determine their strengths and weaknesses.

The following components are involved in the MIL:

- (1) Basic Metrics A three-week individualized mini-course designed to remediate math and/or measurement skills through the practical application of metrics.
- (2) Metric Enrichment A three-week individualized mini-course for students demonstrating higher math and metric competencies. This enrichment program will provide in-depth metric related math competencies, utilizing higher mathematics and SI derived units such as density, velocity, moles, amperes and calories.
- (3) Metrics in the Content Areas In this component, an inventory of metric competencies and related lesson plans will be developed for use in the social studies, science, mathematics, Industrial Arts, Driver's Education and Home Economics classes. Students will see how metric skills are integrated into a multitude of disciplines, in a practical manner.
- (4) Metrics for the Community It is anticipated that approximately 100 members of the community will attend this 10-15 hour individualized course to learn the metric system and its everyday use in the home, at work and in the community.

MIGRANT EDUCATION PROGRAM

WHAT? Migrant Education Program - Summer Camp

Thomas County provided the planning, support and supervision for the 1977 Migrant Outdoor Education Camp for South Georgia Migrant Children in the sixth, seventh and eighth grades this year at YMCA Camp Piney Woods on the 9th, 10th and 11th of May. Approximately 90 children with their adult companions spent three days in Thomasville and engaged in such activities as Orienteering, Energy and Water Studies, Music, Hiking and Swimming, Art and Fishing. Forestry consultants from Atlanta to Tallahassee provided the expertise to teach and interact with migrant children in activities few would have had a chance to experience without this Outdoor Camp.

WHY? Migrant children live in a sub culture which tends to limit the opportunities these children have for learning all the skills an outdoor educational camp would provide. This camp also allowed the children to interact with their teacher and aides in a more informal atmosphere. This promoted a closer bond of friendship, which hopefully will enhance learning in their future relationships.

WHERE? YMCA Camp Piney Woods.

WHO? Planned, coordinated, and conducted by David B. Thomas and Neal Berger. Estella Sanford, Herb Sawner, Gene Harper, Marcy Hobbs, Christy Martin, and a host of Thomas County personnel gave up their time and efforts to make this the best Outdoor Education Camp in the history of the Migrant Program. Participation by Jack Short and Diane James, Georgia Department of Education, and other excellent consultants further ensured its success.

ADDITIONAL COMMENTS:

The standard Migrant Program has been in full swing this year: recruiting; placing the children on the MRSTS Computer Bank; and seeing that the children were provided the maximum amount of services the Thomas County Educational System could provide.

MOBILE LEARNING CENTER

WHAT? The Mobile Learning Center was designed to fit in an old school bus that was eliminated from regular route service. The bus was painted in a bicentennial theme and equipped with carpet, sinks, storage and ten work stations. The bus moves from school to school with educational exhibits and learning centers.

WHY? Teachers and system-wide personnel felt this would be a highly motivational method of introducing teachers and children to the learning center concept.

WHERE? The Mobile Learning Center is used in all schools. The Centers are designed so that all levels of children are involved during the year.

WHO? Gene Harper, Coordinator of Art and Related Activities, is responsible for the planning and development of centers. Bob Parrish, Coordinator of Transportation, maintains and locates the bus according to a system-wide schedule.

HOW? Centers are designed in all subject areas based on expressed needs of teachers. Centers are based on student need.

ADDITIONAL COMMENTS:

Teachers believe the center has been highly successful in teaching and reinforcing needed skills. This innovative center idea has been a sure way to motivate students.

Two very successful projects were conducted on the Learning Center bus this year.

1. Displays of new materials were placed on the bus for review by teachers.
2. Hundreds of children learned linear measurement in the metric system on the bus this year.

