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Vision Statement

Terrell Middle School prepares student for future opportunities by developing an environment that promotes self discipline, motivation, and academic excellence.

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.

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 Hand Book, 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:

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

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

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.

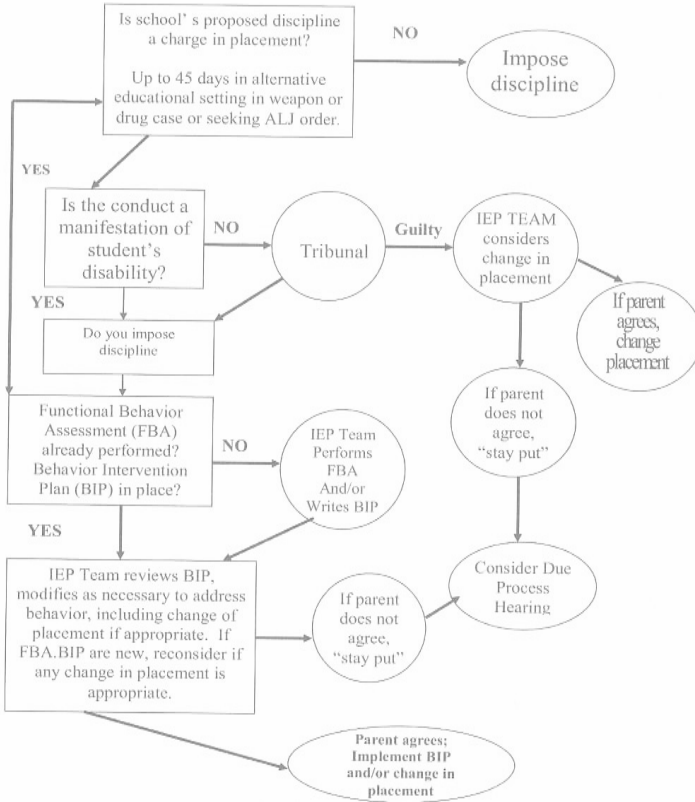
A placement review shall be established at each school. A committee shall be composed of three members, to determine the placement of a student when a teacher withholds his or her consent to the return of a student to the teacher's class.

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 withholds consent to the return of a student.

IDEA DISCIPLINE FLOW CHART

IDEA DISCIPLINE FLOW CHART



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.

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 or 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.

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 paragraphs of this rule.

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, losts, 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 reasonable 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

(Levels 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

(Level 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

(Level 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 way to allow them to swing freely, which may be known as a nun chucks, 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:

- 12.1 on the school grounds at any time;
- 12.2 off the school grounds at a school activity, function, or event, or
- 12.3 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.

- 1st offense: Conference and suspension possible

- 2nd offense: 5 days suspension of riding privileges

- 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.
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 bays, 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 or litter 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 or of 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 (Recommended 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

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: Tribunal

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: Tribunal

- 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.
 - 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:

- Oral or written statements having demeaning implications made or sent to an individual.
- 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:

- Skip all day/Truancy (School Social Worker will be called)**
- Skip class or required in-school activities**
- Be tardy (Students who are late for class are tardy)**
- 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 tem(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. **If a shirt or blouse cannot be tucked in, DO NOT WEAR IT.**

2. Leggings must be worn with a shirt that measures two (2) inches above the knee or with a dress that measures two (2) inches above the knee. You will be measured for accuracy. **DO NOT WEAR LEGGINGS WITH JUST A SHIRT OR BLOUSE.**

3. Excessively tight clothing is not permitted. Clothing must not show skin of the mid-section during normal activities of the school day. Skirts and dresses shall be worn no more than three (2) 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(2) inches from the top of the knee All pants and shorts shall be hemmed and holes patched.

4. Shoes must be worn. No flip-flops or bedroom slippers. Shoes must be worn as designed. Shoes must be appropriately laced if required. Sandals must have a strap on the back as to keep the shoes on the feet. Slides or slip in sandals/shoes are NOT allowed.

5. Clothing or ornamentation displaying or advertising devices or substances illegal for minors is prohibited. (example - alcohol, drugs, guns, knives, etc.)

6. Students (boys and girls) are not to wear hats or hoods (on hoodies) 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, implied/explicit meaning, or double meaning or off color slogans(or pictures with these items on it) are not allowed.

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.

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 bags.

1st Offense: Administrative & Parent Conference

2nd Offense: Administrative Detention & Parent Conf.

3rd Offense: 3 Days Suspension & Parent Conference

13. 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.

14. **Belts are required for clothing designed to be worn with a belt.**

15. **Cell phone accessories are not permissible at school during school.**

16. Students are not permitted to dress in a manner which causes distractions and /or disrupts the School day.

17. Students are permitted to wear dress sandals. Dress sandals are defined 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 O t h e r (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 counselling

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 counselling

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 counselling

Restriction from school programs and assemblies

Up to **five** days in-school suspension

Refer to social worker

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

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

Level III consequence(s) implemented by the administration

Restriction from school programs **Required** student participation in conference and special assemblies with parent/guardian, teacher and/or principal, even if such a conference has previously occurred 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 pending disciplinary investigation of the allegations

Up to **seven** days in-school Suspension from school up to **ten** school days, suspension 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 Any other disciplinary technique that positively to the school related environment 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 other 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

Up to **seven** days in-school suspension

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

Any other disciplinary technique that positively related environment 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 book bags** for transporting books on the bus and during the day at school. No cloth, nylon, opaque plastic or other nontransparent book bag 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 **\$6.00** 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) Courses are taught after the regular school day.
- 8) 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 you 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 teacher's 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, etc. 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 exemptions 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 parent's 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.
4. Bury face in arms, protecting the head. Close eyes tightly.
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(QBE) 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, etc.** 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, etc.**
- 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 grade 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/or 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 attended Terrell Middle School for one full academic year.
- 2) Miss Junior Football must be a seventh or eighth grader.
Selection will be based on ballots cast by TMS football members and trainers 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. She must have good attendance to school; not more than five absences in a nine weeks (or five tardies) 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 AND HOMECOMING COMMITTEE.**

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.

8) A candidate must have attended TMS for one full academic year.

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 work 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

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 in person (they cannot be taken from the counseling center), including permanent records, 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
- (j) **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 (l) **Student Record** – the state's required end-of-year student data collection

(2) REQUIREMENTS.

(a) Eligibility for entry into and exit from language assistance.

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.

i. 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.

ii. 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.

i. 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.

ii. 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.

iii. 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.

iv. Students who are considered English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.

v. 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, aggrieving'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
- l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision: The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

6. Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

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 not 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.

POLÍTICA DE LA JUNTA DIRECTIVA DEL CONDADO DE TERRELL

**Igualdad de oportunidades educativas -
11/06/2012 Derechos y procesales garantías**

Código descriptivo: JAA (1)

Fecha del estudiante:

Rescinde el código:

Fecha de publicación:

Aviso de derechos de los estudiantes y padres bajo la Sección 504

Sección 504 de la Ley de Rehabilitación de 1973, comúnmente conocido como "Sección 504", es un estatuto de no discriminación promulgado por el Congreso de los Estados Unidos. El propósito de la Sección 504 es prohibir la discriminación y asegurar que los estudiantes discapacitados tengan oportunidades educativas y beneficios iguales a los proporcionados a los estudiantes no discapacitados. Para obtener más información sobre la Sección 504, o si tiene preguntas o necesita asistencia adicional, por favor contactar al Coordinador de la Sección 504 de su sistema local en la siguiente dirección:

Director de Escuelas
del Condado de Terrell
Título I
PO Box 151
Dawson, GA 39842
229-995-4096

La implementación Las regulaciones para la Sección 504 establecidas en 34 CFR Parte 104 brindan a los padres y / o estudiantes los siguientes derechos:

1. Su hijo tiene derecho a una educación adecuada diseñada para satisfacer sus necesidades educativas individuales tan adecuadamente como las necesidades de estudiantes discapacitados 34 CFR 104.33.
2. Su hijo tiene derecho a servicios educativos gratuitos, excepto las tarifas que se imponen a los estudiantes no discapacitados o sus padres. Las aseguradoras y terceros similares que brindan servicios no operados o proporcionados por el destinatario no están exentos de la obligación válida de proporcionar o pagar los servicios prestados a un estudiante discapacitado. 34 CFR 104.33.
3. Su hijo tiene derecho a participar en un entorno educativo (académico y no académico) con estudiantes no discapacitados en la medida máxima adecuada a sus necesidades. 34 CFR 104.34.
4. Su hijo tiene derecho a instalaciones, servicios y actividades que sean comparables a los proporcionados para estudiantes sin discapacidades. 34 CFR 104.34.
5. Su hijo tiene derecho a una evaluación antes de una determinación de Sección 504 elegibilidad según la. 34 CFR 104.35.
6. Tiene derecho a no consentir la solicitud del sistema escolar de evaluar a su hijo. 34 CFR 104.35.
7. Tiene derecho a garantizar que los procedimientos de evaluación, que pueden incluir

pruebas,

cumplan con los requisitos de 34 CFR 104.35.

8. Tiene derecho a asegurarse de que el sistema escolar considerará la información de una variedad de fuentes, según corresponda, que puede incluir pruebas de aptitud y rendimiento, calificaciones, recomendaciones y observaciones del maestro, condiciones físicas, antecedentes sociales o culturales, registros médicos y recomendaciones de los padres 34 CFR 104.35.

9. Tiene derecho a asegurarse de que las decisiones de colocación sean tomadas por un grupo de personas, incluidas las personas que conocen a su hijo, el significado de los datos de evaluación, las opciones de ubicación y los requisitos legales para un entorno menos restrictivo e instalaciones comparables. 34 CFR 104.35.

10. Si su hijo es elegible bajo la Sección 504, su hijo tiene derecho a reevaluaciones periódicas, incluso antes de cualquier cambio significativo de ubicación posterior. 34 CFR 104.35.

11. Tiene derecho a recibir un aviso antes de cualquier acción del sistema escolar con respecto a la identificación, evaluación o ubicación de su hijo. 34 CFR 104.36.

12. Tiene derecho a examinar los registros educativos de su hijo. 34 CFR 104.36.

13. Tiene derecho a una audiencia imparcial con respecto a las acciones del sistema escolar con respecto a la identificación, evaluación o colocación educativa de su hijo, con la oportunidad de la participación de los padres en la audiencia y la representación de un abogado. 34 CFR 104.36.

14. Usted tiene derecho a recibir una copia de este aviso y una copia del procedimiento de audiencia imparcial del sistema escolar a pedido. 34 CFR 104.36.

15. Si no está de acuerdo con la decisión del oficial de audiencia imparcial (los miembros de la junta escolar y otros empleados del distrito no se consideran oficiales de audiencia imparcial), tiene derecho a una revisión de esa decisión de acuerdo con el procedimiento de audiencia imparcial del sistema escolar. 34 CFR 104.36.

16. Tiene derecho a, en cualquier momento, presentar una queja ante la Oficina de Derechos Civiles del Departamento de Educación de los Estados Unidos.

Sección 504 Garantías procesales

1. Descripción general: Cualquier estudiante o padre o tutor ("agraviado") puede solicitar una audiencia imparcial debido a las acciones o inacciones del sistema escolar con respecto a la identificación, evaluación o colocación educativa de su hijo en virtud de la Sección 504. Las solicitudes de una audiencia imparcial deben presentarse por escrito a el coordinador de la Sección 504 del sistema escolar; sin embargo, el hecho de que un reclamante no solicite una audiencia por escrito no alivia la obligación del sistema escolar de proporcionar una audiencia imparcial si el reclamante solicita verbalmente una audiencia imparcial a través del Coordinador de la Sección 504 del sistema escolar. El Coordinador de la Sección 504 del sistema escolar ayudará al agraviado a completar la Solicitud de audiencia por escrito.

2. Solicitud de audiencia: La Solicitud de audiencia debe incluir lo siguiente:

- a. El nombre del alumno. si. La dirección de la residencia del estudiante.
- C. El nombre de la escuela a la que asiste el estudiante. La decisión que es el tema de la audiencia. mi. Los motivos solicitados para la revisión.
- F. El remedio propuesto buscado por el agraviado. gram. El nombre y la información de contacto del reclamante.

Dentro de los 10 días hábiles posteriores a la recepción de la Solicitud de audiencia del reclamante, el Coordinador de la Sección 504 reconocerá la Solicitud de audiencia por escrito y programará una hora y lugar para una audiencia. Si la Solicitud de audiencia por escrito no contiene la información necesaria mencionada anteriormente, el Coordinador de la Sección 504 informará al agraviado de la información específica necesaria para completar la solicitud.

Todos los plazos y procesos se suspenderán hasta que la Solicitud de audiencia contenga la información necesaria mencionada anteriormente.

3. Mediación: El sistema escolar puede ofrecer mediación para resolver los problemas detallados por el demandante en su Solicitud de audiencia. La mediación es voluntaria y tanto el agraviado como el sistema escolar deben aceptar participar. El agraviado puede terminar la mediación en cualquier momento. Si la mediación se termina sin un acuerdo, el sistema escolar seguirá los procedimientos para llevar a cabo una audiencia imparcial sin una Solicitud de audiencia adicional.

4. Procedimientos de audiencia

a. El Coordinador de la Sección 504 obtendrá un funcionario de revisión imparcial que llevará a cabo una audiencia dentro de los 45 días calendario posteriores a la recepción de la Solicitud de audiencia del reclamante, a menos que el agraviado acuerde lo contrario o el funcionario de revisión imparcial otorgue una continuación.

si. Si el agraviado o el sistema escolar muestran una buena causa, el funcionario de revisión imparcial, a su discreción, puede otorgar una continuación y establecer una nueva fecha de audiencia. La solicitud de continuación debe ser por escrito y copiada a la otra parte.

