**Mission Statement**

Terrell Middle School will promote a learning community that encourages students to be successful in a global society while providing students with a wealth of knowledge in utilizing technological resources to realize their ultimate potential.

**Vision Statement**

Terrell Middle School prepares students for future opportunities by developing an environment that promotes self-discipline, motivation, and academic excellence.
Terrell County School System
Student Agreement and Parent Permission for
Use of Technological Equipment

Terrell County School System established by policy and in its procedures and rules, as stated in the Student Handbook, the following guiding principles for the use of its technological equipment. School staff will be responsible for monitoring students’ use of technological equipment.

Students may use any school computer system for academic purposes only and in a reliable, responsible manner. They will observe all rules and restrictions. They will turn equipment on or off only as instructed. They will not use their own CD, DVD, or software in school equipment. Certain activities are prohibited in accordance with The Georgia Computer Systems Protection Act. These include, but are not limited to the following:

- Sending or displaying messages or pictures generally considered to be offensive
- Using obscene language
- Harassing, insulting or attacking other users
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using or revealing someone else’s login/password
- Trespassing in another person’s or organization’s computer based folders, work, or files
- Intentionally wasting limited resources
- Using school equipment for commercial purposes or private gain

The generally recognized rules of etiquette for network and internet use will be followed. These include, but are not limited to the following:

- Being polite to other users
- Using appropriate language and avoiding swearing or the use of vulgar language or any other inappropriate language, pictures, or sounds
- Respecting the privacy of personal addresses or telephone numbers of other users
- Recognizing that e-mail on school networks is not private and may be monitored by administrators
- Refraining from any activity that would disrupt the work of others
- Considering all communications and information accessed via the network or internet to be private and copyrighted
Terrell Middle School, 2015-2016

Terrell County School System
Procedures and Rules
Use of Technological Equipment in the Schools

Technology, including access to the internet, offers vast, diverse, and unique resources to both students and staff. Use of school networks and access to the internet will provide access to unique worldwide curriculum resources and opportunities for collaborative work. The goal of the Terrell County School System is to provide students and staff access to these services will promote educational excellence.

The use of schools’ computer resources for academic purposes and to access the internet is a privilege for staff and students, and as such, is conditional upon the individual’s compliance with any and all state and federal laws, school regulations, and the exercise of good manners. Inappropriate use may result in cancellation of those privileges and conduct in violation of Terrell County School System policies or regulations may also result in disciplinary proceedings. Furthermore, violation of state, federal, or international laws may result in criminal and/or civil prosecution. The system administrators may suspend or revoke privileges at any time deemed necessary. Severe or repeated offenses by users will result in disciplinary action as provided in the system’s policy on discipline.

Procedures

The following procedures for use of technological equipment for academic purposes and for accessing the Internet will apply to staff and students as noted:

1. Students and staff must read a statement of school system procedures and rules and sign an agreement to abide by those procedures and rules. If a student is a minor, then a parent or guardian must also sign the form to authorize the student to use the facilities. The form must be on file at the school prior to using the school’s technological equipment.
2. Access time will be controlled by classroom teachers and media personnel.
3. Students will log-in to computers using only their assigned password and will log-off properly when finished.
4. Students will not turn equipment on or off unless instructed to do so by a staff member.
5. Staff will be responsible for monitoring students’ use of technological equipment.

Rules

The following rules apply to staff and students:

1. Students and staff will comply with the Georgia Computer Systems Protection Act (1991) which establishes certain acts of computer fraud or abuse as punishable crimes. The law prohibits acts such as, but not limited to the following:
   - Sending or displaying offensive messages or pictures
   - Using obscene language
   - Harassing, insulting or attacking other users
   - Damaging computers, computer systems or computer networks
   - Violating copyright laws
   - Using another person’s password
   - Trespassing in another person’s or organization’s computer, based folders, work, or files
   - Intentionally wasting limited resources
   - Employing the equipment or
the network for commercial
or personal purposes

2. Students will not use their own CD, DVD, or software programs on
any school computer.
3. Students and staff may use school computer systems to
print or transmit academic materials or school related
communications only.
4. Students and staff will not send, receive, nor display text,
graphics, or sounds which may be reasonably
construed as offensive to others.
5. Students and staff will not engage in chat activities
which could harass, libel, or slander another user.
6. Students and staff will not use schools’ technological equipment for
commercial gain nor for illegal activities.
7. Students and staff will not use schools’ technology equipment for any
social media nor will they use their own technology during the school
hours or functions.

STUDENT CODE OF CONDUCT

I. PHILOSOPHY OF DISCIPLINE
The Terrell County Board of Education is committed to providing quality education to
all students in the most orderly manner. The focus of educating the youth of Terrell
County for citizenship is not confined to the classroom curriculum. The code of
student conduct has been developed to help students gain the greatest possible
benefit from all school experiences. It defines the rights and responsibilities of
students attending the Terrell County Schools. This code applies to every student
who is under the authority of the Terrell County School System and shall be in effect
on school property, school-sponsored events, school bus stops, and on school buses.
Schools must teach by example the shared values of a civilized social order and
develop a positive school climate. Students, parents, and school working together
will promote acceptable behavior and maintain a safe atmosphere where students
can learn. The consequences of student actions that disrupt the learning process are
also clearly stated.

II. Roles of Students, Parents and School System
The Code recognizes the need for a cooperative relationship between students,
parents, and the school system in order for instruction to occur in a safe
environment. To assure success, students, parents and the school system all have
responsibilities.
Students are expected:
* To attend all classes daily and be on time
* To be prepared for class by having appropriate working materials
* To respect individuals and property
* To refrain from saying profane or inflammatory statements
* To contribute to a safe alcohol free and weapon free environment
* To be responsible for their own work
* To use appropriate, responsible behavior at all times

Parents are expected:
* To show interest in their child’s’ progress and work with school
  personnel to solve any behavioral and academic problems
* To ensure that their child is in daily attendance and
  report and explain any absence to the school
* To assist their child in being well - groomed, neat, clean and follow the
  dress code
* To bring the attention of the school authorities any conditions which affect
  their child or other children as members of the school community
* To maintain up-to-date information at the school, including telephone numbers, addresses, and health information
* To inform the child of the school’s rules and to support the administration of discipline for violations of the Code of Student Conduct

School System is expected:

- To provide and maintain a safe environment which will encourage positive behavior and learning
- To exhibit an attitude of respect for students
- To plan a flexible curriculum to meet the needs of all students
- To promote effective training on discipline based on fair and impartial treatment of all students
- To develop a good working relationship among staff and students
- To encourage open communication among students, parents, community and school personnel

III. Informal Disciplinary Action Emphasized In The Code

A major consideration in the application of the Code is that the most appropriate disciplinary action taken by school officials is the LEAST EXTREME MEASURE that can resolve the discipline problem. Teachers and administrators strive to use a variety of informal disciplinary/guidance steps prior to formal disciplinary action. Early parent contact and involvement is expected. Informal methods:

* Teacher-student conference
* Teacher-parent conference
* Counselor-parent conference
* Counselor-student conference
* Administrator-student conference
* Administrator-parent conference
* Administrator-student-teacher conference
* Administrator-student-parent conference
* Administrator-parent-teacher conference
* Administrator-parent-student-teacher-conference
* Referral to Student Services, i.e. Counselor, Social Worker
* In-class disciplinary action
* Time-out
* Referral to Student Support Team/Team meeting with student

Referral to Alternative Program:

When less severe strategies seem inappropriate or when all school strategies have been exhausted, a principal may refer a student to the tribunal for placement in the Alternative Program, if grade appropriate. This referral is in lieu of a recommendation for expulsion. Students entering the Alternative Educational Program after ten days have passed in a grading period shall be required to remain for the duration of the next grading period unless otherwise specified by the tribunal hearing committee. Students will not return to regular school until positive behavioral changes occur. Misbehavior at Alternative School can result in recommendation for expulsion or suspension.

Note: Parents are responsible for transporting students to and from the Alternative School.
**Alternative Program Probationary Status:**
Any student released from the Alternative Program will serve the remainder of the school year on probationary status. Continued violation of school rules will result in the student returning to the Alternative Program to serve a period of not less than forty–five days or a semester grading period.

**Corporal Punishment:**
**Note**: No form of corporal punishment (which includes but is not limited to paddling, striking or hitting) will be used in the Terrell County School System.

**Referral to Intervention Programs:**
School officials may recommend certain intervention programs in conjunction with appropriate disciplinary action.

**Disciplinary Hearing:**
A school principal may request a disciplinary hearing before a tribunal. This is the most serious disciplinary step available that could result in expulsion. If expelled, it denies the student attendance in any and all programs of the Terrell County Schools for a period of time as designated in policy. Administrative procedure, detailed in “Rules Applicable for Expulsion” will be followed.

**Law Enforcement Involvement:**
Law enforcement agencies can be contacted at the discretion of the school if criminal activity occurs on campus, if disruption is excessive, or if chronic truancy is a problem. **Law enforcement agencies must be notified (without exception) in situations involving weapons, alcohol, or drugs.** The administration will contact law enforcement agencies if required. It is the desire of the Terrell County School System that all students should have every possible opportunity to take advantage of the instructional programs offered in Terrell County. Whatever distracts from a favorable learning environment lessens that opportunity.

The purpose of these disciplinary procedures is to ensure that all students are well aware of the actions that violate school rules and of the consequences of such behavior. Those who commit such violations take away from themselves and others the educational opportunities which all students have a right to.

The rules listed in the attached pages apply to all students’ grades 6-8 as outlined. The school principal has the discretion to use a lesser penalty. **It should be pointed out, however, that this list is not all-inclusive and, as such, a student committing an act of misconduct not listed will nevertheless be subject to the discretionary authority of the principal.**

Parental involvement through conferences is the most desirable avenue for correcting behavioral problems and will be used when possible. Conferences may stand alone or may be used in conjunction with other forms of discipline. Other disciplinary actions subject to the discretion of the principal may include any or all of the following: conferences, referral to Student Support Team, detention, work assignments, suspension of privileges, placement in the Alternative School, suspension at home, in-school suspension, or referral to law enforcement personnel.

Notwithstanding the recommended dispositions contained in these rules, a principal may refer a student to tribunal for disciplinary action arising out of the violation of any of these rules. Upon such referral, the tribunal may take such action, after proper notice and hearing, as it shall deem appropriate in the premises, including suspension and/or expulsion.
The rules set forth in this document are directed toward the entire student body. However, because of legal ramifications, certain identifications, certain identified special education students may be subject to separate disciplinary actions.

**Discipline of Students with Disabilities when a Change in Placement is Proposed**

When a school official is considering a disciplinary action with a special educational student which may constitute a “significant change in placement”, the IEP Placement Committee will convene prior to the time that the proposed exclusion becomes a significant change in placement.” The IEP Committee will determine whether the student’s misconduct is a manifestation of the student’s disability. The purpose of the IEP committee is not to decide whether the student knew right from wrong but whether the behavior was a manifestation of the disability.

(A) If it is determined that the misconduct of the student is a manifestation of the student’s disability, the IEP Committee will continue to review to determine whether the student’s current educational placement is appropriate.

(B) If it is determined that the misconduct of the student is not a manifestation of the student’s disability, the IEP committee will refer the student to the school administration for appropriate action.

When the IEP committee proposes a change of placement for disciplinary reasons, the committee will provide notice to the student and his/her parent or guardian for the right to request a due process hearing if they disagree with the determination. **When a student with a disability presents an immediate threat to the safety of himself/herself or others, the student will be removed or excluded immediately.** A meeting to determine whether the misconduct is a manifestation of the student’s disability will be convened as soon as thereafter is practical.

**A student with a disability who is charged with using illegal drugs or alcohol or charged with the possession of a weapon is subject to the same disciplinary action as is applicable to other students for the same offense.** The due process safeguards described above do not apply to illegal drugs or alcohol or to the possession of a weapon; however, a change in placement must be made through a manifestation meeting.

**DISCIPLINE**

Sec 615(k)(1)(D) – A child with a disability who has been removed from the child’s current placement (irrespective of whether the behavior is determined to be a manifestation of the child’s disability) for more than ten days shall continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and (ii) to receive, as appropriate a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Any student with an IEP who is removed from an educational setting for more than ten days must continue to have access to participate in the general curriculum and to receive IEP services. In addition, a student in this circumstance must have a functional behavioral assessment either completed or updated, and a behavioral intervention plan developed or revised so as to prevent the behavior that caused the removal from the setting from recurring.
DISCIPLINE (160.4-7-.10) District personnel should follow specific procedures when they discipline students with disabilities. In this manual, removals of students by district officials refer to Out-of-school Suspensions (OSS), expulsions, or other disciplinary actions of students under the Individuals with Disabilities Education Act (IDEA). Questions concerning disciplinary actions for students with disabilities should be addressed with the administrator, the local special education director, or the Georgia Department of Education (GaDOE).

Disciplinary Actions of 10 School Days or Less, students with disabilities should be expected to follow the code of conduct. A student with a disability, who has an Individualized Education Program (IEP) in effect, can be removed to OSS, another setting, or an appropriate interim alternative educational setting (IAES), just as any other student without a disability can, for up to a total 10 school days, for violations of the code of conduct or school rules. The 10 days can be consecutive or cumulative and can occur during one school year. It is not necessary for the IEP team to meet when this occurs. Likewise, it is not necessary for a manifestation determination to be completed, a functional behavior assessment to be conducted, a behavior intervention plan to be developed, or for any special education services to be provided if the removal is for 10 or fewer school days in the school year.

Sec 615(k)(1)(E) Manifestation Determination. Within ten (10) days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and the relevant members of the IEP team (as determined by the parent and the local educational agency) shall review all the relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine-(1) if the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or (II) if the conduct in question was the direct result of the local educational agency’s failure to implement the IEP.

The relevant members of the IEP team must make a manifestation determination within ten days of the decision to remove a student from the current educational placement. The team must consider all relevant information as determined by the parents and the local system. There are two questions when considering manifestation of disability; (1) was the behavior directly related to the child’s disability (ies) and (2) did the local system fail to implement the IEP (especially the behavior intervention plan) and if so, was the failure to implement the cause of the conduct violation. When these questions are considered and answered with all relevant information, a manifestation determination can be made.

Sec 615(k)(1)(G) Special Circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child’s disability in the cases where a child...(iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or local agency.
Students may be removed to an interim alternative educational setting for up to 45 school days when behaviors occur that involve weapons, illegal drugs, or serious bodily injury. Note that the time period is now 45 school days. Serious bodily injury must have been inflicted on another person, not just threatened. The definition for serious bodily injury comes from US code, section 1365 or Title 28 and must involve (a) a substantial risk of death, (b) extreme pain, (c) protracted and obvious disfigurement, or (d) protracted loss or impairment of the function of a bodily member, organ, or mental faculty. School personnel may remove the student for one of these causes, but it is still the IEP team that determines the new setting for the student.

**Definition of Terms**

_Individual Education Program (IEP)_ - a written statement developed and implemented in accordance with all provisions of the law for each student with disabilities who is receiving or will receive special education. The IEP is an education and related services plan and not a binding contract.

_IEP Placement Committee_ - a committee to include a representative of the public agency, other than the student’s teacher, who is qualified to provide or supervise the provision of special education, the student’s teacher, one or both of the student’s parents/guardians, the student appropriate; and other individuals at the discretion of the parent or agency.

_Exclusion_ - the student is removed for disciplinary reasons from his current setting and offered instruction in a different setting (e.g., most in-school suspensions, home instruction, etc.) or is not offered instruction (e.g., out-of-school suspension or expulsion) or is denied a service provided to others (e.g., exclusion from the school bus).

_Significant Change In Placement_ - a proposed exclusion of the student with a disability is expelled or suspended for an indefinite period or for more than 10 school days.

_Enrollment_ - Students enrolling at TMS must meet _all_ of the following requirements in order to be considered as a full-time student.