NORTH BOSTON ELEMENTARY SCHOOL

PARENT EDUCATION PROGRAM

- WHAT? A two-part parent involvement/parent education program designed for the parents of four-year-old children and children in North Boston School.
- WHY? To provide assistance and information to parents regarding: basic child development and learning; parent-child relationships; learning environments (at school, at home, at play, on trips, outside, at the market, etc.); nutrition and health; readiness skills; the affective areas; social activities of children; etc.
- To promote, increase, and improve parent-teacher-child interaction, mutual understanding and support.
- To improve parent (and community) understanding of input to, and support for the school center's instructional program.
- WHERE? North Boston Elementary School and the Boston community.
- WHO? Abbie Barnes, Principal, Ruth Shepard, Reading Resource Teacher, and other North Boston School staff; Karen Willis, Kindergarten Resource Teacher, Frances Hallman, Coordinator of Reading & Special Projects, and other system-level staff; parents from the Boston community; and a variety of consultative individuals.
- HOW? The two aspects of the program are: (1) a parent information segment, consisting of large group sessions open to all parents in the Boston area and consisting of presentations, discussions, and activities about a variety of topics concerning parents; and (2) an intensive parent education segment, where participants are parents of Boston area four year olds and which involves particular information presentations, discussing, activities, follow-up activities with children, etc., relating specifically to the characteristics of four year olds. Sessions include evening group sessions, in-school activities, at - home activities, and perhaps even weekend excursions. Utilization of Thomas County Schools staff consultants, consultants from other agencies (such as the Ochlocknee Children's Center and the Thomas County Mental Health Clinic), area university consultants, and others, will enhance the "success" potential of this early childhood/parent program.

Additional Comments:

Staff and parents have recognized the need for such a program. One primary aim of the program -- helping parents of four-year-olds to gain an understanding of the readiness skills the child needs to begin school -- provides in itself full justification for the interest and efforts in the program.

NUTRITION EDUCATION

- WHAT?** A project designed to teach a cross-section of students at the High School and Middle School levels good nutrition habits and how to put these habits into practice in their daily lives. Elementary students will also begin to learn and demonstrate the fundamentals of good nutrition within their regular classroom setting.
- WHY?** Administrators, counselors, teachers, and parents have long recognized the need for nutrition education in Thomas County and problems related to this need.
- WHERE?** Courses will be offered in Nutrition Education at Central High School and at Magnolia Middle School. Elementary schools will receive resource help in implementing nutrition education within the context of their existing curriculum.
- WHO?** One nutrition education teacher will teach a cross-section of high school and middle school students and will act as a resource for involving all elementary students.
- HOW?** A need had previously been established for nutrition education in Thomas County. In May, 1977, the State Department of Education announced that ten pilot nutrition education projects would be funded state-wide. Thomas County subsequently applied for these funds and was awarded a grant in June, 1977.

ONE-ROOM SCHOOL HOUSE

- WHAT?** Relocation and restoration of one-room school house. The Midway School House, originally located on the Hill Road northeast of Thomasville, has been moved to a new site adjacent to the Garrison-Pilcher campus and restored as nearly as possible to its condition in 1958, the last year of its use.
- WHY?** It was felt that the preservation of this school on a site adjacent to one of the most modern schools in the area will help children, educators and the general public to understand and appreciate the progress which has been made in education during the past half century.
- WHERE?** The school is now located on Hall Road just north of Garrison-Pilcher campus.
- WHO?** Superintendent E. R. Cone conceived this project in 1971. The old school building was donated by Mr. Forrest Monroe, on whose land it was located, and who attended the school as a child.
- HOW?** A grant of \$3,295, received from the Georgia Bicentennial Commission through the Thomas County Bicentennial Sesquicentennial Commission, made possible the relocation and restoration of the building. Individual gifts of money and materials have also assisted in this effort.

ADDITIONAL COMMENTS:

The records of this school date back to 1927, when the student body consisted of 23 boys and 23 girls in grades 1-5. At one time there were 22 such schools in the Thomas County System. The last class was held in this school in 1958. Efforts are being made to more completely furnish the building and to develop it as an educational museum.

OVERNIGHT ENVIRONMENTAL EDUCATION EXPERIENCE

- WHAT? The teachers and aides at Garrison-Pilcher are in the process of planning a two-day, overnight learning experience for the 200 plus students in one pod. Students will learn in and about their environment through a program carefully integrated into the various disciplines of Science, Art, Social Studies, PE, Health, Language Arts, Career Education, and Mathematics.
- WHY? To provide students with an extended, highly motivational learning experience, which could not be provided within the "regular school" day or environment. Students and teachers will have the opportunity to get to know one another and the environment better through the planning and implementation of this experience.
- WHERE? Camp Piney Woods in Thomasville. Fifty students will participate during four two-day experiences. They will camp in rustic cabins and learn in an excellent natural setting which includes a forest area, fields in various stages of development, and a shallow pond area.
- WHO? The teachers and aides in Pod D at Garrison will provide all instruction for the encampment while at school. Parents will assist the teachers at camp. The students will set tables, serve food, and wash their own dishes as part of the total living-learning experience.
- HOW? The teachers, aides, and students of Pod D will raise approximately \$1,000 to supplement the cost of food, supplies and linen. Food will be prepared at the Garrison-Pilcher cafeteria and dispersed at the camp.