C. El agraviado tendrá la oportunidad de examinar los registros educativos del niño antes de la audiencia.

re. El agraviado tendrá la oportunidad de ser representado por un asesor legal a su propio costo en la audiencia y participar, hablar, examinar testigos y presentar información en la audiencia. Si el agraviado debe ser representado por un asesor legal en la audiencia, debe informar al Coordinador de la Sección 504 de ese hecho por escrito al menos 10 días calendario antes de la audiencia. No notificar al Coordinador de la Sección 504 por escrito sobre la representación de un asesor legal constituirá una buena causa para la continuación de la audiencia.

mi. El agraviado tendrá la carga de probar cualquier reclamo que pueda presentar. Cuando las circunstancias o la ley lo justifiquen, el oficial de audiencia imparcial puede requerir que el receptor defienda su posición / decisión con respecto a las reclamaciones (es decir, un receptor colocará a un estudiante discapacitado en el

entorno educativo regular operado por el receptor a menos que el receptor demuestre que la educación de la persona en el entorno habitual con el uso de ayudas y servicios complementarios no puede lograrse satisfactoriamente (34 CFR§104.34). Uno o más representantes del sistema escolar, que pueden ser abogados, asistirán a la audiencia para presentar las pruebas y los testigos, responder al testimonio del agraviado y responder las preguntas planteadas por el funcionario de revisión.

F. El funcionario de revisión imparcial no tendrá el poder de citar testigos, y las estrictas reglas de evidencia no se aplicarán a las audiencias. El funcionario de revisión imparcial tendrá la autoridad para emitir instrucciones previas a la audiencia, lo que puede incluir exigir que las partes intercambien documentos y nombres de testigos para estar presentes.

gramo. El funcionario de revisión imparcial determinará el peso que se le dará a las pruebas en función de su confiabilidad y valor probatorio.

h. La audiencia se cerrará al público.

yo. Los problemas de la audiencia se limitarán a los planteados en la solicitud escrita u oral de la audiencia.

j. Los testigos serán interrogados directamente por la parte que los llama. Se permitirá el interrogatorio de testigos. El funcionario de revisión imparcial, a su discreción, puede permitir un examen más detallado de los testigos o hacer preguntas a los testigos.

k. El testimonio se grabará mediante informes judiciales o grabaciones de audio a expensas del destinatario. Toda la documentación relacionada con la audiencia será retenida por el destinatario.

l. A menos que la ley exija lo contrario, el funcionario de revisión imparcial mantendrá la acción del sistema escolar a menos que el agraviado pueda probar que una preponderancia de la evidencia respalda su reclamo.

metro. El hecho de que el agraviado no comparezca en una audiencia programada, a menos que el funcionario de revisión imparcial haya presentado y aprobado una notificación previa de ausencia o se demuestre una causa justa, constituirá una renuncia al derecho de comparecencia personal ante el funcionario de revisión imparcial.

5. Decisión: El funcionario de revisión imparcial emitirá una determinación por escrito dentro de los 20 días calendario posteriores a la fecha en que concluyó la audiencia. La determinación del funcionario de revisión imparcial no incluirá daños monetarios ni la adjudicación de honorarios de abogados.

6. Revisión: si no está satisfecho con la decisión del funcionario de revisión imparcial, cualquier parte puede perseguir cualquier derecho de revisión, apelación, causa de acción o reclamo disponible para ellos bajo la ley o las normas o regulaciones estatales o federales existentes.

Title I Documents

Terrell County Board of Education
Terrell County Governmental Building

Central Office:

Douglas Bell, Superintendent
Bernice Burke, Curriculum Director
LaTosha Peters, Special Ed. Director
Dr. Russia Sherrod, Social Worker
Albert Crumbley, District 5
Olivia Preston, Nutrition Coordinator
Steve Phillips, Technology Director

761 1st Avenue SE

P. O. Box 151

Dawson, Georgia 39842

229-995-4425

Board Members:

John Gardner, District 1
Michael Oxford, District 2 -Vice Chairman
Mellean Davis, District 3
Ray Moses, District 4-Chairman
TonyaPerkins, Title I Director

July 19, 2021

Dear Parents,

In compliance with the requirements of the Every Students Succeeds Act, the Terrell County Charter School System would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the principal at your child's school. Cooper-Carver telephone is 229-995-5451, Terrell Middle School telephone is 229-995-2828 and Terrell High School telephone number is 229-995-2544.

Sincerely,

Bernice Burke

Bernice Burke
Curriculum Director

Terrell County Board of Education

Terrell County Governmental Building

Central Office:

Douglas Bell, Superintendent
Bernice Burke, Curriculum Director
Traci Turner, Special Ed. Director
Dr. Russia Sherrod, Social Worker
Tonya Perkins, Title I Director
Olivia Preston, Nutrition Coordinator
Steve Phillips, Technology Director

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Sincerely,



Bernice Burke
Curriculum Director

Copyright Piracy Awareness Notification

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) states that Title I schools shall provide information and resources to help parents and families work with their children to understand the harms of copyright piracy. In keeping with this requirement, definitions of relevant terms as well as links to websites that may be helpful in educating children concerning copyright piracy regulations are included below.

Copyright-a form of protection given to creators and authors of literary, dramatic, musical and artistic works. A copyright means that the author has the right to do or let other do any of the following things:

- Make copies
- Distribute copies
- Perform work publicly
- Display work publicly
- Make modifications or adaptations

Generally, it is illegal for anyone to do any of the things listed above without the creator's permission. However, there are some exceptions and limitations to this right. One major limitation is the Doctrine of Fair Use.

Copyright Piracy-Unauthorized reproduction for sale or use of a copyrighted work such as a book, lyric or software.

Online Resources:

<http://eduscapes.com/tap/topic24.htm>

<https://www.commonensemedia.org/videos/teaching-kids-about-copyright-piracy>

<http://www.copyrightkids.org/>

<http://www.ago.state.ms.us/wp-content/uploads/2013/08/Illegal-Downloads-What-a-Parent-Should-Know.pdf>

If additional assistance or more information is needed, the media specialist at your child's school can help.

Notificación de concientización sobre la piratería de derechos de autor EI

Título I, Parte A, Sección 1116 de la Ley de Que todos los estudiantes tienen éxito (ESSA, por sus siglas en inglés) establece que las escuelas Título I proporcionarán información y recursos para ayudar a los padres y las familias a trabajar con sus hijos para comprender los daños de la piratería de derechos de autor. De acuerdo con este requisito, a continuación se incluyen definiciones de términos relevantes, así como enlaces a sitios web que pueden ser útiles para educar a los niños con respecto a las regulaciones de piratería de derechos de autor.

Derechos de autor: forma de protección otorgada a creadores y autores de obras literarias, dramáticas, musicales y artísticas. Un derecho de autor significa que el autor tiene el derecho de hacer o permitir que otra persona haga lo siguiente:

- Hacer copias
- Distribuir copias
- Realizar trabajos públicos
- Mostrar trabajos públicamente
- Realizar modificaciones o adaptaciones

En general, es ilegal que cualquier persona haga algo de las cosas mencionadas anteriormente sin el permiso del creador. Sin embargo, hay algunas excepciones y limitaciones a este derecho. Una limitación importante es la Doctrina del Uso Justo.

Piratería de derechos de autor: reproducción no autorizada para la venta o uso de una obra con derechos de autor, como un libro, letra o software.

Recursos en línea:

<http://eduscapes.com/tap/topic24..htm>

<https://www.commonsemmedia.org/videos/teaching-kids-about-copyright-piracy>

<http://www.copyrightkids.org/>

<http://www.ago.state.ms.us/wp-content/uploads/2013/08/Illegal-Downloads-What-a-Parent-Should-Know.pdf>

Siayuda adicional o más información, el especialista en medios de comunicación de su La escuela del niño puede ayudar.

Right to Know Professional Qualifications of Teachers and Paraprofessionals

In compliance with the requirements of the Every Student Succeed Act (ESSA), the Terrell Middle School would like to inform you that you may request 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 to 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 instruction your child.

If you wish to request information concerning your child's teacher's qualification, please contact Principal Gardner by phone at 229-995-2828 or email at vgardner@terrell.k12.ga.us.



UNITED STATES DEPARTMENT OF EDUCATION STUDENT PRIVACY POLICY OFFICE

SPPO-21-01

Protection of Pupil Rights Amendment (PPRA)

Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

Rights of Parents under PPRA

PPRA (20 U.S.C. § 1232h, 34 CFR Part 98) affords parents of students certain rights regarding, among other things, participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following eight protected areas (protected information survey) if the survey is funded as part of a program administered by the U.S. Department of Education (Department) (applicable program) –
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships; 6. Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or student’s parent; or 8. Income, other than as required by law to determine program eligibility.

• *Receive notice* and an opportunity to *opt a student out* of –

1. Any protected information survey administered or distributed to a student by an local educational agency that is a recipient of funds under an applicable program (LEA) if the protected information survey is either not funded as part of a program administered by the Department or is funded as part of a program administered by the Department but to which a student is not required to submit;
2. Any non-emergency, invasive physical examination or screening required by an LEA as a condition of attendance; administered by the school and scheduled by the school in advance; and, that is not necessary to protect the immediate health and safety of a student, with some exceptions; and
3. Activities of an LEA involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or to otherwise distribute such information to others for that purpose), with some exceptions.

• *Inspect*, upon request –

1. Protected information surveys and surveys created by a third party, before the administration or distribution by an LEA of the surveys to a student;
2. Any instrument used by an LEA to collect personal information for the purpose of marketing or sale (or otherwise distributing such information for that purpose), before the instrument is administered or distributed to a student, with some exceptions; and
3. Instructional material, excluding academic tests or academic assessments, used by an LEA as part of the educational curriculum for a student.

These rights transfer from the parents to the student when the student turns 18 years old or becomes an emancipated minor under applicable State law.

Requirements of LEAs under PPRA

LEAs are required to develop and adopt policies, in consultation with parents, to address the protection of student privacy and parents’ rights under PPRA, including those discussed above. In addition, LEAs must directly notify parents of these policies at least annually, at the start of each school year, and within a reasonable period after any substantive change to the policies.

LEAs must also directly notify, such as through U.S. Mail or email, parents of students who are scheduled or expected to be scheduled to participate in any of the activities or surveys listed below and must provide an opportunity for parents to opt their child out of participation. LEAs must make this notification to parents at least annually at the beginning of the school year, and this notification must include the specific or approximate dates when the activities or surveys are scheduled or expected to be scheduled. For activities or surveys that are scheduled after the school year starts, LEAs must provide parents with reasonable notification and an opportunity to review, as well as an opportunity to opt their child out. These activities and surveys involve:

- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or otherwise distributing such information to others for that purpose), with some exceptions;
- Administration or distribution to a student of any protected information survey not funded as part of a program administered by the Department or funded as part of a program administered by the Department but to which students are not required to submit; and
- Certain non-emergency, invasive physical examinations or screenings, as described above.

Parents who seek additional resources on student privacy under PPRA may visit the Department’s Student Privacy Policy Office website at <https://studentprivacy.ed.gov/>. Parents who believe their PPRA rights have been violated may

file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint> or by mailing the form to the following address:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202



ESTADOS UNIDOS DEPARTAMENTO DE EDUCACIÓN DEL ESTUDIANTE POLÍTICA DE PRIVACIDAD DE OFICINA

OPPM-21-01

Protección de los Derechos del Alumno (PPRA)

Aparte de los requisitos legales y reglamentarios incluidos en el documento, el contenido de esta guía no tienen la fuerza y el efecto de la ley y no están destinados a vincular al público de cualquier manera. Este documento tiene como único objetivo brindar claridad al público con respecto a los requisitos existentes según la ley o las políticas de la agencia.

Derechos de los padres bajo PPRA

PPRA (20 USC § 1232h, 34 CFR Parte 98) otorga a los padres de estudiantes ciertos derechos con respecto, entre otras cosas, a la participación en encuestas, la recopilación y uso de información con fines de marketing y ciertos exámenes físicos. Estos incluyen, pero no se limitan a, el derecho a:

- *Consentir* antes de que se requiera que los estudiantes envíen una encuesta que se refiera a una o más de las siguientes ocho áreas protegidas (encuesta de información protegida) si la encuesta se financia como parte de un programa administrado por el Departamento de Educación de los Estados Unidos (Departamento) (programa aplicable) -

1. Afiliaciones políticas o creencias del estudiante o de sus padres;
2. Problemas mentales o psicológicos del estudiante o la familia del estudiante;
3. Comportamiento o actitudes sexuales;
4. Comportamiento ilegal, antisocial, autoincriminatorio o degradante;
5. Evaluaciones críticas de otras personas con quienes los encuestados tienen relaciones familiares cercanas;
6. Relaciones privilegiadas o análogas legalmente reconocidas, como con abogados, médicos o ministros;
7. Prácticas religiosas, afiliaciones o creencias del estudiante o de los padres del estudiante;
8. Ingresos, que no sean los requeridos por la ley para determinar la elegibilidad del programa.

- *Recibir un aviso* y la oportunidad de *excluir* un estudiante de:

1. Cualquier encuesta de información protegida administrada o distribuida a un estudiante por una agencia educativa local que sea receptora de fondos bajo un programa aplicable (LEA) si la encuesta de información protegida es no financiado como parte de un programa administrado por el Departamento o financiado como parte de un programa administrado por el Departamento pero al cual el estudiante no está obligado a someterse;

2. Cualquier examen físico invasivo que no sea de emergencia o evaluación requerida por una LEA como condición de asistencia; administrado por la escuela y programado por la escuela con anticipación; y eso no es necesario para proteger la salud y seguridad inmediatas de un estudiante, con algunas excepciones; y
3. Actividades de una LEA que involucren la recopilación, divulgación o uso de información personal recopilada de los estudiantes con el propósito de mercadeo o venta (o para distribuir dicha información a otros para ese propósito), con algunas excepciones.

Emitido el 24 de noviembre de 2020

• *Inspeccionar, a pedido:*

1. Encuestas de información protegida y encuestas creadas por un tercero, antes de la administración o distribución por una LEA de las encuestas a un estudiante;
2. Cualquier instrumento utilizado por una LEA para recopilar información personal con el propósito de comercializar o vender (o distribuir dicha información para ese propósito), antes de que el instrumento sea administrado o distribuido a un estudiante, con algunas excepciones; y
3. Material de instrucción, excluyendo pruebas académicas o evaluaciones académicas, utilizado por una LEA como parte del plan de estudios educativo de un estudiante.

Estos derechos se transfieren de los padres al estudiante cuando el estudiante cumple 18 años o se convierte en un menor emancipado según la ley estatal aplicable.

Requisitos de las LEA bajo PPRA

Se requiere que las LEA desarrollen y adopten políticas, en consulta con los padres, para abordar la protección de la privacidad de los estudiantes y los derechos de los padres bajo PPRA, incluidos los discutidos anteriormente. Además, las LEA deben notificar directamente a los padres de estas políticas al menos una vez al año, al comienzo de cada año escolar y dentro de un período razonable después de cualquier cambio sustancial en las políticas.

