



Terrell County High School

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THS HANDBOOK

2021-2022

Dear Parent(s):

Your participation in your child's education is extremely important to us. We believe in maintaining regular, two-way communication between home and school. As such, we distribute information to explain how parents can work with the school to ensure that students achieve their maximum potential. Please take time to read all documents that you receive from the school. The handbook contains expectations for student conduct as well as information pertinent to rules and procedures. Parent and student should sign below to acknowledge receipt of the student handbook which contains the following document for Title I and Title II A:

- Parent Involvement Policy
- Grievances and Complaint Procedures
- EL Policy
- Migrant Education
- Parent Compact
- Student Agreement and Parent Permission form for Use of Technological Equipment
- Homeless Policy/Homeless Procedures
- 504 Procedural Safeguards
- Bullying Policy
- Promotion Policies
- Graduation Requirements
- Grading System
- Fire Drills/Tornado
- Testing Calendar 2017-2018

Student Signature

Date

Parent Signature

Date

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Mission Statement

Terrell High School

Is committed to providing
a diverse education in a
safe supportive
environment that
promotes self-discipline,
motivation and excellence
in learning.



Alma Mater

From the plains of Terrell County
Beams a Noble Brow
And the sons of Terrell High School
Pledge a sacred vow.
Terrell High School we will Honor,
True and loyal be
Ever crowned with praise and glory
Terrell, hail to thee!
Though the years around us gather
Crowned with love and cheer
Still the memories of Old Terrell
Grow to us more dear.





**Terrell County Charter School System
Terrell High School
School-Parent Compact**

**School Year: 2021-2022
Revision Date August 24, 2021**

Dear Parent/Guardian,

Terrell High School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards.

JOINTLY DEVELOPED

This School-Parent Compact for student achievement is a written agreement describing how all members of our school community—parents, teachers, principals, and students—agree to share responsibility for student learning. The compact helps bridge the gap between school and home. Parents, students, teachers, and faculty members worked together to develop our school-parent compact. Each school year, meetings are held for parents, teachers and students to compare the compact with school data to review progress, assess our goals, and revise the compact. Teachers suggested home learning strategies, parent added input about the types of support they needed, and students told us what would help them learn. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies. This compact was uniquely developed to meet the needs and goals of our school and students.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Terrell County Charter School System 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 21-22 SY, the Terrell County Charter School System (TCCSS) will decrease the number of students scoring Level 1 by 3%; increase the percent of students scoring Level 2 by 3%, increase the percent of students scoring Level 3 by 3%; and increase the percent of students scoring Level 4 by 1% as measured by the Georgia Milestone Assessments.

Terrell High School GOALS:

- (1) The percent of students reading on grade level (within the grade-level Lexile band) as measured by the Georgia Milestone Assessment in grade 10 and the STAR reports in grades 9, 11 and 12 will increase yearly by 3% from May 2019 to May 2022.
- (2) The number of parents participating in academic school-related activities will increase by 3% yearly from May 2019 to May 2022.

To help your child meet the district and school goals, the school, you, and your child will work together to:

SCHOOL/TEACHER RESPONSIBILITIES:

Terrell High School will:

- Ensure that students check out books or have content reading material for home to read.
- Communicate to parents to have their child read for 30 minutes a day.
- Provide workshops for parents and students in reading comprehension strategies and homework strategies.
- Increase vocabulary by providing a list of vocabulary terms (using Remind) for parents and students to master at home each nine weeks to help increase student Lexile scores.
- Provide to parents teacher recommended educational Web sites for extra practice in developing comprehension skills.
- Provide to parents and keep track of a progress log to monitor students' practice on vocabulary terms.
- Provide a list of GSE standards to be taught at the beginning of each nine weeks and also provide strategies, tips, and study skills to help the parents help their child be successful.
- Provide training to parents on the use of the TEMS Parent Portal to monitor student academic achievement in all courses.

Our teachers believe that all students can learn! It is an expectation that our teachers work with students and their families in a respectable manner while being professional and with a positive attitude.

PARENT RESPONSIBILITIES:

We, as parents, will:

- Ensure that my child masters the list of terms by the end of the nine weeks.
- Ensure that my child spends 30 minutes every day practicing the usage of the vocabulary terms by reviewing the teacher recommended Web sites and homework help tips and sign off on the progress log provided by the school.
- Provide space and materials for my child to complete work at home.
- Review the list of GSE standards to be taught at the beginning of each 9 weeks and contact my child's teacher, counselor, or student support person to schedule conferences with teachers as needed.
- Monitor student progress through the TEMS Parent Portal log-in.
- Ensure that my child reads books or content reading material at home for 30 minutes.
- Use strategies from the workshops to work with my child at home.

STUDENT RESPONSIBILITIES:

We, as students, will:

- Frequently check google classroom, email, and school website and educational websites.
- Work with my parent to master the list of terms by the end of each nine weeks.
- Practice using vocabulary terms at least 30 minutes every day and signing off on the progress log provided by the school with my parent(s).
- Use the space and resources provided by my parents to complete work at home with my parent(s).
- Review the list of GSE standards to be taught at the beginning of each 9 weeks.
- Complete assigned work during class time, Increased Learning Time (ILT) and/or at home with my parent(s).
- Frequently self-monitor progress in the TEMS Student Portal and seek help from my family, teachers, paraprofessionals, or administrators before, during or after school when I do not understand a concept.
- Read books or content reading material at home for 30 minutes with my parent(s).
- Use strategies from teachers to increase my comprehension skills.

COMMUNICATION ABOUT STUDENT LEARNING

Terrell High School is committed to frequent two-way communication with families about children’s learning. Some of the ways you can expect us to reach you are:

- Parent booth at sporting events
 - Training sessions (i.e. homework help, learning strategies, etc.)
 - Parent-Teacher Conferences
 - Parent Portal
 - School website
 - Progress Report/Report Cards
 - Phone calls, emails, Remind.com, Facebook, and text messaging
- Communication from the school will be designed to keep parent/families up to date on their child’s progress and to provide tips and ideas for helping children learn at home. Parents are encouraged to check the school website:: <http://tchs.terrell.schooldesk.net/> or www.terrell.k12.ga.us and the school’s Facebook page.

ACTIVITIES TO BUILD PARTNERSHIPS

Terrell High School offers ongoing activities, events, and programs to build partnerships with families and help their children to succeed. Some of the activities, events, or programs offered are:

The opportunities for parents to volunteer and participate in school activities to build partnerships that will support student learning include:

- Parent-Teacher Conferences
- Parent seminars during the day and evening
- History Curriculum Nights
- Parent/Family Workshops
- Parent Resource Center
- Volunteering / Observing
- Open House/Orientation
- Online/Virtual activities (webinars, online chats)

Our academic coach, teachers, counselors, and College and Career Center Specialist work in partnership with students and parents to map out a plan for high school graduation, as well as determine next steps to ensure that our students are college and career ready. Parents are invited to attend a variety of events throughout the year to meet with teachers, counselors to discuss their child’s progress towards credit completion and graduation.

Please 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 other educational resources.

Monday-Friday, 8:00 a.m. - 4:30 p.m.
 Terrell County Board of Education Administration Building
 Parent Resource Room 103
 761 1st Ave SE
 Dawson, GA 39842
 229-995-2229

Parents are encouraged to communicate with the school by calling and /or emailing the faculty and staff about any concerns related to the academic progress of their child(ren).
 For suggestions, questions, concerns, input or more information on the compact, please contact:
 Terrell High School
 201 Greenwave Boulevard, Dawson, GA 39842
 Phone Number: (229) 995-2544
<http://tchs.terrell.schooldesk.net> or www.terrell.k12.ga.us



SIGNATURE SHEET

*Terrell High School
SCHOOL-PARENT COMPACT
School Year: 2021-2022
Revision Date: August 24, 2021*

Dear Parent/Guardian,
Terrell High School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

!

Student's Name (PLEASE PRINT): _____ Grade: _____

Homeroom Teacher: _____ Date: _____

Teacher/School Representative Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Terrell County School System Student Agreement and Parent Permission Form 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 computer disks nor software in school equipment. Certain activities are prohibited in accordance with The Georgia computer Systems Protection Act. These include, but are not limited to, the following:

:

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

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

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

Terrell County School System Procedures And Rules for 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 in providing students and staff access to these services 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 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 computer fraud or abuse as punishable crimes. The law prohibits acts such as, but not limited to, the following:
 - Sending or displaying offensive messages 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 diskettes 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.

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, at school-sponsored events, at 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:

- o To show interest in their child's' progress and work with school personnel to solve any behavioral and academic problems
- o To ensure that their child is in daily attendance and report and explain any absence to the school
- o To assist their child in being well - groomed, neat, clean and follow the dress code
- o To bring the attention of the school authorities any conditions which affect their child or other children as members of the school community
- o To maintain up-to-date information at the school, including telephone numbers, addresses and health information
- o 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 with 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
- * Student program adjustment
- * 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 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 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, or 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 from others the educational opportunities which all students have a right to expect.

The rules listed in the attached pages apply to all students' outlined. **The school principal has the discretion to use a lesser penalty.** It should be pointed out, however grades 9-12 as, 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.

Parent 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
- ✓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 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 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

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.

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 instructions, 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 THS 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. Students who have had their education interrupted, who attempt to enroll after the 10th day of a semester and/or are significantly behind in academic credits must schedule an appointment with the principal and are subject to placement in alternative school.

School-Based Governance Team

A School-Based Governance Team has been established at the Terrell County School System on July 1, 2016. The name of this governing body will be the Terrell County High School School-Based Governance Team, hereinafter referred to as the S-BGT, organized under the authority of Georgia law (O.C.G.A. § 20-2-2063.2, *et seq.*) and the Charter entered into between the State Board of Education and the Terrell County School System Board of Education with a commencement date of July 1, 2016 ("Charter"). The purpose of the S-BGT is to make decisions that support the continuous improvement of the school in accordance with the provisions of the Charter. The S-BGT will be composed of a minimum of 6 members and a maximum of 9 members to serve on staggered 2-4 year terms.

Composition:

#	Council Members	Elected By:
2	Parents (non-staff members)	Voted on by parents: Must have a child enrolled at the school
2	Business/Community Reps.	Selected by S-BGT
2	Staff (Principal may appoint 1) (Teachers will elect 1)	Appointed by principal Elected by teachers
1	Principal of School	Secretary of the S-BGT
2	Students	School Leadership Team

TEACHER AUTHORITY

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

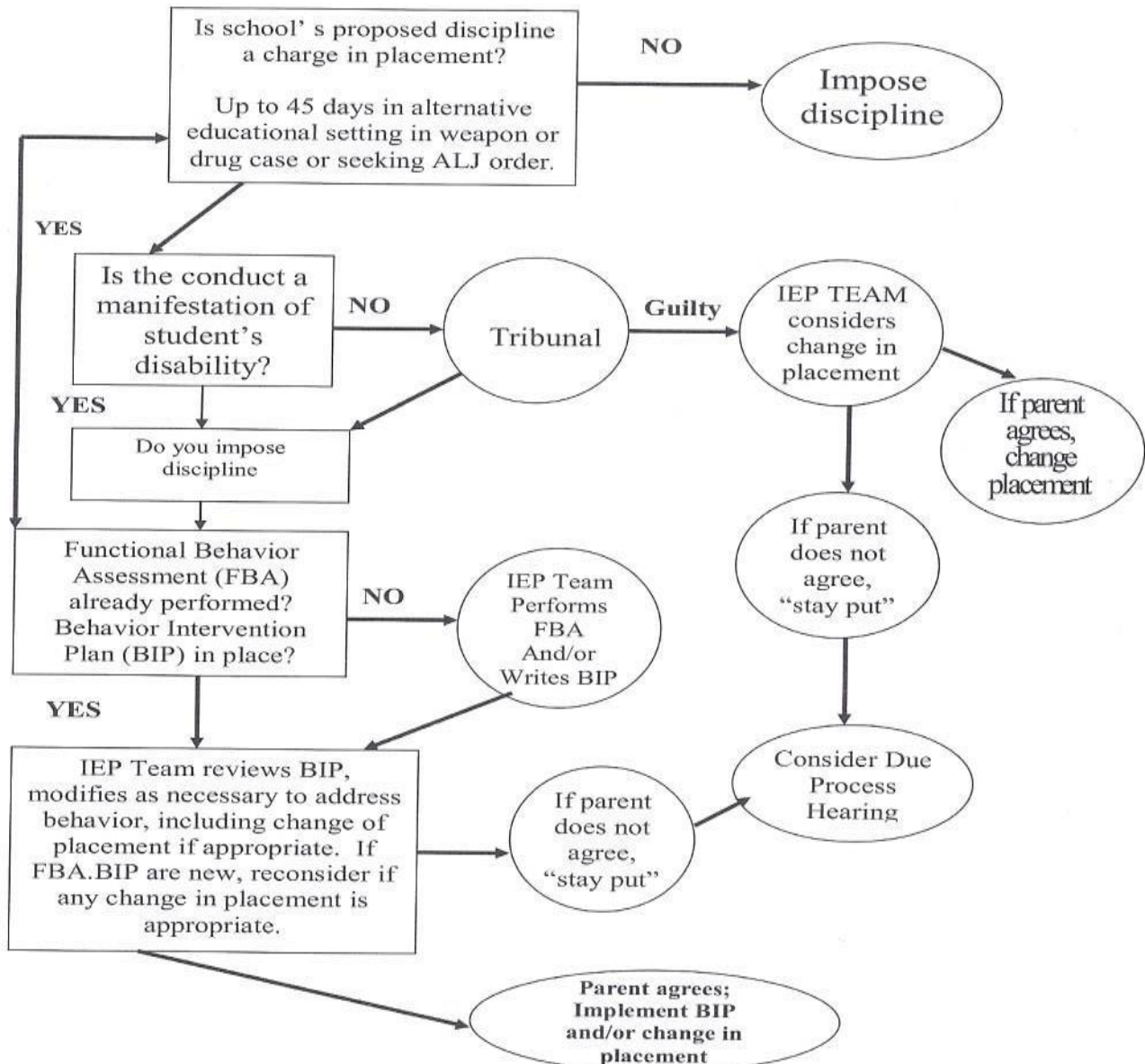
A teacher shall have the authority to remove from his or her class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation 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



OBJECTIVES OF Terrell High 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 to the Attendance Officer 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. High school students should bring excuses for absences to the attendance officer between 7:45 and 7:55 a.m.**

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

A student must attend class no less than 40 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 who accumulate more than 6 unexcused absences will be reported to authorities under the provisions set forth by the Compulsory Attendance Law.
- c) **Note: In grades 9 through 12, attendance is taken each class period, not daily.**
- d) Students having more than 6 unexcused absences in any class during a school year will lose credit for that class. Appeals for credit reinstatement are heard by the Attendance Committee, at the end of each semester if necessary.