ADDITIONAL COMMENTS:

Teachers and aides at Garrison-Pilcher have met with Neal Berger of the County Office, to plan for this program. An exciting three-day workshop was carried on during June to introduce teachers to the various techniques used to teach about the environment. In addition, teachers have begun to plan activities such as Forestry, Soil and Water Studies, Arts and Crafts, Language Arts and Social Study activities related to a "Forestry in Georgia" theme.

PERSONNEL BENEFITS

- WHAT? 1. Sick Leave: Under policies of the State Board of Education, professional employees are granted 11½ days sick leave per year, three of which may be used for personal leave. Policies of the Thomas County Board of Education provide for the carrying over from one year to the next of up to nine days unused leave making it possible for an employee to be absent because of sickness for up to twenty days per year without loss of pay.
2. Retirement: All professional, para-professional, clerical and administrative personnel participate in the Georgia Teacher Retirement System. Under this program six percent of the employee's pay is withheld and is matched by a 9.35% employer contribution. Retirement benefits for employees of Georgia Schools have been made more liberal during the past few years, and this trend is expected to continue. If an employee stops teaching in Georgia before retirement, he/she is able to withdraw his/her contributions plus interest.
3. Social Security: All employees of the Thomas County Board of Education are covered under the Federal Insurance Contributions Act. This coverage, combined with the Georgia Teacher Retirement Program, provides for a good retirement income.
4. Group Insurance: All personnel are eligible to participate in the system's Blue Cross/Blue Shield Group Health Insurance Program and in a group Life and Income Protection Program which is underwritten by the Northwestern National Life Insurance Company. Premiums are payroll deductible and the programs provide good insurance coverage at reasonable cost.*
5. Staff Development: All professional personnel are provided opportunities to participate in summer staff development activities, which are designed to promote professional growth of teachers and thereby to improve the system's educational program. Teachers are paid a stipend for their participation, and arrangements have been made whereby academic credit may be secured through Valdosta State College.

WHY? These and other personnel benefits are provided because the Thomas County Board of Education recognizes the reciprocal responsibility between the system and its employees, and believes that benefits for teachers ultimately result in benefits for students.

*Beginning in the fall of 1977, the Thomas County Board of Education will contribute \$8.00 monthly towards the premium cost of health insurance for each employee.

PILOT SCHOOL PROGRAM

- WHAT? High school graduation requirements, or competency-based education. The model being developed will emphasize life roll skills. If successful, this program will eventually affect every student in the public schools of Georgia.
- WHY? The general citizenry -- parents, business and civic leaders, etc. -- is much concerned about the quality of education of seniors graduating from Georgia high schools. In addition, the leadership staff of Thomas County Schools has become very concerned with the problem and wishes to be the part of the transition.
- WHERE? Focuses on Central High School, in cooperation with the Georgia Department of Education.
- WHO? A Steering Committee of education, community leader, and students, chaired by Mrs. Rosemary Henderson. Special subcommittees involving other leaders will be utilized to address specific tasks.
- HOW? An assessment of community needs is being made, in order to determine those characteristics the Thomas County community demands of its public school graduates. Findings will help us to recognize the status of our present program in relation to the improvements needed.

Additional Comments:

The success of the pilot school program is dependent upon the active, willing participation of professional staff, students, parents, and community members. Individuals should feel free to communicate their suggestions regarding the program to members of the Pilot School Steering Committee.

PROJECT PIRATE

- WHAT? Project Pirate is a reading center where students' reading problems are diagnosed and every effort made through individualization and small group activities to correct deficiencies and improve strengths.
- WHY? This project grew out of a comprehensive needs assessment which indicated that the Language Arts Department was a high priority area for curriculum reorganization.
- WHERE? Project Pirate is located in Magnolia Middle School, seventh and eighth grades. The target students are those who are not reading to their expectancy level.
- WHO? Initially, the entire faculty was included in the needs assessment. Earl Williams, Principal, and Gary Cullens, Assistant Principal, provided school leadership and support. Kloteel Lee, Language Arts Resource Teacher, Karen Van Landingham, Reading Teacher, and numerous consultants worked together in the project planning and implementation.
- HOW? After the Needs Assessment and subsequent planning, physical surroundings of the Home Economics labs were changed. A sea theme was used. We now have Ship Rec (Reading Enrichment Center), Pirates' Cove, and Divers' Den. A big goal was to change the attitude of many students toward reading.

ADDITIONAL COMMENTS:

Test data have indicated that progress is being made. Attitudes have changed. Parents are now requesting that their child be allowed to take reading. One of the most exciting things is that we have many students requesting that they be allowed to take reading.