Las LEA también deben notificar directamente, por ejemplo, a través del correo o correo electrónico de los EE. UU., a los padres de los estudiantes que están programados o se espera que participen en cualquiera de las actividades o encuestas que se enumeran a continuación y deben brindar una oportunidad para que los padres opten por que su hijo no participe. Las LEA deben hacer esta notificación a los padres al menos una vez al año al comienzo del año escolar, y esta notificación debe incluir las fechas específicas o aproximadas en las que se programan o se espera programar las actividades o encuestas. Para las actividades o encuestas que están programadas después de que comience el año escolar, las LEA deben proporcionar a los padres una notificación razonable y una oportunidad de revisar, así como la oportunidad de excluir a su hijo. Estas actividades y encuestas implican:

- Recopilación, divulgación o uso de información personal recopilada de los estudiantes con el propósito de comercializar o vender (o distribuir dicha información a otros para ese propósito), con algunas excepciones;
- Administración o distribución a un estudiante de cualquier encuesta de información protegida no financiada como parte de un programa administrado por el Departamento o financiada como parte de un programa administrado por el Departamento pero al cual los estudiantes no están obligados a enviar; y
- Ciertos exámenes o exámenes físicos invasivos que no son de emergencia, como se describe anteriormente.

Los padres que busquen recursos adicionales sobre la privacidad de los estudiantes bajo PPRA pueden visitar el sitio web de la Oficina de Política de Privacidad de los Estudiantes del Departamento en <https://studentprivacy.ed.gov/>. Los padres que crean que sus derechos de PPRA han sido violados pueden presentar una queja en línea seleccionando la opción de formulario de queja de PPRA en <https://studentprivacy.ed.gov/file-a-complaint> o enviando el formulario por correo a la siguiente dirección:

Política de privacidad del estudiante Oficina
del Departamento de Educación de EE. UU.
400 Maryland Avenue, SW
Washington, DC 20202

Terrell Middle School

Parent Engagement Policy/Plan

for Shared Student Success
2021-2022 School Year



Valencia Gardner, Principal
Patrick Cuff, Assistant Principal
201 Greenwave Blvd
Dawson, GA 39842
229-995-2828

www.terrell.k12.ga.us

Revised May 21, 2021

What is Title I?

Terrell Middle is identified last year as a Title I Focus school as part of the Every Student Succeeds Act (ESSA).

Title I is designed to support state and local school reform efforts. Title I efforts challenges 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 engagement 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 family engagement that will support student learning. Terrell Middle values the contributions and involvement of parents and family members 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 family 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 engagement policy is reviewed, discussed, revised and updated annually, 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 family engagement /plan, as well as the school-wide plan, our school-parent compact and the family engagement 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 family engagement program.

Who is it for?

This plan is for all students, their families 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 engagement. 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 to each individual student prior to November 1st of each school year. This plan will be made available to the local community through the Title I Parent Resource Center. The plan will be displayed on the Parent Info Board at the school and it can be viewed on the district's website at <http://www.terrell.k12.ga.us>. This parental engagement plan will be updated annually and as needed to meet the changing needs of parents and the school community.



2021-2022 District Goals

1. The percent of students reading on grade level (within the Lexile band) as measured by the Georgia Milestone Assessments will increase by 3% by the end of the 2021-2022 SY.
2. During the 2021-2022 school year, the TCCSS will decrease the number of students scoring level 1 by 3%, increase the percentage of students scoring level 2 by 3%, increase the percent of students scoring level 3 by 3%, and increase the percentage of students scoring level 4 by 1% as measured by the Georgia Milestone Assessments.

2021-2022 School Goals

TMS Focus:

1. The percent of students reading on grade level will increase by 3% by the end of the 2021-2022 school year as measured by the beginning of the year and end of the year STAR report.
2. TMS will decrease the number of student performing at level 1 by 3%, increase the number of students performing at level 2 and level 3 by 3%, increase the number of students performing at level 4 by 1% as measured by the Georgia Milestones End of Grade Assessment (EOG).

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 jointly 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. The school compact will also be shared and reviewed with parents during parent teacher conferences. 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 at the district office.

Let's Get Together!

Terrell Middle will host the following events to build the capacity for strong parental engagement to support a partnership among the school, parents, and family members and the community to improve student academic achievement. Meetings and activities will be provided at a variety of times such as morning and afternoon sessions and formats such as online and in person meetings to help accommodate parents'/guardians' schedules. Other meetings will be available if requested by parents'/guardians'.

Open House – July 2021

Meet your child's teacher and our school staff. Literature will be given out about the 6th, 7th, and 8th, Grade Georgia Standards of Excellence. School improvement goals discussed.

6th Grade Orientation - July 2021

Transition to New School! Meet your child's 6th grade teachers and tour the building. Literature will be given out about the 6th Grade Georgia Standards of Excellence. School Improvement goals discussed.

Principal Gardner's Q & A – August 2021 November 2021 February 2022 April 2022

Designed for parents and caregivers of students to meet with the Principal & Administrative Staff to ask questions about Terrell Middle School as well as learn from each other and exchange ideas about student learning and school improvement.

Annual Title I Meeting – August 2021

Learn more about our Title I program through flexible number of meetings including our parent engagement policy, the school-wide plan, the school-parent compacts and the parents' requirements, Georgia Standards of Excellence, and Georgia Milestone Assessment.

Social Studies Family Fun Night - September 2021

The Social Studies Georgia Standards of Excellence will be reviewed at this time along with SIP goals.

Learn to improve literacy skills through the use of Social Studies text and Social Studies academic vocabulary strategies to help child at home.

Parent-Teacher and Student Conferences – September 2021, November 2021 and February 2022

Review Family Engagement Policy/Plan and Compact goals. Learn how your child is progressing toward the school goals.

ELA / Reading Family Fun Night – October 2021

The ELA Georgia Standards of Excellence will be reviewed at this time along with SIP goals.

Learn to improve literacy skills through the use of informational text and the use of academic vocabulary strategies to help child at home.

7th Grade Parent Information Night – October 2021

Parents will meet with 7th grade teachers and administrative staff to learn about 7th grade curriculum and expectations.

National Family Engagement Education Month - November 2022

November is National Family Engagement Month Celebration, a time to celebrate the crucial role parents and families play in their children's education.

Family Fitness Fun Night – January 2022

Learn how health and fitness affect student achievement and review SIP goals. Learn how to be healthy by using a host of literacy skills.

8th Grade Parent Night – January 2022

Inform will be given to parents about the transition from 8th Grade to 9th Grade.

Math Family Fun Night - February 2022

The Math Georgia Standards of Excellence will be reviewed at this time along with SIP goals. Learn to improve literacy skills through the use of Mathematical text and the use of Math academic vocabulary strategies to help child at home.

Science Family Fun Night - March 2022

The Science Georgia Standards of Excellence will be reviewed at this time along with SIP goals. Learn to improve literacy skills through the use of Science text and the use of Science academic vocabulary strategies to help child at home.

Georgia Milestone/Test Taking Tips/Strategies - March 2022

What is the Georgia Milestone Assessment? How to interpret assessments results, learn how to help prepare your child for standardized test, and get information on useful websites, study skills and strategies.

Parent Input Meetings/ Planning Meetings – April 2022

Parents will give input on the Comprehensive Needs Assessment, School-wide plan, School Improvement Plan, School Compact, and Parent Engagement Policy to prepare for the next school year. A forum for parents to participate in roundtable discussions with the principal and staff to give input regarding the school-wide plan, parental engagement policy, school-parent compact, and the parental engagement budget to prepare for the next school year.

Career Week/Career Expo – May 2022

Learn how education is directly related to careers choices and partner with college and career ready resources or organizations or programs that will help to prepare students for successful school transitioning via school counselor.

Honors Day- May 2022

Parents will be able to share in the celebration of their child's academic success.

Parent Resource Center

Come visit the Parent Resource Center to check out books, study materials, and activities to use at home with your child. Computers are available for parents to explore the Parent Portal and educational resource.

Monday-Friday, 8:00 A.M.- 4:30 P.M.

761 1st Ave SE, Dawson, GA 39842

229-995-2229

lspencer@terrell.k12.ga.us

LaKia Moore-Spencer

Family and Community Engagement Specialist

Parent and Family Engagement

Terrell Middle believes that family engagement means the ongoing collaboration between parents, family members and school faculty/staff. In addition, the participation of parent and family members 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 and give input on how funds reserved are allocated for parent and family engagement activities;
- 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 *Latoya Johnson* if you require further information or assistance such as childcare, transportation, or an interpreter in order to participate in our activities.

(229)-995-2828

lsmithjohnson@terrell.k12.ga.us

Terrell Middle Is Making Waves!

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

Terrell Middle will:

- 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 Georgia Standards of Excellence.
- Conduct an Annual Title I meeting in which all parents will be invited and encouraged to attend. This meeting 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 parental engagement policy/plan, school compact, 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, newspaper, 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 and family members at all events and use the data to plan for the next school year. Place suggestion box with input cards in the main office and school website 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 such as student academic progress, student academic assessment results and interpretation of those results to improve academically and to stay on track for graduation.
- Help parents improve their child's achievement by providing materials and meaningful training such as literacy, technology, and the harms of copyrights piracy throughout the year via the Family and Community Engagement Specialist (FCES) and School Parent Liaison.
- Work with community organizations and businesses regarding opportunities for building a partnership with parents and schools via the FCES and School Parent Liaison.
- Provide parents opportunities to volunteer and participate in their child's classes and observe classroom activities.
- Provide quarterly trainings for staff on strategies to improve communication with parents, collaborate, build relationships, and contributions of parents to increase family engagement. Staff will also share best practices during regularly faculty meeting via the FCES and School Parent Liaison.
- Provide information about school programs and meetings in the parents' native language used in the home.
- Involve parent and family members of children receiving services under Title I in the decisions regarding the 1 percent reservation of funds for parent and family engagement activities.
- Partner with college and career ready resources or organizations or other programs to help prepare students for successful school transition via school counselor and FCES and School Parent Liaison.
- Provide parents with a description and explanation of the state and local academic assessments such Georgia Milestone assessment, Star Reading and Star Math.

Parent and Family Engagement Standards

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. *Speaking Up For Every Child*
5. *Sharing Power*
6. *Collaborate with Community*



Parent Input Meetings

Terrell Middle encourages all parents to participate in parent input meetings to share ideas and ways to involve other parents and family members to build partnerships with the school, families, and the community. The team will meet multiple times during the school year, but parents and family members can also submit their ideas or suggestions during all activities, suggestion box, parent meeting, and through our parent surveys. If you would like to learn more about how to give your input and/or volunteer services or resources, please contact the

Principal Valencia Gardner or Parent Liaison

Latoya Johnson at 229-995-2828.

Parent Input Team

- Yes, I am excited about joining the Parent Input Team.
- Yes, please contact me so I can learn more about the Parent Input Team.
- Yes, this sounds like a great idea. Please keep me posted about future meetings.
- Yes, I would like to be a Parent Input Team Leader.
- Yes, I would like to volunteer resources or services.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Detach and Return To Terrell Middle School Main Office



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** to be shared with the District Office:

Name: (optional): _____

Telephone Number: (optional) _____

Comment: _____

Please visit our website or Facebook page for more school information:

<http://tcms.terrell.schooldesk.net/>

<https://www.facebook.com/Terrell-Middle-School-192875908023013>



Greenwave

Terrell Middle School

201 Greenwave Boulevard

Dawson, GA 39842

Phone: (229) 995-2828

Fax: (229) 995-5418

vgardner@terrell.k12.ga.us

shuff@terrell.k12.ga.us

*Valencia Gardner, Principal
Patrick Cuff, Assistant Principal*

Home of the Greenwave

Parent and Family Engagement Activities 2021-2022 School Year

(Dates are subject to change)

July 2021

Open House

6th Grade Orientation

August 2021

Annual Title I Meeting 24th

Principal Gardner's Q & A

September 2021

Social Studies Family Fun Night

Parent-Teacher and Student Conferences

October 2021

ELA / Reading Family Fun Night

7th Grade Parent Night

November 2021

National Parent & Family Engagement Month Celebration

Parent-Teacher and Student Conferences

Principal Gardner's Q & A

January 2022

Family Fitness Fun Night

8th Grade Parent Night

February 2022

Math Family Fun Night

Parent-Teacher and Student Conferences

Principal Gardner's Q & A

March 2022

Science Family Fun Night

Georgia Milestone/Test Taking Tips/Strategies

April 2022

Parent Input Meetings

Principal Gardner's Q & A

May 2022

Career Week/Career Expo

Honors Day

Terrell Middle School

Política/Plan de Participación de los Padres

para el éxito estudiantil compartido

Año Escolar 2021-2022

GREENWave

Valencia Gardner, Director

Patrick Cuff, Subdirector

201 Greenwave Blvd

Dawson, GA 39842

229-995-2828

www.terrell.k12.ga.us

Revisión 21 de mayo de

Plan escolar para compartir el logro estudiantil

¿Qué es?

Este es un plan que describe cómo Terrell Middle proporcionará oportunidades para mejorar la participación familiar que apoyará el aprendizaje de los estudiantes. Terrell Middle valora las contribuciones y la participación de los padres y familiares con el fin de establecer una asociación igualitaria para el objetivo común de mejorar el logro estudiantil. Este plan describe las diferentes maneras en que Terrell Middle apoyará la participación familiar y cómo los padres pueden ayudar a planificar y participar en actividades y eventos para promover el aprendizaje de los estudiantes en la escuela y en el hogar.

¿Cómo se revisa?

Esta política de participación parental se revisa, discute, revisa y actualiza anualmente, conjuntamente en múltiples ocasiones en consulta con el personal de la escuela, los miembros de la comunidad y los padres. Todos los padres están invitados a participar en la revisión y revisión de este plan/compromiso familiar, así como en el plan para toda la escuela, nuestro pacto escuela-padre y el presupuesto de compromiso familiar. Además, las aportaciones de los padres y los comentarios sobre este plan son bienvenidos durante el año escolar. Todos los comentarios de los padres recibidos durante el año se utilizarán para revisar el plan para el próximo año escolar. También distribuimos una encuesta anual para pedir a los padres sus sugerencias sobre el programa de compromiso familiar de TMS.

¿Para quién es?