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.

Any excuse not turned in within 3 days will not be a valid excuse. 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.

High school students should turn all excuses in to the Attendance Officer

Any high school student having more than 6 absences (excused, unexcused and suspension), in a class during a school year will receive no credit for that class unless a waiver is granted by the principal and/or his designee. The principal and/or his designee shall use the following guidelines in determining whether to grant a waiver:

****Students who miss more than 6 days will have to provide documentation from a doctor, hospital, and healthcare provider in order to earn credit for the course. Make – up work due to long-term illness will have to be completed by the 14th day of the following semester.**

****The appeals process must be completed within the last two weeks of each semester. Students will be notified and given appeal letters prior to this time.**

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 (unless excused prior to absence)

Excessive Absences – Any student who is absent for more than (3) days in any one semester will be considered as having excessive absences. At the high school level, excessive absences do not include those that result from participation in school-sponsored trips.

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.

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 three unexcused tardies and early check-outs will be considered one unexcused absence.

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 or study lab; has any unexcused tardy to a regular class which exceeds five minutes; 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.

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

In accordance with state law, all children between the ages of 6 and 16 are expected to be in regular attendance in some bona fide school unless their mental and physical condition justifies their being excused.

- A. 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.
- B. 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.

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) Tardy 3 times equals 1 absence in grades 6-12.
- d. Be tardy repeatedly

Detention

Teachers may issue student detention assignments after school to be served in their classrooms. Teachers must provide 24 hrs. notice for detentions issued. If a student does not serve a teacher detention they will be referred to the principal and or designee. Referrals are due in the office by 8:30 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.

**** Students who are tardy to homeroom at the or 1st period class at the high school more than four (4) times in a grading period (9 weeks) must be accompanied to the office by a parent or legal guardian for a conference with the administrator or designated person.**

CONSEQUENCES FOR CLASSROOM 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.

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

1st Offense..... Detention

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: Students must receive a pass to class from the office if tardy to class. A student is tardy if he/she is not in the proper room when the tardy bell stops ringing.

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 with attendance officer and out in the main office.

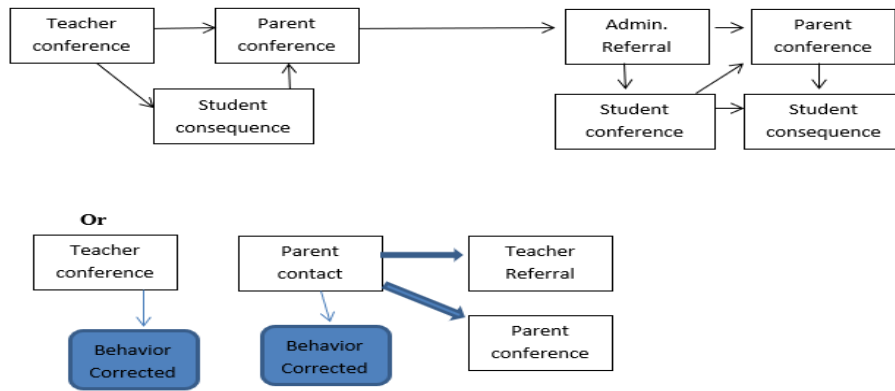
If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her building principal.

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.

PBIS (Positive Behavioral Interventions and Supports)



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 Tribunal at its discretion to hear evidence of students' behavior that indicates a willful neglect of school policies and rules.

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

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

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

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

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

C. BEHAVIOR CODE

RULE: 1.0 CLASSROOM DISRUPTION (Levels 1-4 consequence) No student shall:

- 1.1 Continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher's ability to conduct his/her class including unauthorized use of electronic devices.
- 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: DAMAGE OR DESTRUCTION OF SCHOOL/PRIVATE/PUBLIC PROPERTY (Levels 1-4 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. Penalty 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: 3days Suspension & Parent Conference**
- 3rd offense: 3days 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 on 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: 3days Suspension & Parent Conference**
- 3rd offense: 3days 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. (Levels 2-4 consequence)

- 1st offense: 3 days Suspension, Parent Conference & Referral for Counseling**
- 2nd offense: 3days 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 & Referral for Counseling**
- 2nd offense: 3days 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 in grades 6-12 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 FIGHTING (Levels 2-4 consequence)

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

**Note: For students in grades 9-12 only; students who fight will be assigned as follows:

- 1st offense: 3 days suspension (OSS)**
- 2nd offense: alternative school (minimum of one grading period)**
- 3rd offense: alternative school (maximum of three grading periods)**

Note: 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 & Referral for Counseling**
- 2nd offense: 3days Suspension (ISS) & Parent Conference**
- 3rd offense: 3days Suspension (OSS)& Parent Conference**
- 4th offense: Tribunal**

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

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 chaku, or fighting chain, throwing star or oriental dart, water gun, paint gun or any weapon of like kind. **(Referenced to JCDAE)**

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

A student shall not possess, handle, or transmit a razor, ice pick, explosive, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun, knife, or other objects that reasonably can be considered a weapon:

- 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, and drinks.

- 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 bus, disrespectful conduct toward the bus driver or other persons on the school bus, and other unruly behavior.
11. Students are prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape or compact discs without headphones, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
12. Students are prohibited from using mirrors, lasers, flash cameras or any other reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.
13. Do not engage in any activity which might divert the driver's attention and cause an accident such as:
 - (a) Loud talking or laughing, or unnecessary confusion
 - (b) Unnecessary conversation with the driver
 - (c) Extending any part of the body out of the bus windows or doors.
14. Pupils are not to open or close bus doors at any time nor shall they regulate or operate any part of the bus.
15. Do not engage in any activity, which might damage, cause excessive wear to liter to the bus or other property. The following activities are prohibited at all times:
 - (a) Smoking eating, possession or use of alcoholic beverages on the bus.
 - (b) Spitting or throwing anything in or from the bus.
 - (c) Bringing animals on the bus.
16. Pupils will not leave the bus on the way to school or home without permission of the driver. Driver will not give permission except in case of personal emergency, or upon request of the principal 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 don 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 and or Tasers. 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 or Taser. Under state law, the local board is granted the discretion to modify the one year expulsion requirement "on a case by case basis."

RULE 13.0: DRUGS AND ALCOHOL (Level 4 consequence)

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

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

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

Constitutional and Statutory Provisions:

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

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

Narcotics, Alcoholic Beverages, and Stimulant Drugs

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

1. on the school grounds at any time.
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 consequence)

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 consequence)

1st offense: Administrative Conference & Referral for Counseling

2nd offense: 3days Suspension & Parent Conference

3rd offense: 3days Suspension & Parent Conference

4th offense: Tribunal

- a. Sexual harassment may include:
 - teasing, jokes, remarks, or questions; pressures for dates; leering, touching, pinching, commenting about a person's, making obscene gestures.
 - writing suggestive notes, drawing offensive pictures, or possession of offensive literature on school property, during school functions, or under school supervision.
- b. Sexual misconduct may include:
 - molesting another student; indecent exposure; rape, or any other overt heterosexual or homosexual act on school property, during school functions, or under school supervision.
- c. Electronic sexual harassment including sexting or texting vulgar or nude pictures and literatures

Rule 16.0 HARASSMENT (Levels 1 - 3 consequence)

No student shall harass another student or students or any employee through disparaging conduct or communications.

Harassment may include:

1. Oral or written statements having demeaning implications made or sent to an individual.
2. Gestures or conduct that signals contempt toward others.

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: 3days Suspension & Parent Conference

2nd offense: 3days Suspension & Parent Conference

3rd offense: Tribunal

No student shall:

- a. Skip all day/Truancy (School Social Worker will be called)
- b. Skip class or required in-school activities
- c. Be tardy (Students who are late for class are tardy) Tardy 3 times equals 1 absence in grades 6-12.
- d. Be tardy repeatedly

Rule 19.0 DISPLAY OF AFFECTION (Levels 1 - 2 consequence)

Excessive public display of affection between young men and young ladies is in poor taste at school and school functions. Students who continuously display this behavior will render themselves liable for disciplinary action. Any display of affection is not permitted at school.

Rule 20.0 GAMBLING (Levels 1 - 3 consequence)

1st offense: The parent must pick up the item(s) from the principal or designee 3 days suspension

2nd offense: The parent must pick up the item(s) from the principal or designee 3 days suspension

3rd offense: Tribunal

Terrell High 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, and electronic games.

Rule 21.0 Cell Phones (Level 2 – 4 consequence)

1st offense: The parent must pick up the item(s) from the principal or designee

2nd offense: School will keep items until the end of the grading period

3rd offense: School will keep until the end of the year

Note: The school will not be liable for students' 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. Jerseys (Trojans, Braves, Falcons, etc.) shall be tucked inside skirts and pants. **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.**
 - Holes may not be worn above the knee
 - Holes must not be larger than 3 inches
 - Tights must be worn under all garments with holes
2. **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
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 (3) inches from the top of the knee. Splits in clothing shall be no more than three (3) inches from the top of the knee. Shorts shall be worn no more than three 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 or slides. Shoes must be worn as designed. Shoes must be appropriately laced if required.
5. **Students wearing hoodies must keep their head UNCOVERED inside the building.**
6. Clothing or ornamentation displaying or advertising devices or substances illegal for minors is prohibited. (example - alcohol, drugs, guns, knives, etc.)
7. Students (boys and girls) are not to wear hats or headbands inside the school buildings
***** The wearing of bandannas, dew rags, skull caps or bonnets, jogging pants 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.**
8. 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, tank tops, mid-riff tops, and see-through warm-ups.
9. **Waist bands and belt loops will be worn at waist level for boys and girls.**
10. Clothing bearing obscenities, profanity, or double meaning or off color slogans are not allowed.

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

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, slides, pajamas, excessively loose fitting pants which create sags.

1st offense: 3 days suspension and Parent Conference

2nd offense: 3 days suspension and Parent Conference

3rd offense: Tribunal

12. Students are expected to groom their hair daily. Hair twists is an unacceptable form of grooming and is prohibited. The parent of a student with consistent inappropriate grooming habits will be required to conference with the principal or the principal's designee.

13. **Belts are required for clothing designed to be worn with a belt. NO visible under pants.**

14. **Cell phone accessories such as clips and ear phones are not permissible**

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

**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)

Rule 25.0 Misuse of school equipment (Levels 2 - 4 consequence)

1st offense: Parent Conference 3 days suspension

2nd offense: Parent Conference 3 days suspension

3rd offense Tribunal

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 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. (Levels 1-4 consequence)

Level I consequence(s) implemented by the professional staff

After school detention

Classroom Isolation

Isolation in lunchroom

Classroom detention during lunch

Student participation in conference from peers with parent/guardian and teacher

Participation in a school service project

which enables the student to be engaged in the desired characteristic trait(s)

Development of a written representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)

Level I consequence(s) implemented by the administration

Any of the above discipline management techniques and/or:

After school detention

Classroom Isolation

from peers

Isolation in lunchroom

Classroom detention during lunch

Student participation in conference

with parent/guardian, teacher and/or principal

Participation in a school service project

which enables the student to be engaged in the desired characteristic trait(s)

Development of a written representation that reflects understanding of the specific nature of the expected behavior, and the related character trait(s)
Participation in the cleaning/ repair of any damage caused to environment

Restriction from school programs and special assemblies, the assemblies
Up to **three** days suspension

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

Level II consequence(s) implemented by the administration

After school detention

Student participation in conference with parent/guardian, teacher and/or principal

Isolation in lunchroom

Participation in a school service project which enables the student to be engaged in the desired characteristic trait(s)

Development of a written representation that reflects understanding of the specific the nature of assemblies the related character trait(s)
Financial restitution for the damage caused to the school related environment

Restriction from school programs and special misbehavior, the expected behavior, and
Up to **five** days in-school suspension
Suspension from school up to **five** school days, repair of any which shall include any time during which the student was subject to suspension pending an investigation

Participation in the cleaning/ repair of any damage caused to related environment

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

Level III consequence(s) implemented by the administration

Restriction from school programs and special assemblies

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

Participation in a school service which enables the student to be engaged in the desired

Offenses that threatens the health, safety, or project 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

characteristic trait(s)

Development of a written representation that reflects understanding of the specific misbehavior, the nature of expected behavior, and the related character trait(s)

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

Financial restitution for the repair of any damage caused school relate environment

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

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

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

Participation in a school service project which enables the student to be engaged in the desired characteristic trait(s)

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

Development of a written representation that reflects understanding of the specific misbehavior, the nature expected behavior, the related character trait(s)

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

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

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

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

Participation in the cleaning/repair of any damaged caused to the school-related environment

D. EXPULSION

A student shall be subject to expulsion 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 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

In the authority to limit unproductively long or irrelevant questioning.