1. Present valid Georgia immunization form.
2. Present previous school(s) academic record.
3. Present previous school(s) discipline record.
4. Present evidence of regular attendance.
5. Present evidence of residency.
6. Present a valid Georgia Eye, Ear & Dental Form

Admission can be granted on probationary status pending the verification of the above required information. The administration reserves the right to deny admission or alter placement based on the review of these required criteria.

**School Councils**

Recognizing the need to improve communication and participation of parents and the community in the management and operation of local schools, the General Assembly and the Terrell County Board of Education believe parent and community support are critical to the success of students and schools. The establishment of school councils is intended to help the board of education develop and nurture participation, bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other’s concerns, and share ideas for school improvement.

The management and control of public schools shall be the responsibility of local boards of education, and the school leader shall be the principal. School councils shall provide advice, recommendations, and assistance, and represent the community of parents and business. Seven school council members shall manage the property and business of the council. A majority shall constitute a quorum. School
council members must be individuals who are 18 years or older.
Members of the school council shall include:
1. Two parents or guardians of students enrolled in the school, excluding employees who are
   parents or guardians of such students. Parent council members shall be elected by, and
   from among the group they represent.
2. Two business persons, one who shall be selected by the Board of Education and one who
   shall be selected by the other five non-business members of the school council from the
   business community.
3. Two certified teachers, excluding any personnel employed in administrative positions, who
   are employed at least four of the six school segments at the school
4. The school principal is automatically appointed to the council. No
   election is required. The school principal holds office by virtue of
   his/her position as principal. The chairperson of the council should
   be the school principal.

TEACHER AUTHORITY
O.C.G.A.20-2-738 - Authority of teachers over classroom; procedures following removal of
students from classroom; placement review committees

A teacher shall have the authority to remove from his or her class a student who repeatedly or
substantially interferes with the teacher’s ability to communicate effectively with the students in
the class or with the ability of the student’s classmates to learn, where the student's behavior is in
violation of the student code of conduct, provided that the teacher has previously filed a report
pursuant to Code Section 20-2-737 or determines that such behavior of the student poses an
immediate threat to the safety of the student’s classmates or the teacher. The teacher shall file
with the principal or the principal’s designee a report describing the student’s behavior, in one
page or less, by the end of the school day on which such removal occurs or at the beginning of the
next school day.

A placement review shall be established at each school. A committee shall be composed of
three members, to determine the placement of a student when a teacher withholds his or her
consent to the return of a student to the teacher’s class.

The placement review committee shall have the authority to:
1. Return the student to the teacher’s class upon determining that such placement is the best
   alternative or the only available alternative; or
2. Refer the student to the principal or the principal’s designee for appropriate action. The
decision of the placement review committee shall be in writing and shall be made within
three school days after the teacher withdraws consent to the return of a student.
IDEA DISCIPLINE FLOW CHART

1. Is school’s proposed discipline a change in placement?
   NO: Impose discipline
   YES: Is the conduct a manifestation of student’s disability?
       NO: Tribunal
       YES: Do you impose discipline

2. Functional Behavior Assessment (FBA) already performed? Behavior Intervention Plan (BIP) in place?
   NO: IEP Team Performs FBA and/or Writes BIP
   YES: IEP Team reviews BIP, modifies as necessary to address behavior, including change of placement if appropriate. If FBA/BIP are new, reconsider if any change in placement is appropriate.

3. IEP TEAM considers change in placement
   - If parent agrees, change placement
   - If parent does not agree, “stay put”

4. Consider Due Process Hearing
   - If parent does not agree, “stay put”

5. Parent agrees; Implement BIP and/or change in placement

Terrell Middle/High School
OBJECTIVES OF Terrell Middle School

We believe that through effective teaching practices, parental involvement, and community support that the following goals are attainable. Our students will develop:

1. The mental, emotional, social and moral attitudes necessary for productive living to his/her fullest potential in a diverse technological society that should be safe, honest, and a healthy environment.
2. The ability to profit through research, analysis and evaluation of basic skills, critical and objective thinking.
3. The ability to profit from learning experiences which will enhance the aptitude, and ability to intelligently select and function in a career of his/her choice.
4. Respect for self and others, and the ability to live and work cooperatively.
5. The qualities necessary to be a part of the decision making process as a producer, consumer, and/or citizen.
6. A recognition and understanding of the respect for our American Heritage.
7. A knowledge of and an appreciation for music, art and leisure activities.

TERRELL COUNTY BOARD OF EDUCATION STUDENT POLICIES

The Terrell County Board of Education is committed to providing quality education for all students in the most orderly manner.

*All student behavior shall be based on respect and consideration for the rights of others. Every pupil is required to attend school punctually and regularly: to obey all rules of the school; to observe good order and manners; to be cordial to schoolmates; to refrain entirely from use of profane and obscene language; to be neat in person and attire.

In administering the discipline for violation of the rules set forth in these policies, school officials shall always consider the best interest of the school and the student involved, the proper functioning of the school and the safety and well being of all students and employees as effective means of emphasizing unacceptable conduct and the fairness of any disciplinary procedure shall always be considered, and discipline shall always be proportionate to the violation committed.

A. ATTENDANCE

A student shall not be absent from school or from any class or other required school activity unless he/she has written prior permission from the principal or designee except for illness or other providential cause. **A written excuse must be presented no later than 3 school days after the absence. Failure to comply will result in the absence being coded as unexcused and the student will lose the privilege of making up missed work.** Middle school students should give their excuses to their homeroom teachers. The homeroom teacher of middle school students will send the original excuse to Mrs. Moore.

No student shall encourage, urge, or counsel other students to violate this policy.

A student must attend class no less than 80 minutes to be counted present.

a) Absences for school-sponsored non-instructional activities in excess of the 10 authorized by GA DOE Rule 160-4-2-16 may be approved by the Principal for individual students in advance of the activity and if the activity is sponsored by the GHSA or a recognized educationally related local, state, regional, or national organization, or college visitation / scholarship competition. Students are not counted absent for participating in non-instructional activities (NI days), but are responsible for all assignments or makeup work.

b) Students must be in attendance for three full periods in order to be counted present and to participate in extra – curricular activities.
c) Students who accumulate more than 3 unexcused or excused absences within a nine weeks are subject to being reported to authorities under the provisions set forth by the Compulsory Attendance Law.

Absences and Make-up work
A student who has been lawfully absent will be provided the opportunity to make up work that has been missed. The work must be made up within five (5) student school days following the student's return to school, unless the length of absence warrants a longer period of time. In this case, the time allowed for makeup work will be at the discretion of the teacher. It is the student's responsibility to take the initiative in arranging for make-up work. If the student fails to make up the work, a grade of zero will be given for all graded work not made up. The student must get an excuse from the attendance clerk within three days of returning to school after an absence.

Excuses must be turned in to the homeroom teacher on the next school day. Days absent will be counted as unexcused. Students who don't bring excuses will not be allowed to make up work. Students who bring excuses must make arrangements within 3 days with each teacher to make up work. The homeroom teacher of middle school students will send the original excuse to Mrs. Moore.

**Students who will miss more than 3 days will have to provide documentation from a doctor, hospital, and/or healthcare provider. The documentation is required for make-up work and it must be completed by the deadline established by the teacher and/or administrator.**

Excused Absences - Excused absences are those designated by state law, State Board of Education policy, and Terrell County School Board policy. Student may be excused for the following reasons:

a. personally ill and when attendance in school would endanger their health or the health of others;
b. a serious illness or death in their immediate family necessitates absence from school;
c. mandated by order of government agencies, including pre-induction physical examinations for service in the armed forces, or by a court order;
d. celebrating religious holidays;
e. conditions render attendance impossible or hazardous to their health or safety;
f. registering to vote or voting, for a period not to exceed one day, and
g. serving as a page of the General Assembly.

However, students must make up all work to meet their educational needs.

Unexcused Absences – Non-school related activities are considered unexcused, per school board policy. Examples: family vacations, church trips, non-school athletic trips, family events, inclement weather that has not been designated by the Central Office as excused. The following, even with parental consent, are considered unexcused absences:

a. Truancies, working, missing the bus, over sleeping, shopping
b. Car not starting, getting senior pictures taken, keeping personal appointments
c. Visiting out of town, (unless excused prior to absence), college visit (unless excused prior to absence), needed at home

Excessive Absences – Any student who is absent for more than 6 days in any one nine weeks will be considered as having excessive absences.

Early Check-out and Early Check-in – When possible, medical and dental appointments should be made outside of school hours. If a student is being checked out for a doctor's appointment, a physician's note or appointment card is required to personally check out the student. Students must return with the excuse if not presented earlier. **Also, students cannot enter school at 11:00 or beyond with or without an excuse. The student has been counted absent for that day.**

Note: Phone calls to check students out will not be permitted. Students must be signed out by the person whose name appears on the designated sign out form as authorized by the parent or guardian.
Note: Phone calls to check students out will not be permitted. Students must be signed out by the person whose name appears on the designated sign out form as authorized by the parent or guardian.

An unexcused check-in or early check-out is defined as any time a student arrives late to school or leaves school for a reason other than those defined by the State Board of Education as an excused absence. A combination of four unexcused tardies and early check-outs will constitute a conference with the principal or admin designee.

160-5-.10 Truant – Any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

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

*** The most current and updated truancy law can be obtained from the Social Worker, Dr. Russia Sherrod at 229-995-4425.

Prolonged Absence Due to Illness – If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program.

In accordance with state law, all children between the ages of 6 and 16 are expected to be in regular attendance in some bona fide school unless their mental and physical condition justifies their being excused. The school social worker shall verify the enrollment of students attending private schools and be informed by principals, using methods designated by the superintendent, of those enrolled in the system’s schools. The school social worker shall also investigate all cases of failure to enroll, habitual absences by children of school age who are residents of Terrell County, and shall recommend appropriate action in governing attendance.

No student shall:
   a. Skip all day (Truancy)
   b. Skip class or required in-school activities
   c. Be tardy (Students who are late for class are tardy)
   d. Be tardy repeatedly

Detention

Teachers may issue student detention assignments after school to be served in their classrooms. Teachers must provide 24 hrs. written notice for detentions issued. If a student does not serve a teacher’s detention, they will be referred to the principal and/or designee. Referrals are due in the office by 8:00 A.M. Students who do not serve a teacher’s detention will lose connection with the school until parental conference and/or suspension. These absences will be unexcused.

CONSEQUENCES FOR CLASSROOM/SCHOOL TARDIES

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

Students who are habitually tardy are required to conference with an administrator.

4 tardies to school, class, or in combination will constitute a conference with an
administrator.

1st Offense................ Administrative -parent-student-conference
2nd Offense................ Detention Teacher, Parent and/or Administrative Conference
3rd Offense..................Chronic Disciplinary Plan and/or Parent Conference by administrator (Student may receive detention and/or suspension for each tardy after 2nd offense)

Note: A student is tardy if he/she is not in the proper room or building when the tardy bell stops ringing. If a student is tardy, he/she must be accompanied to the office by a parent and/or adult to sign in.

Late Bus- Students tardy or absent from a class because of a late bus will be counted Present and allowed to make up missed work.

General Attendance Rules:
Any student who is tardy or who must leave school prior to regular dismissal time must check in and out with the attendance office secretary.
If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her building principal. Students participating in a contest/event will attend school the full day in order to participate. Only the building principal/designee can make exceptions.

B. STUDENT DISCIPLINE
Teachers and principals have the authority to take customary and reasonable measure to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force, in the exercise of lawful authority to restrain or correct pupils and maintain order in the Terrell County School System.

Disciplinary Waivers
Note: During the discipline process, in circumstances the administration feels appropriate, the hearing process can be waived and a form will be provided and signed by the student, parent, and administrator. Placement will be agreed on at this time.
Note: The use of any form of technology which is used to make threats, vulgarities, or any other form of disruption is expressly prohibited. Criminal charges can be filed against any student who engages in this activity at school or at any other time.
Note: If a student’s education is interrupted for any reason he/she must apply for readmission with the principal. This could result in alternative placement which would be the prerequisite to enter regular school setting.
Note: Any student who is suspended from school or assigned alternative school cannot participate in or attend any school functions until the suspension or placement has ended. If this occurs the individual can be charged with trespassing. The principal may waive this restriction in unique situations.

CHRONIC DISCIPLINARY PROBLEM STUDENTS
Note: Students who accumulate 3 suspensions within a semester for the same conduct infraction may be assigned an alternative placement at the discretion of the administrator.
Students who accumulate 5 suspensions within a semester regardless of the conduct infraction may be assigned an alternative placement at the discretion of the administrator.

The students’ cumulative disciplinary record may be considered to determine proper placement of students during a disciplinary hearing.

The administration reserves the right to convene the tribunal at its discretion to hear evidence of student’s behavior that indicates a willful neglect of school policies and rules.

Senate Bill 31 mandates that any time a teacher or a principal “identifies a student as a chronic disciplinary problem student,” the principal must notify the parent of the student and invite the parent to observe the student in the classroom and attend a conference to develop a “disciplinary and behavioral correction plan.” “The school will request a conference with the parent prior to any student’s return from an expulsion or suspension.”

Level 1 Discipline is used for minor acts of misconduct that interfere with orderly school
procedures, school functions, extracurricular programs, approved transportation, or a student’s own learning process. Students may be disciplined by the professional staff member involved.

**Level 2 Discipline** offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety or well being of others. Consideration of necessary behavior support services will be given, if not already provided.

**Level 3 Discipline** offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruption of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school sponsored activities for up to three days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services will be given, if not already provided.

**Level 4 Discipline** offenses represent the most serious acts of misconduct. These offenses must be immediately report to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school sponsored activities for up to three days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services will be given, if not already provided.

C. **BEHAVIOR CODE**

**RULE: 1.0 CLASSROOM DISRUPTION (Levels 1-4 consequence)**

No student shall:

1.1 Continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher’s ability to conduct his/her class.

1.2 In any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other intentionally cause the disruption of any lawful mission, process or function of the school, or engage in any such conduct for the purpose of causing the disruption or obstruction of any such lawful mission, process, or function.

**RULE 2.0: DISRUPTION AND INTERFERENCE WITH SCHOOL (Levels 2-4 consequence)**

No student shall:

2.1 Occupy a school building, gymnasium, school grounds, properties or part thereof with intent to deprive others of its use or where the effect thereof is to deprive others of its use.

2.2 Block the entrance or exit of any school building or property or corridor or room thereof as to deprive others of access thereto.

2.3 Set a fire to or otherwise damage any school building or property.

2.4 Discharge, display or otherwise threateningly use any firearms, explosives or other weapons on school premises.

2.5 Prevent or attempt to prevent the convening or continued functioning of any school, class, activity or lawful meeting or assembly on the school campus.

2.6 Prevent students from attending a class or school activity.

2.7 Except under the direct instruction of the principal, block normal pedestrian or vehicle traffic on a school campus or adjacent grounds.

2.8 Refuse to identify himself upon request of any teacher, principal, superintendent, school bus driver, or other personnel.

2.9 Urge, encourage or counsel other students to violate any of the preceding
RULE 3.0: DAMAGED, LOST, OR DESTRUCTION OF
SCHOOL/PRIVATE/PUBLIC PROPERTY (Levels 1-2 consequence)
A student shall not cause or attempt to cause damage to school property/private property
or steal or attempt to steal school/private/public property either on the school grounds or
during school activity, function, or event off school grounds. In the event a student is
found guilty of violating this rule, the student will be responsible for the cost of the
damages and may be made to make restitution for damages.

Note: Restitution will be made for all damages, losses, and/or destruction. Penalty will be at the
discretion of principal (including possible suspension and recommendation for expulsion);
possible notification of law officials where students appears to be in violation of the law.