Este plan es para todos los estudiantes, sus familias y los miembros de la facultad de Terrell Middle y todos son alentados e invitados a participar plenamente en las oportunidades descritas en este plan. Este plan proporciona las directrices para las que colaboraremos para llevar a cabo nuestra misión de aumentar el logro y la participación de los padres. Terrell Middle brindará plena oportunidad para la participación de padres con inglés limitado, padres con discapacidades y padres de niños migratorios.

¿Dónde está disponible?

Este plan se distribuirá a los padres con niños que asistan a la Escuela Secundaria Terrell en el manual escolar y se entregará a cada estudiante individual antes del 1 de noviembre de cada año escolar. Este plan se pondrá a disposición de la comunidad local a través del Centro de Recursos para Padres título I. El plan se mostrará en la Junta de Información para Padres de la escuela y se puede ver en el sitio web del distrito en <http://www.terrell.k12.ga.us>. Este plan de participación de los padres se actualizará anualmente y según sea necesario para satisfacer las necesidades cambiantes de los padres y la comunidad escolar.

¿Qué es el Título I?

Terrell Middle se identificó el año pasado como una escuela de Título I enfocada como parte de la Ley Cada uno Estudiante Tiene Éxito (ESSA, por sus días). El Título I está diseñado para apoyar los esfuerzos estatales y locales de reforma escolar. Los esfuerzos del Título I desafían los estándares académicos estatales con la meta de reforzar y mejorar los esfuerzos que mejoran la enseñanza y el aprendizaje para los estudiantes. Los programas de título I se basan en medios eficaces para mejorar el rendimiento de los estudiantes y las estrategias de participación de los padres. Todas las escuelas del Título I deben colaborar con todos los padres para desarrollar una política escrita de participación de padres en inglés y lenguaje natural hablado en casa.



Objetivos distritales 2021-2022

1. El porcentaje de estudiantes que lean a nivel de grado (dentro de la banda Lexile) medido por las Evaluaciones de Hitos de Georgia aumentará en un 3% al final del SY 2021-2022.
2. Durante el año escolar 2021-2022, el TCCSS disminuirá el número de estudiantes que puntúan el nivel 1 en un 3%, aumentará el porcentaje de estudiantes que puntúan el nivel 2 en un 3%, aumentará el porcentaje de estudiantes que puntúan el nivel 3 en un 3%, y aumentará el porcentaje de estudiantes que puntúan el nivel 4 en un 1% según lo medido por las Evaluaciones de Hitos de Georgia.

Metas escolares 2021-2022

Enfoque TMS:

1. El porcentaje de estudiantes que lean en el nivel de grado aumentará en un 3% al final del 2021-2022 año escolar como medida para el comienzo del año y el final del año star informe.
2. El TMS disminuirá el número de estudiantes que desempeñen en el nivel 1 en un 3%, aumentará el número de estudiantes que actúan en el nivel 2 y el nivel 3 en un 3%, aumentará el número de estudiantes que actúan en el nivel 4 en un 1% según lo medido por la Evaluación del Fin de Grado (EOG), por susa.

Pactos escuela-padres

Como parte de este plan, la Escuela Secundaria Terrell y nuestras familias desarrollarán un pacto escuela-padre, que es un acuerdo que padres, maestros y estudiantes desarrollarán conjuntamente que explica cómo los padres y maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen los estándares de nivel de grado.

Los pactos se revisarán y actualizarán anualmente en función de los comentarios de los padres, estudiantes y maestros durante las Reuniones de Planificación del Título I. El pacto escolar también será compartido y revisado con los padres durante las conferencias de los padres de familia. Cada padre recibirá una copia del compacto y devolverá una página de firma. Los profesores también mantendrán una copia en sus aulas. Habrá copias adicionales disponibles en la oficina principal y en la Sala de Recursos para Padres.

¡Juntemos!

Terrell Middle organizará los siguientes eventos para desarrollar la capacidad de un fuerte compromiso parental para apoyar una asociación entre la escuela, los padres y los miembros de la familia y la comunidad para mejorar el logro académico de los estudiantes. Las reuniones y actividades se programarán en una variedad de horas sesiones y formatos de mañana y tarde, como reuniones en línea y en persona para ayudar a acomodar los horarios de los padres/tutores. Otras reuniones estarán disponibles si así lo solicitan los padres/tutores.

Open House - Julio de 2021

Conozca al maestro de su hijo y a nuestro personal de la escuela. La literatura se imparte sobre los estándares de excelencia⁶¹ 79⁶⁰ Grado Georgia. Metas de mejora escolar discutidas.

Orientación de 6º Grado - Julio 2021

¡Transición a la Nueva Escuela! Conozca a los maestros de sexto grado de su hijo y recorra el edificio. Se imparte literatura sobre los Estándares de Excelencia de Georgia de 6º Grado. Metas de mejora escolar discutidas.

O & A del director Gardner -- agosto de 2021 Noviembre 2021 Febrero 2022 Abril 2022

Diseñado para que los padres y cuidadores de estudiantes se reúnan con el Personal Administrativo y Principal para hacer preguntas sobre la Escuela Secundaria Terrell, así como aprender unos de otros e intercambiar ideas sobre el aprendizaje de los estudiantes y la mejora de la escuela.

Reunión Anual Título I - Agosto de 2021

Obtenga más información sobre nuestro programa título I a través de un número flexible de reuniones, incluyendo nuestra política de participación de los padres, el plan para toda la escuela, los pactos escuela-padres y los requisitos de los padres, los Estándares de Excelencia de Georgia y la Evaluación de Hitos de Georgia.

Escuela Social Familia Noche divertida - Septiembre 2021

Los Estudios Sociales Georgia Estándares de Excelencia serán revisados en este momento junto con los objetivos sip.

Aprenda a mejorar las habilidades de alfabetización a través del uso de estrategias de texto de Estudios Sociales y Estudios Sociales para ayudar a los niños en casa.

Conferencias de padres y maestros y estudiantes - septiembre de 2021, noviembre de 2021 y febrero de 2022

Revise las políticas/planes de participación familiar y los objetivos compactos. Aprenda cómo su hijo está progresando hacia las metas escolares.

ELA / Reading Family Fun Night - Octubre 2021

Los Estándares de Excelencia de ELA Georgia serán revisados en este momento junto con los objetivos del SIP.

Aprenda a mejorar las habilidades de alfabetización a través del uso de texto informativo y el uso de estrategias de vocabulario académico para ayudar a los niños en casa.

Noche de información para padres de 7º grado - Octubre de 2021

Los padres de familia se casarán con los maestros de 7º grado y el personal administrativo para conocer el currículo y las expectativas de 7º grado.

Mes Nacional de Educación para la Participación Familiar - Noviembre 2022

Noviembre es el Mes Nacional de la Educación para el Compromiso Familiar, un momento para celebrar el papel crucial que los padres y las familias desempeñan en la educación de sus hijos.

Family Fitness Fun Night - Enero 2022

Descubra cómo la salud y la aptitud afectan el logro de los estudiantes y revise los objetivos del SIP. Aprenda a ser saludable usando una serie de habilidades de alfabetización.

Noche de padres de 8º grado - Enero 2022

Se dará información a los parents sobre la transición de 8º grado a 9º grado.

Math Family Fun Night - Febrero 2022

Los Estándares de Excelencia de Math Georgia serán revisados en este momento junto con los objetivos del SIP. Aprenda a mejorar las habilidades de alfabetización a través del uso del texto matemático y el uso de estrategias de vocabulario académico de matemáticas para ayudar a los niños en casa.

Science Family Fun Night - Marzo 2022

Los Estándares de Excelencia de Science Georgia serán revisados en este momento junto con los objetivos del SIP. Aprenda a mejorar las habilidades de alfabetización a través del uso del texto de Science y el uso de estrategias de vocabulario académico de Science para ayudar a los niños en casa.

Georgia Milestone/Test Taking Tips/Strategies - Marzo 2022

¿Qué es la evaluación de hitos de Georgia? ¿Cómo interpretar los resultados de las evaluaciones, aprender a preparar a su hijo para la prueba estandarizada y obtener información sobre sitios web útiles, habilidades de estudio y estrategias.

Reuniones de participación de los padres - abril de 2022

Los padres darán aportaciones sobre la Evaluación Integral de las Necesidades, el plan en toda la escuela, el plan de mejora escolar, el pacto escolar y la política de participación de los padres para prepararse para el próximo año escolar. Título I Reunión de Planificación de Padres-Un foro para que los padres participen en mesas redondas con el director y el personal con respecto al plan de toda la escuela, la política de participación de los padres, el pacto escuela-padre y el presupuesto de compromiso parental.

Career Week/Career Expo - Mayo 2022

Descubra cómo la educación está directamente relacionada con las opciones de carreras y asífase con recursos o organizaciones u programas listos para la universidad y la carrera que ayudarán a preparar a los estudiantes para la transición escolar exitosa a través del consejo escolar.

Día de los Honores- Mayo 2022

Celebra el éxitoacadémico.

Centro de recursos para padres

Visite el Centro de Recursos para Padres para ver libros, materiales de estudio y actividades para usar en casa con su hijo. Los equipos están disponibles para que los padres exploren el portal para padres y el recurso educativo.

De lunes a viernes, 8:00 A.m. - 4:30 P.m..

761 1st Ave SE, Dawson, GA 39842

229-995-2229

lspencer@terrell.k12.ga.us

laKia Moore-Spencer

Especialista en participación familiar y Comunidad comunitaria

Compromiso entre padres y familias

Terrell Middle cree que la participación familiar significa la colaboración continua entre los padres, los miembros de la familia y los profesores/ personal de la escuela.

Además, la participación de los padres y familiares en una comunicación regular de dos vías y significativas que implican el logro académico de los estudiantes y otras actividades escolares, que incluye pero no se limitan a

- Los padres desempeñan un papel vital en la asistencia en el progreso académico de sus hijos;
- Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela;
- Los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en los comités de toma de decisiones para ayudar en la educación de su hijo y dar aportaciones sobre cómo se asignan los fondos reservados para las actividades de participación de los padres y la familia;
- La realización de otras actividades como se describe en este plan y acciones adicionales que pueden ser requeridas en función de las necesidades de la escuela.

Terrell Middle se compromete a ayudar a nuestros padres a asistir a las actividades parentales enumeradas en este plan. Llame o envíe un correo electrónico a *Latoya Johnson* si necesita más información o asistencia como cuidado de niños, transporte o un intérprete para participar en nuestras actividades.

(229)-995-2828

lsmithjohnson@terrell.k12.ga.us

¡Terrell Middle está haciendo olas!

Terrell Middle tomará las siguientes medidas para promover y apoyar a los padres y familiares como una base importante de la escuela con el fin de fortalecer la escuela y alcanzar nuestras metas escolares.

Terrell Middle:

- Los profesores y el personal de la Escuela Secundaria Terrell trabajarán con los estudiantes y sus familias para apoyar el éxito de los estudiantes en todas las áreas de contenido proporcionando una rigurosa instrucción basada en estándares utilizando los Estándares de Excelencia de Georgia.
- Realizar una reunión anual del Título I a la que todos los padres serán invitados y animados a asistir: se llevará a cabo para informar a los padres de familia de la participación de su escuela en los programas del Título I, para explicar los requisitos del Título I, y los derechos de los padres a participar.
- Ofrezca un número flexible de reuniones. Los padres son notificados de las reuniones por periódicos, folletos, boletines de la iglesia, redes sociales, correo electrónico y/o mensajes telefónicos.
- Involucrar a los padres, de manera organizada, continua y oportuna, en el desarrollo conjunto, planificación, revisión y mejora de la política/plan de participación de los padres, el pacto escolar, el plan de mejora escolar y el plan de toda la escuela.
- Comunicarse con los padres regularmente con respecto a eventos, actividades, reuniones y conferencias en toda la escuela a través de mensajes telefónicos, folletos, sitios web, periódicos y redes sociales.
- Proporcione a cada padre una copia del manual escolar y las políticas relacionadas con la gobernanza escolar al comienzo del año escolar.
- Recopile comentarios de los padres y familiares en todos los eventos y use los datos para planificar para el próximo año escolar. Coloque el buzón de sugerencias con tarjetas de entrada en la oficina principal y el sitio web de la escuela para recopilar sugerencias de los padres sobre las actividades de participación de los padres.
- Supervise el progreso de los estudiantes y programe una conferencia con estudiantes y padres con respecto a temas clave como el progreso académico de los estudiantes, los resultados de la evaluación académica de los estudiantes y la interpretación de esos resultados para mejorar académicamente y mantenerse en el buen camino para la graduación.
- Ayude a los padres a mejorar el logro de sus hijos proporcionando materiales y capacitación significativa, como alfabetización, tecnología y los daños de la piratería de derechos de autor durante todo el año a través del Especialista en Participación Familiar y Comunitaria (FCES) y el Enlace para Padres escolares.
- Trabaje con organizaciones comunitarias y empresas con respecto a las oportunidades de construir una asociación con los padres y las escuelas a través del FCES y el enlace de los padres de la escuela.
- Proporcionar a los padres oportunidades de ser voluntarios y participar en las clases de sus hijos y observar las actividades en el salón de clases.
- Proporcionar capacitaciones trimestrales para el personal sobre estrategias para mejorar la comunicación con los padres, colaborar, construir relaciones y contribuciones de los padres para **aumentar la participación familiar**. El personal también compartirá las mejores prácticas durante la reunión de profesores regularmente a través del FCES y el enlace de los padres de la escuela.
- Proporcione información sobre los programas escolares y las reuniones en el idioma nativo de los padres utilizados en el hogar.
- Involucrar a los padres y familiares de los niños que reciben servicios bajo el Título I en las decisiones relativas a la reserva del 1 por ciento de fondos para las actividades de compromiso de los padres y la familia.
- Asífase con recursos o organizaciones listos para la universidad y la carrera u otros programas para ayudar a preparar a los estudiantes para una transición escolar exitosa a través del consejo escolar y FCES y el enlace con los padres de la escuela.
- Proporcionar a los padres una descripción y explicación de las evaluaciones académicas estatales y locales como la evaluación de Hitos de Georgia, Lectura de Estrellas y Matemáticas estrella.

Padres y familiares

Normas de participación

Terrell Middle School cree en tomar las medidas siguientes para mejorar las asociaciones familia-escuela como el modelo de la escuela para involucrar a los padres, estudiantes y la comunidad.