E. STUDENT SUSPENSION (SHORT TERM)

Definition: A principal, or associate/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 make 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.

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. Mesh or vinyl bookbags will be permitted and must be placed in lockers through the end of the day. Draw string bags are not permitted.

Therefore, to combat the use and possession of concealed weapons and/or illegal substances at school, students at Terrell High School will be given lockers with combinations to store belongings during the day at school. No cloth, nylon, opaque plastic or other nontransparent bookbag will be allowed on the campus of Terrell County High School. 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. These bags must be placed in lockers until student are ready to participate in scheduled sporting events.

K. 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.** During an emergency, a child will be allowed to sign out **if** the parent calls the school **AND** the attending officer is able to verify the caller as the guardian of the child. Otherwise, the student will **NOT** be dismissed. Any letters received by the school requesting the dismissal of a student **MUST** have a telephone number to verify the guardianship of the person making such a request.
- 4) Students signing out after 11:30 a.m. must be accompanied by a parent or guardian in order to sign back in.

L. CREDIT RECOVERY

The Terrell High School 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 a semester resulting in an incomplete or worse, loss of credit. To assist students THS offers (when teachers are available) two means by which a student can work beyond the current 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 recovery may be used for subjects which a failing grade of 69 or below was awarded
- 3) Summer school is the extension time with spring semester.
- 4) Eligibility for extracurricular purposes will be lost IF WORK IS NOT COMPLETED WITH 15 DAYS OF THE FOLLOWING SEMESTER.
- 5) All work assigned must be completed by the pre-designated deadline.
- 6) A grade of 70 will be the highest grade allowed if a student is using credit recovery to gain credit.
- 7) Credit loss by OSS cannot be "recovered".
- 8) Credit recovery classes are offered after the regular school day.

M. AUTOMOBILES General Rules:

- 1) The driver and all passengers must leave the vehicle upon arrival to school and leave promptly after getting into the vehicle at the end of the day.
- 2) Students are not allowed to go to their vehicles during the school day without a permit from a member of the administration.
- 3) Students Park at their own risk. The school nor the school system assumes responsibility for damage to your vehicle or lost or stolen items while parked on the campus.
- 4) All accidents must be reported to the administration and to the police as applicable.
- 5) Students must always drive slowly and cautiously on campus. Reckless driving, speeding, squealing tires or other violations can cause loss of driving privileges. In the parking lots, very slow speed and extreme caution are expected.
- 6) Any student caught driving off or returning to the school campus during the course of the school day without permission from an administrator will immediately have all driving privileges suspended for **one (1) semester**. If the student violates this driving suspension and drives his or her car on campus, additional consequences may occur and the appropriate officials will be contacted and the car will be towed away at the expense of the child and/or child's parent(s)/guardian(s).
- 7) Habitual tardies will result in suspensions of on campus parking privileges.

N. Georgia Department of Education Implementation of the Teen-age and Adult Driver Responsibility Act

The Teen-age and Adult Driver Responsibility Act, known during the 1997 session of the Georgia General Assembly as "House Bill 681", requires that local school systems certify whether or not a student's attendance pattern and discipline record allow him or her to have a Georgia Driver's permit or license. This section of the law will become effective on January 1, 1998. The Department of Education is working with the Department of Public Safety to facilitate the reporting of this information.

The following is an outline of the implementation process of the Teen-age Adult

Driver Responsibility Act:

- 1) The local school district central office is required by this law to receive information from the public schools in its district, private schools, and home schools regarding students 15 through 17 years old whose driver licenses are to be revoked or not issued according to the provisions of the law. Such a student is one who
 - (A) Has more than ten consecutive school days of unexcused absences in any semester or combination of two consecutive quarters; or
 - (B) Has been suspended from school for:
 1. ***Threatening, striking, or causing bodily harm to a teacher or other school Personnel***
 2. Possession or sale of drugs or alcohol on school property;
 3. Possession or use of a weapon on school property. For purposes of this subparagraph, the term "weapon" shall not include any part of an archeological or cultural exhibit brought to school in connection with a school project.
- 2) Public schools, private schools, and home schools will report to the school district central office that the license or permit for any student **15** through **17** years old whose driver's license or permit has been revoked or not issued according to 1 above can be reinstated.

The conditions for reinstatement are as follows:

The suspension provided for in this paragraph shall be for a period to end upon the date of such minor's eighteenth birthday, but such minor's instruction permit or driver's license shall be reinstated if the minor submits evidence satisfactory to the department that he or she has resumed regular studies as determined by the State Board of Education and qualifies for an instruction permit or driver's license under the provisions of this subsection, upon payment of a restoration fee of \$50.00; provided, however, that any instruction permit or driver's license suspended pursuant to subparagraph (2) of this paragraph shall not be reinstated until 90 days after the effective date of the suspension of such permit or license. The 90 days referred to in the section above means 90 days after the date on which DPS actually suspends the permit or license.

- 3) The Georgia Department of Administrative Services (DOAS) will make the consolidated information available to the Department of Public Safety (DPS). DPS will prepare a letter to be mailed to each student for whom a Certificate of non-Compliance or a Certificate of Reinstatement has been received.
 1. In the case of the Certificate of Non-Compliance, DPS will send the letter via certified mail to the student informing him that the license or permit has been revoked or will not be issued. In the case of the Certificate of Reinstatement, DPS will send a letter of reinstatement via certified mail.
- 4) The Certificate of Attendance must be completed and notarized for each student to take when he or she goes to apply for a driver license or permit. The certification is available in the counselor's office with five (5) days notice.
- 5) A parent of any minor under the age of 18 who:
 - a) Has dropped out of school without graduating and has remained out of school for ten consecutive school days; is required to complete a Parental Affidavit (see Attachment D) stating that they have granted permission for the individual to withdraw from school.
 - b) Parental Affidavit forms can be obtained from the local Driver License Examining
 - c) The completed, notarized Parental Affidavit is mailed to the Department of Public Safety headquarters in Atlanta (mailing address is on the form).
- 6) For additional information, contact Mrs. Stephens, Counselor at 995-4060.

O. RESTRICTED AREAS

Before 7:40 in the morning, all buildings and areas of the upper campus are off limits except the gymnasium and Media Center.

The parking lot is off limits during the day. Students should leave their car immediately upon arrival at school.

Any student going to his or her car during the course of the school day without administrative permission will be referred to the office for disciplinary actions. Individuals who have three or more referrals concerning this offense will have his or her driving privileges suspended for a **one (1) nine weeks period**. If the student violates this driving suspension and drives his or her car on campus, additional consequences will be given and the appropriate officials will be contacted. The car may be towed away at the expense of the child and/or child's parent(s) or guardian(s).

P. CHEATING

Students are encouraged to do their own work. If you do not understand an assignment, we encourage you to ask the teacher for clarification or to 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.**

Q. NO PASS/NO PLAY

- 1) Pass 5 classes the semester before you participate.
- 2) Example: Football - must pass 5 classes 2nd semester of year before. Baseball (spring sports on track, must pass 5 classes 1st semester. (Only applies to 9-12)
- 3) Must be on track for graduation. (Only applies to 9-12)
 - End of 9th grade - 5 units
 - End of 10th grade - 10 units
 - End of 11th grade - 15 units

R. 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 Associate/Assistant Principal or designee must assign students to in-school suspension.
- 3) Teacher 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 **10** days per offense.
- 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.
- 10) ISS teacher will collect all electronic devices upon entering the room and return them at the end of the day.

S. 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

High-Middle School - 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

High School - All students must report to their 5th period classes.

It is the assigned teachers responsibility to keep order in the lunchroom.

Restroom and water breaks may be taken at this time. **Teachers will supervise their students at all times.**

ONLY Lunchroom Food and beverages are to be consumed in the lunchroom. (NO OUTSIDE FOOD)

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 accompanied back to class by the supervising teacher.

Fines and Fees

Students are responsible for any debts incurred while enrolled at THS. These include but are not limited to monies owed to the office, library, cafeteria, athletic department, graduation supplies, lost/damaged books, the school board in the case of damage assessments, fundraisers, night school, 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, class schedules, diplomas, or certificates until restitution is made.
- 3) Denying privileges of participating in clubs, graduation exercises, field trips, parking privileges, 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 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 FUNDS FROM SALES MUST BE SUBMITTED TO THE OFFICE.**

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 check 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. However, there are some courses at Terrell County High School that cannot be continued while on the hospital/home bound program. Courses could include, but are not limited to, band, P.E., business, trade/industry, and family/consumer science. If you are seeking Hospital/Homebound services, you must contact the grade level counselor or social worker.

Immunization and Health Form

All student enrolling at Terrell High 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.

Lockers

Lockers and locker combinations are available for all students.

Display of Signs or Posters

The appropriate administrator 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. **No signs are to be taped to the walls.**

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 at TMHS

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 vehicles brought on campus, 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, lockers or any vehicle brought on campus. Metal detectors and drug sniffing dogs may be utilized at any school campus at the discretion of administration.

Selective Service

All male students must register for selective service. You may register online www.sss.gov/FSregist.htm
Failure to register in a timely fashion will result in the revocation of the HOPE scholarship and render the FAFSA application null and void.

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 wavier cannot participate or attend school activities.**

Student Grievance

THS 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 Mr. Davis, Assistant Principal or Dr. Laster
- 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 THS students while other schools are not in session.

Student Pictures

At times student pictures may be reproduced for recognition in the newspaper, newsletters, internet or television. If a parent or student **does not want his/her picture released**, please notify the **guidance office** in writing prior to **September 1st**.

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.

FINAL EXAMS - Exemptions

Terrell High School, the administration will determine if exemptions exist for the 1ST and 2ND semester. The administration may include the following criteria:

1. Attendance
2. Discipline
3. Grades (minimum of a 90 average)
4. Perfect Attendance (May exempt one (1) final exam)
5. Scores on the Georgia Milestone - End Of Course Assessment (2nd Semester only)

Senior Exemptions

Seniors who are potential graduates may be granted an exemption status for the 2nd semester. Seniors who are passing the course and who are in compliance with the attendance policy (no more than 3 absences including excused, unexcused & suspension, for this semester) will be allowed to exempt.

Georgia Milestone End of Course Test Information

The Georgia State Department of Education requires that students taking one of the following courses for credit must also take an End of Course

9th Grade English

**10th AM/Lit Com
Biology
US History**

These tests (EOC) may also be used for placement and the awarding of credit for students who come from home school or non-accredited schools. **Students that are taking courses in nontraditional ways, such as online, at colleges, etc., still have to take the EOC if they receive high school credit for that course.**

If a student fails to take the EOC the student must make up the EOC by the next testing window or the student will have to take the class over. A grade of Incomplete will stand for one semester. After the one semester, a grade of zero will be designated and the student will have to take entire course over.

Semester Assessment

Semester performance assessments will be given at nine-week intervals. Students are required to take part in assessments and can only be made up by a doctor's note. Dates for semester assessments are designated on the handbook calendar.

Students not making adequate progress, a contract will be developed between school, student and parent.

- *The contract will include the following:*
- *Attend all supplemental support services*
- *Parents must attend all parent meetings for student*
- *Eligible for promotion each year and remind on track for graduation*
- *Failure to comply may result in an alternative school placement*

Grading System

Seventy (70) is the passing grade for all courses taught in the Terrell County School System. Only numerical grades are recorded and maintained for all courses where credit is earned in grades 9-12.

Report Cards

Report cards are distributed at the end of each nine weeks during the semester. Progress reports will be issued every 4½ weeks. Credit will be awarded only at the end of the semester.

Salutatorian

The Terrell County High School Salutatorian will be the senior with the second highest cumulative grade point average. The grade point average will be calculated at the end week of the student's seventh semester using all grades in all courses. The grade point average for senior students participating in an approved Early HOPE or dual enrollment programs will be calculated using grades from the Fall Semester only. Grades earned prior to ninth grade will be used in grade point calculation only if the student was awarded Carnegie unit credit for the course. In order to be eligible for the status of Salutatorian, the senior student must have attended Terrell County High School for a minimum of four (4) semesters immediately before graduation.