PROJECT PIRATE: Update

The Students' Circus

Everyone loves a circus, even the sea-faring buccaneers of Project Pirate.

These able-bodied pirates, under the direction of Mr. Gene Harper, Thomas County Art Consultant, made animals with heads of papier-mache and cloth bodies. Skits were written and the buccaneers performed at seven different schools.

Incentives in Divers' Den

Treasures abound on the auction block in Divers' Den. Bidding is fast and furious for prizes donated by Thomasville merchants. Reading pirates buy these treasures with points earned by skills mastery.

READING MANAGEMENT

- WHAT? Reading Management -- the key to individualization is an effective management system.
- WHY? Based on the premise that not all students are ready to learn the same things at the same time and at the same rate, our reading management program was developed around the following four principles:
1. Instruction must be provided for all students on their instructional levels.
 2. Mastery of skills must be accomplished for every student at all levels.
 3. Correction of learning problems must occur when they first appear.
 4. Independent learning habits must be developed with all students.
- WHERE? Thomas County Schools grades K-8
- WHO? Eleven reading resource teachers, classroom teachers and aides coordinated by Frances Hallman, County Reading Coordinator.
- HOW? ESAA Project impetus -- Teachers were responsible for its implementation and success. The classroom teacher works directly with students in the regular classroom setting. With the assistance of the reading resource teacher, the teacher diagnoses student needs, prescribes, and designs large and small group activities. Intensive, short-range remediation for students is given by the resource teacher in the reading center. Aides work with the classroom teacher and reading resource teacher. The reading coordinator works closely with the reading resource teachers, meeting every Wednesday afternoon, in the implementation and continual evaluation of the Reading Management program.

R.O.M.E.

Since its September, 1973 inception as an ESEA Title III developmental project in Thomas County, the central objective of Project R.O.M.E. (Results Oriented Management in Education) has been (1) to identify and develop competencies needed by school principals to operate a successful educational program; (2) to validate these competencies against meaningful school outcome measures, such as student and teacher perceptions of the school climate-learning environment, student achievement, and average daily attendance, and (3) to use the pool of validated competencies as the future building blocks of a more job-related preparation and staff development training program at both the college/university and local system levels.

Since 1973 Project R.O.M.E. has collected validity data from approximately 105 Georgia elementary and secondary schools, 7000 students, and 1200 teachers, making it the largest administrative research project ever undertaken in the United States. Moreover, through the ROME-FOCUS training program located on the Valdosta State campus, over 31 practicing administrators in four South Georgia school systems have used selected competencies to solve local problems.

Valdosta State will continue this experimental training effort during the 1977-78 school year with approximately 120 other school principals located throughout the state. Hopefully, the end result of improved school management will be seen in the general improvement of schools as places for children to effectively and efficiently learn new and exciting things about themselves and the world in which they will live and prosper. All Thomas Countians can be proud of this project which had its roots in the Thomas County School System.

Project Director: John R. Clark

A SCIENCE-ORIENTED CAREER GUIDANCE SYSTEM
FOR THE PHYSICALLY HANDICAPPED

In anticipation of submitting this project, a national telephone survey was conducted to determine the need for developing a career guidance system, including appropriate materials for use by field counselors and public school counselors and rehabilitation specialists who work with the physically handicapped. Almost without exception, these institutions, agencies and individuals stated that such materials are currently non-existent and, further, that they could act as an indispensable data base from which many other guidance services could evolve.

Therefore, the central purpose of this project is to design, produce and field-test a career guidance model which will encourage and assist physically handicapped individuals to undertake careers in science. The target population in this proposal includes persons with visual, hearing and orthopedic impairments. An approximate total of 200-300 Scientific career briefs will comprise the data base from which all materials and service strategies will evolve.

The hub of this innovative model will include a set of career guidance materials which are appropriately aimed at the specific categories of handicapped and whose content and format have been verified and endorsed by the project's Science Advisory Board. This board will be comprised of twenty-five disabled scientists, three nationally recognized science educators, and experts in vocational rehabilitation drawn from the Georgia Department of Human Resources.

The project will operate through five phases: (I) Research and Planning, (II) Media Production, (III) In-Service Training, (IV) Field Testing, and (V) Evaluation.

Products will include: (A) a verified compendium of handicapped science careers, (B) a status assessment of public and private recruitment and training practices, (C) ten color filmstrip/sound presentations depicting disabled scientists on-the-job, (D) an audio and braille library for the visually impaired, (E) a color video tape public service announcement on science careers for the handicapped, and (F) a printed and distributed brochure describing science career possibilities for the physically handicapped.