1. *Bienvenidos todas las familias*
2. *Comunicarse eficazmente*
3. *Apoyar el éxito estudiantil*
4. *Hablar por cada niño*
5. *Compartir el poder*
6. *Colaborar con la comunidad*



Reuniones de opinión de los padres

Terrell Middle alienta todos los padres a participar en las reuniones de aportes de padres para compartir ideas y formas de involucrar a otros padres y familiares para construir asociaciones con la escuela, las familias y la comunidad. El equipo se reencuentra en el año escolar, pero los padres y los miembros de la familia pueden enviar sus ideas o sugerencias durante todas las actividades, el cuadro de sugerencias, la reunión de padres y un medio de nuestras encuestas de padres. Si desea obtener más información sobre cómo dar sus servicios o recursos de insumos y/o voluntarios, comuníquese con el **Director, Valencia Gardner** o **Enlace para Padres, Latoya Johnson** al 229-995-2828.

Equipo de aporte de los padres

- Si, estoy entusiasmado de unirme al equipo de entrada de los padres.
- Si, por favor póngase en contacto conmigo para que pueda obtener más información sobre el equipo de entrada de los padres.
- Si, esto suena como una gran idea. Por favor, manténgame informado sobre futuras reuniones.
- Si, yo me gustaría ser líder del equipo de entrada de los padres.
- Si, yo me gustaría ofrecer recursos o servicios voluntarios.

Nombre: _____

Nombre y calificación del niño: _____

Dirección: _____

Número de teléfono: _____

Dirección de correo electrónico: _____

Se sembra y volver a la oficina principal de la escuela secundaria Terrell



Queremos saber de ti. Si alguna vez ha sido sugerencia si hay parte de este plan que usted siente que no es satisfactoria con los objetivos de los estudiantes y la escuela para el logro académico, **por favor proporcione sus comentarios en el espacio proporcionado y deje este formulario en la Oficina Principal de la Escuela Secundaria Terrell** para ser compartido con la Oficina del Distrito:

Nombre:(opcional): _____

Número de teléfono: _____

Comentario : _____

Visite nuestra web sitio o página de Facebook para obtener más **Información escolar:**

<http://tcms.terrell.schoolsdesks.net/>

<https://www.facebook.com/Terrell-Middle-School-192875908023013>



Greenwave

Terrell Middle School

201 Greenwave Boulevard
Dawson, GA 39842

Phone: (229) 995-2828

Fax (229) 995-5418

vgardner@terrell.k12.ga.us

whuff@terrell.k12.ga.us

Valencia Gardner, Principal
Patrick Cuff, Assistant Principal

Home of the Greenwave

Actividades de participación de los padres y la familia Año escolar 2021-2022

(Las fechas están sujetas a cambios)

Julio 2021

Casa abierta

Orientación de sexto grado

Agosto 2021

24a reunión anual del Título I

Preguntas y respuestas del director Gardner

Septiembre 2021

Noche de Diversión Familiar de Estudios Sociales 13-16

Conferencias de padres, maestros y estudiantes

Octubre de 2021

Noche de diversión familiar de ELA / lectura

Noche de padres de séptimo grado

Noviembre de 2021

Celebración del Mes Nacional de la Participación de los Padres y la Familia

Conferencias de padres, maestros y estudiantes

Preguntas y respuestas del director Gardner

Enero 2022

Noche de diversión familiar en fitness

Noche de padres de octavo grado

Febrero 2022

Conferencias de padres, maestros y estudiantes

Preguntas y respuestas del director Gardner

Noche de diversión familiar de matemáticas

Marzo 2022

Noche de ciencia familiar divertida

Georgia Milestone / Consejos para tomar exámenes / Estrategias

Abril 2022

Reuniones de aportes de padres

Preguntas y respuestas del director Gardner

Mayo de 2022

Semana de la carrera / Expo de la carrera

Día de honores



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

Jointly Developed

The parents, students and staff of TMS work through round table discussions, surveys, conferences, and annual revision meetings to develop the School-Parent Compact for Achievement. Teachers and administrators suggest strategies that would be used in the classroom, parents added ideas about home learning, and students told us what would help them to learn. Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with parents.

School and Home Communication

Terrell Middle School is committed to a variety of frequent two-way communication with families about their children's academic progress in a language that family members can understand.

- Parent-Teacher Conferences
- Parent Portal
- Weekly communication via agendas
- Remind.com messages
- Emails, phone calls, and text to parents
- School Website
- School Facebook page

Activities to Build Partnerships

TMS provides many opportunities to build partnerships with parents. We have an open door policy and welcome parents to give input and play a role in their child's education.

- Attending Sports Events
- Participating in Parent-Teacher Conferences
- Attending Family Workshops
- Participating in Family Fun Nights
- Attending Open House
- Volunteering At Career Day
- Attending 8th Grade Orientation
- Volunteering/Observing
- 7th, & 8th Grade Parent Information Night
- In Person / Online / Virtual Activities

TERRELL MIDDLE SCHOOL

For suggestions, questions, concerns, input, or more information on the compact, contact Latoya Johnson, Parent Liaison.

201 Greenwave Boulevard

Dawson, GA 39842

Phone: (229) 995-2828

Fax (229) 995-5410

<http://tcms.terrellschooldesk.net/>

SCHOOL-PARENT-STUDENT COMPACT FOR ACHIEVEMENT 2021-2022 REVISED MAY 21, 2021

Terrell Middle School

201 Greenwave Blvd.
Dawson, Ga 39842



Valencia Gardner, Principal
Patrick Cuff, Assistant Principal

vgardner@terrell.k12.ga.us

pcuff@terrell.k12.ga.us

¿Qué es un pacto escuela-padre de estudiante?

Una escuela-padre-estudiante compactes un acuerdo entre padres, estudiantes, maestros y administradores para mejorar el rendimiento académico. Define las metas y expectativas de los padres, los estudiantes y la escuela. Sirve como catalizador para colaboración y continua comunicación entre la escuela y los padres.

Desarrollado conjuntamente

Los padres, estudiantes y personal de TMS trabajan a través de discusiones de mesa redonda, encuestas, conferencias y reuniones de revisión anual para desarrollar el Pacto entre la escuela y los padres para el logro. Los maestros y administradores sugieren estrategias que se usarían en el salón de clases, los padres agregaron ideas sobre el aprendizaje en el hogar y los estudiantes nos dijeron qué les ayudaría a aprender. Los padres son bienvenidos a proporcionar comentarios sobre el pacto en cualquier momento durante el año escolar. Todos los comentarios se recopilarán y revisarán durante la reunión de revisión anual con los padres.

Comunicación escolar y doméstica

Terrell Middle School está comprometida con una variedad de comunicación bidireccional frecuente con las familias sobre el progreso académico de sus hijos en un idioma que los miembros de la familia pueden entender.

- Conferencias de padres y profesores
- Portal para padres
- Comunicación semanal vía agendas
- Mensajes de Remind.com
- Correo electrónico, llamadas telefónicas y mensajes de texto a los padres.
- Sitio web de la escuela
- Página de Facebook de la escuela

Actividades para construir

TMS ofrece muchas oportunidades para establecer asociaciones con los padres. Tenemos una política de puertas abiertas y damos la bienvenida a los padres para que aporten y desempeñen un papel en la educación de sus hijos. Asistir a eventos deportivos

- Participación en la Conferencia de Padres y Maestros
- Asistir a talleres familiares
- Participar en noches de diversión familiar
- Asistir a la jornada de puertas abiertas
- Voluntariado en el día de la carrera
- Asistir a la orientación de sexto grado
- Voluntariado / Observación
- Noche de información para padres de sexto, séptimo y octavo grado
- En persona / Online / Actividades virtuales

Terrell Escuela Intermedia

Para sugerencias, preguntas, inquietudes, aportes o más información sobre el pacto, comuníquese con Latoya Johnson.

Enlace de padres.
201 Greenwave Boulevard
Dawson, GA 39842
Teléfono: (229) 995-2828
Fax (229) 995-5418

<http://tcms.terrell.school/desk.net/>
<http://www.facebook.com/Terrell-Middl-School-193875908023013/>

PACTO ESCUELA-PADRES-ESTUDIANTES
PARA EL LOGRO
2021-2022

REVISADO EL 21 DE MAYO DE 2021

Terrell Escuela
Intermedia

201 Greenwave Blvd.
Dawson, Ga 39842



Valencia Gardner, Directora
Patrick Cuff, Assistant Sub Directora

vgardner@terrell.k12.ga.us

pcuff@terrell.k12.ga.us

Terrell County Charter School System

Services for Homeless Children and Youth

Introduction

The Terrell County School System will follow the requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 to ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. Terrell County Schools' homeless liaison works closely with the system social worker and school counselors to assure students receive needed services.

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:
 - o are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - o are living in motels, hotels, camping grounds or trailer parks due to lack of alternative adequate accommodations;
 - o are living in emergency or transitional shelters;
 - o are abandoned in hospitals;
 - o 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;
 - o are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
 - o are migratory and living in a situation described 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 and to the end of the school year in which the student moves into permanent housing.
- *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.
- *School of 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 a Local Education Agency (LEA) as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.
- *Immediate* means without delay.

Identification

The Terrell County School System Title I Director works with school counselors in the registration and counseling processes to identify homeless children. The LEA also coordinates with social workers, DFACS, and other agencies to identify homeless children. The Title I director assesses related needs of the homeless children and youths and plans strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies or tutoring. To identify the educational needs of the homeless children, Terrell County uses attendance and discipline data, as well as grades and achievement test results. Available data and information is used to produce a summary of needs. The LEA provides training to all teachers and administrators on educational needs of homeless youth. Homeless children that are identified as students in need of special services follow the procedures as indicated by the Special Education department for identification and services.

Program Procedures

- The district is responsible for identifying a homeless liaison.
- Homeless students will be identified based on the definition prescribed by McKinney Vento Homeless Assistance Act and via a numeric code in the TEMS, the district's student information system. All teachers and administrative staff in the district will be trained in the identification and recruitment of homeless students.
- The homeless liaison will provide annual training for all district level and school staff having contact with homeless students.

- All schools will display flyers, brochures, and posters that identify the Homeless Liaison contact information.
- Services for homeless students (tutoring, etc.) will be evaluated based on student academic achievement.
 - Follow BOE policy.

School Selection

The Terrell County School System only has one school per grade span: Pre-K-5, 6-8, and 9-12. Therefore, school selection is not an issue.

Enrollment

Homeless children and youth have the right to enroll in school immediately, even if lacking documentation normally required for enrollment. Enrollment of Homeless students occurs at the appropriate school to which they are assigned based on their grade level. School registrars are trained and attentive to the identification of homeless students during the enrollment process. If a student does not have an immunization, or immunization or medical records, the Homeless Liaison will assist immediately in obtaining them and the student will be enrolled in the interim. A Homeless survey is completed upon enrollment and any homeless survey that indicates a student is homeless should be sent directly to the Homeless Liaison for further investigation. Upon identification, the Homeless Liaison will submit a homeless tracking form to the Student Information Systems clerk to guarantee accurate coding.

Information Dissemination

The Homeless Liaison and/or Principals provide information to faculty and staff on the Homeless program annually. The Parent Involvement Coordinator distributes posters and brochures in the counselor's office and Parent Involvement Resource Room. Posters and brochures are also distributed to the community at DFACS, the Housing Authority, the Terrell County Health Department, the Post Office, and the Police Station.

Transportation

As with all students served in the Terrell County School System, transportation is provided for homeless students. Terrell County will transport homeless students to and from the school of origin, at a parent's or guardian's request (or at the local liaison's request for unaccompanied youth) if it is feasible. Parents may complete School of Origin Request Form (found in the Parent Packet). If the student is living outside the district of origin, the district where the student is living and the district of origin will determine how to divide the responsibility and cost, or they must share the responsibility and cost equally. Parents will be notified on the Written Notification Form, which includes a Disputes Resolution form if needed.

Disputes (Complaint Procedures)

Any individual, organization, or agency (complainant) may file a complaint with the Terrell County Schools if that individual, organization, or agency believes and alleges that TCSS is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systematic or ongoing. The school must refer the parent, guardian, or youth to the local liaison to carry out the dispute resolution process as expeditiously as possible. Whenever a dispute arises, the parent, guardian or youth will be provided with a written explanation of the school's decision, including the right to appeal. While a dispute is being resolved, the student will be admitted immediately into the requested school and provided with services.

Training

The liaison or designee will conduct training and sensitivity/awareness activities for the LEA and school staff at least once each year. This may be virtual or in person.

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, liaisons in neighboring districts and other organizations and agencies.

Credit for full or Partial Coursework

The district recognizes that children and youth experiencing homelessness face unique challenges in accessing and succeeding in school. Homeless students, including those who have been out of school, can receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. Every effort will be made to meet the unique needs of students. Counselors will check student information systems to review student's coursework and grades. The system will use the PLATO online learning program to provide independent study

program that target specific learning gaps and allows students to work for credit, regardless of seat time. The academic coach will be responsible for monitoring progress and completion of assignments for partial or full credit.

sistema escolar autónomo del condado de Terrell Servicios del para niños y jóvenes sin hogar

Introducción

El sistema escolar del condado de Terrell cumplirá con los requisitos de la Ley de Mejoras de Asistencia Educativa para Personas sin Hogar de McKinney-Vento de 2001 para garantizar que todos los niños y jóvenes reciban una educación pública gratuita y adecuada y reciban una educación significativa. Oportunidades para tener éxito en nuestras escuelas. El enlace para personas sin hogar de las Escuelas del Condado de Terrell trabaja en estrecha colaboración con el trabajador social del sistema y los consejeros escolares para garantizar que los estudiantes reciban los servicios necesarios.