RULE 4.0: DISREGARD OF DIRECTIONS OR COMMAND (Levels 1-4 consequence)
1st offense: Administrative Conference
2nd offense: 3 days Suspension & Parent Conference
3rd offense: 3 days Suspension & Parent Conference
4th offense: Tribunal
A student shall not fail to comply with reasonable directions or commands of
teachers, student teachers, substitute teachers, teacher aids, principals, school bus
drivers, or other authorized school personnel when:
4.1 on the school ground at any time;
4.2 on the school grounds at any time when the school is being used by any school group;
4.3 off the school grounds at a school activity, function, or event, or
4.4 en route to and from school on county provided transportation.

RULE 5.0: THREATENING OR INTIMIDATING ANOTHER STUDENT WITH OR
WITHOUT ACTUAL PHYSICAL CONTACT. (Levels 1-4 consequence)
1st offense: Administrative Conference & Referral for Counseling
2nd offense: 3 days Suspension & Parent Conference
3rd offense: 3 days Suspension & Parent Conference
4th offense: Tribunal
A student shall not make statements or physically behave in such a way manner as to
threaten the safety of another student.
5.1 on the school grounds at any time;
5.2 off the school grounds at a school activity, function, or event, or
5.3 en route to and from school on county provided transportation.

RULE 6.0: THREATENING STAFF WITH OR WITHOUT ACTUAL
PHYSICAL CONTACT. (Level 2-4 consequence)

1st offense: 3 days Suspension, Parent Conference & Referral for Counseling
2nd offense: 3 days Suspension & Parent Conference
3rd offense: Tribunal
A student shall not make statements or physically behave in such a way manner as to
threaten the safety of a school employee.
6.1 on the school grounds at any time;
6.2 off the school grounds at a school activity, function, or event, or
6.3 en route to and from school on county provided transportation.

RULE 7.0: BULLYING/GANG ACTIVITY (Level 2 - 4 consequence)
1st offense: Administrative Conference, Parent Conference & Referral for Counseling
2nd offense: 3 days Suspension & Parent Conference
3rd offense: Tribunal
Note: Any student guilty of bullying on the third offense, shall be assigned to alternative
school for a one grading period.
A student shall not make statements or physically behave in such a way manner as to
threaten the safety of another student.
7.1 on the school grounds at any time;
7.2 off the school grounds at a school activity, function, or event, or
7.3 en route to and from school on county provided transportation

**Note:** Discipline for any of bullying shall be within the discretion of the principal, which may range from a reprimand to out-of-school suspension. Upon the first offense, students guilty of bullying will be referred for counseling and a required parent conference held. Upon a finding that a student has committed the offense of bullying for the third time in a school year, at a minimum, the student shall be referred to the disciplinary tribunal for an alternative placement.

**RULE 8.0:** Assault on a School Employee (Level 4 consequence)

1st offense: Tribunal

A student shall not cause or attempt to cause physical injury or behave in such a way as could reasonably cause physical injury to a school employee: (Level 4 consequence)

8.1 on the school grounds at any time;
8.2 off the school grounds at a school activity, function, or event, or
8.3 en route to and from school on county provided transportation

**RULE 9.0:** Assault on another Student and/or Fighting (Levels 2-4 consequence)

A student shall not cause or attempt to cause physical injury to another student:

1st offense: 3 days Suspension (OSS) & Parent Conference
2nd offense: 5 days Suspension (OSS) & Parent Conference
3rd offense: Tribunal

**Note:** After suspension is over, students must return to school with a parent or guardian. Students assigned to the alternative school cannot return to the main school setting until the end of a grading period.

Fighting is defined as intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in self-defense.

**Note:** Students must demonstrate a genuine effort to avoid physical confrontations.

9.1 on the school grounds at any time;
9.2 off the school grounds at a school activity, function, or event, or
9.3 en route to and from school on county provided transportation.

**RULE 10.0:** Use of Profane, Vulgar, or Obscene Words or Gestures Towards Another Student

(Letvs 1 - 4 consequence)

1st offense: Administrative Conference and/or detention & Referral for Counseling
2nd offense: 2 days Suspension & Parent Conference
3rd offense: 3 days Suspension & Parent Conference

**RULE 11.0:** Use of Profane, Vulgar, or Obscene Words or Gestures Towards a Staff Member

(Letvs 2 - 4 consequence)

1st offense: 3 days Suspension & Parent Conference
2nd offense: 3 days Suspension & Parent Conference
3rd offense: Tribunal

**RULE 12.0:** Weapons and Dangerous Instruments

(Letv 4 consequence)

1st offense: Tribunal and law enforcement & Parent Conference
It is unlawful for any person to carry, possess or have under control any weapon at a school building, school function or on school property or on a bus or other transportation furnished by the school.

The term "weapon" is defined as any object which is or may be used to inflict bodily injury or to place another in fear for personal safety or well-being. The following things may be defined as dangerous weapons: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dart, bowie knife, switchblade knife, ballistic knife, any other knife, straight-edge razor, razor blade, spring stick, metal knucks, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way to allow them to swing freely, which may be known as a nun chaku, or fighting chain, throwing star or oriental dart, water gun, paint gun or any weapon of like kind. (Referenced to JCDAE)

**PUNISHMENT: A fine of not more than $5,000; imprisonment for not more than five years.**

A student shall not possess, handle, or transmit a razor, ice pick, explosive, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun, knife, or other objects that reasonably can be considered a weapon:
1. on the school grounds at any time:
2. off the school grounds at a school activity, function, or event, or
3. en route to and from school on county provided transportation.

**Bus Conduct (Level 1 – 4 consequence)**

Self-control on the part of the student is necessary for the safe operation of any school bus. Students are expected to conform to the same standards of behavior as required during regular school activities.

**Discipline** - Students who fail to conform to reasonable behavior expectations may expect to receive disciplinary measures. Repeated serious violations will result in short or long-term loss of bus privileges. When necessary, the principal or other responsible school system administrators may suspend or revoke riding privileges. Students are required to sit in the seat assigned by the bus driver and/or administrator. Students are not to engage in behaviors and possess devices, which promotes safety hazards to persons occupying the bus or the operation of the bus. These include but are not limited to excessive loud noises, radios, CD players, throwing of paper, pencils, books, batteries, food, drinks, and any and all electronic devices.

1. **1st offense:** Conference and suspension possible
2. **2nd offense:** 5 days suspension of riding privileges
3. **3rd offense:** Suspension of riding privileges for the remainder of the grading period and not to exceed one full semester.

**Transportation Rules and Pupil Responsibilities:**

**School Bus Rules and Pupil Responsibilities**

1. The driver is in charge of the bus and all pupils aboard. Obey the driver promptly and cheerfully.
2. Be on time: the driver cannot wait beyond his or her regular schedule for those who are tardy.
3. Wait in an orderly line off the street or road.
4. Cross in front of bus only when the road is clear and at a safe distance in front of the bus in order to be seen by the driver. (Minimum: 10 Feet)
5. Do not run toward a school bus while it is in motion.
6. Ride only the bus assigned by school officials.
7. Do not try to get on or off the bus or move about within the bus while it is in motion.
8. Pupils must remain seated while the bus is moving. Ride three in a seat, if necessary, and do not exchange seats unless given permission by the driver. If all seats are taken, stand to rear of the white marker line as long as the bus is in motion.

19
9. Behave on the bus like you are expected to behave in the classroom. Insolence, disobedience, vulgarity, foul language, fighting, pushing, and similar offensive acts will not be tolerated.

10. Students are prohibited from acts of physical violence, bullying, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the bus driver or other persons on the school bus, and other unruly behavior.

11. Students are prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape or compact discs without headphones, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver’s operation of the school bus.

12. Students are prohibited from using mirrors, lasers, flash cameras or any other reflective devices in a manner that might interfere with the school bus driver’s operation of the school bus.

13. Do not engage in any activity which might divert the driver’s attention and cause an accident such as:
   (a) Loud talking or laughing, or unnecessary confusion.
   (b) Unnecessary conversation with the driver
   (c) Extending any part of the body out of the bus windows or doors.

14. Pupils are not to open or close bus doors at any time nor shall they regulate or operate any part of the bus.

15. Do not engage in any activity, which might damage, cause excessive wear to liter to the bus or other property. The following activities are prohibited at all times:
   (a) Smoking eating, possession or use of alcoholic beverages on the bus.
   (b) Spitting or throwing anything in or from the bus.
   (c) Bringing animals on the bus.

16. Pupils will not leave the bus on the way to school or home without permission of the driver. Driver will not give permission except in case of personal emergency, or upon request of the principal of or pupil’s parent. A written request is required.

17. Pupils must be courteous to drivers, to fellow students, and to passersby at all times.

18. Report promptly to the driver any damage done to the bus. Person causing damage shall be expected to defray its full cost.

19. All school Board Policies governing Student discipline and Conduct will be observed.

**ZERO TOLERANCE**

In compliance with federal law, the General Assembly passed Senate Bill 281 that requires the establishment of a zero tolerance policy for guns. The policy requires the “expulsion from school for a period of not less than one calendar year of any student who is determined to have brought a weapon to school.” Weapon for purposes of this policy means a firearm as defined under federal law, in other words, a gun. Under state law, the local board is granted the discretion to modify the one year expulsion requirement “on a case by case basis.”

**RULE 13.0: DRUGS AND ALCOHOL  (Level 4 consequence)**

A student known to be in possession, under the influence or distributing such substances shall be immediately suspended from school from school for up to ten school days. A tribunal will convene as soon as practical within ten school days to make recommendations and/or assign disciplinary action up to and including expulsion. The student will be referred to the appropriate law enforcement agency.

1st offense – Tribunal & Law Enforcement (Recommendation for Alternative School)

2nd offense – Tribunal & Law Enforcement (Recommendation for expulsion which includes one full year as well as the present semester.)
Constitutional and Statutory Provisions:

It shall be the policy of the schools to take positive action through education counseling, parent involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances. These substances shall include, but not be limited to, cocaine, marijuana, LSD, glue, alcohol, barbiturates, and anabolic steroids. The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

It shall further be the policy of the Board to provide age appropriate, developmentally based drug and alcohol education and prevention programs, which address the legal, social, and health consequences of drug and alcohol use and to provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol, for all students in the system. These programs shall also provide information about any drug and alcohol counseling rehabilitation and re-entry programs available to students.

**Narcotics, Alcoholic Beverages, and Stimulant Drugs**

A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturates, cocaine, marijuana, controlled substance, alcoholic beverage, anabolic steroids, or intoxicant of any kind.

1. on the school grounds at anytime.
2. on the school grounds at any other time when the school is being used by any school group.
3. off the school grounds at a school activity, function, or event.
4. en route to and from school on county provided transportation.

Compliance with these requirements is mandatory. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this regulation. All prescription drugs shall be kept in the original container and administered by the school nurse.

**Rule 14.0 USE OF TOBACCO/SMOKING (Level 2-4 consequences)**

1st offense: 3days Suspension & Parent Conference
2nd offense: 3days Suspension & Parent Conference
3rd offense: Tribal

Terrell County Board of Education policy will not permit the possession or use of tobacco in any form on school campus and/or school buses. This includes all school related activities that meet inside school facilities or sponsored by an organization of the school meeting elsewhere. In addition, cigarettes, lighters, or matches should not be brought to school.

**Rule 15.0 SEXUAL HARASSMENT/SEXUAL MISCONDUCT (Levels 1 – 4 consequences)**

1st offense: Administrative Conference, Parent Conference, & Referral for Counseling
2nd offense: 3days Suspension & Parent Conference
3rd offense: 3days Suspension & Parent Conference
4th offense: Tribal

a. Sexual harassment may include, but not limited to:
   - teasing, jokes, remarks, or questions; pressures for dates; leering, touching, pinching, commenting about a person’s, making obscene gestures;
   - writing suggestive notes, drawing offensive pictures, or possession of offensive literature on school property, during school functions, or under school supervision.

b. Sexual misconduct may include, but not limited to:
   - molesting another student; indecent exposure; rape, or any other overt heterosexual or homosexual act on school property, during school functions, or under school supervision.
Rule 16.0 HARASSMENT (Levels 1 - 3 consequence)
No student shall harass another student or students or any employee through disparaging conduct or communications. Harassment may include:
1. Oral or written statements having demeaning implications made or sent to an individual.
2. Gestures or conduct that signals contempt toward others.

1st Offense: Administrative conference & Referral to Counseling
2nd Offense: Administrative conference & Parent Conference & Referral to Counseling
3rd Offense: 3 Days Suspension & Parent Conference

Rule 17.0 TRUANCY (Levels 1 - 4 consequence)
In accordance with state law, all children between the ages of 6 and 16 are expected to be in regular attendance in some bona fide school unless their mental and physical condition justifies their being excused. The School Social Worker shall verify the enrollment of students attending private schools and be informed by principals, using methods designated by the superintendent, of those enrolled in the system’s schools. The School Social Worker shall also investigate all cases of failure to enroll or habitual absences by children of school age who are residents of Terrell County, and shall recommend appropriate action in governing attendance.

Rule 18.0 SKIPPING CLASS/CHRONIC TARDINESS
(Levels 1 - 4 consequence)
1st offense: Administrative, Parent, & Counselor Conference
2nd offense: Administrative, Parent, Counselor, & Social Worker Conference
3rd offense: Administrative detention

No student shall:
a. Skip all day/Truancy (School Social Worker will be called)
b. Skip class or required in-school activities
c. Be tardy (Students who are late for class are tardy)
d. Be tardy repeatedly

Note: Teachers will handle tardies for their class. If a student is tardy to class at least 3 times, the teacher will refer the student to the office.

Rule 19.0 DISPLAY OF AFFECTION (Levels 1 - 2 consequence)
Excessive public display of affection between same sex or opposite sex is in poor taste at school and school functions. Students who continuously display this behavior will render themselves liable for disciplinary action. Display of affection is not permitted at school or any school function.

Rule 20.0 GAMBLING (Levels 1 - 3 consequence)
1st offense: The parent must pick up the item(s) from the principal or designee 3 days suspension
2nd offense: The parent must pick up the item(s) from the principal or designee 3 days suspension
3rd offense: Tribunal

Terrell Middle students are not permitted to gamble on campus. Gambling on campus is considered a serious offense and is punishable. Devices which lend themselves to gambling are prohibited. Example: cards, dice, electronic games, etc.

Rule 21.0 ELECTRONIC DEVICES/GAMES
(Level 2-4 consequences)
No radios, cell phones, CD’s, games, or any electronic device is allowed at school. If a student brings any of the above items to school, the following will occur.
1st offense: Parent Conference & the parent must pick up the item(s) from the principal or designee
2nd offense: School will keep items until the end of the school year or tribunal

Note: The school will not be liable for student’s items left in storage.
The school will not assume liability for the return of items taken from students due to violation of school rules.

Rule 22.0 SCHOOL SPONSORED ACTIVITIES (Levels 1 - 4 consequence)

Note: Students who engage in physical violence at any school sponsored activity will be banned from attendance of all school sponsored activities.

Students, while on school property or while engaged in school sponsored activities at other sites, shall be under the supervision of professionals. Violation of the student code of conduct while attending such events may result in loss of privileges or more punitive consequences.

Rule 23.0 DRESS CODE (Levels 1 - 4 consequence)

After notice is set forth herein, a student while on school grounds during any school activity or in attendance off school grounds at any school activity, shall not dress, groom, or wear or use emblems, insignia, badges or other symbols that materially disrupts class work or creates substantial disorder. The principal or other duly authorized school officials shall determine whether any particular mode of dress, apparel, grooming, or use of emblems, insignia, badges or other symbols results in such disruption or disorder shall give notice of this fact by appropriate means. Students are encouraged to observe a standard of grooming and tasteful dress consistent with the level of formality of the school situation. **If you have any doubt about an outfit, DO NOT WEAR IT. ASK FIRST.**

1. All shirts and blouses shall be worn tucked inside skirts and pants. Jerseys (Trojans, Braves, Falcons, etc.) shall be tucked inside skirts and pants. Sweatshirts with a knit band on the bottom of the shirt are not required to be tucked in. **All clothing shall be worn with appropriate undergarments and buttoned so as not to expose the chest, bust, or other body areas. See-through blouses are not permitted.** Shirts, blouses and dresses without sleeves are not permitted. Only coats, sweaters, and sweatshirts with a knit band on the bottom shall be worn outside of skirts and pants.