Valedictorian

The Terrell County High School Valedictorian will be the senior with the highest cumulative grade point average. The grade point average will be calculated at the end week of the student's seventh semester using all grades in all courses. The grade point average for senior students participating in an Early HOPE or dual enrollment programs will be calculated using grades from the Fall Semester only. Grades earned prior to ninth grade will be used in grade point calculation only if the student was awarded Carnegie unit credit for the course. In order to be eligible for the status of Valedictorian, the senior student must have attended Terrell County High School for a minimum of four (4) semesters immediately before graduation.

GRADUATION REQUIREMENTS FOR STUDENTS

105.2§ Academic Rigor Requirements:

1. For the High School Graduating Class of 2017 and beyond, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full credits from the academic rigor course categories listed below prior to graduating from high school.
2. Credits received for academic rigor courses must be selected from the categories below:
 - ✓ Advanced math, such as advanced algebra and trigonometry, math III, taken at the high equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
 - ✓ Advance science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
 - ✓ Foreign language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
 - ✓ Advanced Placement, International Baccalaureate or Dual Credit Enrollment courses in core subjects.

Graduation Exercise

To be eligible to participate in graduation ceremonies, and to graduate with a Terrell County High School diploma, students must have completed all state and local requirements for a diploma and all state assessments requirements, or have met all requirements of their Individual Education Plan.

Graduation Speakers

The Valedictorian and Salutatorian will be the only featured speakers during the graduation ceremony. However, other program participation will be afforded to ranking graduates.

Technical - College Visitation

Students who are in a 12th grade advisory will be allowed two approved visitations for admission to Post Secondary Schools, such as colleges or technical schools, or military. These visitations must be requested by completion of an application available in the Guidance Office. Only those applications completed and approved in advance by the Guidance Director or Senior Counselor will be considered as official visitations. Students must bring back written documentation from the school visit. Twelfth grade students who do not go through this process will be counted as an unexcused absence. Students are responsible for all assignments when a Post-Secondary Visitation Day is used.

Georgia's HOPE Scholarship Program Overview

- Visit the following website: GAfutures.org
- HOPE guidelines may change prior to your graduation. Be sure you stay in close contact with your counselor for updates to your HOPE eligibility. For more information about the HOPE Scholarship Program, contact the Georgia School Finance Commission at 1-800-546-HOPE.

Zell Miller Scholarship Program

The State of Georgia sponsors scholarships for the Valedictorian and STAR student from each high school in Georgia. These awards are given to attend an approved public or private college/university in Georgia. See your counselor for details.

Student Fees

Definition: A student assessment is money paid by an individual student who desires to participate in a specific school-related activity such as a class-sponsored activity, club membership and activities, Prom, senior trip, and graduation.

Class Fees

An **annual fee of \$25.00** will be assessed for class dues for the freshman, sophomore, junior, and senior of high school. A **\$50.00 graduation assessment fee** may be required to pay outstanding debts that the class may have incurred.

All students MUST pay the required class assessment fees which encompass Homecoming activities, fundraising projects, graduation ceremony, and other class-related activities and projects. Any student who desires to run for a specific class officer or Homecoming position representing his or her class (Class King or Queen, Mr. or Miss Homecoming, Attendants to Mr. or Miss Homecoming, and Miss Football) MUST have current class assessments paid in full.

Club Fees

Club advisors will establish required annual club assessments at the beginning of each school year. Depending on the individual club, a local, district, state, and national assessment fee may be required for full membership and participation in the club. Conference and competition assessments are in addition to general club membership assessments. Any individual student who desires to run for a specific club officer (local, district, state, or national level) or Homecoming position representing his or her club MUST have current class and club assessments paid in full.

Prom Fees

The prom assessment will be established at the beginning of the freshman year by the class advisors and reviewed during the junior year. Prom participation is a personal choice and not mandated by the school. Only students attending prom will be required to pay this assessment. This assessment will be used for all prom related activities including decorations, catering services, invitations, security, music, linens, custodial staff, and all other required expenses. A senior who wishes to attend the prom his or her senior year will be assessed one-half the junior class prom assessment if he or she did not attend during his or her junior year. Any student who desires to run for Prom King or Prom Queen MUST have current class assessments paid in full.

Graduation Fees

All students participating in the graduation ceremony MUST have all class assessments paid in full. Participation in the graduation ceremony and other graduation-related activities is a personal choice and is not mandated by the school. In addition to the established graduation assessment, all seniors are required to pay any and all outstanding assessments including the following: lost book fees, band fees, athletic fees, media center fines, and assessed property damage fees. Those individual students who opt not to participate in the graduation ceremony will receive his or her high school diploma the following week through the counselor's office.

Senior Trip Fees

The senior class advisors will establish the required senior trip assessment and payment schedule at the beginning of the senior year. All students participating in this activity will be required to meet all scheduled deposits and payments. The senior trip assessment is separate from the class assessments. This assessment includes transportation, hotel accommodations, and senior trip-related activity fees. Senior class trip participation is a personal choice and not mandated by the school. Any student who participates in this activity MUST have ALL class assessments paid in full prior to initial senior trip deposit.

ASSEMBLIES

Each teacher will accompany his/her class to the designated area for assembly. The teacher will sit with his/her class in designated seats. Classes will go to the designated area for assembly on signal from the office.

Each teacher is responsible for seeing that each of his/her students get to the place of the assembly, sit where designated for his/her class and the conduct of his/her students during the assembly program. No student that is not a part of your class should be allowed to sit with your class at an assembly program.

BELL SCHEDULE

The bell schedule is to be followed precisely, unless other signals are given from the office.

***Note - Excessive tardiness will result in punishment.**

ILLNESSES

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

PROCEDURE FOR SIGNING STUDENTS IN AND OUT

Only the parent(s), legal guardian, or the parents' designee may sign a student in or out of school. The designee's name must be on file with the school.

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

Emergency Evacuation/Severe Weather Alerts

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

BLACKOUT PROCEDURES

In the event of a power failure, for safety's sake, students should:

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

TORNADO DRILL PROCEDURES

The following procedures are to be followed in the event of a tornado or a nuclear attack:

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

Students will be issued textbooks in many classes. The student is responsible for his or her textbooks for the entire year. Policies include the following sanctions against a pupil who fails or refuses to pay for a lost or damaged textbook, library book or media material:

1. **He or she must pay for the lost or damaged book before he can be issued** any additional textbooks, library books or media materials.
2. Grade cards, diplomas, 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)

Honor Society

Membership in the National Honor Society is one of the highest honors that can be awarded to a student. The THS Chapter of NHS 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 NHS, he or she must meet the following qualifications:

1. Have a cumulative GPA of 90.00 or better (not 89.99).
2. Must be a member of the Sophomore, Junior or Senior Class.
3. Must meet all other qualifications set by the Faculty Council.

Honors Program (THS)

Honor graduates will be named at the end of the first semester of the senior year. All students with a cumulative GPA of 90.00 (not 89.99) or above for all course work completed during 3 1/2 years of an accredited high school/public secondary program will be designated as an honor graduate.

Each spring, the Honors Program is held in the evening to give recognition to those students that have maintained a cumulative GPA of 90.00 (not 89.99) or better are invited by the principal. The purpose of this program is to give recognition and awards to those outstanding students who have distinguished themselves in the areas of academic improvement, scholarship, leadership and service. Those following students are recognized at this program:

1. Valedictorian
2. Salutatorian
3. Star Student and Star Teacher
4. Senior Honor Graduates
5. Senior Superlative (Based on GPA and extra-curricular activities)
6. Old Herod Chapter DAR Good Citizen (Senior)
7. THS Good Citizens (Seniors - Male & Female)
8. Honor Students (Students with cumulative GPA of 90.00 or above).
9. Woodsman of the World Award (Highest average in US History).
10. University of Georgia Certificate of Merit Scholarship Recipients
11. Presbyterian Junior College Academic Achievement Award Recipients
12. TMHS Citizenship Awards (Each teacher nominates one student)
13. TMHS Most Improved Award (Each teacher nominates one student who has demonstrated the greatest degree of academic and behavioral improvement.)

Invitations are for both honor recipients and parents and/or a maximum of two (2) guests

***Note: Any other awards to be presented at the banquet must be approved by the principal and Honors Banquet Committee**

Qualifications for Miss TCHS

In order to be eligible, each young must meet the following qualifications:

1. Each potential candidate must submit to the Miss TCHS Committee a short resume describing her qualifications and a short statement as to why she would like to be Miss TCHS. This material should be typed neatly and should include a platform mission.
2. Miss TCHS must be of the Junior Class who has successfully completed a minimum of two (2) years at Terrell County High School.
3. Each potential candidate for Miss TCHS must have a cumulative grade average of 80 or above. (not 79.99)

4. A candidate must be of good moral character and conduct with a pleasing personality. Cumulative In-School Suspensions (ISS) and **NO** Out-of-School Suspensions (OSS) records will be checked and verified. No more than one ISS or **NO OSS** offense will be allowed. A signed faculty strike process will also be conducted for conduct verification.
5. A candidate for Miss TCHS must be able to communicate effectively both orally and in writing.
6. A candidate for Miss TCHS must submit three letters of recommendation, two from TCHS faculty members and at least one from an individual in the community.
7. FINAL DECISIONS OF QUALIFICATIONS AND REVOCATIONS WILL BE DETERMINED BY THE COMMITTEE FOR MISS TCHS
8. If for any reason Miss TCHS or any Runner-Up's conduct becomes unsatisfactory at any time during their reign, then their title will be taken and given to the next Runner-up. This includes all forms of suspensions, ISS and OSS and conduct during ALL school activities.
9. Miss TCHS and ALL of her runner-ups are allowed in the Homecoming parade, however, only Miss TCHS and the first two runner-ups will be allowed on the football field Homecoming evening.
 10. A pageant will be held if there are four (4) or more contestants for Miss TMHS.

Points will be given by judges in the following areas: A. Introduction (5 points)

B. Talent (20 points)

C. Wear (15 points)

D. Question & Answer (25 points)

E. Personal Interviews with Judges (35 points)

Miss Terrell County High School & Court Expectations - Code of Conduct

1. All members of the Miss Terrell County High School court must maintain good moral character and must not receive ISS or alternative school assignments. If a member of the court becomes pregnant during her obligatory period, then she must resign her position.
2. All members of the Ms. Terrell County High School court must exclude themselves from any type of altercation to include fights and extreme verbal confrontations. If a member participates in such as a contestant or obligatory period, then she must resign her position.
3. All members of the Ms. Terrell County High School court will conduct themselves in a courteous, and professional manner at all times.
4. All members of the court are to dress professionally each Thursday unless otherwise notified.
5. All members of the Ms. Terrell County High School court must not defame the Pageant, any fellow court member, pageant chairperson or committee through any action at all; whether it be oral or written, including any statements or remarks on internet message boards, and sites such as My Space, Face book, etc.
6. All members of the Ms. Terrell County High School court will represent Terrell Middle High School during Homecoming festivities to include riding on the official Green Wave float and Pep Rally.
7. No member of the Ms. Terrell County High School Court will compete for another title
8. All members of the Ms. Terrell County High School court are to serve as effective role models and mentors for middle school girls. This includes meeting to prepare for all sessions, serve as a mentor, and facilitate meetings.
9. All members of the Ms. Terrell County High School court are to practice, encourage positive, supportive conduct toward every individual.
10. All members of the Ms. Terrell County High School court are to serve as hostesses for school functions as needed per chairperson and principal.
11. No member of the court is to make appearances as court members without the approval of committee.
12. If a member refuses to resign her position committing any of the listed above infractions, the Ms. Terrell County High School committee will promptly remove the member.

Qualifications for Mr. and Miss Homecoming, Homecoming Attendants, & Miss Football,

- 1) Miss Homecoming/Mr. Homecoming must be a senior girl/boy who has completed at least two (2) year at Terrell Middle High School.
 1. **The 1st Attendant** to Miss Homecoming/Mr. Homecoming must be a junior girl/boy who has completed at least two (2) year at Terrell Middle High School.
 2. **The 2nd Attendant** to Miss Homecoming/Mr. Homecoming must be a sophomore girl/boy who has completed at least one (1) year at Terrell High School.
 3. **The 3rd Attendant** to Miss Homecoming/Mr. Homecoming must be a freshman girl/boy who is currently enrolled at Terrell High School.
- 2) Miss Football can be from be from grades 10th through 12th. Selection will be based on ballots cast by Varsity football members only. Escorts for Miss Football and shall be chosen by the individual young lady with the Homecoming Committee'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 9th Grade for Miss Football
- 3) A candidate for Miss Homecoming, Mr. Homecoming, Homecoming Attendants, Miss Football, must have a cumulative grade point average of 75% or better.
- 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 **NO 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. Any student assigned to Alternative School at any time during the course of his or her high school (9 – 12) career shall be automatically excluded from running for any Homecoming title.

5) FINAL DECISIONS OF QUALIFICATIONS AND REVOCATIONS WILL BE DETERMINED BY THE HOMECOMING COMMITTEE.

6) If for any reason Miss Homecoming, Attendants to Miss Homecoming, Miss Football, Miss Junior Football, Mr. Homecoming, Attendants to Mr. Homecoming, conduct becomes unsatisfactory at any time during his or her reign, then his or her title will be taken. The title and crown will then be given to the candidate who had the second highest number of votes.