SPECIAL EDUCATION IN THOMAS COUNTY SCHOOLS

Philosophy of the Special Education Program

Educational programs within the Thomas County School System attempt to provide for the individual needs of all students, including those with special learning needs. It is recognized by the Superintendent and the Board of Education that it is highly desirable to provide educational programs for all children in accordance with the belief that each child should have an opportunity to develop in every way--mentally, physically, socially, and spiritually.

It is the policy of the Thomas County Board of Education to provide quality educational opportunities for its students. In the area of Special Education, this responsibility is carried out through the resources of the public school systems and other public and private child service agencies.

Educational Goals of the Special Education Program

The goals of Special Education programs and services in the Thomas County School System reflect the need of exceptional children and adults to be participating members of their community. This is necessary in order for the exceptional individual to make significant and realistic contributions to his/her community according to the individual's unique potentials and abilities.

Thomas County Schools recognizes and accepts the responsibility to provide access to a comprehensive educational program which will support the individual's efforts to achieve economic efficiency, civic responsibility, self-realization, and human relationships. These are basic goals of education for every student. The extent and degree to which they are achieved will vary, depending upon the individual's specific abilities.

A Comprehensive Plan for Special Education in the Thomas County Schools

In accordance with the Adequate Program of Education in Georgia and Public Law 94-142, the Thomas County School System has developed a long-range Comprehensive Plan for Special Education (with provisions for annual updating). Information about the Comprehensive Plan can be obtained by contacting Mrs. Rhett Singletary, Special Education Coordinator.

SPECIAL EDUCATION (Continued)

Educable Mentally Retarded

The educable mentally retarded child is one who, because of limited intellectual functioning, has significant limitations in his educational development and is not able to achieve in a regular educational program. The educable mentally retarded will usually have an intellectual ability of approximately one-half to three-fourths that of the normal child of comparable chronological age.

EMR classes in our system serve all school age children who are eligible for this program. There are 7 teachers.

Chappelle School	Ages 6-10
Magnolia School	Ages 11-14
Central High	Ages 14 and over
Pavo School	Ages 6-13 (Resource)

Trainable Mentally Retarded

The trainable mentally retarded (TMR) will usually have an intellectual ability of approximately one-third to one-half that of the normal child of a comparable chronological age-- IQ range 30-35 to 50-55.

TMR classes serve all school age children who are eligible for this program. Students attend the cooperative TMR Center at Dunlap School. Thomas County employs one teacher for this program.

Visually Impaired

Such children include totally blind children and those with visual handicaps which may result from congenital defects, eye diseases, injuries to the eye and poor eye coordination.

An itinerant teacher is shared with Thomasville system to serve our system.

Hospital/Home Instruction

Those who have a medically diagnosed physical condition which is non-communicable and restricts him to home or a hospital for a period of time which will significantly interfere with his education.

Multi-Handicapped

Children of educable mind but whose body functions or members are so impaired, from any cause, that they cannot be adequately or safely educated in the regular classes of the public schools without the

provision of special education services.

School age multi-handicapped children in our system receive services at Dunlap School through a program which serves three systems.

Preschool multi-handicapped children are served at The Children's Center in Ochlocknee.

Behavior Disorders

Behavior disorders include the emotionally disturbed child who is chronically unable to make or maintain a set adjustment to his everyday surroundings or to the forces within himself.

Seriously emotionally disturbed children are served by the Children's Center. These include preschool and school age.

Juvenile offenders are served at the Community Treatment Center.

Hearing Impaired

Such children include those whose hearing is impaired to such an extent that it interferes with their educational program unless special services are provided.

School age and preschool children are served by the Children's Center.

Speech Impaired

Speech is defective when it deviates so far from the speech of other people that it calls attention to itself, interferes with communication, or causes its possessor to be maladjusted.

Three speech therapists provide itinerant services system-wide.

The Preschool Speech and Language Program provides therapy for children ages 3-5. Two teachers are employed.

Gifted

These are identifiable youth who because of exceptionally high mental ability and/or because of outstanding talents need special services in order to realize their full potential.

Explo! is a resource program for grades 4-6 system-wide. Seventh and eighth graders participate in a special language arts program at Magnolia. The Honors Program at Central serves grades 9-12.

Learning Disability

The term "children with learning disabilities" means those children who have a disorder in one or more of the basic physiological processes involved in interpreting or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, speak, read, write, spell, or do mathematical calculations.