Definiciones Los

- *niños y jóvenes que experimentan la falta de vivienda* son los niños y jóvenes que de otro modo tienen derecho legal o son elegibles para una educación pública gratuita, incluso preescolar, y carecen de una residencia nocturna fija, regular y adecuada, incluidos niños y jóvenes que:
 - o comparten la vivienda de otras personas debido a la pérdida de vivienda, dificultades económicas o una razón similar;
 - o viven en moteles, hoteles, campamentos o parques de caravanas debido a la falta de alojamientos alternativos adecuados;
 - o están viviendo en refugios de emergencia o de transición;
 - o son abandonados en hospitales;
 - o tener una residencia nocturna primaria que sea un lugar privado o público no diseñado ni utilizado habitualmente como alojamiento habitual para dormir para los seres humanos;
 - o están viviendo en un automóvil, parque, espacio público, edificio abandonado, vivienda deficiente, estación de autobús o tren, o un entorno similar; y
 - o son migratorios y viven en una situación descrita anteriormente.
- Se considerará que un niño o joven está viviendo sin hogar durante el tiempo que él o ella se encuentre en una situación de vida descrita anteriormente y hasta el final del año escolar en el que el estudiante se mude a una vivienda permanente.
- *Joven no acompañado* significa un joven que no está bajo la custodia física de un padre o tutor, que está experimentando la falta de vivienda como se define anteriormente. El término más general *juventud* también incluye a los jóvenes no acompañados.
 - *Escuela de origen* significa la escuela a la que asistió el niño o joven cuando se alojó permanentemente, o la escuela en la que el niño o joven se matriculó por última vez.
 - *Enlace* es el miembro del personal designado por una Agencia de Educación Local (LEA) como la persona responsable de llevar a cabo las tareas asignadas al enlace por la Ley McKinney-Vento.
 - *Inmediato* significa sin demora.

Identificación

El Director del Título I del Sistema Escolar del Condado de Terrell trabaja con los consejeros escolares en los procesos de registro y asesoramiento para identificar a los niños sin hogar. La LEA también se coordina con los trabajadores sociales, DFACS y otras agencias para identificar a los niños sin hogar. El director del Título I evalúa las necesidades relacionadas de los niños y jóvenes sin hogar y planifica estrategias para satisfacer esas necesidades. La información del estudio de caso se utiliza para identificar necesidades relacionadas, como la necesidad de útiles escolares personales o tutoría. Para identificar las necesidades educativas de los niños sin hogar, el Condado de Terrell utiliza datos de asistencia y disciplina, así como calificaciones y resultados de pruebas de rendimiento. Los datos e información disponibles se utilizan para producir un resumen de las necesidades. La LEA brinda capacitación a todos los maestros y administradores sobre las necesidades educativas de los jóvenes sin hogar. Los niños sin hogar que se identifican como estudiantes que necesitan servicios especiales siguen los procedimientos indicados por el departamento de Educación Especial para identificación y servicios.

Procedimientos del programa

- El distrito es responsable de identificar un enlace para personas sin hogar. ● Los estudiantes sin hogar serán identificados en base a la definición prescrita por la Ley de Asistencia para Personas sin Hogar de McKinney-Vento y mediante un código numérico o en el TEMS, el sistema de información estudiantil del distrito. Todos los maestros y el personal administrativo del distrito serán capacitados en la identificación y reclutamiento de estudiantes sin hogar.
- El enlace para personas sin hogar proporcionará capacitación anual para todo el personal del distrito y de la escuela que tenga contacto con estudiantes sin hogar. ● Todas las escuelas mostrarán folletos, folletos y carteles que identifiquen la información de contacto de Enlace para personas sin hogar.
- Los servicios para estudiantes sin hogar (tutoría, etc.) se evaluarán en función del rendimiento académico del estudiante.
 - Siga la política de BOE.

Selección de escuelas

El Sistema Escolar del Condado de Terrell solo tiene una escuela por grado: Pre-K-5, 6-8 y 9- 12. Por lo tanto, la selección de escuelas no es un problema.

Inscripción Los

niños y jóvenes sin hogar tienen derecho a inscribirse en la escuela de inmediato, incluso si carecen de la documentación normalmente requerida para la inscripción. La inscripción de estudiantes sin hogar ocurre en la escuela apropiada a la que están asignados en función de su nivel de grado. Los registradores escolares están capacitados y atentos a la identificación de estudiantes sin hogar durante el proceso de inscripción. Si un estudiante no tiene una vacuna, inmunización o registros médicos, el Enlace para personas sin hogar ayudará de inmediato a obtenerlos y el estudiante se inscribirá en el ínterin. Una encuesta de personas sin hogar se completa al momento de la inscripción y cualquier encuesta de personas sin hogar que indique que un estudiante no tiene hogar debe enviarse directamente al Enlace para personas sin hogar para una mayor investigación. Tras la identificación, el Enlace para personas sin hogar presentará un formulario de seguimiento de personas sin hogar al empleado de Sistemas de información estudiantil para garantizar una codificación precisa.

Difusión de información

El Enlace y / o Directores de Personas sin Hogar brindan información a la facultad y al personal sobre el programa de Personas sin Hogar anualmente. El Coordinador de Participación de los Padres distribuye afiches y folletos en la oficina del consejero, una Sala de Recursos para la Participación de los Padres. También se distribuyen carteles y folletos a la comunidad en DFACS, la Autoridad de Vivienda, el Departamento de Salud del Condado de Terrell, la Oficina de Correos y la Estación de Policía.

Transporte

Al igual que con todos los estudiantes atendidos en el Sistema Escolar del Condado de Terrell, se proporciona transporte para estudiantes sin hogar. El Condado de Terrell transportará a los estudiantes sin hogar hacia y desde la escuela de origen, a solicitud de los padres o tutores (o a solicitud del enlace local para jóvenes no acompañados) si es factible. Los padres pueden completar el Formulario de solicitud de la escuela de origen (que se encuentra en el Paquete para padres). Si el estudiante vive fuera del distrito de origen, el distrito donde vive el estudiante y el distrito de origen determinarán cómo dividir la responsabilidad y el costo, o deben compartir la responsabilidad y el costo por igual. Los padres serán notificados en el Formulario de notificación por escrito, que incluye un formulario de Resolución de disputas si es necesario.

Disputas (procedimientos de queja)

Cualquier individuo, organización o agencia (demandante) puede presentar una queja ante las Escuelas del Condado de Terrell si esa persona, organización o agencia cree y alega que TCSS está violando una estatuta o regulación federal que se aplica a un programa bajo el Título I, Parte A de la Ley de Educación Primaria y Secundaria de 1965 (ESEA). La queja debe alegar una violación que ocurrió no más de un (1) año antes de la fecha de recepción de la queja, a menos que sea razonable un período más largo porque la violación se considera sistemática o continua. La escuela debe remitir al padre, tutor o joven al enlace local para llevar a cabo el proceso de resolución de disputas lo más rápido posible. Siempre que surja una disputa, se proporcionará al padre, tutor o joven una explicación por escrito de la decisión de la escuela, incluido el derecho de apelar.

Mientras se resuelve una disputa, el estudiante será admitido de inmediato en la escuela solicitada y se le proporcionarán servicios.

Capacitación

El enlace o la persona designada llevará a cabo actividades de capacitación y sensibilización / conciencia para el siguiente LEA y el personal de la escuela al menos una vez al año.

Coordinación

El enlace se coordinará y buscará el apoyo del Coordinador estatal para la educación de niños y jóvenes sin hogar, proveedores de servicios públicos y privados en la comunidad, agencias de vivienda y colocación, enlaces en distritos vecinos y otras organizaciones y agencias.

Crédito por cursos completos o parciales

El distrito reconoce que los niños y jóvenes que sufren de falta de vivienda enfrentan desafíos únicos para acceder y tener éxito en la escuela. Los estudiantes sin hogar, incluidos aquellos que han estado fuera de la escuela, pueden recibir el crédito apropiado por los cursos completos o parciales completados satisfactoriamente mientras asisten a una escuela anterior. Se hará todo lo posible para satisfacer las necesidades únicas de los estudiantes. Los consejeros revisarán los sistemas de información de los estudiantes para revisar los cursos y las calificaciones de los estudiantes. El sistema utilizará el programa de aprendizaje en línea PLATO para proporcionar un programa de estudio independiente que aborde brechas de aprendizaje específicas y permita a los estudiantes trabajar para obtener crédito, independientemente del tiempo de asiento. El entrenador académico será responsable de monitorear el progreso y completar las tareas para crédito parcial o total.

Terrell County School System Complaint Procedures FY 22

The complaints process may be initiated by students, parents, staff (certified and non-certified), private schools and the general public. Board policy GAE1 and GAE2 describe the complaint and grievances procedure for certified and non-certified personnel. Parents/school communication is described in student handbooks and on the website. Parents are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. Conferences forms/notes/minutes are kept on file as documentation of the issues.

Complaint procedures under the Every Student Succeeds Act (ESSA) are available from the Title I Director. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The address to which complaints should be filed is included in the procedure. Information regarding complaint procedures is distributed annually to school administrators to share with their staff. Copies are kept on file in each school's front office.

Complaint Procedures Under Every Student Succeeds Act (ESSA)

A. Grounds for a Complaint

Any individual, organization or agency (complainant) may file a complaint with the Terrell County Board of Education if that individual, organization or agency believes and alleges that a violation of Federal statute or regulation that applies to a program under ESSA has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

- a. Title I, Part A: Improving the Academic Achievement of the Disadvantaged b. Title I, Part A: Academic Achievement Awards
- c. Title I, Part A: Foster Care Program
- d. Title I, Part A: Family-School Partnership Program
- e. Title I, Part C: Education of Migratory Children
- f. Title I, Part D: Programs for Neglected or Delinquent Children
- g. Title II, Part A: Supporting Effective Instruction
- h. Title III, Part A: Language Instruction for English Learners and Immigrant Students i. Title IV, Part A: Student Support and Academic Enrichment

- j. Title V, Part B: Rural Education Initiative
- k. Title IX, Part A: McKinney-Vento Homeless Assistance Act
- l. Individuals with Disabilities Education Act (IDEA)

C. Complaints Originating at the Local Level

As part of its Assurances within ESSA program grant applications and pursuant to Section 9306 of ESEA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with Terrell County Schools to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with Terrell County Schools.

D. Filing a Complaint

A formal complaint must be filed in writing and signed by the complainant. The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and 7. The address of the complainant.

The complaint must be addressed to:

Tonya Perkins, Title I Director
Terrell County Charter School System
PO Box 151
761 1st Avenue
Dawson, GA 39842

E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, Terrell County Schools will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date TCSS received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which TCSS may investigate or address the complaint; and 4. Any other pertinent information.

If additional information or an investigation is necessary, the school system will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the

Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included. The 60-day timelines may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant.

F. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the

Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the school system's decision and include a complete statement of the reasons supporting the appeal.

Complaint Form for Federal Programs under the Every Students Succeeds Act

Please print

Name (Complainant):
Mailing Address:
Phone Number (home): Phone Number (work):
Person/department complaint is being filed against:
The date on which the violation occurred:
Statement that the Terrell County School System has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation— attach additional sheets if necessary):
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):

List the names and telephone numbers of individuals who can provide additional information.

Please attach/enclose copies of all applicable documents supporting your position.

Has a complaint been filed with any other government agency? If so, provide the name of the agency.

Signature of Complainant: Date:

Mail or deliver this form to:

Tonya Perkins, Title I Director
Terrell County Charter School System
PO Box 151
761 1st Avenue
Dawson, GA 39842

Date Received:

Date of Response to Complainant:

sistema escolar del condado de Terrell

Procedimientos de quejas del

Año fiscal 22

El proceso de quejas pueden iniciarlo los estudiantes, los padres, el personal (certificado y no certificado), las escuelas privadas y el público en general. Las políticas de la Junta GAE1 y GAE2 describen el procedimiento de quejas y quejas para el personal certificado y no certificado. La comunicación entre los padres y la escuela se describe en los manuales del estudiante y en el sitio web. Se espera que los padres aborden las quejas o quejas comenzando a nivel escolar con el maestro primero y luego con la administración. Se debe contactar al personal de la oficina central a continuación si los padres sienten que los problemas no se han resuelto. Los formularios / notas / actas de las conferencias se mantienen archivados como documentación de los problemas.

Los procedimientos de quejas bajo la Ley Every Student Succeeds Act (ESSA) están disponibles con el Director del Título I. Los procedimientos de quejas describen los motivos de las quejas, los programas federales para los que se pueden presentar quejas, la presentación e investigación de una queja, así como los derechos de apelación. La dirección a la que deben presentarse las denuncias se incluye en el procedimiento. La información sobre los procedimientos de quejas se distribuye anualmente a los administradores escolares para que la compartan con su personal. Las copias se mantienen archivadas en la oficina principal de cada escuela.

Procedimientos de quejas bajo la ley Every Student Succeeds Act (ESSA)

A. Motivos para una queja

Cualquier individuo, organización o agencia (querellante) puede presentar una queja ante la Junta de Educación del Condado de Terrell si ese individuo, organización o agencia cree y alega que una violación del estatuto federal o se ha producido una regulación que se aplica a un programa bajo ESSA. La queja debe alegar una violación que ocurrió no más de un (1) año antes de la fecha en que se recibió la queja, a menos que un período más largo sea razonable porque la violación se considera sistémica o continua.

B. Programas federales para los que se pueden presentar quejas

- a. Título I, Parte A: Mejoramiento del rendimiento académico de los desfavorecidos
- b. Título I, Parte A: Premios por logros académicos
- c. Título I, Parte A: Programa de cuidado de crianza
- d. Título I, Parte A: Programa de asociación entre la familia y la escuela
- e. Título I, Parte C: Educación de niños migratorios
- f. Título I, Parte D: Programas para niños desatendidos o delincuentes
- g. Título II, Parte A: Apoyo a la instrucción eficaz
- h. Título III, Parte A: Instrucción del idioma para estudiantes de inglés y estudiantes inmigrantes
- i. Título IV, Parte A : Apoyo estudiantil y enriquecimiento académico
- j. Título V, Parte B: Iniciativa de educación rural
- k. Título IX, Parte A: Ley de asistencia parásin hogar McKinney-Vento Ley de

- l. personaseducación para personas con discapacidades (IDEA)

C. Quejas que se originan a nivel local

Como parte de sus garantías dentro de ESSA solicitudes de subvenciones del programa y de conformidad con la Sección 9306 de ESEA, una LEA que acepte fondos federales debe tener procedimientos locales escritos para la recepción y resolución de quejas que aleguen violaciones de la ley en la administración de programas cubiertos. Por lo tanto, no se debe presentar una queja ante el Departamento de Educación de Georgia hasta que se haya hecho todo lo posible para resolverlo mediante los procedimientos locales de quejas por escrito. Si el demandante ha intentado presentar una queja ante las escuelas del condado de Terrell sin éxito, el demandante debe proporcionar al Departamento de Educación de Georgia una prueba por escrito de su intento de resolver el problema con las escuelas del condado de Terrell.