QUALIFICATIONS FOR CLASS AND CLUB OFFICERS, KING/QUEENS, and ATTENDANTS

- 1) A candidate must have a cumulative grade point average of 75% (Grades 9 – 12) or better.
- 2) **Any candidate receiving three or more faculty strikes will not be permitted to run.**
- 3) Any candidate running for Mr. and Miss Freshman or 3rd Attendant to Mr. and Miss Homecoming shall have grade verification check based on cumulative grade point average from the Middle School. Club advisors (not class advisors) have the ability to waive the cumulative grade point average requirements to no lower than 75% and no higher than 80%.
- 3) A candidate cannot have more than one cumulative ISS or **NO OSS** offenses. 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 Alternative School at any time during the course of his or her high school (9-12) career shall be automatically excluded from running for any position. Alternative school offenses will not be retroactive for students entering high school.
- 5) A candidate must be of good moral character and conduct with a pleasing personality.
- 6) 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.
- 7) Any student who plans to run for a district/regional, state or national office within a club and/or organization must meet the criteria established to serve as an officer on the local level. If the student does not meet local club/organization qualification standards, then he or she will not be able to run for a district/regional, state or national office.

Student Council

The Student Councils at Terrell High School were 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. These Councils work for the betterment of the school and is responsible for many community projects/activities involving the students of THS.

There will be one Student Council representing grades 9 –12. 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:

High School Student Council:	Senior Class	President
	Junior Class	Vice-President
	Sophomore Class	Secretary
	Freshman Class	Treasurer
	Sophomore–Senior	Classes Project Chairman
	Sophomore-Senior	Parliamentarian

JUNIOR – SENIOR PROM GUIDELINES

The Terrell High School Junior-Senior Prom shall be conducted during the Spring of each year with date and location to be determined by the advisors and members of the Junior Class. Individuals attending the Prom shall be members of the Junior and/or Senior Class. Individuals in the Sophomore Class who were previously members of the current Junior Class shall be permitted to attend the Prom as long as they have the required ten **(10) credits at the end of the first semester.**

No student in the Freshman and/or Sophomore Classes will be permitted to attend the Prom excluding the above Sophomore exception. No student who is currently suspended from school (Friday before Prom or Monday after Prom) shall be allowed to attend Prom. If a student is suspended from school the day prior to or after the prom, they lose prom eligibility with no reimbursement for any pre-paid activities. There will be No Refund of prom fees after the first deposit has been sent to vendors. No student who is currently in Alternative School shall be permitted to attend the Prom. Any student who receives an out-of-school suspension or is assigned to Alternative School during the time of Prom, therefore, not allowed to attend the Prom shall be refunded Prom fees ONLY if paid in advance of suspension and/or assignment to Alternative School. The administration reserves the right to deny students entrance into the Prom based upon their cumulative disciplinary record. In such a case, the Prom fees shall be refunded.

All individuals attending the Prom will be required to have all class and Prom fees paid including those few Sophomore exceptions. The Junior Class will establish class dues and Prom fees. Any individual who was a member of the Terrell Middle-High School Junior Class at the beginning of the school year and transferred from another school during that Junior year will also be required to pay all non-paid class dues while attending Terrell Middle-High School. If a Junior attending Terrell High School transfers to another school (not dropped out of school), Prom fees ONLY shall be refunded. The student will not be eligible as a guest to attend the prom during the year of the transfer if prom fees are refunded. Seniors who did not attend the Junior-Senior Prom his or her Junior year will be assessed one-half of the Prom fee assessed to members of the Junior Class and shall have all non- paid Senior Class fees paid in full.

If an individual chooses a date attending another school system, the Junior Class Prom Advisors shall contact the representatives of said school to verify the conduct and grade status of said potential Prom date. Only Juniors and Seniors from others schools shall be permitted to attend. If an individual chooses a date outside of the school system who has graduated, that potential Prom date must submit a copy of driver's license to the main office one week prior to the date of the Prom. If a student cannot bring the license in person to the main office, a certified copy of driver's license shall be presented with an official Notary seal. No student who has dropped out of any school including Terrell High School shall be permitted to attend the Prom if they are school-aged individuals – up to age 20. The maximum age of any Prom date is twenty with NO EXCEPTIONS including family relatives unless approved by the Junior Class Advisors as a Prom chaperone for that particular student ONLY.

No student shall wear any form of sneakers, boots, flip-flops or bedroom slippers to the Prom. No Dew-Rags and/or fitted caps shall be worn to the Prom. Dress hats shall be permitted. No jewelry depicting weapons, drugs and/or gang-related affiliation shall be worn to Prom.

Individuals seeking to run for the position of Prom King or Prom Queen must have a minimum cumulative GPA of 75. Individuals MUST have completed a minimum of two years at Terrell High School in order to run for Prom King or Prom Queen. Each potential Prom King and/or Prom Queen 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. Any student assigned to Alternative School at any time during the course of his or her high school career shall be automatically excluded from running for Prom King and/or Prom Queen. A candidate must have ALL outstanding book fees, media fines, class dues, club fees and band dues paid in full prior to running for Prom King and/or Prom Queen.

This information can be obtained from Mrs. Redhead. Jointly, the Junior Class Prom Advisors and administration shall have final say on any other discrepancies and/or concerns regarding Prom.

GUIDELINES FOR SENIOR CLASS TRIP

The Senior Class trip will be conducted during the Spring Break of each academic school year.

The Senior Class advisors and class officers will work jointly in researching and selecting trip destination and allow Senior class members to vote on destination. Once Senior trip destination has been selected by class members, it must have both administrative and Board of Education approval.

The Senior Class trip is an extra-curricular school activity and privilege. All class dues and outstanding fees must be paid in full (including book fees, media fines, and band fees) prior to the initial Senior trip payment. This information can be obtained from Mrs. Redhead. Students will be required to meet scheduled payment deadlines. Once a child has committed to the Senior trip by paying his or her initial trip deposit, he or she is responsible to pay the balance of the trip.

No refunds will be provided, in that, all money is sent directly to travel agency after each scheduled payment date. If a child backs out of the Senior trip, he or she must find another student to take his or her space on the trip. This replacement must be male for male or female for female, in that, it will affect room assignments. This is the **ONLY** way a refund can be given.

Students who are assigned to Alternative School and/or Night School during the time of the Senior trip shall not be permitted to attend. If the student has paid previous to this assignment, he or she is responsible to locate another student to fill his or her space. This replacement must be male for male or female for female, in that, it will affect room assignments. Again, this is the **ONLY** way a refund can be given.

A faculty strike with all potential students desiring to attend the Senior trip will be conducted prior to the first deposit being sent to the travel agency. If any student receives three or more faculty strikes, the initial deposit will be refunded and the student will not be allowed to attend the Senior trip. Again, the Senior trip is a privilege.

All students and parents/guardians must sign a code of conduct form prior to leaving on the trip. If any student misbehaves on the Senior trip to the point that the administrator assigned to the trip deems that this student cannot remain on the trip, it shall be the responsibility of the parent/guardian to arrange transportation back to Dawson at their expense. All school policies are in effect during the Senior trip and students are subject to Level 2 – Level 4 consequences for misconduct according to the handbook once back at school. **Fifth years seniors are not eligible to attend the Senior trip.**

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.

GRADES

Grading Scale:

Daily – 40% Classwork Homework Participation	Minimum of 9 grades per 9 weeks
Quiz – 25 % Quiz/Labs	Minimum of 5 grades per 9 weeks
Test – 35 % Test Projects	Minimum of 3 grades per 9 weeks

RECORDS AND TRANSCRIPTS

Terrell High School maintains permanent records for students currently enrolled. Records of graduates and of students who have withdrawn are kept in the Counselor’s Office and a copy is kept in the Superintendent’s Office. Written parental permission or written permission of a student eighteen (18) or over is required for a transcript.

Senior Transcripts will be available 2 weeks after the final day of school.

Parents and students who are eighteen (18) have the right to inspect all students records, including Permanent Record, the Attendance Register, and results of any testing that may have been given. Appointments should be made in advance with the principal or the counselor for this purpose.

Students may request a transcript to be mailed by the school to a designated institution in writing only.

UNITS FOR PROMOTION

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 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).

The following number of units will be required for promotion from one grade to a n o t h e r for high school:

- 10th grade.5 units
- 11th grade.10 units
- 12th grade. 15 units
- For Graduation. 23 units

A student in the 11th grade and earning enough units for graduation, will be permitted to graduate. *Note: Passing grade is 70.

GRADUATION REQUIREMENTS

To receive a High School Diploma and participate in the graduation ceremony, a student must:

1. Complete 23 Carnegie units
2. Complete attendance requirements

Students may not march if any graduation requirements are not met.

Secondary School Credentials are documents awarded to students at the end of the high school experience.

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. Examples of activities that must be reported are: Athletic Events, Field Trips, Literary Events, Science Fairs, 4-H, Social Studies Fairs, FBLA Conventions, Assembly Programs, and Picture Days, etc.

INSURANCE

Students taking vocational lab classes and 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.

Courses Career, Technical and Agricultural Education (CTAE)

PATHWAY -Three (3)

Elective units in a coherent sequence that includes rigorous aligned with industry-related standards leading to college and work readiness in a focused area of student interest

Core Courses – courses identified in Rule 160-4-2 / List of State-Funded k-8 Subjects and 9-12 courses

Elective Courses any courses in Rule 160-4-2 List of State-Funded K-8. Subjects and 9-12 Courses that a Student may select beyond the core requirements to fulfill the unit requirements for graduation.

High School Diploma – the document awarded to students certifying that they have satisfied attendance requirements, unit requirements And the state assessment requirements as referenced in Rule 160-3-1-07 Testing Programs - Student Assessment

CORE AREAS OF STUDY	High School Diploma	
I. *English/Language Arts	4	
II. * Mathematics	4	
III. *Science	4	The 4 th Science Unit may be used to meet both the science and CTAE requirements
IV. *Social Studies	3	
V. CTAE and/or Modern Language/Latin and/ Or Fine Arts	3	
VI. Health and Physical Education*	1	
VII. Electives	<u>4</u>	
TOTAL UNITS (MINIMUM)		
*Required Courses and/or Core Courses	23	

DUAL ENROLLMENT PROGRAM

The dual enrollment program is a program of study allowing public school students to receive Carnegie unit credit from a public high school and post-secondary credit hours from a Georgia college, university and technical institute. Tuition is paid to Georgia public postsecondary schools for high school juniors and seniors who met certain criteria. These classes may be on a joint enrollment or early admissions basis. Students must be "academically eligible" and receive admission into the post-secondary school of their choice. The student will be able to receive 30 credit hours.

Important Terms

ACT (American College Test): An admission test covering English, reading, science reasoning, and mathematics.

Application for Graduation: A written report on a senior's progress toward meeting graduation requirements sent during the first nine weeks to parents or guardians.

Class Rank: A student's standing based on his or her cumulative GPA or cumulative average as compared with that of the other members of the class. In a class of 100, the student with the highest GPA would be Number 1; the lowest Number 100.

Cumulative Grade Point Average (CGPA): A student's CGPA is the average of all his/her course GPA's in every high school course the student has taken, using 4 for an A, 3 for a B, etc.

Cumulative Record: The complete record of all courses and grades earned. A student's transcript contains his/her cumulative record.

Financial Aid: Money which may be derived from a variety of sources (grant, loan, scholarships, work-study), which helps pay for college costs. The "package" of funds is determined by family financial need and the availability of funds.

Financial Need: The difference between the cost of education and what the family or the applicant can reasonably be expected to contribute.

Four-Year Plan: This plan outlines the courses a student plans to take while in high school. It will take into consideration the student's academic history, career goals, interests, and plans for additional education beyond high school.

Georgia Scholar Program: A state sponsored program designed to identify and honor outstanding graduating seniors and provide them opportunities to apply for the Governor's Scholarship.

HOPE GRANT: is available to Georgia residents who are pursuing a certificate or diploma. A HOPE Grant recipient must maintain a minimum 2.0 cumulative postsecondary grade point average to remain eligible. The grant provides tuition assistance to students enrolled at a HOPE Grant eligible college or university in Georgia.

HOPE SCHOLARSHIP: is a merit-based award available to Georgia residents who have demonstrated academic achievement. A Hope Scholarship recipient must graduate from high school with a minimum 3.0 grade point average as well as meet the academic rigor requirement. Students must maintain a minimum 3.0 cumulative postsecondary grade point average to remain eligible for the scholarship.

Hospital/Homebound: This program is offered to students who cannot attend in a regular setting due to illness or accident.

Dual Enrollment: Enrollment of a student in high school and technical or college courses simultaneously..

Prerequisites: Courses, test scores, and/or grade level that must be completed before taking the next sequential course, grade etc.

PSAT/NMSQ (Preliminary Scholastic Assessment Test/National Merit Scholar Qualifying Test): A shortened version of the SAT offered in October. To qualify for the National Merit Scholarship, the PSAT must be taken during the junior year. It is **required for all 10th graders** and recommended for 9th and 11th graders.

SAT (Scholastic Assessment Test): A college admission exam measuring verbal and math reasoning plus a test of Standard Written English.

Technical Diploma: A high school diploma signifying that the student has satisfactorily completed a demanding technical program while in high school. This diploma means that a student has completed three units in one technical area and one unit within a related technical area.

GOVERNOR'S SCHOLARSHIP PROGRAM

(1) DEFINITIONS.