LD classes in Thomas County Schools serve eligible children in five schools. There are six teachers serving Chappelle, Garrison-Pilcher, Pavo, Boston, and Central.

Project ACTION

Please see entry entitled "Project ACTION".

SPECIAL EDUCATION: COOPERATIVE PROGRAMS

Over the past few years, there has been an increase in special education programs which cut across system lines. This has enabled our system to provide services for children who are in low-incidence categories of exceptionality. These cooperative programs have eliminated gaps in services as we move toward our goal of providing appropriate educational programs for all handicapped children.

Program	Children Served	Cooperating Agencies
Seriously Emotionally Disturbed	Preschool and School Age	*SWGPEC
Multi-Handicapped	Preschool	SWGPEC
Hearing Impaired	Preschool and School Age	SWGPEC
Psychological Services	Preschool and School Age	SWGPEC
Multi-Handicapped	School Age	Thomas County Schools Thomasville City School Grady County Schools
Trainable Mentally Retarded	School Age	Thomas County Schools Thomasville City School Grady County Schools
Visually Impaired	School Age	Thomas County Schools Thomasville City School
Preschool Speech and Language	Ages 3-5	Thomas County Schools Thomasville City School
Juvenile Offenders	Adolescents	Community Treatment Center Thomas County Schools Thomasville City School

*Southwest Georgia Program for Exceptional Children serves seven school systems in this area

THOMAS COUNTY SCHOOLS
SPECIAL EDUCATION SERVICES

	TMR ◯ (Trainable Mentally Retarded)	EMR ▲ (Educable Mentally Retarded)	BD ▲ (Behavior Disordered)	SLD ▲ (Specific Learning Disability)	HI ◆ (Hearing Impaired)	VI ◻ (Visually Impaired)	MH ○ (Multi-Handicapped)	HH ▲ (Hospital Home-Bound)	SI ▲ (Speech Impaired)	GIFTED ▲
CENTRAL	↑	2 Teachers	← PROTECT ACTION →		↑	↑	↑	↑	↑	Honor Courses Regular Classroom Teachers
MAGNOLIA	↑	2 Teachers	*	*	↑	↑	↑	↑	↑	Seminar Program Reading Center
CHAPPELLE	↑	1 Teacher	*	1 Teacher	↑	↑	↑	↑	↑	EXPLO! (G.P.)
GARRISON-PILCHER	↑	Students Served at Chappelle	*	1 Teacher	↑	↑	↑	↑	↑	EXPLO!* Grades 3-5 1 Teacher
BOSTON	↑	Students Served at Chappelle	↑	1 Teacher (K-1)	↑	↑	↑	↑	↑	EXPLO!* Grades 3- (G.P.)
PAVO	↑	1 Teacher	↑	1 Teacher	↑	↑	↑	↑	↑	EXPLO!* Grades 3- (G.P.)

- ▲ -- Services delivered independently by Thomas County Schools
 ◻ -- Services delivered cooperatively with Thomasville City system
 ◆ -- Services delivered cooperatively with Grady County and Thomasville City systems
 ○ -- Services delivered by Southwest Georgia Program for Exceptional Children
 * -- Indicates gaps in services

The THOMAS COUNTY EDUCATION ADVISORY COUNCIL (T.C.E.A.C.) represents areal opportunity for parents, teachers, citizens, students, and school personnel to become mutually informed and to jointly participate in the process of determining the path of the Thomas County Schools and the educational experiences of the children of Thomas County.

The T.C.E.A.C. is intended to be a functioning component of the Thomas County School System, not a perfunctory one. Its basic purposes are to participate in the decision making process by advising the Superintendent and his staff in matters pertaining to the community and schools, to serve as a resource of ideas and information, and to provide liaison between the schools and community (thereby fostering better communications and improved relations). In short, its expressed purpose is to work cooperatively with the school system and the community so as to continually promote and improve communications and understanding between the two in the interest of providing the best possible education and the best possible physical, emotional, mental, social, and spiritual atmosphere and environment for the children of Thomas County.

The T.C.E.A.C. consists of twenty members, selected in accordance with the following criteria. Members from the community (12) include parents of Thomas County Schools students, community residents without children in (public) school, persons from each geographical area of the county, and civic/business leaders in the community. Members from the school system (8) include a principal, two teachers, two high school students (grades 10-12), two system representatives, and the Chairperson of the Thomas County Board of Education.