**DO NOT WEAR IT.**

2. No **overshirts** are permitted. **Overshirts** are defined as a button down shirt. It must be buttoned and tucked inside skirts and pants.

3. Excessively tight clothing is not permitted. Clothing must not show skin of the mid-section during normal activities of the school day.

4. **Skirts and dresses shall be worn no more than three (3) inches from the top of the knee. Splits in clothing shall be no more than three (3) inches from the top of the knee. Shorts shall be worn no more than three (3) inches from the top of the knee. All pants and shorts shall be hemmed and holes patched.**

5. Shoes must be worn. No flip-flops or bedroom slippers. Shoes must be worn as designed.

6. Students (boys and girls) are not to wear hats inside the school buildings.

   ***The wearing of bandannas, dew rags, skull caps, or stocking caps are prohibited while on school grounds or school provided transportation. Wind suits and other approved athletic sports teams wear are exempt from this rule.***

7. Clothing should not be made of see through or mesh material if undergarments, stomach, or back areas are visible. The following types of clothing are prohibited: **Bicycle pants, stretch pants, jeggings w/o pockets, tank tops, mid-riff tops, and see-through warm-ups.**

8. **Waist bands and belt loops will be worn at waist level for boys and girls.**

9. Clothing bearing obscenities, profanity, or double meaning or off color slogans are not allowed.

   **(This includes snow man shirts)**

10. Students are not to wear physical education attire in any part of the building or on school buses with the possible exception of the gym area.

11. Any student violating the dress code will have the option of calling parents to bring suitable clothing. Students who blatantly and flagrantly violate the dress code will be suspended.

12. The principal and/or designee will have the authority to determine whether the clothing, shoes, etc. are appropriate for the school setting. If it is not appropriate, the student must change into the appropriate attire.

23
Examples: Sagging pants worn below the waist in such a way that a portion of the buttock and/or under garments are exposed, shirts worn outside of the pants at such a length that it clearly covers the pockets, tank tops, halter-tops, flip-flops, basketball shorts, jogging pants, bedroom slippers, pajamas, excessively loose fitting pants which create sags.

1st Offense: Administrative & Parent Conference
2nd Offense: Administrative Detention & PConf.
3rd Offense: 3 Days Suspension & Parent Conference

12. Students are expected to groom their hair daily. The parent of a student with consistent inappropriate grooming habits will be required to conference with the principal or the principal’s designee.
13. Belts are required for clothing designed to be worn with a belt.
14. Cell phone accessories are not permissible at school during school.
15. Students are not permitted to dress in a manner which causes distractions and /or disrupts the School day.
16. Students are permitted to wear dress sandals. Dress sandals are define as shoes with hard bottoms and/or scraps around the ankle. The administration reserves the right to deny shoes that do not meet this expectation.

**A parent who successfully presents documentation that his or her child is a member of a religious denomination may petition for a waiver where the dress code conflicts with the custom of the group and does not materially disrupts class work or creates substantial disorder.

**Rule 24.0 Disruptive Behavior on the Bus
(Levels 1 – 4 consequence)
Students are expected to ride the bus in an orderly and respectful manner. If any problems occur, the bus driver and/or transportation director will submit proper documentation to the child and parent.

**Rule 25.0 Misuse of school equipment (Levels 2 - 4 consequence)
- 1st offense: Administrative Conference
  Detention
- 2nd offense: Parent Conference
  2day suspension
- 3rd offense: Parent Conference
  2 day suspension

**Rule 26.0 Theft (Levels 1 - 4 consequence)
**Rule 27.0 Forgery (Levels 1-2 consequence)
**Rule 28.0 Pulling Fire Alarm - this act is a felony (Level 4 consequence)
- 1st offense: Tribunal and Police

**Rule 29.0 MISCELLANEOUS DEVICES
(Level 2 – 4 consequence)
No student shall interrupt the order of the school through devices such as water balloons and water guns.

**Rule 30.0 Other (Levels 1-4 consequence)
Any other infraction which threatens the health, safety, and welfare of others as well as interferes with the operation of the school or educational program.

**Level I consequence(s) implemented by the professional staff
After school detention
Classroom detention during lunch
Classroom Isolation
Student participation in conference with parent/guardian and teacher
Isolation in lunchroom
Break detention
Refer to social worker
Refer to counseling
Student participation in conference with teacher, grade chair and/or coach
Student participation in conference with teacher, parent/guardian, and coach

**Level I consequence(s) implemented by the administration**
Any of the above discipline management techniques and/or:

After school detention
Classroom detention during lunch
Classroom Isolation
Student participation in conference with parent/guardian, teacher and/or principal
Isolation in lunchroom
Refer to counseling
Break detention
Restriction from school programs and assemblies

Student participation in conference with principal, assistant principal and/or designee

Refer to social worker
Up to **three** days suspension
Participation in the cleaning/ repair of any damage caused to
Any other disciplinary technique that positively promotes the student code of conduct
the school-related environment and the desired character trait(s)

**Level II consequence(s) implemented by the administration**
After school detention
Isolation in lunchroom
Required student participation in
Conference with parent/guardian, Teacher, and/or principal or designee
Refer to counseling
Restriction from school programs and assemblies
Up to **five** days in-school suspension
Refer to social worker

Financial restitution for the repair of any damage caused to the school related environment
Suspension from school up to **five** school days, which shall include any time during which the
student was subject to suspension pending an investigation

Participation in the cleaning/ repair of any damage caused to the school-related environment
Any other disciplinary technique that positively promotes the student code of conduct and the desired
character trait(s)

**Level III consequence(s) implemented by the administration**
Required student participation in conference with parent/guardian, teacher and/or principal,
even if such a conference has previously occurred

Restriction from school programs and special assemblies
Offenses that threatens the health, safety, or well-being of others may result in immediate
suspension of the student from school and/or school sponsored activities for up to **three** day
spending disciplinary investigation of the allegations
Up to seven days in-school suspension

Suspension from school up to ten school days, which shall include any time during which the student was subject to suspension pending an investigation

Financial restitution for the repair of any damage caused to the school related environment

Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)

**Required** Participation in the cleaning/ repair of any damage caused to the school-related environment

**Level IV consequence(s) implemented by the administration**

Convene a disciplinary tribunal

**Required** student participation in conference with parent/guardian, teacher and/or principal, even if such a conference has previously occurred

Suspension from school up to ten school days, which shall include any time during which the student was subject to suspension pending an investigation

Offenses that threatens the health, safety, or well-being of others may result in immediate suspension of the student from school and/or school sponsored activities for up to three days pending disciplinary investigation of the allegations

Financial restitution for the repair of any damage caused to the school related environment

Any other disciplinary technique that positively promotes the student code of conduct and the desired character trait(s)

**Required** participation in the cleaning/ repair of any damage caused to the school-related environment

**D. EXPULSION**

A student shall be subject to expulsion for violation(s) of school rules or any other act of misconduct or insubordination, only by action of the Tribunal authorized by the Terrell County Board of Education. Decision to expel shall come only after the student has been afforded notice, opportunity for hearing and other procedural rights consistent with state and federal due process requirements.

Conduct of the Hearing shall include:

(a) **Record of the Hearing.** The Disciplinary Tribunal shall provide a court recorder or a tape recorder to transcribe or record the evidence and proceeding in substantially the same manner as civil trials in the Superior Court. The burden of proof shall be on the Disciplinary Tribunal and it shall be entitled to open and conclude.

(b) **Examination of Witnesses.** Members of the Tribunal, the Principal, the Assistant Principal, school system’s attorney, the student or his/her parents or his/her legal
representatives, may question witnesses (witnesses may include the principal, assistant principal, and the student) about any matters logically relevant to the charge against the student and the proper disposition of the matter. The Hearing Officer of the Tribunal has the authority to limit unproductively long or irrelevant questioning.

E. STUDENT SUSPENSION (SHORT TERM)
Definition: A principal or assistant principal may suspend a student for violation of school rules or for any other act of misconduct or insubordination for a period not exceeding ten (10) school days. Oral notice and an opportunity to discuss the matter with the principal must be given the student as soon as is practicable, and written notice should be given within twenty-four (24) hours to parents or guardians stating the reason for suspension.

In enforcing short term student suspension, the principal or other designated personnel shall abide by the following rules:
(1) When the principal did not witness the misconduct or any other violation, he/she shall conduct an investigation and gather the facts making written note thereof practicable.
(2) Upon completing his/her investigation, he/she shall call the student before him/her and advise the student that he/she proposes to suspend the student for a specified number of days, not to exceed (10) school days, and advise him/her of the charges, unless the student is unwilling to discuss the matter with the principal. If this is the case, the principal has fulfilled the due process requirements. Likewise, if the student admits the charges, no further hearing is required.
If the student denies the charges, the principal shall explain to the student the evidence known to the school authorities, and permit the student reasonable opportunity to state his/her version of the facts, but the principal need not call witnesses either to sustain or oppose the charges, although he/she may do so if in his/her discretion he so desires. Where possible, the principal shall call the parents/guardians of the student and ask that they come to the school and escort him/her away.
(3) Within twenty-four (24) hours after suspension, the principal shall send a letter to the parents of the student advising them in writing of the suspension and stating briefly the charges upon which the suspension was based. A copy of this letter together with other reports as the principal may desire shall be forwarded immediately to the Superintendent to be placed on file with the Terrell County Board having access to the files.
(4) A principal may suspend a student without affording him/her the notice and hearing provided in Rule 8 herein where the student is obviously intoxicated, under the influence of drugs, mentally deranged, or where his/her presence otherwise poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, however, the hearing required by Rule 8 shall be provided as soon as practicable, usually not later than the next school day.
(5) If the principal deems the offense of such gravity as to require suspension for more than ten (10) days, or expulsion, he/she shall refer the case to the Tribunal for disposition of the matter prior to the expiration of the short term suspension. Where the hearing is not held before expiration of the short term suspension imposed by the principal, the student shall be reinstated after expiration of the short term suspension pending hearing and determination.

F. STUDENT SUSPENSION (LONG TERM)
Definition: A student shall be subject to suspension for any period in excess of ten (10) school days for violations of school rules or for any other act of misconduct or insubordination only by action of the Tribunal authorized by the Terrell County Board of Education. Decision to suspend a student for more than (10) days shall come only after the student has been afforded notice, opportunity for hearing, and other procedural rights, as soon as practicable, consistent with state and federal due process requirements.
A student shall be subject to suspension for any period in excess of (10) school days, only by action of the Disciplinary Tribunal after the student has been afforded notice, opportunity for hearing and other procedural rights hereinafter prescribed prior to such expulsion or suspension becoming effective. Such suspension may be administered by the Disciplinary Tribunal or other authorized official shall cause notice to be given to student and his parents (or other standing in loco parentis), either in person or by United States mail directed to the last known address. The notice shall include:

1) A copy of the rule allegedly violated and description of the acts of the student alleged to have violated the rule.
2) The maximum penalty which may be administered for the alleged misconduct.
3) A tentative time and place for the hearing.
4) A copy of these hearing procedures.
5) A statement that before long term suspension or expulsion can be invoked the student has a right to a hearing which may be waived if the parents agree to forgo it by furnishing the principal assigned statement to the effect. The student and the parent shall notify the school within twenty-four (24) hours after the receipt of notice as to whether they will waive the hearing. If no notification is received the hearing schedule will be observed.
6) After the hearing, if the student disagrees with the Disciplinary Tribunal’s decision, an appeal may be made to the Terrell County Board of Education within twenty (20) days.

G. GROUP HEARINGS
When two or more students are charged with violating the same rule, and have acted in concert, and the facts are basically the same for all such students, a single hearing may be conducted for them if the Hearing Officer of the Tribunal believes that the following conditions exist:

1) A single hearing will not likely result in confusion, and
2) No student shall have his/her interests substantially prejudiced by the group hearing.
3) If, during the hearing, the Hearing Officer finds that a student’s interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for the student.

H. EMERGENCY SUSPENSION
Notwithstanding the above provisions, students may be suspended for periods in excess of ten (10) days without notice, hearing and other rights provided herein being first given where the school is undergoing a violent upheaval or where orderly education processes have otherwise been substantially disrupted. This would apply only in rare instances, such as when riots are taking place, and where emergency circumstances make it unreasonable for the Tribunal to consider case in a two-week period. In all such cases, notice, hearing and the other rights shall be provided in accordance with the above provisions at the earliest practicable date that the restoration or order permits.

I. NORMAL SUSPENSION
When a student is suspended, the student will not be allowed on the campus at any time or for any reason during the time of their suspension. After the suspension, a parent or guardian must escort the student to school for a conference with the principal or designee.

J. BOOK BAGS
The Terrell County Board of Education recognizes its role in providing the safest possible environment for its students and employees. The presence of illegal substances or weapons on school property is detrimental to the welfare and safety of the students and staff.

Therefore, to combat the use and possession of concealed weapons and/or illegal substances at school, students may use only clear, see-through bookbags for transporting books on the bus and during the day at school. No cloth, nylon, opaque plastic or other nontransparent bookbag will be allowed on any campus of the Terrell County School System. Violation of this policy will result in confiscation of the book bag.

Exception to this rule is the use of school issued athletic bags for sports events.
K. LOCKERS
Lockers and locker combinations are available for all students. A non-refundable fee of $5.00 will be assessed to cover maintenance and repairs. Students are not allowed to share lockers. Students are only allowed to their lockers at the designated time during school.

L. LEAVING SCHOOL DURING THE SCHOOL DAY
Students are not to leave school during the school day, but if it should become necessary, a student must:
1) Get permission from the Principal, Associate Principal, or Assistant Principal
2) Must sign out in the office;
3) Parents are required to come to the school to sign their child out.
4) Students signing out must be accompanied by a parent or guardian.

M. CREDIT REPAIR/RECOVERY
The TMS staff recognizes that in some cases students need more time and/or there are extenuating circumstances that may prevent a student from completing work in a class prior to the end of the nine weeks and/or a semester resulting in an incomplete. To assist students, TMS offers (when teachers are available) two means by which a student can work beyond the current nine weeks and/or semester in order to re-establish credit needed in core courses. Students and parents must understand in both cases that:
1) Time is of the essence.
2) Credit repair/recovery may be used for subjects which a grade of 69 or below.
3) Students enrolled in alternative school are not eligible to participate in the credit repair/recovery program.
4) Eligibility for extracurricular purposes will be lost during any extended time.
5) Only the most recent nine weeks and/or semester can be recovered.
6) All work assigned must be completed by the pre-designated deadline set by the teacher and/or principal or designee.
7) Credit loss by OSS cannot be recovered.
8) Courses are taught after the regular school day.
9) It is the student’s responsibility to complete all of the assignments and return them to the teacher

N. RESTRICTED AREAS
Before 7:40 in the morning, all buildings and areas of the middle school are off limits except the gymnasium, media center, or cafeteria. Students must have a signed pass (school agenda) for the media center or the hallway in the mornings.

The parking lot is off limits during the day.

O. CHEATING
Students are encouraged to do their own work. If you do not understand an assignment, students are encouraged to ask the teacher for clarification or get a class mate to explain it to you—not work it for you or let you copy their work. When taking tests, it is important that you do your own work without help from others or cheat sheets. By doing your own work it allow teachers to evaluate their teaching.

A grade of zero "0" will be given for the assignment and/or examination and a teacher-parent-student conference will be conducted.

P. NO PASS/NO PLAY
All athletes are required to obtain a satisfactory on the weekly academic/behavior progress report from his/her teachers in order to participate in the current season athletic event.