- (a) Core courses - courses chosen from English/language arts, mathematics, science, social studies and foreign language for a College Preparatory or College Preparatory with Distinction program of study. For a Technology/Career- preparatory or Technology/Career-preparatory with Distinction program of study, four

vocational units are also considered to be core courses.

- (b) Fine arts courses - courses chosen from visual arts, music, dance, or dramatic arts.
 - (c) Georgia Scholar - a graduating high school senior who has met specified criteria, been nominated by his or her school, and approved by the department.
 - (d) Interscholastic activity - any school-sponsored program involving competition between individuals or groups representing two or more schools.
 - (e) Valedictorian (or first honor graduate) - the graduating senior with the highest grade point average (GPA); may be referred to as the first honor graduate.
 - (f) Salutatorian (or second honor graduate) - the graduating senior with the second highest grade point average (GPA); may be referred to as the second honor graduate.
 - (g) STAR Student - the graduating high school senior who has been designated by his or her school as the STAR student, based on guidelines set forth by the Student Teacher Achievement Recognition (STAR) program. (2)
- REQUIREMENTS.**
- (h) The Zell Miller Scholarship shall be used to defray tuition costs for a maximum of four years eligibility at an approved public or private college or university in Georgia.
 - (i) Valedictorians, salutatorians, and/or STAR students who are named Georgia Scholars may only receive one Governor's Scholarship.
 - (j) Valedictorian, salutatorian, and STAR student
 - 1. The principal or headmaster of each public and private school participating in the program shall submit to the Georgia Department of Education postmarked no later than May 31, a form which includes the name, Social Security number, home address, and home telephone number of the valedictorian, salutatorian, and STAR Student from his or her institution.

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 High School. This provides services for students at the 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. Students removed for disciplinary purposes will not be refunded their summer tuition. Students in grades 9-12 enrolled in a Flexible Learning Program during summer school will only be allowed to re-take the GA Milestones EOC based upon satisfactory progress in the class and the promotion committee recommendation.

Transfer Students

Transfer students above sixth grade must present a certified copy of his or her transcript and disciplinary record from the school previously attended.

WHAT ESEA FLEXIBILITY MEANS FOR STUDENTS, TEACHERS, AND PARENTS: ANSWERING THE PUBLIC'S QUESTIONS

September 2011

Q: Why did the government providing States with flexibility from some NCLB requirements?

NCLB has been the law for almost 10 years. Over the past few years, States and districts have adopted bold and comprehensive reforms to support the academic achievement for all students. These reforms are improving teacher and principal evaluation and support, turning around low-performing schools, and expanding access to high-quality schools. We are hearing from teachers, parents, and students that the NCLB is broken and needs to be fixed to support reforms focused on improving student learning and increasing the quality of instruction. The President and Secretary Duncan are acting because Congress is four years late in rewriting the law. The President sent Congress his Blueprint for reauthorization

18 months ago, but Congress hasn't made significant progress on a comprehensive bill to reauthorize NCLB.

We are still hopeful that Congress will pass a bipartisan bill. But students, schools, districts, and States can no longer wait. This process is essentially a bridge from the broken system we have today to the much more effective, thoughtful, and responsible approach of tomorrow.

The President and Secretary Duncan are ready to work with Congress to fix NCLB in a bipartisan way. But the U.S. House and Senate need to act now to support teachers, parents, and students in their commitment to reforming schools and preparing the next generation for success in college and careers.

Q: How will this flexibility address some of the challenges of NCLB?

NCLB helped States and districts shine a bright light on the achievement gap and increased accountability for groups of high-need students. But it also encouraged

some States to set low academic standards, failed to recognize or reward growth in student learning, and did little to elevate the teaching profession or recognize the most effective teachers. America's educators have worked under a flawed law for 10 years and it is increasingly becoming a barrier to State and local reforms. To support State and local innovation aimed at increasing the quality of instruction and improving student achievement, the Obama administration will provide flexibility for States and districts that are moving forward with these efforts. This flexibility will:

- o Protect Students: Our solemn responsibility is to protect students — especially those most at risk, including low-income students, students with disabilities, and English Learners. One of the things NCLB got right was transparency around achievement gaps —and we absolutely maintain that transparency as well as the pressure to close those gaps. This is not a retreat from accountability but a commitment to be smarter and more focused in how we require low-performing schools and schools with achievement gaps to improve.
- o High Bar: This flexibility rewards States that are showing the courage to raise their expectations in their academic standards. These States are being honest with students and parents, and instead of an arbitrary (and often low) standard of proficiency, they've committed to setting an honest and necessary standard—college and career-ready. We're challenging States and districts to show growth with every child, every year, toward our 2020 goal that the U.S. once again leads the world in the proportion of college graduates.
- o Flexibility: More than anything else, NCLB's requirements have become barriers to State and local implementation of forward-looking reform, and States and districts are desperate for relief. They want the opportunity to innovate and develop locally tailored solutions to the unique educational challenges of every State, district, school and child.

Q: What will this flexibility mean for students

No one suffers more than students when the curriculum narrows and educators devote precious classroom time teaching to the test. Under ESEA flexibility, States will begin to move beyond the bubble tests and dumbed-down standards that are based on arbitrary standards of proficiency. By measuring student growth and critical thinking, new assessments will inspire better teaching and greater student engagement across a well-rounded curriculum. By setting standards based on college- and career-readiness, States will challenge students to make progress toward a goal that will prepare them for success in the 21st century knowledge economy. In addition, the new systems of differentiated recognition, accountability, and support will ensure accountability for all students, including English Learners and students with disabilities, by requiring States to improve their lowest performing schools and close achievement gaps.

Q: What will this flexibility mean for teachers?

NCLB has put too much emphasis on a single standardized test on a single day. This is teachers' biggest complaint about the law. They feel pressure to prepare students for those tests, leading to an unintended narrowing of the curriculum and an emphasis on the basic skills measured by standardized tests. NCLB's accountability system doesn't help drive and shape a well-rounded curriculum that challenges students to excel academically.

ESEA flexibility will let States make accountability decisions based on student growth and progress, as well as other measures of student learning and school performance. They will consider more than a single test score measured against an arbitrary proficiency level. States will be able to look comprehensively at how schools are serving their students and communities, in areas like school climate, access to rigorous coursework, and providing a well-rounded education.

ESEA flexibility also will support States and districts in fixing the broken teacher evaluation system. States will begin to use multiple measures to evaluate teachers, including peer reviews, principal observation, portfolios,

and student work. Improving teacher evaluation systems will support a learning culture where teachers can target instruction towards the needs of students, and will encourage a well-rounded curriculum. These improved evaluations will also consider student growth, to help focus on what really matters —the annual gains of students—and to recognize, reward, and learn from the schools and teachers that are accomplishing this hard work.

Q: What will this flexibility mean for parents?

Under NCLB, parents aren't getting a fair or accurate report on the academic progress of their children or the quality of their schools.

In many states, parents are being told that their children are proficient based on a low bar. Many of them are being lied to because their children aren't really being prepared for college and careers. Under ESEA flexibility, States will set standards based on expectations for success in college and careers. They will report to parents every year whether their children are making academic progress based on those challenging standards. Parents will finally get an honest report of students' progress toward a goal that prepares them for success in the knowledge-based economy.

NCLB also fails to give parents an honest report on the success of their children's schools. NCLB's accountability system unfairly labels schools and doesn't differentiate among the worst schools and schools that needed help in only one or a few areas. Parents don't like to see their schools labeled as failures especially as many of their kids show steady improvements. This flexibility will let States create honest accountability and support systems that require real change in the worst performing schools, allow for locally-tailored solutions based on individual school needs, and recognize schools for success. When schools fall short, parents will know that school leaders will adopt targeted and focused strategies for the students most at risk.

The accountability system also will end the over-emphasis on testing. Parents will like this change for the same reasons that teachers will—it will promote a well- rounded curriculum while giving a fair and responsible assessment of their school's success in preparing students for college and careers.

Q: How will schools be held accountable under ESEA flexibility?

The ESEA flexibility will not give schools a pass on accountability. It will continue to require schools to raise the bar for performance for all students and to hold schools accountable for the academic growth and gain of all students.

NCLB set the goal of universal proficiency by 2014, and many States responded to this goal by dumbing down their definitions of proficiency. By lowering the bar, they were lying to students and parents. The flexibility will support work already underway in States to set standards based on college- and career- readiness. That's a definition that will give parents and students an honest assessment of academic achievement.

In addition to creating a perverse incentive to lower standards, NCLB required all schools that missed their targets to implement the same set of one-size-fits-all interventions, regardless of the needs of the school and whether it needs drastic reform or targeted action. ESEA flexibility would let States move forward with innovative accountability systems that consider student growth and school progress, provide recognition and support, and focus the most dramatic interventions where they are most needed. Schools will continue to report on the achievement of all of their students and all subgroups, including whether they are meeting ambitious but achievable targets set by their State, and the State will identify their lowest-performing schools and those with the largest achievement gaps for rigorous interventions to meet the needs of their students.

Q: How will ESEA flexibility ensure low-performing schools improve and close achievement gaps?

For all of its flaws, NCLB shined a spotlight on the achievement gap. But it doesn't force schools to create comprehensive plans to close that gap or reward them for ensuring the academic growth of students of all subgroups. Under ESEA flexibility, States will continue to disaggregate data to highlight the achievement gap. But they also will require schools with the largest gaps to adopt research-based interventions to close the gap while also increasing overall student achievement. With the combined goal of creating academic growth and closing achievement gaps, schools will be rewarded for success that matters: Ensuring the success of all students, especially those who are farthest behind.

At the same time, the flexibility will end the one-size-fits-all interventions in schools. Under NCLB, all schools that meet a States' arbitrary proficiency goals were prescribed the same interventions, including mandatory school choice or tutoring. The flexibility will ask States to identify their lowest-performing schools and create aggressive turnaround plans that best address the individual needs of those schools, as well as identify and intervene in their schools with the largest achievement gaps.

Q: Will States be required to adopt the Common Core standards as part of ESEA flexibility?

No. States will have at least two options that will allow them to demonstrate that they have adopted college- and career ready standards. One would be to work with their State higher education institutions to verify that the academic standards are challenging enough to ensure graduates are ready for college work. Another would be to work with other States to set standards that research determines prepares students for the rigorous academic challenges of college and to enter the workforce ready to succeed.

Q: What is in ESEA flexibility for rural education

The ESEA flexibility builds on the Department's efforts to better meet the unique needs of students, teachers, schools, and districts in rural locations. The initiative provides flexibility to rural schools to use federal dollars for a variety of purposes. The new system of differentiated recognition, accountability, and support allows districts to determine local solutions based on student needs unique to rural areas for the majority of their schools.

Q: When will schools begin to use this new flexibility?

The Department will offer States help in preparing their applications immediately and schools may begin to feel the impact in the current school year if their state adjusts its annual assessment targets. The impact will be fully felt at the beginning of the 2012-2013 school year, when it changes how states and districts intervene in and support their schools.

Q: Who will be eligible to apply for ESEA flexibility

States will be able to create flexibility plans on behalf of themselves and their districts. The flexibility is designed to support systemic reform and requires – both from a legal and practical standpoint – significant commitments at the State level.

States are encouraged to work closely with their districts to ensure a comprehensive plan that truly increases the quality of instruction and improve academic achievement for all students.

Q: How will the Department ensure fairness in the flexibility request and approval process

To make sure we have a fair application and approval process for States, the Department will be drawing on expertise of those in the field through a transparent, rigorous peer review process. The Department is investing heavily in the training of peer reviewers to ensure consistent review of all requests. The Department will also post all State requests for flexibility on its website after completion of the peer review process.

Q: Why is there urgency to offer this flexibility now

Because Washington is already four years late in fixing NCLB, another school year is starting under this broken law, and States, districts, schools and most importantly students can't wait. Over 40 States are working to raise their standards and developing new, State-developed accountability systems, and the federal law is getting in their way. We need to provide flexibility now to allow States and local communities to move forward with reform.

Q: How does this initiative provide the flexibility that States and districts are asking for?

We are hearing a strong drumbeat from States and districts that they need relief from NCLB if they are going to be able to move forward with reforms that are good for kids – reforms that raise standards; support teachers; and embrace fair, flexible, and focused accountability. That means granting flexibility around some of the requirements that are obstacles to this work, such as:

- o 2014 Timeline: Give States flexibility around how they set their annual targets for schools and student subgroups.
- o Federal Labels and Federally-Mandated Interventions: Waive requirement that schools be labeled as failing for not making all of their AYP targets. Provide flexibility around federally mandated "one-size-fits-all" interventions to give States and districts more flexibility to improve their schools.
- o Limitations on Use of Funds: More flexibility to use funds in ways that make sense by transferring funds between funding streams, while still protecting funds for the neediest students.

Q: What will happen to this flexibility when Congress passes the next ESEA reauthorization?

The Secretary may terminate the waivers granted through this flexibility if they are superseded by the reauthorization of the ESEA.

Q: Why are you requiring that States provide a plan and evidence of reform efforts as part of their request instead of just providing a blanket waiver?