D. Presentación de una queja

Una queja formal debe ser presentada por escrito y firmada por el demandante. La queja debe incluir lo siguiente:

1. Una declaración de que la LEA ha violado un requisito de un estatuto o reglamento federal que se aplica a un programa aplicable;
2. La fecha en la que ocurrió la infracción;
3. Los hechos en los que se basa la declaración y el requisito específico presuntamente violado (incluir una cita al estatuto o reglamento federal);
4. Una lista de los nombres y números de teléfono de las personas que pueden proporcionar información adicional;
5. Si se ha presentado una queja ante cualquier otra agencia gubernamental y, de ser así, qué agencia;
6. Copias de todos los documentos aplicables que respalden la posición del demandante; y 7. La dirección del denunciante.

La queja debe dirigirse a:

Tonya Perkins, directora del Título I
Sistema de escuelascondado de Terrell
PO Box
151761 1^a Avenue
autónomasDawson, GA 39842posteriores a la

E. deInvestigación de la queja

Dentro de los diez (10) díasrecepción de la queja, las escuelas del condado de Terrell emitirán una Carta de reconocimiento al demandante que contiene la siguiente información:

1. La fecha en que TCSS recibió la queja;
2. Cómo el denunciante puede proporcionar información adicional;

2. procedimiento de quejas de las escuelas del condado de Terrell Actualización del: 07-19-21

3. Una declaración de las formas en que TCSS puede investigar o abordar la queja; y 4. cualquier otra información pertinente.

Si se necesita información adicional o una investigación, el sistema escolar tendrá sesenta (60) días desde la recepción de la información o la finalización de la investigación para emitir una Carta de conclusiones. Si la Carta de conclusiones indica que se ha encontrado una infracción, se requerirán acciones correctivas y se incluirán los plazos para su finalización. Los plazos de 60 días pueden ampliarse si existen circunstancias excepcionales. La carta de conclusiones se enviará directamente al denunciante.

F. Derecho de apelación

Si la queja no puede resolverse a nivel local, el demandante tiene derecho a solicitar la revisión de la decisión por parte del Departamento de Educación de Georgia. Para las quejas presentadas de conformidad con la Sección 9503 (20 USC 7883, proceso de quejas para la participación de niños de escuelas privadas), un denunciante puede apelar al Departamento de Educación de Georgia a más tardar treinta (30) días a partir de la fecha en que el denunciante recibe la carta. de Hallazgos. La apelación debe ir acompañada de una copia de la decisión del sistema escolar e incluir una declaración completa de las razones que respaldan la apelación.

Formulario de quejas para programas federales bajo la Ley Every Students Succeeds

Por favor escriba el

nombre (demandante):
Dirección postal:
Número de teléfono (casa): Número de teléfono (trabajo): La
queja de la persona / departamento contra:
La fecha en que ocurrió la infracción:
Declaración de que el sistema escolar del condado de Terrell ha violado un requisito de un estatuto o reglamento federal que se aplica a un programa aplicable (incluya una cita del estatuto o reglamento federal; adjunte hojas adicionales si es necesario):
Los hechos en los que se basa la declaración y el requisito específico presuntamente violado (adjunte hojas adicionales si es necesario):
Enumere los nombres y números de teléfono de las personas que pueden proporcionar información adicional.

Adjunte / adjunte copias de todos los documentos correspondientes que respalden su posición.

¿Se ha presentado una queja ante alguna otra agencia gubernamental? Si es así, proporcione el nombre de la agencia.

Firma del demandante: Fecha:

Envíe por correo o entregue este formulario a:

Tonya Perkins, Directora de Título I
Sistema de escuelascondado de Terrell
PO Box
151761 1^a Avenue
autónomas delDawson, GA 39842recepción

Fecha de:

Fecha de respuesta al demandante:

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 use the [Federal Relay Service](#).

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

Le y de Derechos Educativos y Privacidad de la Familia (FERPA)

La Ley de Derechos Educativos y Privacidad de la Familia (FERPA) (20 USC § 1232g; 34 CFR Parte 99) es una ley federal que protege la privacidad de los registros educativos de los estudiantes. La ley se aplica a todas las escuelas que reciben fondos bajo un programa aplicable del Departamento de Educación de los Estados Unidos.

FERPA otorga a los padres ciertos derechos con respecto a los registros educativos de sus hijos. Estos derechos se transfieren al estudiante cuando alcanza la edad de 18 años o asiste a una escuela más allá del nivel de secundaria. Los estudiantes a quienes se han transferido los derechos son "estudiantes elegibles".

- Los padres o estudiantes elegibles tienen el derecho de inspeccionar y revisar los registros educativos del estudiante mantenidos por la escuela. Las escuelas no están obligadas a proporcionar copias de los registros a menos que, por razones tales como una gran distancia, sea imposible que los padres o estudiantes elegibles revisen los registros. Las escuelas pueden cobrar una tarifa por las copias.
- Los padres o estudiantes elegibles tienen el derecho de solicitar que una escuela corrija los registros que consideren inexactos o engañosos. Si la escuela decide no modificar el registro, el padre o estudiante elegible tiene derecho a una audiencia formal. Después de la audiencia, si la escuela aún decide no enmendar el registro, el padre o el estudiante elegible tiene el derecho de colocar una declaración con el registro que exponga su punto de vista sobre la información impugnada.
- En general, las escuelas deben tener un permiso por escrito de los padres o del estudiante elegible para divulgar cualquier información del registro educativo de un estudiante. Sin embargo, FERPA permite a las escuelas divulgar esos registros, sin consentimiento, a las siguientes partes o bajo las siguientes condiciones (34 CFR § 99.31):
 - o funcionarios escolares con interés educativo legítimo;
 - o Otras escuelas a las que se transfiere un estudiante;
 - o Funcionarios especificados para fines de auditoría o evaluación;
 - o Partes apropiadas en relación con la ayuda financiera a un estudiante;
 - o Organizaciones que realizan ciertos estudios para o en nombre de la escuela; o Organizaciones de acreditación;
 - o Para cumplir con una orden judicial o citación emitida legalmente;
 - o Funcionarios apropiados en casos de emergencias de salud y seguridad; y o autoridades estatales y locales, dentro de un sistema de justicia juvenil, de conformidad con la ley estatal específica.

Las escuelas pueden divulgar, sin consentimiento, información de "directorio", como el nombre, la dirección, el número de teléfono, la fecha y el lugar de nacimiento, los honores y premios de un estudiante y las fechas de asistencia. Sin embargo, las escuelas deben informar a los padres y estudiantes elegibles sobre la información del directorio y permitirles a los padres y estudiantes elegibles un tiempo razonable para solicitar que la escuela no divulgue información del directorio sobre ellos. Las escuelas deben notificar a los padres y estudiantes elegibles anualmente de sus derechos bajo FERPA. El medio real de notificación (carta especial, inclusión en un boletín de la PTA, manual del estudiante o artículo periodístico) queda a discreción de cada escuela.

Para obtener información adicional, puede llamar al 1-800-USA-LEARN (1-800-872-5327) (voz). Las personas que usan TDD pueden usar el [Servicio de retransmisión federal](#).

O puede comunicarse con nosotros a la siguiente dirección: Oficina de Cumplimiento de Políticas Familiares

Departamento de Educación de los Estados Unidos
400 Maryland Avenue, SW
Washington, DC 20202-8520

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

Introduction

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 Charter School System in providing students and staff access to these services is to 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 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 use of the school's technological equipment.
2. Classroom teachers and media personnel will control access time.
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 involving computer fraud or abuse as punishable crimes. The law prohibits acts such as, but not limited to, the following:
 - o Sending or displaying offensive messages or pictures
 - o Using obscene language
 - o Harassing, insulting, or attacking other users
 - o Damaging computers, computers systems or computer networks
 - o Violating copyright laws
 - o Using another person's password
 - o Trespassing in another person's or organization's computer based folders work or files
 - o Intentionally wasting limited resources
 - o Employing the equipment or the network for commercial or personal purposes
2. Students will not use their own USB, any type of external drives, 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, defame, or slander another user.
6. Students and staff will not use schools' technological equipment for commercial gain nor for illegal activities.



Terrell Middle School

201 ~~Greenway~~ Boulevard
Dawson, GA 39842
Phone: (229) 995-2828
Fax: (229) 995-5418
vgardner@terrell.k12.ga.us
pcuff@terrell.k12.ga.us

Valencia Gardner, Principal
Patrick Cuff, Assistant Principal

Home of the Greenwave

Student Agreement and Parent Permission Form for Use of Technological Equipment 2021-2022

Student's Name: _____

Homeroom Teacher's Name: _____ Grade: _____

Student's Agreement

I have read and understand the guiding principles for using the school's technological equipment. I understand that violation of any of the stipulations is unethical. Some violations may constitute a criminal or system offense. I realize that some violations could result in the loss of any access privileges, disciplinary actions, or even legal action. I am responsible for any unauthorized charges while using the Internet. Fees or other charges may be imposed for damages that I cause. Under no circumstances will I use the school's technological equipment inappropriately, I will only use it for educational reasons.

I agree to comply with the law and the Terrell County Charter School System's rules and regulations.

Student's Signature: _____ Date: _____

Parent/Guardian's Agreement

As the parent or legal guardian of the minor student signing above, I have read the school system's terms for granting use of technological equipment and for network and Internet access. I give permission for this student to use the school's technological equipment for academic purposes. This includes accessing networked computer services such as electronic mail and the Internet.

I understand the following conditions for use:

Individuals and families may be held liable for student's violations. The school is not responsible for any unauthorized charges or fees incurred by the student. Some materials accessed on the Internet may be controversial or objectionable but the school system will take every reasonable precaution to prevent such access. The ultimate responsibility for conduct on computer networks or the Internet rests with the student.

I will insist that my child use the school's technological equipment in a reliable, responsible manner. I will insist that my child follow school system guidelines when selecting, sharing, or exploring information and media and the school's computer systems.

Name: _____ Date: _____

Signature: _____ Phone Number: _____

Address: _____

sistema de escuelas autónomas del condado de Terrell
Procedimientos y reglas del para el uso de equipos tecnológicos en las escuelas

Introducción La

tecnología, incluido el acceso a Internet, ofrece recursos vastos, diversos y únicos tanto para los estudiantes como para el personal. El uso de las redes escolares y el acceso a Internet proporcionará acceso a recursos curriculares únicos en todo el mundo y oportunidades para el trabajo colaborativo. El objetivo del sistema de escuelas autónomas del condado de Terrell al proporcionar a los estudiantes y al personal acceso a estos servicios es promover la excelencia educativa.

El uso de los recursos informáticos de las escuelas con fines académicos y para acceder a Internet es un privilegio para el personal y los estudiantes y, como tal, está condicionado al cumplimiento por parte del individuo de todas y cada una de las leyes estatales y federales, los reglamentos escolares y el ejercicio de buenas prácticas. modales. El uso inapropiado puede resultar en la cancelación de esos privilegios, y la conducta en violación de las leyes estatales, federales o internacionales puede resultar en un proceso penal y / o civil. Los administradores del sistema pueden suspender o revocar privilegios en cualquier momento que lo consideren necesario. Las infracciones graves o repetidas por parte de los usuarios resultarán en una acción disciplinaria según lo dispuesto en la política de disciplina del sistema.

Procedimientos

Los siguientes procedimientos para el uso de equipo tecnológico con fines académicos y para acceder a Internet se aplicarán al personal y a los estudiantes como se indica:

1. Los estudiantes y el personal deben leer una declaración de los procedimientos y reglas del sistema escolar y firmar un acuerdo para cumplir con esos procedimientos y reglas. Si un estudiante es menor de edad, el padre o tutor también debe firmar el formulario para autorizar al estudiante a utilizar las instalaciones. El formulario debe estar archivado en la escuela antes de usar el equipo tecnológico de la escuela.
2. Los maestros y el personal de los medios de comunicación controlarán el tiempo de acceso.
3. Los estudiantes iniciarán sesión en las computadoras usando solo su contraseña asignada y cerrarán la sesión correctamente cuando terminen.
4. Los estudiantes no encenderán ni apagarán el equipo a menos que se lo indique un miembro del personal.
5. El personal será responsable de monitorear el uso de equipos tecnológicos por parte de los estudiantes.

Reglas

Las siguientes reglas se aplican al personal y los estudiantes:

1. Los estudiantes y el personal cumplirán con la Ley de Protección de Sistemas Informáticos de Georgia (1991), que establece ciertos actos que involucran fraude o abuso informático como delitos punibles. La ley prohíbe actos como, entre otros, los siguientes:
 - o Enviar o mostrar mensajes o imágenes ofensivos
 - o Usar lenguaje obsceno
 - o Acosar, insultar o atacar a otros usuarios
 - o Dañar computadoras, sistemas informáticos o redes de computadoras
 - o Violar las leyes de derechos de autor
 - o Usar la contraseña de otra persona Entrar sin autorización Las carpetas de computadora de otra persona u organización trabajan o archivos
 - o Malgastar intencionalmente recursos limitados
 - o Emplear el equipo o la red para propósitos comerciales o personales
2. Los estudiantes no usarán su propio USB, ningún tipo de unidades externas o programas de software en ninguna computadora de la escuela.
3. Los estudiantes y el personal pueden usar los sistemas informáticos de la escuela para imprimir o transmitir materiales académicos o comunicaciones relacionadas con la escuela únicamente.
4. Los estudiantes y el personal no enviarán, recibirán ni mostrarán texto, gráficos o sonidos que puedan interpretarse razonablemente como ofensivos para los demás.
5. Los estudiantes y el personal no participarán en actividades de chat que puedan acosar, difamar o calumniar a otro usuario.
6. Los estudiantes y el personal no utilizarán el equipo tecnológico de las escuelas con fines comerciales ni para actividades ilegales.



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Formulario de acuerdo del estudiante y permiso de los padres para el uso de equipo tecnológico 2021-2022

Nombre del estudiante: _____

Nombre del maestro del salón principal: _____ Grado: _____

Acuerdo del estudiante

He leído y entiendo los principios rectores para el uso del equipo tecnológico de la escuela. Entiendo que la violación de cualquiera de las estipulaciones no es ética. Algunas infracciones pueden constituir un delito penal o del sistema. Entiendo que algunas violaciones pueden resultar en la pérdida de privilegios de acceso, acciones disciplinarias o incluso acciones legales. Soy responsable de cualquier cargo no autorizado durante el uso de Internet. Se pueden imponer tarifas u otros cargos por los daños que yo cause. Bajo ninguna circunstancia usaré el equipo tecnológico de la escuela de manera inapropiada, solo lo usaré con fines educativos.