Athletic progress reports must be given to the principal or assistant principal at dismissal.

Progress reports and report cards are also considered.
Q. IN SCHOOL SUSPENSION POLICIES
1) Teachers referring students to the office must have records of previous offenses and actions taken by them to correct the problem.
2) Principal or assistant principal, or designee must assign students to in-school suspension.
3) Teacher/staff in charge of in-school suspension can extend a student’s time in suspension with approval from an administrator.
4) Teachers who have a student in in-school suspension must give the in-school suspension teacher assignments for their student for the number of days assigned.
5) If a crisis situation occurs, students may be assigned to in-school suspension by the administrators without previous records.
6) Students must attend in-school suspension for the days assigned; excused or unexcused absences do not affect suspension days.
7) Students in in-school suspension must stay with the in-school suspension instructor and class the entire school day.
8) Students may be assigned to in-school suspension for a maximum of 7 days per offense or at the discretion of the administrator.
9) When students are referred to the school office for disciplinary action, parents will be notified of the problems and possible disciplinary actions that will be taken by the school. Parents will be contacted for a conference concerning their child.

R. HALL PASSES
A student out of a classroom during class time should have a pass signed by the appropriate school personnel with the designated time, purpose, and specified location.

To be out of class without a hall pass (agenda) is punishable.
To forge/take a hall pass (agenda) is a serious matter and is punishable.

GENERAL INFORMATION

MORNING PROCEDURES
Students must report to either the gymnasium or cafeteria upon arriving at school. Students are to remain on their designated side of the gym and cafeteria.

LUNCHES AND PROCEDURES
Teachers will bring their students to lunch and stay with the group until they have all finished lunch. It is the teachers responsibility to keep order in the lunchroom. Teachers will then take their students to break or back to class. Restroom and water breaks may be taken at this time. Teachers must supervise their students at all times. Food and beverages are to be consumed only in the lunchroom. Students are not to play in the lunchroom, where loud and boisterous conduct is always out of place. After eating, students should return their trays to the kitchen area and clean up any litter. Students must remain in the cafeteria area until the supervising teacher (or substitute) is ready to proceed to the next area.

Fines and Fees
Students are responsible for any debts incurred while enrolled at TMS. These include but are not limited to monies owed to the office, library, cafeteria, athletic department, lost/damaged books, the school board in the case of damage assessments, fundraisers, club dues, or any settlements. Failure to settle financial obligations may result in one or more of the following actions:
1) Withholding of an additional textbook or library book until restitution is made.
2) Withholding of all grade cards or class schedules until restitution is made.
3) Denying privileges of participating in clubs, field trips, etc.
4) Collection by any other means necessary and may include any court fees or associated collection costs.
Fund-Raising
All fund-raising activities must be approved by the principal and/or the Terrell County Board of Education before the activity takes place. No outside organization or individual should bring any item to school to be sold to students. Any organization or individual selling items will have the items confiscated. All fund-raising activities must be in writing 30 days prior to the event and given to the principal for approval.

Health Care
It is important that the school be aware of any medical problems that require special consideration or treatment. A physician’s statement for the student’s file will ensure that the student’s needs are met. Students and parents are urged to inform the office of special health problems. If a student becomes ill at school, parents/guardians are called to pick him/her up. If accidents occur, the parent/guardian is notified immediately and appropriate first aid measures are taken. Students who become ill should report to the nurse (with a pass from a teacher). Law prohibits school personnel from dispensing medication to students. Students who are on prescribed medication must have the original container with the patient’s name, physician, and pharmacy. Students are required to leave all medication (prescription and over-the-counter) with the school nurse.

Hospital/Home Bound
Hospital/home bound services are provided for students who qualify for this program. If you are seeking Hospital/Homebound services you must contact the counselor or social worker.

Immunization and Health Form
All sixth graders enrolling at Terrell Middle School are required to be up to date with all immunization requirements. All other students must maintain up to date immunization and health records. Failure to do so could result in students being withdrawn from school or not allowed to enroll.

Display of Signs or Posters
The principal must approve all posters, signs, announcements, etc. before being posted in the school. All approved signs must be posted on the bulletin board or poster board strips.

Change of Address and/or Telephone Number
If you change your address and/or telephone number during the school year, give the new information to the registrar or your counselor or advisory teacher. Official communication with parent/guardian will be conducted by means of correct address and telephone number on file.

It is the parent/guardian responsibility to have a current address and phone number on file at school.

Search and Seizure
School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student book bags, school lockers, desks, and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, desks, or lockers. Metal detectors and drug sniffing dogs may be utilized at any school campus at the discretion of administration.

Student Activities
Any activity that is school-sponsored or competitive or involves students as representatives of the school is considered a school activity. Students must have permission in writing from their parents before they are permitted to go on any field trips sponsored by the school. The administration reserves the right to deny a student participation in any such activity. Students who are suspended from school, assigned to alternative school, or whose parent signs a waiver cannot participate or attend school activities.

Student Grievance
Terrell Middle acknowledges the rights of students and has established a procedure for which students can file a grievance. The student should follow the steps below:

1) Try to settle the issue first with the teacher.
2) If relief is not granted, then appeal should be taken to the Dr. Huff, assistant principal.
3) If the problem is not resolved, then an appeal can be made to the principal.
4) Appeals beyond the principal’s office should be made with the superintendent.
Visitors
ALL visitors must report to the office first. Visitors from other schools are not allowed on
campus for the purpose of visiting with students while other schools are in/out of
session.

Student Pictures
All parents of Terrell Middle students must complete a Publication of Student’s Work
and Photographs form upon enrollment.

SCHOOL SPONSORED ACTIVITIES
All students shall be under the supervision of professionals while on school property or while
engaged in school sponsored activities at other sites. With prior administrative approval, volunteers
may assist with delegated authority.

Exemptions
Terrell Middle School’s administration will determine eligibility for second semester exempts based
on Georgia Milestone results of students in grades 6-8.

ASSEMBLIES
Each teacher will accompany his/her class to the designated area for assembly. The teacher will sit
with his/her class in designated seats. Classes will go to the designated area for assembly on signal
from the office.
Each teacher is responsible for seeing that each of his/her students get to the place of the
assembly, sit where designated for his/her class and the conduct of his/her students during the
assembly program. No student that is not a part of your class should be allowed to sit with your
class at an assembly program.

BELL SCHEDULE
The bell schedule is to be followed precisely, unless other signals are given from the office.
*Note - Excessive tardiness will result in punishment.

ILLNESSES
If a student becomes too ill to attend class, the office personnel will notify his/her parents to come
for him/her. School authorities are not permitted to give a student any medication without parents
written permission.

PROCEDURE FOR SIGNING STUDENTS IN AND OUT
Only the parent(s), legal guardian, or the parents’ designee may sign a student in or out of school.
The designee’s name must be on file with the school.

Note: Phone calls to check students out will not be permitted. Students must be
signed out by the person whose name appears on the designated sign out form as
authorized by the parent or guardian.

Emergency Evacuation/Severe Weather Alerts
In accordance with state and local school board policy, it is necessary to conduct emergency
 evacuations and severe weather drills at various times throughout the school year. Emergency
evacuation routes are prominently posted in each classroom. Each instructor will advise all students
of the evacuation route to be taken for that particular classroom during emergency evacuation.
Instructors will also advise all students of the procedures to be taken by that particular classroom in
the event of severe weather. During either the emergency evacuation or the severe weather alert,
it is important that each student listens carefully and follows the instructor’s directions.

BLACKOUT PROCEDURES
In the event of a power failure, for safety’s sake, students should:
1. Remain calm: avoiding screaming, yelling, pushing and running.
2. Remain in, or go to assigned locations: During class, stay put. During change of
class proceed with caution to next scheduled class. If this is lunch, remain seated.
3. Avoid distracting teachers and school officials with unnecessary questions, such as, “Why
did the lights go out”; “When are the lights coming on”; “When are we going home”? Students
will be informed, as soon as information becomes available.
4. Be prompt in obeying all directions of teachers and school officials.
5. At dismissal, keep out of bus lanes, never run for a bus.
6. Be careful of slippery pavement in icing conditions.
7. Students should not use matches, cigarette lighters, candles or set fires to provide lights.
**TORNADO DRILL PROCEDURES**

The following procedures are to be followed in the event of a tornado or a nuclear attack:
1. Inside the school building, students shall enter the hall way alongside the walls.
2. Drop to their knees with back to the windows and knees together.
3. Clasp both hands firmly behind the head, covering the neck.
5. Stay in this position at least ten (10) seconds or until the drill or emergency is over.
6. At the close of the ten (10) second period, students shall follow the next instructions.
   The instructions will depend upon circumstances and the extent of damage to the building.

**** Signal for the drill is three (3) short bells in succession.

**FIRE DRILLS**

1. Fire drills are conducted at least monthly.
2. All doors and windows should be closed in leaving the buildings if possible.
3. Students should remain with their class during the fire drill so that roll may be taken.
4. Students should go to their class’ designated area.

**EQUIPMENT**

Every student should recognize his responsibility to use all school equipment with care and respect. Needed repairs or malfunctioning of a building or equipment should be reported to proper school authority. Whenever equipment or furniture is temporarily moved or transferred in the building, permission should be asked of the proper school authority.

After use, equipment or furniture should be returned immediately to its rightful place.

**TEXTBOOKS, LIBRARY BOOKS, AND MEDIA MATERIALS**

The Terrell County Board of Education provides a free textbook system to all students. All textbooks, library books, and media materials purchased by local units of administration with state Quality Basic Education Program funds or any other means of acquisition shall remain the property of the local unit purchasing or acquiring them. **The Board of Education retains the right to charge students a reasonable fee for restitution of lost, damaged or abused school system property, including textbooks, library books or media materials.** Students shall be notified in writing of any charges being assigned to them and that failure to pay those charges may result in sanctions against him/her. If a student or parent is unable to pay the levied fees, an affidavit to that effect may be filed with the Superintendent or designee who will make arrangement for the student to satisfy the obligation by rendering agreed upon services to the school district.

Students will be issued textbooks in many classes. The student is responsible for his or her textbooks for the entire year. Policies include the following sanctions against a pupil who fails or refuses to pay for a lost or damaged textbook, library book or media material:
1. He or she must pay for the lost or damaged book before he can be issued any additional textbooks, library books or media materials.
2. Grade cards, schedules, or certificates of progress will be withheld until restitution is made.
3. Opportunity shall be given for the student(s) and/or parents to meet with appropriate school officials to discuss any fines levied against the student(s).

**Note:** Parents may checkout books for their child in classes which do not issue textbooks if the student is in good financial standing with the school. The parent must sign a liability waiver in which the parent will assume liability for the book(s)
National Jr. Honor Society (NJHS)

Membership in the NJHS is one of the highest honors that can be awarded to a student. The TMS Chapter of NJHS has worked hard to bring the accomplishments of outstanding students to the attention of parents, teachers, peers and community. Chapters across the nation strive to give practical meaning to the Society’s cardinal principles of scholarship, leadership, service and character. Students are evaluated by the Faculty Council for membership at the end of the first semester of each school year. In order for a student to be eligible for membership in NJHS, he or she must meet the following qualifications:

1. Have a cumulative GPA of 90.00 or better.
2. Must be a member of the seventh or eighth grade.
3. Must meet all other qualifications set by the Faculty Council.

Honors Program

Terrell Middle School acknowledges the academic accomplishments of students in grades 6-8 at the end of each nine weeks. At the end of the first, second and third nine weeks, an Honor's Night ceremony is held in the evening to give recognition to those students who have earned a cumulative average of 80.00 or better. During the fourth nine weeks, an honor's ceremony is held during the day to honor academic success in the classroom and the Georgia Milestone.

*Note: Any other awards to be presented at the program must be approved by the principal.

Qualifications for Miss Junior Football

1) Miss Junior Football must have completed at least one (1) year at Terrell Middle School.
2) Miss Junior Football must be a seventh or eighth grader.
   Selection will be based on ballots cast by TMS football members only.
3) Any student assigned to the alternative school the current or previous year of her middle school (6 – 8) career shall be automatically excluded from running for Miss Junior Football.
   A. A candidate for Miss Junior Football shall have a cumulative grade point average of 80% or better.
   B. Escorts for Miss Junior Football shall be chosen by the individual young lady with the principal’s final approval. No escort shall exceed the age of twenty-one unless being escorted by her father/stepfather, grandfather, Uncle, or brother. No escort shall be below 6th Grade for Miss Junior Football.
4) A candidate must be of good moral character and conduct with a pleasing personality. A candidate cannot have more than one cumulative ISS or OSS offense. A list of potential candidates will be submitted to the faculty for review based on conduct. Any candidate receiving three or more faculty strikes will not be permitted to run.
5) If for any reason Miss Junior Football conduct becomes unsatisfactory at any time during her reign, then her title will be taken. The title and crown will then be given to the candidate who had the second highest number of votes.
6) FINAL DECISIONS OF QUALIFICATIONS AND REVOCATIONS WILL BE DETERMINED BY THE PRINCIPAL.
QUALIFICATIONS FOR CLASS KING, QUEENS, and ATTENDANTS

1) A candidate must have a cumulative grade point average of 80% or better.
2) A candidate must have ALL outstanding book fees, media fines, and band fees (see Mr. McKnight) paid in full prior to running for any position. This information can be obtained from Mrs. Moore. *Sixth graders cannot have fines from Carver.*
3) A candidate cannot have more than one cumulative ISS or OSS offense. A list of potential candidates will be submitted to the faculty for review based on conduct. Any candidate receiving three or more faculty strikes will not be permitted to run.
4) Any student assigned to the alternative school the current or previous year of her middle school (6 – 8) career shall be automatically excluded.
5) A candidate must be of good moral character and conduct with a pleasing personality.
6) A candidate cannot have any more than three (3) after-school detentions, isolations, or administrative conferences.
7) Any student once elected to a position shall continue to meet the qualifications stated above. If for any reason, a student does not continue to meet these qualifications after the elections, his or her position and/or title will be removed. The office position, title and/or crown will then be given to the candidate who had the second highest number of votes.

Student Council
The student council at Terrell Middle was established to provide the student body with an active voice in the daily activities of the school. This elected body serves for a one-year term and is a vital link between students and administration. The council works for the betterment of the school and is responsible for many community projects/activities involving the students.

There will be one student council representing grades 6 – 8. Each homeroom has the right to elect one representative to serve on the appropriate student council. Any student has the privilege to request membership to student council; however, the student council advisors have the right to deny membership based on student conduct. Students from the following classes may run for the following positions on the Council:

Middle School Student Council

Eighth Grade-President
Seventh Grade- Vice President
Seventh or Eighth Grade- Secretary
Seventh or Eighth Grade- Treasurer
Seventh or Eighth Grade- Project Chairman
Sixth-Eighth Grade- Parliamentarian
Sixth-Eighth Grade- Parliamentarian
MEDIA CENTER
Students are encouraged to make use of all the school’s learning facilities, especially, the Media Center. The media center handles distribution of books, magazines, newspapers, tape recorders, cassettes, slide projectors, overhead and opaque projectors, television sets, film projectors, movie projectors, etc.

The media center is a place for serious work. Loud talking and boisterous conduct are always out of place. Students should avoid crowding into the media center during their lunch break.
Books may be checked out for two weeks and renewed as necessary. Lost books are charged to the student at the original school cost. A fine will be charged for overdue and damaged books.

The school media center will be accessible to individual students and groups throughout each day of the school year. Individuals or small groups may come at any time. Teachers wishing to bring entire classes must first sign-up for the time and come with the class for supervision.

RECORDS AND TRANSCRIPTS
Terrell Middle School maintains permanent records for students currently enrolled. Records of students who have withdrawn are kept in the counselor’s center.