The Council meets on a regularly scheduled basis. Its current officers are: Mrs. Judi Corbin, Chairperson; Mr. Earl Williams, Vice-Chairperson; and Mrs. Evelyn Vonier, Corresponding-Recording Secretary.

Inquiries about the T.C.E.A.C., requests for the T.C.E.A.C. Handbook, nominations of individuals for membership when vacancies occur, and the like, should be addressed to the Council officers or to the Director of Program Planning, Thomas County Schools.

TITLE I, ESEA

- WHAT? Title I is a compensatory education grant for the educationally disadvantaged student in the areas of Reading/Language Arts and Kindergarten.
- WHY? Students require supplementary, regular, and intensive remedial and/or readiness skills in order to better function in the learning process.
- WHERE? Title I programs in Reading/Language Arts function in grades 1-8 in all schools except Central High. The Title I Kindergarten program is interfaced with the State Kindergarten units at Pavo and North Boston. At Garrison-Pilcher, there are three Title I Kindergarten classes housed in a four-room, specially designed center.
- WHO? Thirteen teachers and twenty-nine specially trained aides are employed by Title I funds. Six-hundred eight target students are served in the Reading/Language Arts program, and one-hundred fifty-two Kindergarten aged youngsters are provided readiness skills. These students are selected from the bottom 25 percentile of the Metropolitan Achievement Test or from a specially designed readiness test. The lower the student's score, the more likely are his chances to be accepted in the Title I program.
- HOW? The Reading/Language Arts program is an individualized diagnostic-prescriptive approach. The Title I Kindergarten program approach is through a comprehensive multi-disciplinary approach outlined in the Thomas County Kindergarten Guide.

Additional Comments:

Evaluation results indicate that Title I students show a significant gain in Reading/Language Arts and Readiness skills after being exposed to the Title I program.

TREASURE ISLAND

- WHAT? Treasure Island in Pavo School is a high interest program, including reading centers, library, learning disabilities classroom, and special education classroom.
- WHY? This center was designed to remove the stigma usually associated with remedial or special instruction. The attractive surroundings make it an inviting place for children to work.
- WHERE? Treasure Island is located in Pavo School (grades K-8). Students selected for the reading centers are those students who are not reading up to their expectancy level.
- WHO? Ward Manley, Principal, provides school leadership and support. A reading resource teacher, Title I reading teacher, LD teacher, Special Education teacher, librarian, and aides work to provide an effective program. "Aesthetic appeal" is provided under the leadership and assistance of Gene Harper, County Art Coordinator.
- HOW? Students participating in the program are involved in the regular school program most of the day. They work in Treasure Island on a regularly scheduled basis. For one example, see the attached "The Seagull Reading Program", which constitutes a part of the Treasure Island Program.

Additional Comments:

Test data indicate progress is being made. Positive changes in student attitudes are very exciting.

THE SEAGULL READING PROGRAM

(A Pavo School Innovation)

During the 1975-1976 school year, the Pavo School's instructional reading staff recognized the need to develop a remedial reading program which would meet the individual needs of sixth, seventh, and eighth grade students. Believing in the adage, "You can lead a horse to water, but you cannot make him drink", they formulated the problem as one of making these older students want to "drink". In fact, the staff saw this as a problem of making them so thirsty that they would want to come to reading class and would be eager to participate. In this way, too, the "stigma" connected with having to take a reading class would be removed. The resulting program was implemented during 1976-1977.

It was easy enough to set up an individualized program of reading, using the Fountain Valley Teacher Support System as the guide and the world of materials on hand in the existing reading center. Each child's weaknesses were determined and, taking one skill at the time, each was given an individual plan of work. Each student stated on his Plan of Work (P.O.W.) Sheet the skill on which he was to work. Now must come the incentive!

As the teacher held individual conferences with children and as it was determined the student knew the skill on which he had worked sufficiently to move to another skill, points were given according to the amount of work done and the efficiency with which it was done. At the end of a certain period, points were counted and the amount each student had earned was determined.

At this point the Art Department was called in. Gene Harper, the county art supervisor, designed "money" which was printed by county personnel in denominations of one, five, ten, twenty, fifty, and one-hundred dollar bills. Students were "paid" according to points earned. This money could be used to shop on certain days designated as shopping days. Merchandise for the store came from wherever it could be gathered. Some sources were shop-worn or low-sell items from stores in the Pavo area, garage-sale items that didn't sell, results of clearing out teachers' desk drawers and closets, and items purchased new with money supplied by a cooperative principal.

Then came the problem of students having money left over from one shopping day to another. To solve this, the program staff organized a bank, complete with deposit slips and checkbooks, designed and produced again by a kind, willing art consultant and printing department.