It is the Secretary's responsibility to ensure that States and districts put in place systems that improve student learning and increase the quality of instruction whenever a provision of ESEA is waived. All States will be eligible for this flexibility- it's not a competition. However, this isn't blanket flexibility-it's just for those States and school districts moving forward with reform. We expect to keep a high bar. We aren't interested in giving flexibility in return for nothing. We will give States who agree to meet a high bar the flexibility they need to improve things on the ground for students. We will expect them to maintain rigorous accountability, including for subgroups of students.

Q: How will you be deciding which States receive this flexibility?

In order to make sure we are getting the best input we review State waiver requests, we will be drawing on expertise of those outside the Department through a peer review process.

TERRELL COUNTY SCHOOLS

Homeless Education-Introduction:

**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:
 - are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - are living in motels, hotels, camping grounds or trailer parks due to lack of alternative adequate accommodations;
 - are living in emergency or transitional shelters;
 - are abandoned in hospitals;
 - 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;
 - are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
 - 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 following LEA and school staff at least once each year.

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.

NOTIFICATION TO PARENTS REGARDING HIGHLY QUALIFIED TEACHERS

The Terrell County Schools are committed to continually seeking to improve instruction for our students. We hope that as a parent, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations.

We encourage you to get to know your child's teacher and the class routines and expectations. We are proud of the professional credentials of our teaching staff and student's classroom teachers. This includes information concerning the grade levels and subject areas in which the teacher is certified, the major field and degree held by the teacher, and the qualifications of any paraprofessional who provides services to your child.

Parents may request, in writing the following information about their child's teachers:

- 1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instructions.
- 2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have waived:
- 3) The college major and any graduate certification or degree held by the teacher.

- 4) Whether the student is provided services by paraprofessionals. And if so, their qualifications.
- 5) If request information concerning your child's teacher's qualifications, please contact **Dr. Laster** at 995-2544 for Terrell High School.

Terrell County School District Complaints Procedure:

Dispute Resolution

- The complaints process may be initiated at the school or directly to the Federal Programs Director.
- Parents, guardians, or unaccompanied youth who initiate a complaint, may do so in writing.
- Written notice should be complete, as brief as possible, and simply stated.
- The Federal Programs Director will provide a written response to the dispute within 5 school days. The response will include a notice of the right to appeal, to the Superintendent of Schools, the decision of the Federal Programs Director.
- If the parent, guardian, or unaccompanied youth do not agree with the decision of the Federal Programs Director, an appeal may be filed with the Superintendent of Schools.
- The Superintendent will provide a written response to the appeal within 5 school days.
- The Superintendent's response will include a notice of the right to appeal his/her decision to the Local Board of Education.
- If the parent, guardian, or unaccompanied youth do not agree with the decision of the Superintendent, an appeal may be filed with the Local Board of Education.
- Within thirty working days of receipt of the appeal of the Superintendent's decision, the Superintendent will present the matter to the Board of Education at its regular meeting or at a special meeting called for that purpose. The Board will review the original complaint, the response of the Federal Programs Director, the response of the Superintendent, and the response of the complainant. In addition, the Board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
- The Board of Education will either uphold the recommendation of the Superintendent or require the District to take some other action in response to the complaint. A copy of the action of the Board will be furnished to the complainant, either as a part of the minutes of the Board of Education or as a separate written statement that will include the right to appeal to the Georgia Department of Education. The Board will be the final reviewing authority within the system.
- If the parent, guardian, or unaccompanied youth is dissatisfied with the decision of the Local Board of Education, an appeal may be filed with the Deputy Superintendent of Teacher and Student Support at the Georgia Department of Education, 1854 Twin Towers East, Atlanta, GA 30334.

LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELLs):

(1) DEFINITIONS.

- (a) **English Learners (ELs)** – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment
- (b) **English language proficiency** – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English
- (c) **English to Speakers of Other Languages (ESOL)** – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs
- (d) **Georgia Department of Education** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
- (e) **Home Language Survey** – a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home
- (f) **Language Assessment Conference (LAC)** – a meeting held to determine appropriate placement of ELs with borderline proficiency scores
- (g) **Language assistance services** – supplemental language support programs that promote academic language development for students with limited English proficiency
- (h) **Local Educational Agency (LEA)** – local school system pursuant to local board of education control and management
- (i) **School** – any school or special entity as defined in State Board Rule 160-5-1-.03 Identification and Reporting of Schools
- (j) **State-adopted English proficiency measure** – an English language proficiency test administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment
- (k) **State-adopted English proficiency screening measure** – a formal measure of social and academic English language proficiency that assesses students' need for initial placement in supplemental language assistance services

(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.

Adopted: July 21, 2011 Effective: August 10, 2011

Section 504 Procedural Safeguards

1. **Overview:** Any student, 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 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 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 any time.
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 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

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 Mrs. Tracy Turner at the following address:

**761 1st Ave
Dawson, GA 39842
(229) 995-4096
tturner@terrell.k12.ga.us**

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 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.



**Terrell High School
201 Greenwave Boulevard
Dawson, Georgia 39842**

School Year: 2021-2022
Revised August 24, 2021

In support of strengthening student academic achievement, **Terrell High School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Terrell High School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

**DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL
PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS**

JOINTLY DEVELOPED

Terrell High School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

This policy is reviewed annually and throughout the school year and is revised and updated annually to meet the changing needs of parents and the school. We use the following actions to involve our parents and stakeholders in the process: Inform parents and stakeholders about Title I program evaluation and planning meetings.

- This plan will be distributed to parents with children attending Terrell High 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>
- Inform parents and stakeholders about Title I program evaluation and planning meetings.
- Provide input forms on the school website and maintain a feedback/input notebook in the main office for all parents and stakeholders to involve them in the development of the school policy, plan, how parent engagement funds are used, and to get input about building school staff capacity topics for school staff workshops.
- Provide all information in a language and format that parents can understand to the extent feasible and appropriate.
- Utilize parent engagement surveys and/or evaluations from school meetings, workshops, and annual parent survey results to collect parental input/feedback.
- Comments submitted to the school from parents/stakeholders will be shared with the district office if the Title I Schoolwide plan is not satisfactory to parents.

ANNUAL TITLE I MEETING

Terrell High School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

An annual Title I Meeting will be conducted by the following process:

- An annual Title I Meeting will be conducted in August 2021.
- All parents will be invited by posting on the school website, in the local newspaper, in Remind.com, sending home a flyer, sending emails, and school Facebook.
- Meetings and activities will be provided at a variety of times (morning and afternoon sessions) and formats to help accommodate parents'/guardians' schedules. Other meetings will be available if requested by parents/guardians.

COMMUNICATIONS

Terrell High School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I program.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

Terrell High School uses communication methods such as email, flyers, the school website, social media, Remind, the local newspaper, and the telephone to provide parents with timely information about Title 1 programs and the academic progress of the students. The Terrell County School's District Newsletter is an informative letter for parents. The newsletter is one method by which we share information about student achievement, various school activities, and any other programs or concerns that parents need to know about. Information about school and parent programs, meetings, and other activities is sent to parents in a practical format and in a language the parents can understand. We will ensure that all information related to school and parent programs, meetings, and other activities is published in a language format that parents can understand, posted on the school website, school social media and remind for all families.

- A survey is sent home at the beginning of the year to determine the best time to meet with parents.
- Meetings and activities will be provided at a variety of times (morning and afternoon sessions) and different formats, in person and virtual to help accommodate parents'/guardians' schedules. Other meetings will be available if requested by parents/guardians.
- Transportation, childcare, an interpreter, and home visits, as related to parental engagement, will be provided upon parent request in order for parents to participate in our activities.

Terrell High School is committed to helping our parents attend the parental activities listed in this plan. Please call or email Dr. Vivian Laster, Principal (vlaster@terrell.k12.ga.us) or Dr. Dee Price, Academic Coach (dprice@terrell.k12.ga.us) at 229-995-2544 if you require further information or assistance

SCHOOL-PARENT COMPACT

Terrell High School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

As part of this plan, Terrell High School faculty, staff, students, and our families will jointly develop a school-parent compact. The School-Parent Compact is an agreement that explains how parents, teachers, and students will work together to make sure all our students achieve academic success. The goals in the compact will be reviewed and updated annually based on feedback from parents, students, and teachers. The School-Parent Compact also is shared with parents during parent-teacher conferences and kept with each child's homeroom teacher if parents need another copy. It is also displayed on the Parent Info Board and will be available in the District Parent Resource Center which is located at the Board of Education Administration Building, Parent Resource Center Room 103. The compact will describe the school's responsibility in providing high quality instruction as well as the students' and parents' responsibility for supporting the learning process. The compact will address how parents have reasonable access to faculty and staff, receive frequent reports on student progress, and have the opportunity to volunteer and observe in the classroom. This compact was uniquely and jointly developed by students, parents, and teachers, to meet the needs and goals of our school and students. A continuous partnership was developed to achieve the challenging state academic standards. Teachers suggested home learning strategies, parent added input about the types of support they needed, and students told us what would help them learn.

RESERVATION OF FUNDS

If applicable, Terrell High School will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Terrell High School will provide written communication in a language the parents can understand when it is possible and feasible.

The school offers parents and opportunities to give feedback/input on the 1% reservation of funds by the following process:

- An input meeting with parents will be held at the school, at various times (morning and afternoon session) to accommodate parents' and stakeholders' schedules, to review the parent and family engagement's budget and to 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.
- Parents may also provide feedback/input via an online survey, comment cards, comments on the school website, feedback form, and face-to-face meetings. The meetings will be held in an am and pm session to accommodate the parents' schedules.

COORDINATION OF SERVICES

Terrell High School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Terrell High School will work closely with work with education programs and college and career ready resources and organizations to coordinate parent engagement efforts to have a greater impact on all stakeholders as well as the community.

Terrell High School's Dual Enrollment is a program that provides an opportunity for students at eligible high schools that are enrolled (11th –12th grade) to take approved college-level coursework for credit towards both high school and college graduation requirements. Tuition, mandatory fees and required textbooks are provided by the Dual Enrollment grant.

Terrell High School partners with Albany State University and Albany Technical College for the Dual Enrollment Program. Test preparation opportunities are provided for the Accuplacer, ACT, SAT and ASVAB, as well as financial aid assistance.

The **District Parent Resource Center** provides activities, information, and workshops for parents. It is open for parents to use daily and during after school programs. Please 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 other educational resources.

Monday-Friday, 8:00 a.m.- 4:30 p.m.

Terrell County Board of Education Administration Building

Parent Resource Center Room 103

761 1st Ave SE

Dawson, GA 39842

229-995-2299

lspencer@terrell.k12.ga.us

BUILDING CAPACITY OF PARENTS

Terrell High School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
- The challenging State's academic standards
- The State and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their child's progress
- How to work with educators to improve the achievement of their child(ren)

Terrell High School recognizes the importance of the role parents play in educating children and increasing academic performance. Research indicates that children's learning capacity greatly increases when parents are supported by the school and engaged in their children's curricula studies. In order to guarantee student success, partnerships among schools and parents are vital. Prior to the first day of school, parents meet with the principal to discuss expectations and concerns for the ensuing school year. The student handbook, as well as policies relating to school governance, are available to parents via the school website. Parents are informed about local school policies and requirements of the state and federal agencies monitoring school improvement. Opportunities are given for parents to participate on school committees such as the Title 1, Parent Engagement, Leadership, School Improvement, School Climate and School Safety.

At Terrell High School, we recognize that parents are their children's primary teachers, and their support is critical in our efforts to provide a quality education to the children. In order to maximize the success of our students and to help meet our District Goals and our School Goals:

Terrell County School System 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 SY, the Terrell County Charter School System (TCCSS) will decrease the number of students scoring

Level 1 by 3%; increase the percent of students scoring Level 2 by 3%, increase the percent of students scoring Level 3 by 3%; and increase the percent of students scoring Level 4 by 1% as measured by the Georgia Milestone Assessments.

Terrell High School Goals

1. The percent of students reading on grade level (within the grade-level Lexile band) as measured by the Georgia Milestone Assessment in grade 10 and the STAR reports in grades 9, 11 and 12 will increase yearly by 3% from May 2019 to May 2022.
2. The number of parents participating in academic school-related activities will increase by 3% yearly from May 2019 to May 2022.

Our progress will be monitored by tracking outreach through communication logs, sign in sheets, and social media responses for any school activities.

Our 10th grade U.S. History students will focus on content vocabulary development as well as sparking curiosity, conversation, and deeper learning through the use of Scholastic Magazines in the classroom.

The following programs are planned to involve parents:

- **Freshman Orientation: (July)**

Students and parents tour the school and follow the student's academic class schedule as part of the transition plan for ninth graders. Parents and students are provided opportunities to gain insight into the expectations of faculty and administration for freshmen. Topics such as materials for classes, the code of conduct, and expectations for academic performance are discussed. Explanations of courses students should be prepared to take for college or other post-secondary education options are given. Information is shared about program options, graduation requirements, which assessments are given to 9th Grade students, test schedules, test-out option, post-secondary options and how to plan for them and an overview is given about the Georgia Standards of Excellence (GSE).

- **Open House: (July)**

Open House inform parents of school reforms, expectations, and progress of meeting local and state goals. Additionally, parents are provided information about Title I programs, recruit of parent engagement volunteers, the academic assessments used and the proficiency level of their children. Teachers share information on standards as well as provide strategies and tips to help increase student academic achievement.