Parents have the right to inspect all students’ records, including permanent record, the attendance register, and results of any testing that may have been given. Appointments should be made in advance with the counselor or principal for this purpose. Parent or guardian must withdraw (in person) the student from the school before the request for records are made and sent to the designated institution.

PROMOTION
A student’s failure/refusal to take the Georgia Milestone on any of the designated testing date(s) or an alternative instrument that is appropriate for the student’s grade level as provided for by the State Board of Education and the Local Board of Education shall result in the student being retained.

Students not meeting local promotion policies at the end of the year will be brought to the school promotion committee. Extenuating circumstances will be considered and the placement committee for grades 6-8 will make the final placement for students for the next school year.

The Individual Education Plan by the Special Education Placement Committee shall determine the promotion criteria for students who have been staffed into special education programs under the direction of the Special Education Department and federal and state mandates.

The Section 504 Individualized Accommodation Plan developed by the School’s Student Support Team (Individualized Accommodation Plan Committee) shall determine the promotion criteria for students who have a Section 504 Plan.

The Individualized Academic Plan developed by the School’s Student Support Team (Limited English Proficient Testing Participation Committee) shall determine the promotion criteria for Limited English Proficient Student (LEP).

SCHOOL CAUSED INSTRUCTIONAL INTERRUPTIONS
The state requires that we track each student that is absent from class due to a school activity. Teachers who are responsible for any school activity that causes a student to miss class must turn in to the office a list of these students, the date of the activity, and the periods missed.

INSURANCE
Students taking P.E. must take out school insurance or have their parents/guardian sign a form stating that they will assume financial responsibility should the student sustain an injury.

Gifted/Enrichment Program
The Gifted/Enrichment Program, Knowledge, Inc. offers extended learning opportunities for pupils in all schools in the system. The Gifted Program student has been identified to have special talents through an evaluation that the State of Georgia requires. Parents must sign an approval to test form before their child may be tested. The student is evaluated and meets the criteria for qualification through evaluation and collection of data in (1) mental abilities, (2) achievement, (3) creativity, and (4) motivation. Once a student has been identified as gifted and the parent has given permission for placement, he/she requires no more testing throughout the remainder of the school years. However, the student must attain at least a B average and must not fail any class, or
he/she will be put on probation from the gifted program for at least one semester.
The Gifted Program offers service to students in a resource classroom at Terrell Middle.
This provides services for students at the middle and high school.

Gifted students in the system are served through a resource, cluster, or collaboration model depending on the school, the student and the schedule of the student. Students participate in extended and differentiated learning activities appropriate to the needs of the gifted child. These skills are sequentially planned to become more complex as the child advances through the school career. Emphasis is put on communication through speaking, writing, and presenting information that the child has learned through research. These research opportunities allow the student to learn more information about a topic, put that information into a product which may be presented to his class, school, community, or world. Technology, including the Internet, is incorporated into learning at every opportunity so that our students may be ready for the technological society of the future.

SUMMER SCHOOL

Students enrolled in summer school are expected to follow established school rules and procedures. Students will be removed from the summer program at the discretion of the principal for behavioral infractions or summer school rules set forth by the principal.

Transfer Students
Parents or guardians of transfer students must visit the school and meet with the counselor before your child can attend Terrell Middle.

LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELLs)

(1) DEFINITIONS.

(a) English Learners (ELs) – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment.

(b) English language proficiency – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English.

(c) English to Speakers of Other Languages (ESOL) – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools’ educational programs.

(d) Georgia Department of Education – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(e) Home Language Survey – a questionnaire administered upon enrollment to each student’s parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student’s home.

(f) Language Assessment Conference (LAC) – a meeting held to determine appropriate placement of ELs with borderline proficiency scores.

(g) Language assistance services – supplemental language support programs that promote academic language development for students with limited English proficiency.

(h) Local Educational Agency (LEA) – local school system pursuant to local board of education control and management.

(i) School – any school or special entity as defined in State Board Rule 160-5-1-.03 Identification and Reporting of Schools.

(j) State-adopted English proficiency measure – an English language proficiency test administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment.
(k) **State-adopted English proficiency screening measure** – a formal measure of social and academic English language proficiency that assesses students’ need for initial placement in supplemental language assistance services

1. Prior to entry into a school in Georgia, each student’s parent or guardian shall complete a Home Language Survey or an equivalent to determine if a language other than English is used in the home or is the student’s native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure.

2. Initial eligibility for language assistance services shall be determined by the student’s score on the state-adopted English proficiency screening measure.
   a. Students who have an English language proficiency score below proficient on the state-adopted English proficiency screening measure shall be determined to be English learners (ELs) and shall be eligible for language assistance services. Coding guidance for ELs can be found in the ESOL/Title III Resource Guide.
   b. Students who have an English language proficiency score at or above proficient on the state-adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language assistance. Coding guidance for non-ELs is located in the ESOL/Title III Resource Guide.

3. All ELs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students who score at the developing level or below on the state-adopted English proficiency measure shall continue to be eligible for language assistance services.

4. Exiting from ESOL services.
   a. Students who score at the proficient level on both the state-adopted English proficiency measure and on the state reading assessment shall be considered English proficient.
   b. If the LEA does not administer a state reading assessment for the student, the student shall be considered English proficient if the student scores at the proficient level on both the state-adopted English proficiency measure and on the literacy (reading and writing) sub-score of the state-adopted English proficiency measure.
   c. Students who score at the proficient level on either the state-adopted English proficiency measure or the state reading assessment but not both shall have their continued eligibility for language assistance determined through a Language Assessment Conference (LAC). The LAC shall be attended by the student’s classroom teacher(s), the teacher providing language assistance services, and other relevant parties selected from the following: parent, principal or designee, counselor, school psychologist, or lead teacher. The LAC shall be conducted in accordance with the ESOL/Title III Resource Guide.
   d. Students who are considered English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.
   e. Each LEA shall monitor students that are considered English proficient for two years after exit from language assistance services. These students shall be considered EL Monitored. Coding guidance for Monitored ELs is located in the ESOL/Title III Resource Guide. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the general classroom. Additional guidance can be found in the ESOL/Title III Resource Guide.

(b) **Language assistance service delivery models.**

1. LEAs and schools shall provide English language assistance to all ELs. Such assistance shall be provided through the state-funded ESOL program or placement in a locally-developed
language assistance program approved in advance by the Georgia Department of Education. Approved instructional delivery models include:

i. **Pull-out model** – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher,

ii. **Push-in model** (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher,

iii. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance,

iv. A resource center/laboratory – students receive language assistance in a group setting supplemented by multimedia materials,

v. A scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs,

vi. An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide.

(c) **Language assistance curricula and assessment.**

1. Language assistance curricula in the state-funded ESOL program shall consist of plans of instruction which are adapted to the English language proficiency of students and are designed to develop: 1) listening, speaking, reading, writing and American cultural concepts and 2) the language of academic instruction used in language arts, mathematics, science and social studies.

2. All ELs receiving language assistance shall be assessed annually for language proficiency. ELs shall also participate in state assessments pursuant to Georgia State Board of Education rule 160-3-1-.07 Testing Programs--Student Assessment.

(d) **Funding.**

1. Students identified as eligible for language assistance services who are served by the state-funded ESOL program shall receive at least five segments per week (or yearly equivalent) of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, ESOL-served students in grades K-3 shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.
   i. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.
   ii. The state-funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission. Authority O.C.G.A. § 20-2-156.

**Section 504 Procedural Safeguards**

1. **Overview:** Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system’s Section 504 Coordinator. The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

2. **Hearing Request:** The Request for the Hearing must include the following:
   a. The name of the student.
   b. The address of the residence of the student.
   c. The name of the school the student is attending.
   d. The decision that is the subject of the hearing.
   e. The requested reasons for review.
f. The proposed remedy sought by the grievant.
g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant’s Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at anytime. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

4. Hearing Procedures:
a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant’s Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
c. The grievant will have an opportunity to examine the child’s educational records prior to the hearing.
d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
h. The hearing shall be closed to the public.
i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.

Georgia Department

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section
504, or if you have questions or need additional assistance, please contact your local system’s Section 504 Coordinator Tonya Perkins at the following address:

761 1st Ave SE
Dawson, GA 39842
(229)-995-4096

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:
1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to consent to the school system’s request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child’s educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system’s actions regarding your child’s identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system’s impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system’s impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education’s Office for Civil Rights.
20-2-690.1. Mandatory educations for children between ages six and

(a) Every parent, guardian, or other person residing within this state having control or charge of any child or children between their sixth and sixteenth birthdays shall enroll and send such child or children to a public school, a private school, or a home-study program that meets the requirements for a public school, a private school, or a home study program; and such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program under such penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child's failure to enroll and attend is caused by the child's parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible; provided, however, that tests and physical exams for military service and the national Guard and such other approved absences shall be excused absences. The requirements of this subsection shall apply to a child between his or her seventh and sixteenth birthdays who has been assigned by a local board of education or its delegate to attend an alternative public school program established by that local board of education, including an alternative public school program provided for in Code Section 20-2-154.1, regardless of whether such child has been suspended or expelled from another public school program by that local board of education or its delegate, and to the parent, guardian, or other person residing in this state who has control or charge of such child. Nothing in this Code section shall be construed to require a local board of education or its delegate to assign a child to attend an alternative public school program rather than suspending or expelling the child.

(b) Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code section shall be guilty of a misdemeanor and, upon conviction therefore, shall be subject to a fine not exceed $100.00 or imprisonment not to exceed 30 days, or both, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part shall constitute a separate offense.

(c) Local school superintendent in the case of private schools or home study programs and visiting teachers and attendance officers in the case of public schools shall have authority and it shall be their duty to file proceedings in court to enforce this subpart.
Title I Documents

Focus Notification/ School Designation / Flexible Learning Program Letter

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school’s designation status under Georgia’s ESEA Flexibility Waiver.

Under Georgia’s ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, and Focus Schools. The Waiver also allows the use of the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

Terrell Middle’s CCRPI score is 58.6. More information about the details of the score can be found at the GADOE website (http://www.gadoe.org/CCRPI/Pages/default.aspx).

Despite the progress made by our students, Terrell Middle has been designated as a Focus School under Georgia’s ESEA Flexibility Waiver for the 2015-2016 school year. This designation is based on our school’s 3-year average CCRPI Achievement Gap score, and we keep this designation until our school meets the exit criteria for Focus School status.

A Focus School receives its designation in one of three ways: 1) It is a Title I school with some of the largest gaps in student achievement between subgroups of students, 2) It is a Title I school with some of the largest gaps in graduation rates between subgroups of students, or 3) It is a Title I-participating high school with a graduation rate less than 60 percent over a number of consecutive years that is not identified as a Priority School.

Terrell Middle has an achievement gap between the lowest 25 percentile of our students as compared to the state in the areas of Science and Social Studies.

As a Focus School, we will work together with parents/guardians, our community, and the Terrell County School District to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

Below are some of the interventions/resources that TMS has implemented in academics to address the low achievement of students.

1. Reading and Math Computerized Researched-Based Interventions that assist teachers in addressing students lack of basic skills.
2. Reading Intervention teacher for additional reading support.
3. Math Intervention teacher for additional math support.
4. Local School Improvement Specialist to strengthen teachers’ practices and student performance through modeling, observation, feedback and providing professional learning.
5. Implementation and monitoring of Formative Instructional Practices (FIP) that helps guide instruction and makes learning more individualized.

The primary intervention provided will be a Flexible Learning Program (FLP). Focus Schools are required to develop and offer Flexible Learning Programs (FLP). The FLP offers many benefits such as small group targeted instruction, extra academic help to students such as tutoring, remediation and/or other educational supports, which will assist in closing the achievement gap. The goal of the FLP is to increase student learning, grades, and test scores.

Your child is eligible to receive FLP services. Flexible Learning Program services will begin at our school on July 29, 2015 and end May 20, 2016. This year, the FLP will be held Monday- Friday during the regular school
44 hours. Grades 7th and 8th will participate in the FLP for one nine week period, and 6th graders will participate in FLP for two nine week periods. This participation per nine weeks was based on the previous year data. The program will offer 180 sessions/days providing all students with the opportunity to receive interventions in both science and social studies with a certified and highly qualified teacher. The students will receive one 80 minute block of small group, targeted instruction three days per week and two lab days per week using Study Island as the computer based intervention using the FLP Mobile Lab.

Terrell Middle School is committed to serving all students in the Flexible Learning Program during the regular school day (Monday-Friday). The FLP’s current model does not provide an opt-out option because every student will be served; therefore, applications for the FLP program are not needed at this time. If the FLP budget is decreased and space in the Flexible Learning Program becomes limited, students will be rank ordered by grade level. The rank order is based on academic needs using the following multiple, educationally related criteria for service in the school’s Flexible Learning Program: GAA, Lexile scores, and placement/retention data. The students who are the most at risk, according to the rank order, will be served in the Flexible Learning Program. According to the rank order, students at risk the most will be served in the FLP.

One parent meeting will be held at the beginning of every FLP rotation or every nine week period. At these meetings parents will complete an enrollment form and TMS will provide more information on the FLP services being offered at our school. These meetings will provide you the opportunity to understand the FLP services being provided to your child, as well as provide you with a copy of our school’s written FLP plan. In addition, Terrell Middle School will offer parents assistance in understanding the Georgia ESEA Flexibility Waiver. Please plan to attend the meeting that corresponds with your child’s grade level. Flyers will be sent home and meeting dates will be posted on the school’s website at http://tcms.terrell.schooldesk.net/.

An important part of Terrell Middle’s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions regarding the Flexible Learning Program (FLP), please contact Valencia Gardner, Principal or Stacey Glanton, Local School Improvement Specialist at 229-995-2828 or vgardner@terrell.k12.ga.us or sglanton@terrell.k12.ga.us.

**Right to Know Professional Qualifications of Teachers and Paraprofessionals**

In compliance with the requirements of the Elementary and Secondary Education Act the Terrell Middle School would like to inform you that you may request information about the professional qualifications of your student’s teacher(s). The following information may be requested:

1) Whether the teacher has met the Georgia Professional Standards Commission’s requirements for certification for the grade level and subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
3) The college major and any graduate certification or degree held by the teacher;
4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

Please know that our staff is committed to helping your child reach his or her highest academic potential throughout their school career. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled and are providing quality instruction to your child.

If you wish to request information concerning your child’s teacher’s qualification, please contact me, Valencia Gardner, your child’s principal by phone at 229-998-2828 or by email at vgardner@terrell.k12.ga.us.
Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and

- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
  1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the student and his/her family;
  3. Sex behavior and attitudes;
  4. Illegal, anti-social, self-incriminating and demeaning behavior;
  5. Critical appraisals of other individuals with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
What is Title I?

Terrell Middle is identified as a Title I Focus school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support state and local school reform efforts. Title I efforts challenge state academic standards in order to reinforce and enhance efforts that will improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental involvement. All Title I schools must collaborate with all parents to develop a written parental involvement policy in English and natural language spoken at home.

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Terrell Middle will provide opportunities to improve parent engagement that will support student learning. Terrell Middle values the contributions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Terrell Middle will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

This parental involvement policy is reviewed, discussed, and revised jointly on multiple occasions in consultation with school personnel, community members, and parents. All parents are invited to participate in the review and revision of this parental involvement policy, as well as the schoolwide plan, our school-parent compact and the parental involvement budget. Additionally, parent input and comments regarding this plan are welcome during the school year. All parent feedback received during the year will be used to revise the plan for the next school year. We also distribute an annual survey to ask parents for their suggestions on the TMS parental involvement program.

Who is it for?

This plan is for all students, parents, and faculty members of Terrell Middle and they are all encouraged and invited to fully participate in the opportunities described in this plan. This plan provides the guidelines for which we will collaborate to carry out our mission to increase achievement and parental involvement. Terrell Middle will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

This plan will be distributed to parents with children attending Terrell Middle School in the school handbook and handed out as part of the Student Registration Packet. This plan will be made available to the local community through the Title I Parent Resource Center. The plan can be viewed on the district’s website at http://www.terrell.k12.ga.us. This parental involvement plan will be updated annually and as needed to meet the changing needs of parents and the school community.