Evaluation? Students can readily be observed choosing to attend reading, although changes in the schedule provide opportunities to miss class. Enthusiastic shoppers at the store and at auction time also tell the story. Students have to be "chased" out of the classroom almost daily, to make room for the next group. Points earned are also used by the teacher in determining grades. Certainly, this seems to be a valid instrument for evaluating, since it measures how much time was used and how material was covered.

* * *

Program Leader: Mrs. Rosalyn Herndon

SYSTEM-WIDE INFORMATION

Board of Education

H. P. Chastain, Chairperson
D. H. Gordon
R. M. Highsmith
M. N. Parramore
J. C. Stephenson
J. W. Thompson
R. B. Vonier

Superintendent of Schools

E. R. Cone

Principals (School/Grade Levels/Approximate Enrollment)

Abbie Barnes	North Boston	K - 5	260
Wayne Smith	Garrison-Pilcher	K - 5	1425
Glenn Hobby	Chappelle	6	375
Ward Manley	Pavo	K - 8	425
Earl Williams	Magnolia	7 - 8	775
Wallace Childs	Central	9 - 12	1500

Thomas County Education Advisory Council

Judi Corbin	Chairperson
(Vacant)	Vice-Chairperson
Evelyn Vonier	Corresponding-Recording Secretary

SYSTEM-WIDE PERSONNEL (County Offices Complex)

Superintendent's Office

Constance Clark	Bookkeeper
Joanne Futch	Director of Instruction (Staff Development)
Carol Gerald	Receptionist
Frances Hallman	Reading Coordinator
Dorothy Harris	Visiting Teacher
Grant Plymel	Administrative Assistant (Projects Control; Aides)
Harold Pullen	Administrative Assistant (Personnel; Maintenance)
T. J. Runkle, Jr.	Director of Program Planning (Title IX Coordinator)
Estella Sanford	Migrant Terminal Operator
Bobbie Sawner	Office Manager
Rhetta Singletary	Coordinator of Special Education
Dave Thomas	Migrant Coordinator
Sherri Vinson	Secretary

Computer Center

Dean Bertschy	Machine Operator
Patricia McMahon	Keypunch Operator
Herb Sawner	Director

Title III Building

Fannie Banks
Neal Berger

John R. Clark
Edwina Hallman
Biff Hobbs

Gary McClain
Doris McLendon
Terence Thompson

Secretary
Director of N.S.F. Project
(Title I Coordinator)
Director of R.O.M.E.
P.A.C. Coordinator (Title I)
Coordinator, Georgia HI-JIVE
& Special JIVE
Community Education Coordinator
Secretary
Coordinator of N.S.F. Project

Media Production Center

Judy Bryant
Deborah Duncan
Sherman Hall

Gene Harper
Lamar Wilson

Printing Layout
Printing Typist
Director
(Vocational Education Coordinator)
Coordinator, Art
Printer

Warehouse (Purchasing)

Jacki Demsher
Byron Glover
Robert Parrish
Merle Smith

Purchasing Agent
Warehouseman
Director of Transportation
Secretary

Athletic Warehouse

James Barrett
Lisa Cooper

Warehouseman
Secretary

Maintenance

H. F. Smith

Supervisor

Bus Garage

Ausburn Rollins

Chief Mechanic

Other System-Wide Personnel

Deborah Elmore
Gerald Franklin
Marcy Hobbs
Ann Massey
Sharon Steele

Joseph Thomas
Barbara Willis
Karen Willis

Speech Therapist
Speech Therapist
Itinerant L.D. Teacher
Itinerant L.D. Aide
Adult Basic Education Teacher
(Adult Learning Center)
(Elem.) Career Guidance Teacher
Speech Therapist
Pre-Elementary Resource Teacher

Area Vocational High School

(Shared with Thomasville City Schools.)

W. C. Herndon

Supervisor

POSTSCRIPT

In putting together this document, we have attempted to include brief descriptions of as many of the exciting, innovative, and "different" programs, projects, and activities as space and time permitted. However, the list is certainly far from being complete.

We anticipate revising "Moving On!" again next August. If you wish to have information included on some other aspect of Thomas County Schools in the next (1978) edition, please let us know by early next summer. Notify either Joanne Futch or T. J. Runkle, Jr., at the County Office Complex.

This year's "Moving On!" has been published with funds from the Thomas County Schools' grant for Comprehensive Planning.

The descriptions contained in the document were written by various staff people. We wish to thank each individual for his/her assistance!