Estoy de acuerdo en cumplir con la ley y las reglas y regulaciones del Sistema de Escuelas Autónomas del Condado de Terrell.

Firma del estudiante: _____ Fecha: _____

Acuerdo del padre / tutor

Como padre o tutor legal del estudiante menor que firma arriba, he leído los términos del sistema escolar para otorgar el uso de equipos tecnológicos y para el acceso a la red e Internet. Doy permiso para que este estudiante use el equipo tecnológico de la escuela con fines académicos. Esto incluye el acceso a servicios informáticos en red, como el correo electrónico e Internet.

Entiendo las siguientes condiciones de uso:

Las personas y las familias pueden ser responsables de las violaciones de los estudiantes. La escuela no es responsable de ningún cargo o tarifa no autorizada en que incurra el estudiante. Algunos materiales a los que se accede en Internet pueden ser controvertidos u objetables, pero el sistema escolar tomará todas las precauciones razonables para evitar dicho acceso. La responsabilidad final de la conducta en las redes informáticas o en Internet recae en el estudiante.

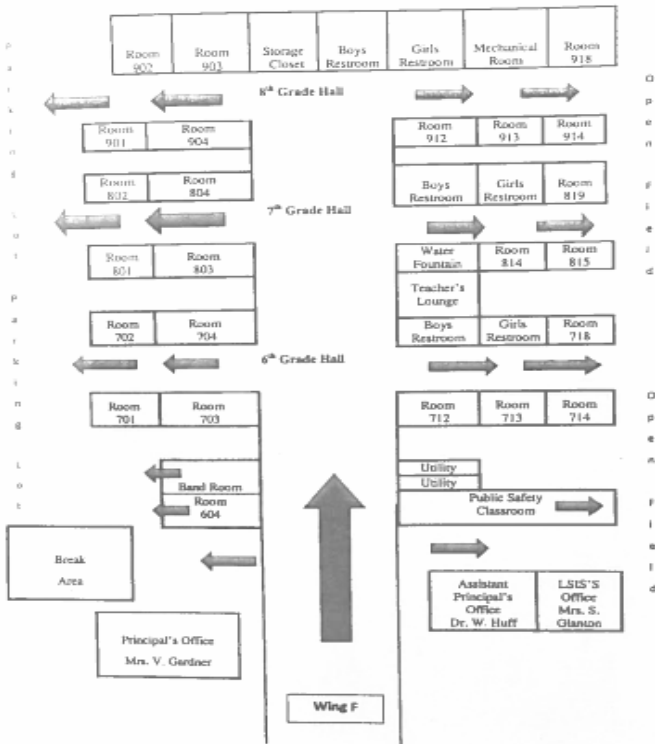
Insistiré en que mi hijo use el equipo tecnológico de la escuela de manera confiable y responsable. Insistiré en que mi hijo siga las pautas del sistema escolar al seleccionar, compartir o explorar información y medios y los sistemas informáticos de la escuela.

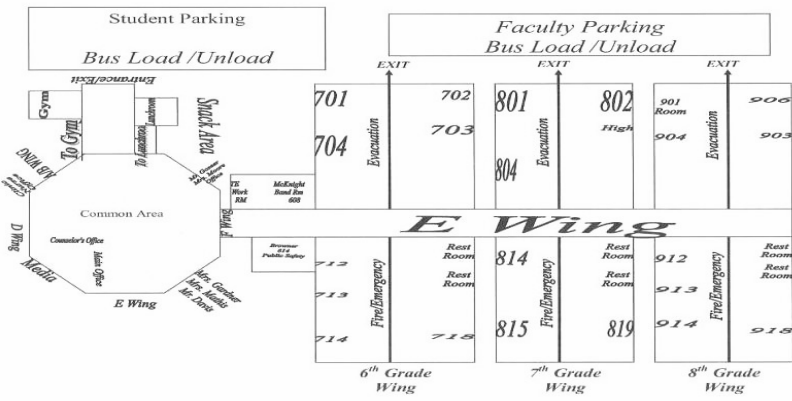
Nombre: _____ Fecha: _____

Firma: _____ Número de teléfono: _____

Dirección: _____

Terrell Middle School Evacuation Route Map





Terrell Middle School
Diagram

GRADING POLICY

Test/Projects	40%	*Remediation required on all test with a score less than 80. *Mandatory re-test if >70, average both to determine final grade. *A minimum of 3 tests and/or project per nine weeks;9wks or semester exam is not included in the 3 tests
Quizzes	20%	
Notebooks/Journals	10%	
Homework	10%	Homework will be assigned a grade of 0, 50, or 100;teachers are required to go over homework with students
Class Assignments	20%	

All teachers must set up his/her grade book according to the grading policy; the grading policy must be followed each nine weeks.

Test/Projects- Students will have a minimum of three tests during the nine weeks 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 one after mid progress) the nine weeks 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 assignments. The teacher is required to go over homework to ensure students understand and they have the correct answer. This will ensure that they are not studying wrong answers before a quiz or test is given.

**Terrell County Charter School System
System Wide 2021-2022 Calendar**

Teacher Workdays	July 26, 27, 28, 29, (4 Days Preplanning)
First Day of School	July 30
Labor Day	September 6
End of 1st Reporting Period	September 30 (44 days)
Teacher Workday	October 1 (5)
Homecoming Parade ½ day	October 7
Homecoming Day ½ day	October 8
Fall Break	October 15 and 18
Thanksgiving Holidays	November 22-26
End of 1st Semester (½ day)	December 16 (47 days)
Teacher Workday	December 17 (6)
Christmas Holidays	December 20-31
Teacher Workday	January 3 (7)
Students Return	January 4
MLK Holiday	January 17
Winter Break	February 4 and 7
End of 3rd Reporting Period	March 10 (45 days)
Teacher Workday	March 11 (8)
Spring Break	April 4-8
Good Friday	April 15
End of 2nd Semester	May 20
Teacher Workdays	May 23,24 (9, 10 workdays) 44 days

Students 180 days & Staff 190 days

CHARACTER *traits of good character*

RESPECT

Respect in Your World

Early on we learn when to say “please” and “thank you,” but showing respect isn’t always clear cut. What kinds of words and actions convey respect when:

- Some of your friends are teasing the new kid at school and giving him a hard time?
- You disagree with the grade you received on an essay?
- You attend your younger sibling’s school talent show?
- A classmate you don’t know very well calls you names in the hallway?



What’s Your Take?

- Bullies use threats and intimidation to get “respect.” Is that really respect, or is it fear? Can violence be used as a means to get respect?
- Do teachers, principals, coaches and other adults in leadership roles automatically warrant respect? Why or why not?
- When was the last time you were disrespectful to someone else? What was the other person’s reaction?
- How do you feel when someone is disrespectful toward you?
- What can you do to make your school environment more respectful? What about your home?
- How were you respectful toward someone else today?
- How did you show respect for yourself today?

Me First

You’ve probably heard the saying that you have to be a friend to yourself before anyone else will befriend you. It’s true! Use the following exercise to build your self-respect.

I excel at _____

I’m a good _____

I’m proud of my ability to _____

I can teach others how to _____

My favorite thing about me is _____

“If you want to be respected by others the great thing is to respect yourself.”

—FYODOR DOSTOYEVSKY

CHARACTER *traits of good character*

Caring in Action

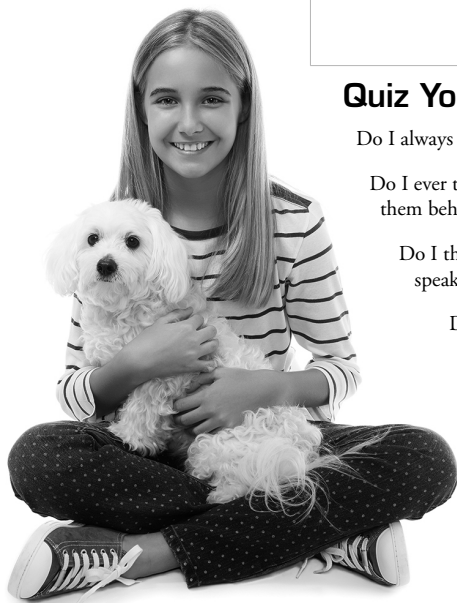
What does it mean to care for the environment?

How do you care for yourself?

What does it feel like when someone does something caring for you?

What does it feel like when someone is uncaring toward you?

Would your friends describe you as a caring person? Why or why not?



CARING

How Much Do You Care?

Are you concerned for other people's feelings? Do you make sure your pets have food and water? Do you help people when they are in need? If you do, then you are a caring person.

- If you're caring toward other people, does that mean you have to put your needs second? Why or why not?
- How far would you go to care for someone else if it meant you were inconveniencing yourself?
- Is it enough to perform caring acts, or do you really need to care from the heart? Is it possible to do one without the other?
- What is your response to the sentiment that "teenagers are selfish and only care about themselves"?
- Is it true that one caring person can make a difference? Why or why not?

Quiz Yourself

Do I always treat others with kindness and generosity?

Do I ever treat someone meanly or talk badly about them behind their back?

Do I think about other people's feelings before I speak? Before I act?

Do I take time to help others, even if I am busy?

Do I treat animals and the environment with care and respect?

"Without a sense of caring, there can be no sense of community."

— ANTHONY J. D'ANGELO

CHARACTER *traits of good character*

TRUSTWORTHINESS

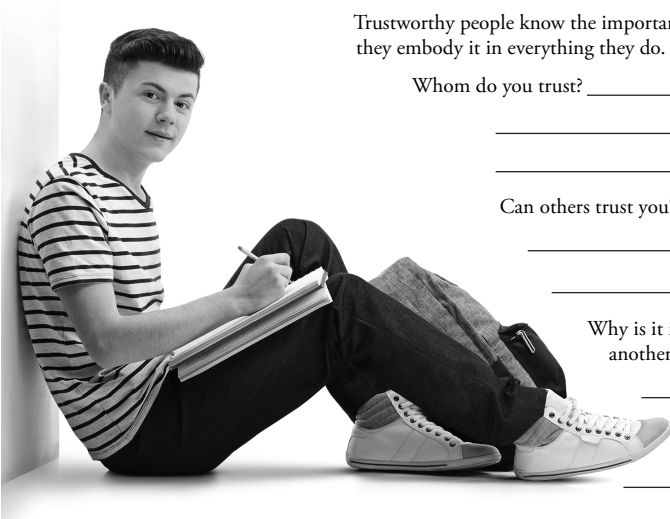
The Truth About Trust

Trustworthy people know the importance of trust and make sure they embody it in everything they do.

Whom do you trust? _____

Can others trust you? Why or why not?

Why is it important to trust one another? _____



Do's and Don'ts

Make a list of do's and don'ts when it comes to being trustworthy.

Do: _____

Don't: _____

"You may be deceived if you trust too much, but you will live in torment if you don't trust enough."

— FRANK CRANE

Traits in Common

How are friendship and loyalty related to trust?

How are fairness and honesty related to trust?

Why might you need to betray a friend's trust?

CHARACTER *traits of good character*

HONESTY

Honest or Dishonest?

Think about these situations and decide what you think is honesty or dishonesty:

Turning in a paper from an internet source that you created by changing some words, paragraph order, and a couple of examples.

Telling your aunt you like the poster she gave you for your birthday even though you no longer like the band.

Telling your parents you're an hour late because your friend had car trouble when the problem was needing to stop for gas, which only took a few minutes.

Letting the umpire call you safe when you know the shortstop tagged you.

Assuring your little sister that the noise she just heard was really the cat when you have no idea what it was.

Keeping the extra dollar you got in change rather than telling the clerk about his mistake.

Nagging Feelings

How does it feel when someone isn't honest with you?

How do you feel after you haven't been honest with someone?

"Truth burns up error."

— SOJOURNER TRUTH

Is honesty always best?

What do I do if the truth might hurt someone's feelings?

Background Info

What it means to be honest:

Training Scenario

A friend asks to copy your science homework. What do you do?

Mission Accomplished

I was honest this week when:



CHARACTER *traits of good character*

PERSEVERANCE

Winners Despite Rejections

If you're brainy enough to write a book—and persevere through that long process—surely you can count on getting it published, can't you? Not necessarily. It's after the writing is done that you need perseverance the most, many authors who've faced rejection letters will tell you.

Dr. Seuss Persevered

If Dr. Seuss quit after his first or even his 10th rejection, you'd never have read *Green Eggs and Ham* or *Go Dog Go*. His first book, *To Think That I Saw It on Mulberry Street*, was rejected more than two dozen times. He went on to write nearly 50 children's books, many loved by adults, too.

If he hadn't persevered, you wouldn't have the promise of his tale, *Oh the Places You'll Go*.

So Did Emily Dickinson

Emily Dickinson, a 19th century U.S. poet, saw just seven of her poems published in her lifetime. But she kept on writing—more than 1,700 poems in all. Today, her work is studied and revered by many.

Without her perseverance, you wouldn't be inspired by her words, "Hope is the thing with feathers/That perches in the soul" or "As imperceptibly as Grief/The summer lapsed away."

"If you can somehow think and dream of success in small steps, every time you accomplish a small goal, it gives you confidence to go on from there."

— JOHN H. JOHNSON

They Kept At It

Those who quit don't make history. Those who stick to it, like these folks, are remembered:

- Charles Schulz
- Elizabeth Cady Stanton
- Shirley Chisholm
- Lewis and Clark

Who Do You Know Who Never Gives Up?

People who persevere are all around you. Who's your favorite:

- In sports?
- In the music world?
- In the movie industry?
- In your family?
- At school?
- In your neighborhood?



multiplicationtable

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144
13	0	13	26	39	52	65	78	91	104	117	130	143	156
14	0	14	28	42	56	70	84	98	112	126	140	154	168
15	0	15	30	45	60	75	90	105	120	135	150	165	180
16	0	16	32	48	64	80	96	112	128	144	160	176	192
17	0	17	34	51	68	85	102	119	136	153	170	187	204
18	0	18	36	54	72	90	108	126	144	162	180	198	216
19	0	19	38	57	76	95	114	133	152	171	190	209	228
20	0	20	40	60	80	100	120	140	160	180	200	220	240