Revised June 2, 2015
2015-16 District Goals
All schools in the district will score in the 70th percentile or above as measured by the College and Career Readiness Performance Index (CCRPI).

Increase test scores:
and reading comprehension skills in the content
areas with the use of informational texts.

2015-16 School Goals
GADOE has implemented the Georgia Milestone Assessment during the 2014-2015 school year. As a result, reasonable goals have been established to reflect a passing rate within the state’s testing average. TMS strives to score within 28% of the state’s average on the assessment in ELA, Math, Science, and Social Studies.

TMS Focus:
1. Improve reading and writing skills in all subject areas.
2. Improve the basic computation skills of all students.

School-Parent Compacts
As part of this plan, Terrell Middle School and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop that explains how parents and teachers will work together to make sure all our students reach grade-level standards.

The compacts will be reviewed and updated annually based on feedback from parents, students and teachers during Title I Planning Meetings. Each parent will receive a copy of the compact and return a signature page. Teachers will also maintain a copy in their classrooms. Additional copies will be available in the main office and in the Parent Resource Room.

Let’s Get Together!
Terrell Middle will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement:

Open House – July 2015
✓ Meet your child’s teacher and our school staff
6th Grade Orientation – July 2015
✓ Transition to New School! Meet your child’s 6th grade teachers and tour the building
PTO Interest Meeting – October 2015
✓ Inform parents of PTO plan to organize a PTO and plan organization meeting to establish PTO.
Annual Title I Meeting – September 2015
✓ Learn about our Title I program through flexible number of meetings including our parent involvement policy, the school-wide plan, the school-parent compacts and the parents’ requirements
Science Family Fun Night – September 2015
✓ Learn how to make science fun at home
***Grandparents Day Celebration***
Math Family Fun Night – October 2015
✓ Learn how to make math fun at home
Parent-Teacher and Student Conferences – October 2015, January and March 2016
✓ Scheduled updates on your child’s progress
Reading Family Fun Night – November 2015
✓ Learn how to make reading and writing fun at home
December 2015
***MOM and Munch***
Georgia Milestone Workshop – January 2016
✓ Experience the latest in educational technology that supports your child’s learning
Social Studies Family Fun Night – February 2016
✓ Learn how to make social studies fun at home
March 2016
***Dads and Dinner***
Test Taking Tips – April 2016
✓ Learn how to help prepare your child for standardized test
✓ Get information on useful websites and study skills
Career Week/Career Expo – May 2016
*** A Family Affair***
✓ Learn how education is directly related to careers choices
Honors Day – May 2016
✓ Celebrate academic success
Title I Parent Planning Meeting – A forum for parents to participate in roundtable discussions with the principal and staff regarding the schoolwide plan, parental involvement policy, school-parent compacts and the parental involvement budget.
Parental Involvement

Terrell Middle believes that parental involvement means the ongoing collaboration between parents and school faculty/staff. In addition, the participation of parents in a regular two-way, and meaningful communication involving student academic achievement and other school activities, which includes but are not limited to –

- Parents play a vital role in assisting in their child’s academic progress;
- Parents are encouraged to be actively involved in their child’s education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making committees to assist in the education of their child;
- The carrying out of other activities as described in this plan and additional actions that may be required based on the school's needs.

Terrell Middle is committed to helping our parents attend the parental activities listed in this plan. Please call or email Stacey Glanton if you need assistance with transportation in order to participate in our programs.

(229)-995-2828
sglanton@terrell.k12.ga.us

Terrell Middle is Making Waves!

Terrell Middle will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals.

Terrell Middle will:

- Conduct an annual meeting to which all parents will be invited and encouraged to attend: it will be held to inform parents of their school's participation in Title I programs, to explain the requirements of Title I, and the rights of the parents to be involved.
- Offer a flexible number of meetings. Parents are notified of the meetings by newspapers, flyers, church bulletins, social media, e-mail, and/or phone messages.
- Involve parents, in an organized, ongoing, and timely way, in the joint development, planning, review, and improvement of the school parental involvement policy/plan, school compact, flexible learning plan, school improvement plan, and the school-wide plan.
- Communicate with parents on a regular basis regarding school-wide events, activities, meetings, and conference through phone messages, flyers, website, news paper, and social media.
- Provide each parent with a copy of the school handbook and policies relating to school governance at the beginning of the school year.
- Collect feedback from parents at all events and use the data to plan for the next school year. Place suggestion box with input cards in the main office to collect suggestions from parents about parental involvement activities.
- Monitor the progress of students and schedule a conference with students and parents regarding key issues to improve academically and to stay on track for graduation.
- Help parents improve their child's achievement by providing materials and meaningful training throughout the year via the Parent Involvement Coordinator.
- Work with community organizations and businesses regarding opportunities for building a partnership with parents and schools via the Parent Involvement Coordinator.
- Provide parents opportunities to volunteer and participate in their child’s classes and observe classroom activities.
- Work with staff to provide training to improve communication with parents and ideas to increase parent engagement via the Parent Involvement Coordinator.
- Provide information about school programs and meetings in the parents’ native language used in the home.
Parent Engagement Actions
Terrell Middle School believes in taking the following action to improve family-school partnerships as the school’s model in engaging parents, students, and the community.

1. Welcome All Families
2. Communicate Effectively
3. Support Student Success
4. Build Relationships
5. Listen to Parent Suggestions
6. Collaborate with Community

Parent Teacher Organization (PTO)

☐ Yes, I am excited about joining the Parent Teacher Organization.
☐ Yes, please contact me so I can learn more about the Parent Teacher Organization.
☐ Yes, this sounds like a great idea. Please keep me posted about future meetings.
☐ Yes, I would like to be a PTO Team Leader

Name: __________________________
Child’s Name and Grade: __________________________
Address: __________________________
Phone Number: __________________________
Email address: __________________________

Detach and Return To TMS Main Office

School Community Team (PTO)
Terrell Middle invites all parents to join the School Community Team to share ideas and ways to involve other parents to build partnerships with the school, families, and the community. The team will meet four times during the school year, but parents can also submit their ideas or suggestions during all activities, suggestion box and meetings as well as through our parent surveys. If you would like to learn more about the School Community Team, please contact the Principal, Valenda Gardner or School Improvement Specialist Stacey Glanton at 229-995-2828.

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students’ and the school’s goals for academic achievement, please provide us with your comments in the space provided and leave this form in Terrell Middle School Main Office:

Name: (optional) __________________________
Telephone Number: (optional) __________________________

________________________________________
________________________________________
________________________________________

Please visit our website for more school information: http://tms.terrell.schooldesk.net/
PART I
GENERAL EXPECTATIONS

The Terrell County School System which includes Terrell High School, Terrell Middle School, Carver Elementary School, and Lillie Cooper Primary school, agree to implement the following statutory requirements:

- Terrell County Schools System will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, the Terrell County School System will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The Terrell County School System will incorporate this system-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the Terrell County School System and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school system submits the plan to the Georgia Department of Education.

- The Terrell County School System will involve the parents of children served in Title I, Part A schools in decisions about the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The Terrell County School System will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - A. that parents play an important role in assisting their child’s learning;
    - B. that parents are encouraged to be actively involved in their child’s education at school;
    - C. that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
    - D. the carrying out of other activities, such as those described in section 1118 of the ESEA.
PART II.
IMPLEMENTING REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Terrell County School System will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under section 1112 of the ESEA.
   - Provide parents access to the information in the district’s parental involvement policy and plan through the district website.
   - Engage in open communication about the plan during parent meetings
   - Hold an annual Title I Parent Involvement Program evaluation meeting in the spring that provides a review of the parent involvement policy and seeks feedback and plans for the following year.
   - Use a variety of methods to advertise meetings seeking parent input.
   - Include in the policy parent input forms for parents to return to the school which seeks parent feedback on this policy, development of this policy, the district plan and use of parent involvement funds.

2. The Terrell County School System will take the following actions to involve parents in the process of school review and improvement under section 1115 of the ESEA:
   - Include a handout providing a summary of how Title I funds for parent involvement are used at each school with the yearly registration packets.
   - The district will hold an annual meeting for parents of students in Title I program to discuss the review and implementation of the Title I plan, and how Title I funds for parent involvement activities will be used.
   - Parental feedback and input will be solicited from all parent meetings and the school website.

3. The Terrell County School System will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
   - Review school parent involvement plans to ensure compliance, including invitations, agendas, and minutes from parent meetings showing that school plans were developed jointly with parent input.
   - Provide financial support for parent activities as well as guidance on appropriate use of parent involvement funds along with a periodic status report.
   - Provide support of central office personnel for meetings and parent program activities as needed at the school level during the planning and implementation of parent meetings.
   - A parent involvement coordinator is provided to coordinate and integrate parent involvement programs and activities in the Parent Resource Center and also provide materials and trainings to help parents work with their children to improve academically.
   - Maintain open communication with school staff of any announcements or changes in parent involvement from GaDOE.

4. The Terrell County School System will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start and Pre-K program, by:
   - Coordinating with Head Start and Pre-K to invite families and preschool children into the schools to take a tour and participate in planned activities.
   - Include Head Start and Pre-K classrooms when possible in elementary settings to connect parents early to their child’s potential school. Head Start and Pre-K parents should be included in school newsletters during the preschool year and included in school assemblies and parent nights.
   - Provide materials in the Parent Resource Center to assist parents in helping their children with transition from Pre-K or Head Start to Kindergarten.
   - Terrell County School System will also partner with the following facilities to disseminate notifications of parental involvement activities and workshop information through district flyers and memos:
     A. Terrell County Department of Family and Children Services (DFCS)
     B. Terrell County Family Connections
     C. Terrell County Public Library
     D. Terrell County Housing Authority
     E. Local Faith Based Organizations and Churches
     F. Terrell County Chamber of Commerce
     G. Terrell County Parent Academy
     H. Department of Juvenile Justice
     I. Terrell County Head Start
5. The Terrell County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The Terrell County School System will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Terrell County School System will conduct annual evaluations and request parent feedback through multiple methods of contact, including but not limited to:
  - Surveys (sent home, electronic)
  - Focus Groups
  - Open Discussion Forums
- Evaluation results (including parent input) will be used in planning improvements during the current school year and for the subsequent school year.
- The Title I Director will work with the Parent Involvement Coordinator to evaluate the Parent Involvement Program.

6. The Terrell County School System will build the schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school system will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—

- The state's academic content standards,
- The state's student academic achievement standards,
- The state and local academic assessments including alternative assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators:
  - The Parent Resource Center will be opened daily to give assistance to parents in any or all of these areas.
  - Conduct ELA and Math Georgia Standards of Excellence and CCGPS parent workshops to inform parents about changes in their child's curriculum
  - Provide information to parents explaining content standards and expectations for student achievement through presentations, newsletters and parent conferences.
  - Information concerning parent-teacher conferences and working with educators will be provided prior to scheduling conferences and will be discussed during parent meetings.
  - Develop Student-Parent Study Guides that help parents understand how they can help with homework.
  - Parent meetings and seminars will be utilized to distribute information on the requirements of Title I, and monitoring student progress and any other topic deemed necessary.
  - Providing parents with information during an annual fall meeting, through quarterly progress notes, at parent-teacher conferences, and on the district website.
  - Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a Family Literacy Night, Math Night
  - Communicate regularly with parents in clear understandable terms.
  - Provide parents opportunities to participate in decision making roles, volunteer opportunities, classroom newsletters, an annual parent survey, parent-school compacts, and parent teacher conferences.

B. The school system will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing an evening computer lab for parents to learn how to use technology
• Providing “Make and Take” Learning opportunities to provide materials for parents to use with their children.
• The Parent Involvement Coordinator will provide instruction to parents on how to incorporate appropriate learning activities in the home environment.
• Posting educational bulletins on website. The bulletins will be posted monthly and can be downloaded and printed by the parent.

C. The school system will, with the assistance of its schools and parents, educate its teachers, pupil service personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
  • The Title I Director will work with school principals to plan and if possible co-facilitate their initial Title I Parent Meetings
  • Participate in the Parent Engagement Conference
  • Professional development will be provided on parent involvement for teachers and administrators on a quarterly bases to address topics such as:
    ✓ The Basics of Parent Engagement
    ✓ Communicating with Parents
    ✓ Promoting Cultural Competency
    ✓ Including Parents in the Homework Process
    ✓ Enhancing School-Home Relationships Through Student Led Conferences
    ✓ Effective parent involvement strategies; and
    ✓ The importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

D. The school system will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and Pre-K, and conduct other activities, such as a Parent resource center that encourage and support parents in more fully participating in the education of their children by
  • Providing a District Parent Resource Center, located at 761 1st Avenue, Dawson, Georgia, open and Monday and Wednesday from 8:30 am-5:30 pm and Tuesday, Thursday, and Friday from 8:30 am-4:30 pm for parents to utilize academic resources on behalf of their children.
  • Coordinating parent involvement activities and workshops along with other initiatives including Head Start and Pre-K.

E. The school system will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  • Provide translation, to the extent practicable, of all documents to minimize language barriers to parent involvement.
  • Provide written communications in a language parents can understand
  • When requested, use an interpreter as needed for parent meetings.
  • Parent information and resources will be maintained on the system website at www.terrell.k12.ga.us

F. Provide other reasonable support for parental involvement activities under section 1118 as parents may request.
  • Maintaining a line of communication with parents so that needs and requests of parents for parent involvement activities may be made.
  • Parent meetings will be held regularly both at the district and school level.
  • The school system will be responsive to the needs and requests of parents for parent involvement activities, within reason and Title I Compliance.

PART III.
DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS
Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonable available sources of funding for that training.

Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

Training parents to enhance the involvement of other parents.

In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times and locations.

Adopting and implementing model approaches to improving parental involvement.

Establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.

Developing appropriate roles for community based organizations and businesses, including faith-based organizations, in parental involvement activities and

Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV.
ADOPTION

This District wide Parental Involvement Policy has been developed with input, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by survey data and Parent Involvement Evaluation Open Forum Meetings.

This policy was adopted by the Terrell County School System on June 11, 2015 and will be in effect for the 2015-2016 school year. The school system will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2015.
**What is a School-Parent-Student Compact?**

A School-Parent-Student Compact is an agreement between parents, students, teachers, and administrators to improve academic achievement. It defines the goals and expectations of the parents, the students, and the school. It serves as a catalyst for collaboration and ongoing communication between the school and parents.

**Communication About Student Learning**

Terrell Middle School is committed to frequent two-way communication with families about their children's academic progress.

- Parent-teacher scheduled conferences in October, January and March a year and as needed.
- Updates on District Webpage and Parent Portal.
- Weekly communication via student agenda.
- Monthly parent workshops and information.
- At 6th Grade Orientation.
- During Open House.
- At Career Day.
- During sports activities.

**Jointly Developed**

The parents, students, and staff of TMS worked through round table discussions, surveys, conferences, and annual revision meetings to develop this School-Parent Compact for Achievement. Teachers and administrators suggested strategies that would be used in the classroom, parents added ideas about home learning, and students told us what would help them to learn.

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**Terrell Middle School**

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Dawson, GA 39842

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relish@terrell.k12.ga.us
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Revised June 8, 2015
Our Goals for Student Achievement

District Goals

The goal for Terrell County School System is to make progress in all areas with all student populations as defined by the Office of Education Accountability.

Targeted students’ needs as outlined in the System Strategic Plans include:

- All schools in the district will score in the 70th percentile or above as measured by the College and Career Readiness Performance Index (CCRPI).
- Increase leaner scores and reading comprehension skills in the content areas with the use of informational text.

School Goals

TMS will score within 28% of the state’s average on the Georgia Milestone Assessment in ELA, math, science, and social studies.

TMS Focus for 2015-2016:

- Improve reading and writing skills of all students across the curriculum.
- Improve the basic computational skills of all students.

Teachers, Parents, Students-Together for Success

The Terrell Middle School faculty and staff will work with students and their families to support students’ success in all content areas by providing rigorous standard based instruction using the Common Core Georgia Performance Standards / Georgia Performance Standards.

As a school we will…..

- Provide projects with math packets with instructions for solving problems every nine weeks.
- Provide projects with a word list that explains current classroom vocabulary every nine weeks.
- Provide projects with a packet that will include math, reading comprehension, and vocabulary strategies to use at home.
- Incorporate reading, writing, and vocabulary strategies across the curriculum and conduct parent workshops to teach parents how to use math, reading, and writing strategies.
- Provide skills and drill practice on basic math facts.
- Conduct Family Fun Nights for all content areas to expose families to the student’s curriculum.
- Conduct a Parent Expo to show the relationship between the world of work and education.

As parents we will…..

TMS needs you to help your child succeed in and get the most out of school.

- Work hand in hand with the child’s teacher and other school personnel to make sure your child is doing his best in school.
- Read to and listen to the child/children daily.
- Complete suggested parent activities in parent packets for reading and math.
- Sign parent packet to assist child/children with homework and test prep.
- Practice basic math facts nightly.
- Review word list nightly.

Teachers, Parents, Students-Together for Success (Cont)

As students we will…..

- Read for 30 minutes and study notes for 30 minutes every night.
- Take notes home for parents/guardians to inform parents of the student’s progress.
- Write down all homework assignments in agenda, complete, and return to school the next day.
- Complete homework assignments with parent sight.
- Study workbooks and basic math facts nightly.
- Complete and have parents sign the math activities in parent packet every nine weeks.
- Visit suggested websites that your teacher shares with parents to complete homework and practice activities for all subjects.

My Goals

My own personal goal for Math is:

My own personal goal for SCIENCE is:

My own personal goal for SOCIAL STUDIES is:

My own personal goal for ELA is:

My TEACHER can help me reach my goal by:

My MOM can help me reach my goal by:

GREENWave

Visit our school’s website at http://www.terrell.k12.ga.us/ for more parent information and tips on how to help your child achieve academic success.
Introduction

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds and others. Their lack of permanent housing can lead to potentially serious physical, emotional and mental consequences. The <School District name> will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney-Vento Act.

Under federal law, children and youth experiencing homelessness must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state-wide and district-wide assessments and accountability systems. Our schools will ensure that children and youth experiencing homelessness are free from discrimination, segregation and harassment.

Information regarding this policy will be: distributed to all students upon enrollment and once during the school year; provided to students who seek to withdraw from school; and posted in every school in the district, as well as other places where children, youth and families experiencing homelessness receive services, including family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments and other social service agencies.

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, camping
- Grounds or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are
-Awaiting foster care placement children and youth who have a primary nighttime residence that is a private or public
- Place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and migratory children and youth who are living in a situation describe above.

A child or youth shall be considered to be experiencing homelessness for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is experiencing homelessness as defined above. The more general term youth also includes unaccompanied youth.

Enroll and enrollment mean attending school and participating fully in school activities.
**Immediate** means without delay

**Parent** means a person having legal or physical custody of a child or youth.

**School or origin** means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

**Liaison** is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.

### Identification

In collaboration with school personnel and community organizations, the liaison will identify children and youth experiencing homelessness in the district, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The liaison will keep data on the number of children and youth experiencing homelessness in the district, where they are living, their academic achievement (including performance on state-wide and district-wide assessments), and the reasons for any enrolment delays, interruptions in their education or school transfers.

### School Selection

Each child and youth experiencing homelessness has the right to remain at his or her schools of origin, or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.

Therefore, in selecting a school, children and youth experiencing homelessness shall remain at their schools of origin to the extent feasible, unless that is against the parent or youth’s wishes. Students may remain at their schools or origin the entire time they are experiencing homelessness, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent’s or youth’s wishes. Potential feasibility considerations include:

- Safety of the student
- Continuity of instruction
- Likely area of family’s or youth’s future housing
- Time remaining in the academic year
- Anticipate length of stay in temporary living situation
- School placement of siblings
- Whether the student has special needs that would render the commute harmful

Services that are required to be provided, including transportation to and from the school of origin (see below) and services under federal and other programs, shall not be considered in determining feasibility.
Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

Proof of residency

Transcripts/school records (The enrolling school must contact the student’s previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student’s age and information gathered from the student, parent and previous schools or teachers.)

Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school-based or community-based clinics can initiate immunizations when needed.)

Proof of guardianship

Birth certificate

Any other document requirements

Unpaid school fees

Lack of uniforms or clothing that conforms to dress codes

Any factor related to the student’s living situation

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the LEA liaison.

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent’s request, transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The liaison shall request transportation to and from the school of origin for unaccompanied youth. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Schools and the liaison shall use the district transportation form to process transportation requests. Requests shall be processed and transportation arrange without delay. If the student experiencing homelessness is living and attending school in this district, this district shall arrange transportation. If the student experiencing homelessness is living in this district, but attending school in another, or attending school in this district but living in another, this district will follow the inter-district transportation agreement to determine who must arrange transportation. It is this district’s policy that inter-district disputes shall not result in a student experiencing homelessness missing school. If such a dispute arises, this district will arrange transportation and immediately bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth.

In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to house students.
Services

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation (as described above)
- Title 1 (as described below)
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before-school and after-school programs

The district recognizes that children and youth experiencing homelessness suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth experiencing homelessness suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, the district shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation shall be excused. Our school district will follow state procedures to ensure that youth experiencing homelessness and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel shall refer children and youth experiencing homelessness to appropriate health care services, including dental and mental health services. The liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate educational services, transportation, free meals, and Title 1 services while the dispute is pending.

The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth experiencing homelessness.

The parent, unaccompanied youth, or school district may appeal the liaison's decision as provided in the state's dispute resolution process.
**Free meals**

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth experiencing homelessness are available for learning, the U.S. Department of Agriculture has determined that all children and youth experiencing homelessness are automatically eligible for free meals. On the day a child or youth experiencing homelessness enrolls in school, the enrolling school must submit the student’s name to the district nutrition office for immediate processing.

**Title 1**

Children and youth experiencing homelessness are automatically eligible for Title 1 services; regardless of what school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The district shall reserve such funds as are necessary to provide services comparable to those provided to Title 1 students to children and youth experiencing homelessness attending non-participating schools. The amount reserved shall be determined by a formula based upon the per-pupil Title 1 expenditure and developed jointly by the liaison and the Title 1 director. Reserved funds will be used to provide educationally related support services to children and youth experiencing homelessness, both in school and outside of school, and to remove barriers that prevent regular attendance.

Our district’s Title 1 plan will be coordinated with our McKinney-Vento services, through collaboration between the Title 1 director and the liaison. Children and youth experiencing homelessness shall be assessed, reported on and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

**Training**

The liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses, and teachers. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth experiencing homelessness.

The liaison shall also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools’ compliance with this policy and will receive training from the district liaison annually.

**Coordination**

The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaison in neighboring districts and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the liaison and our schools in implementing this policy.

**Preschool**

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools. Our district will ensure that children experiencing homelessness receive priority enrollment in preschool programs operated by the district, including exempting children experiencing homelessness from waiting lists.
Children experiencing homelessness with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children experiencing homelessness under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referral for additional Part C services are appropriate. The liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children experiencing homelessness can access those programs.

References:

The Individuals with Disabilities Education Act, U.S.C. §§1400 et seq.

April 6, 2002 Policy of the Child Nutrition District of the U.S Department of Agriculture.

June 5, 1992 Policy of the Administration for Children and Families of the U.S Department of Health and Human Services

State laws/regulations
(Add relevant state laws/regulations here)

THE TERRELL COUNTY SCHOOL SYSTEM'S COMPLAINTS AND GRIEVANCES POLICY

Section 1 - Policy Statement
The purpose of this policy is to provide local procedures for the resolution of complaints and/or grievances made to the Terrell County School System by parents, students, employees, citizens, or other concerned organizations or individuals when an alleged violation of federal or state statutes, regulations, or policies is made. This procedure will be appropriate for all policies, statutes and regulations.

Complaint - A complainant’s informal expression of dissatisfaction, which has not been resolved to his/her satisfaction through informal discussion with the immediate supervisor or the school principal.

Grievance - A complainant’s formal, written statement of dissatisfaction through informal discussion with the immediate supervisor or the school principal.

Section 2 - Purpose
The purpose of administrative review procedures is to serve, at the lowest possible level, proper and equitable solutions to complaints and grievances, and to guarantee orderly succession of procedures within which solutions may be pursued. It shall be incumbent upon all complainants to follow these procedures to settle grievances.

Section 3 - Procedure
1. Since it is important to good relationships that grievances be processed as rapidly as possible, every effort will be made by all parties to expedite the following process.
2. If a decision at Step 1 is not appealed to the next step of the procedure within the time limit specified, the grievance will be deemed to be discontinued and further appeal shall be barred; however, another complaint may be submitted upon reoccurrence of the grievance.
3. Except for informal decisions at Step 1, all decisions shall be rendered in writing at each step of the review procedure, setting forth facts, reasons, and conclusions for decision. Both parties shall agree that the proceedings will be kept confidential as may be appropriate at each step. The complaint must be in writing and must be signed.
4. The failure of an administrator to communicate his/her decisions to the complaint within the specified time limit shall permit the complainant to proceed to the next step in the administrative review procedure.
Step 1 - Informal

The complainant should hold an informal discussion with or complain to a neutral party or the official designee in an effort to resolve the problem informally. The official should permit the complainant to state his/her position, and, if necessary, make inquiry of the complaint. If as a result of the informal discussion with or complain to the school principal or immediate supervisor in an effort to resolve the problem informally. The complainant may have present a parent, friend, school official or teacher.

Step 2 - Formal

If, as a result of the informal discussion, the matter is not resolved, the complainant shall initiate in writing to the school principal or immediate supervisor within five days after meeting with the school principal or immediate supervisor giving the full details of his/her grievance.

The school principal or immediate supervisor shall communicate his decision to the complainant in writing within three school days after receipt of the written grievance.

Step 3

If the grievance remains unsolved, the complainant, no later than five school days after receipt of the decision at Step 2, may appeal it to the superintendent.

The appeal must be made in writing and must give details as to why the decision was unsatisfactory.

The superintendent or contact person will conduct a thorough investigation of the charge and forward a written reply to the aggrieved person(s).

The superintendent shall give his decision in writing to the complainant within ten days after submission of the appeal. The reply will include proof that denies the charge or procedures to be followed to remedy a charge that is granted.

Step 4

If the grievance is not resolved at Step 3, the complainant may, no later than ten school days after receipt of the superintendent’s decision, appeal to the full board of education.

The request shall be made in writing and all papers relating to the grievance shall be attached. The complainant must explain who was discriminated against; in what way; by whom or by what institution; when the discrimination took place; who was harmed; who can be contacted for further information; the name, address, and telephone number of the complainant and recipient; and as much background information as possible about the alleged violation.

Within ten school days after receipt of an appeal, the full board of education shall hold a hearing with all parties concerned present on the grievance.

The hearing shall be conducted in the executive session providing an opportunity for the complainant or the complainant’s representative, or both, to present evidence, including an opportunity to question parties involved; or designate a tribunal to hear the case and furnish the board of education with findings of fact and conclusions of law.

The board of education shall issue a decision in writing to all parties concerned in a period not to exceed thirty (30) days from the date of filing the complaint.

Step 5

Section 4 - Appeal

The complainant has the right to appeal the final resolution of the local board of education within thirty (30) days after receipt of the written decision.
The appeal shall be addressed to the State Superintendent of Schools in writing. It shall include a copy of the original complaint with the unresolved item(s) clearly identified.

OR

Anyone who believes there has been an act of discrimination may file a complaint with the Office of Civil Rights, U.S. Department Of Education. A complaint should be sent to the Atlanta Regional Office, P.O. Box 1705, Atlanta, GA 30301. --- A complaint must be in writing and must be signed.

A complaint must also be filed within one hundred (100) days of the date the alleged discrimination, unless the time for filing is extended, for good cause, by the Regional Civil Rights Director. (See Step 4, Paragraph 2 under Procedure for guidance).

Section 5 - Information

This policy and procedure shall be disseminated to parents, students, employees, citizens, or other concerned organizations or individuals.

All complaints and grievances concerning violations of Title IX and Section 504 of the Rehabilitation Act regulations should be directed to:

Mr. Robert Aaron, Superintendent of Schools  
P.O. Box 151  
Dawson, GA 39842  
Telephone - (229) 995-4425

Mrs. Tonya Perkins, Contact Person  
Central Office Personnel  
P.O. Box 151  
Dawson, GA 39842  
Telephone - (229) 995-4096

*The contact person is the objective party who will take the concerns and make recommendations to the superintendent.
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
Grading Policy

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test/Projects</td>
<td>40%</td>
<td>Remediation required on all test with a score less than 80. *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mandatory re-test if &gt;70, average both to determine final Grade.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Notebooks/Journals</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
<td>Homework will be assigned a grade of 0, 50, or 100.</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>20%</td>
<td></td>
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</tbody>
</table>

**Test/Projects**- Students will have a minimum of three tests during the grading period. Students receiving a score of less than 70 will be required to retake the test within 10 school days. The average of the two scores will constitute the final grade with a maximum score of 80.

**Notebooks/Writing to Win Journals**- In our push to teach organizational skills and emphasis on maintaining notebooks and journals for continued review-notebook checks will be conducted twice during (one before mid progress and on after mid progress) the grading period. Students will be required to maintain all given assignment (teacher will assign a number to each assignment). Example-On notebook check day-the teacher may ask students to submit assignment #5 for a notebook grade. The same may be done for journal entries.

**Homework**- Students will receive one of three grades on homework (0, 50, or 100). A zero if the homework was not attempted or less than half of the assignment was completed. A grade of 50 is received if more than half but completed. The score of 100 is recorded for all completed homework.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Work days</td>
<td>July 23, 24, 27, 28 (4 Days Preplanning)</td>
</tr>
<tr>
<td>First Day of School</td>
<td>July 29</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 7</td>
</tr>
<tr>
<td>End of 1st Reporting Period</td>
<td>October 1</td>
</tr>
<tr>
<td>Teacher Workday</td>
<td>October 2</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 19 - 23</td>
</tr>
<tr>
<td>Homecoming – ½ day</td>
<td>October 30</td>
</tr>
<tr>
<td>Thanksgiving Holidays</td>
<td>November 23 - 27</td>
</tr>
<tr>
<td>End of 1st Semester (1/2 day)</td>
<td>December 17</td>
</tr>
<tr>
<td>Teacher Work day</td>
<td>December 18</td>
</tr>
<tr>
<td>Christmas Holidays</td>
<td>December 21 – January 1</td>
</tr>
<tr>
<td>Students &amp; Teachers return</td>
<td>January 4</td>
</tr>
<tr>
<td>MLK Holiday</td>
<td>January 18</td>
</tr>
<tr>
<td>Winter Break</td>
<td>February 19 and 22</td>
</tr>
<tr>
<td>End of 3rd Reporting Period</td>
<td>March 9</td>
</tr>
<tr>
<td>Teacher Work Days</td>
<td>March 11 and 14</td>
</tr>
<tr>
<td>Spring Break</td>
<td>April 4 - 8</td>
</tr>
<tr>
<td>End of 2nd Semester</td>
<td>May 20</td>
</tr>
<tr>
<td>Last Day of School ½ Day</td>
<td>May 20</td>
</tr>
<tr>
<td>Teacher Workdays</td>
<td>May 23, 24</td>
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</tbody>
</table>