- **Annual Title I Meeting: (August)**

Parents will receive an orientation to the Title 1 school-wide program and will be informed of their school's participation under Title 1. The Every Student Succeeds Act (ESSA) and the Parent-Student-Teacher Compact including the parents' responsibility for supporting their child's learning will be addressed. An explanation and description of the school's mission statement, vision statement, and other school policies will be discussed. A Parent Resource Center is provided for parents and students and is housed at the District Office. Parents will be invited to use the resources available in the Parent Center.

- **Curriculum Nights: (August – February)**

The Georgia Standards of Excellence (GSE) and the proficiency levels that students are expected to meet on the Georgia Milestone Assessments will be discussed. One of the goals of the school and district deals with increasing the literacy rate therefore literacy strategies will be provided to parents to help students achieve success. Each student in Grades 9-12 receives an agenda book to help students and parents know what assignments are due and when they are due. Included in the book are the parent-student-teacher compact and student handbook. The agenda book provides teachers and parents with a means of daily communication about academic and behavior issues.

- **Dual Enrollment Program – (August, January, May)**

Invite parents to informational workshops on the Dual Enrollment program. Dual Enrollment is an investment in a student's future – offering high school students the dynamic opportunity to "jump start" their college education. Information will include the registration process, benefits of the program, course offerings, and enrollment information.

- **Georgia Milestone Test Preparation Workshop**

Assist and provide parents with test taking tips. 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.

- **Dual Enrollment Program – (August, January, May)**

Invite parents to informational workshops on the Dual Enrollment program. Dual Enrollment is an investment in a student's future – offering high school students the dynamic opportunity to "jump start" their college education. Information will include the registration process, benefits of the program, course offerings, and enrollment information.

- **Community Career Night (September)**

Invite parents and local business partners to tour the Career Technology and Agricultural Education (CTAE) Program; partner with local businesses to provide classes for adults to develop technological skills and increase parents knowledge and skills to better assist students with homework; and support families' efforts to improve the school and community by inviting local banks and businesses to talk with families about their services, loan programs, and employment

opportunities. Also partner with college and career resource organizations to help prepare students for academic success.

- **Senior Night (October)**

Parents and twelfth-grade students are given opportunities to meet with representatives from various colleges and universities to discuss career opportunities. Information concerning scholarships and financial assistance programs is discussed and distributed. Students and parents will be shown how to access and navigate the FAFSA website.

- **Expectation Nights: (April/May) [one night per grade level]**

This program is offered in the spring to provide information to parents about the expectations and transition of their children's next grade level. This program will also provide parents with useful websites, strategies, tips and study skills for supporting their children's learning. Interpretation of test scores such as Georgia Milestone End of Course (EOC) Assessments, college and technical school entrance exams, and military entrance exams such as the ACT, SAT, Accuplacer, and ASVAB are provided as well.

- **Parent-Teacher Conferences: (October, January, March)**

The school calendar will reflect specific dates after each grading period for parent conferences. Parents may conference with teachers after picking up progress reports or report cards. Parents will learn how their child is progressing toward the school goals. Teachers also share samples of students' work. The Family Engagement Policy/Plan and Compact goals will be reviewed. Learn how your child is progressing toward the school goals.

- **Open House: (July, November, January, and March)**

Open House inform parents of school reforms, expectations, and progress of meeting local and state goals. Additionally, parents are provided information about Title I programs, recruit of parent engagement volunteers, the academic assessments used and the proficiency level of their children. Teachers share information on standards as well as provide strategies and tips to help increase student academic achievement.

The Family and Community Engagement Specialist and School Parent Liaison will provide workshops developed with the assistance of parents, to improve communication with school staff, ideas to increase parent engagement, help parents improve their child's achievement by providing materials and meaningful training throughout the school year.

BUILDING CAPACITY OF SCHOOL STAFF

Terrell High School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- **Staff Orientation/Workshops: (Every Nine Weeks)**

Topics addressed are based on parental input and interest: the value and utility of contributions of parents, how to reach out to communicate with and work with parents as equal partners to build ties between home and school; strategies to improve how teachers, parents, and community members can work together to make improvements; explain what it means to be a Title 1 school and how we became a school-wide Title 1 school; address Title 1 funds to support parents' and students' needs and discuss the goals set for this year so the staff is familiar with its part in helping the school attain the goals.

The Family and Community Engagement Specialist and School Parent Liaison will work with staff to provide training and technical assistance throughout the school year emphasize the importance of and increase parent and family engagement, improve communication with parents, create a welcoming environment, provide information in language that the parents can understand when feasible, strategies for responding to parents requests in an effective, positive manner and ideas to increase family engagement with reading and math activities for our students outside of the classroom.. Trainings for the staff will be done in an online format or a face to face format during the planning periods of the staff on strategies to improve communication with parents. Staff will also share best practices during regularly scheduled faculty meetings. Also, Title I Staff will (Family & Community Engagement Specialist) conduct visits to the school to review family engagement requirements and initiatives throughout the school year.

Terrell High School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

At the end of each event and at the end of the year, a survey/evaluation is given to parents. The data is collected, summarized, and submitted to the district office. Any unsatisfactory comments that are attached to the Schoolwide Plan are also shared with the district office. In addition, parents on the local school advisory team will review the parents' comments and assist in addressing the suggestions and concerns on the online survey.

DISCRETIONARY SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

BUILDING CAPACITY FOR INVOLVEMENT

Terrell High School will provide the following discretionary school, parent, and family engagement policy components as listed under Section 1116e of ESSA as parents may request by::

- Train parents to enhance the engagement of other parents.
 - Terrell High School is committed to empowering our parents with the skills and knowledge they need to become more actively engaged in the educational lives of their children. In turn, they can also become role models and mentors for other parents. This can be accomplished through:
 - Providing access to training/book studies
 - Creating opportunities to contribute to academic program development, implementation, oversight and evaluation
 - Providing support such as assistance with child care and transportation
 - Promoting leadership opportunities to work with staff and professionals in organizations that address key issues related to the parents' area of interest and commitment
- To maximize parent and family engagement and participation in their child's education, arrange school meetings at a variety of times or conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school.
 - Terrell High School is committed to helping our parents attend the parental activities listed in this plan. A survey is sent home at the beginning of the year to determine the best time to meet with parents. A summary is completed from the data and the school will plan, coordinate, and make every effort to schedule activities that will accommodate the schedule of parents. If parents are still unable to attend, they may contact the school to schedule another time that is convenient or schedule other alternatives.
- Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.
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Escuela Secundaria Terrell
201 Geenwave Boulevard
Dawson, Georgia 39842

Año escolar: 2021-2022
Revisado el 24 de Agosto de 2021

En apoyo del fortalecimiento del logro académico estudiantil, Terrell High School recibe fondos del Título I, Parte A y por lo tanto debe desarrollarse conjuntamente con, acordar y distribuir a los padres y familiares de los niños participantes una política escrita de compromiso de padres y familias que contenga la información requerida por la sección 1116(b) y (c) de la Ley Cada Estudiante Tiene Éxito (ESSA). La política establece las expectativas de la escuela para la participación de los padres y la familia y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres y la familia, y se incorpora al plan de la escuela presentado a la agencia educativa local (LEA).

Terrell High School se compromete a implementar los siguientes requisitos según lo descrito por la Sección 1116:

- Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas bajo el Título I, Parte A, incluyendo la planificación, revisión y mejora de la política de participación de los padres y familiares de la escuela y el desarrollo conjunto del plan del programa en toda la escuela bajo la Sección 1114(b) de la Ley cada estudiante tiene éxito (ESSA).
- Actualice periódicamente la política de participación de los padres y familiares escolares para satisfacer las necesidades cambiantes de los padres y la escuela, distribuirla a los padres de los niños participantes y poner la política de compromiso entre padres y familias a disposición de la comunidad local.
- Proporcionar plenas oportunidades, en la medida de lo posible, para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluyendo proporcionar información e informes escolares requeridos en virtud de la Sección 1111 de la ESSA en un formato comprensible y uniforme, incluyendo formatos alternativos a petición y, en la medida de lo posible, en un idioma que los padres entiendan.
- Si el plan del programa en toda la escuela bajo la Sección 1114(b) de la ESSA no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela pone el plan a disposición de la agencia educativa local.
- Regará la siguiente definición de participación de padres y familias y llevará a cabo programas, actividades y procedimientos de conformidad con esta definición:

Compromiso de padres y familias significa la participación de los padres en la comunicación regular, bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar:

- (A) Los padres desempeñan un papel integral en ayudar al aprendizaje de sus hijos
- (B) Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela
- (C) Los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos
- (D) Se llevan a cabo otras actividades, como las descritas en la Sección 1116 de la ESSA

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES NECESARIOS DE LA POLÍTICA DE PARTICIPACIÓN DE LOS PADRES DE LA ESCUELA Y LA FAMILIA DESARROLLADO CONJUNTAMENTE

Terrell High School tomará las siguientes acciones para involucrar a los padres de familia de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, incluyendo oportunidades para reuniones regulares, si así lo solicitan los padres, para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de su hijo y responder a cualquier sugerencia tan pronto como sea posible.

- 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>.
- Informar a los padres y partes interesadas sobre las reuniones de evaluación y planificación del programa del Título I.
- Proporcione formularios de entrada en el sitio web de la escuela y mantenga un cuaderno de comentarios/comentarios en la oficina principal para que todos los padres y partes interesadas los involucren en el desarrollo de la política escolar, planifiquen, cómo se utilizan los fondos de participación de los padres y obtengan información sobre la construcción de temas de capacidad del personal escolar para los talleres del personal escolar.

- Proporcione toda la información en un idioma y formato que los padres puedan entender en la medida de lo posible y apropiado.
- Utilice encuestas y/o evaluaciones de participación de los padres de las reuniones escolares, talleres y resultados anuales de la encuesta de padres para recopilar la opinión/comentarios de los padres.
- Los comentarios enviados a la escuela por los padres/partes interesadas serán compartidos con la oficina del distrito si el plan del Título I en toda la escuela no es satisfactorio para los padres.

TÍTULO ANUAL I REUNIÓN

Terrell High School tomará las siguientes acciones para llevar a cabo una reunión anual, en un momento conveniente, y alentar e invitar a todos los padres de los niños participantes a asistir para informarles sobre el programa título I de la escuela, la naturaleza del programa Título I, los requisitos de los padres, la política de compromiso de los padres y familiares de la escuela, el plan en toda la escuela y el pacto escuela-padre.

El siguiente proceso llevará a cabo una reunión anual del Título I:

- En agosto de 2021 se celebrará una reunión anual del Título I.
- Todos los padres serán invitados publicando en el sitio web de la escuela, en el periódico local, en Remind.com, enviando a casa un folleto, enviando correos electrónicos y facebook de la escuela.
- Las reuniones y actividades se proporcionarán en una variedad de horarios (sesiones de mañana y tarde) y formatos para ayudar a acomodar los horarios de los padres /tutores. Otras reuniones estarán disponibles si así lo solicitan los padres/tutores.

Comunicaciones

Terrell High School tomará las siguientes medidas para proporcionar a los padres de los niños participantes lo siguiente:

- Información oportuna sobre los programas título I.
- Número flexible de reuniones, como reuniones por la mañana o por la noche, y pueden proporcionar fondos del Título I, transporte, cuidado de niños o visitas domiciliarias, ya que dichos servicios se relacionan con la participación de los padres y la familia.
- La información relacionada con los programas, reuniones y otras actividades escolares y de padres, se envía a los padres de los niños participantes en un formato comprensible y uniforme, incluidos los formatos alternativos bajo petición y, en la medida de lo posible, en un idioma que los padres puedan entender:

Terrell High School utiliza métodos de comunicación como correo electrónico, folletos, el sitio web de la escuela, redes sociales, Remind, el periódico local y el teléfono para proporcionar a los padres información oportuna sobre los programas del Título 1 y el progreso académico de los estudiantes. El Boletín de Distrito de la Escuela del Condado de Terrell es una carta informativa para los padres. El boletín es un método por el cual compartimos información sobre el logro estudiantil, diversas actividades escolares y cualquier otro programa o inquietud que los padres necesiten conocer. La información sobre los programas escolares y de los padres, reuniones y otras actividades se envía a los padres en un formato práctico y en un idioma que los padres pueden entender. Nos aseguraremos de que toda la información relacionada con los programas escolares y de los padres, reuniones y otras actividades se publique en un formato de idioma que los padres puedan entender, publicar en el sitio web de la escuela, las redes sociales escolares y recordar a todas las familias.

- Una encuesta se envía a casa a principios de año para determinar el mejor momento para reunirse con los padres.
- Las reuniones y actividades se proporcionarán en una variedad de horarios (sesiones de mañana y tarde) y diferentes formatos, en persona y virtuales para ayudar a acomodar los horarios de los padres / tutores. Otras reuniones estarán disponibles si así lo solicitan los padres/tutores.
- Transporte, cuidado de niños, un intérprete y visitas domiciliarias, según lo relacionado con el compromiso parental, se proporcionarán a petición de los padres para que los padres participen en nuestras actividades.

Terrell High School se compromete a ayudar a nuestros padres a asistir a las actividades parentales enumeradas en este plan. Llame o envíe un correo electrónico a la Dra. Vivian Laster, Directora (vlaster@terrell.k12.ga.us) o al Dr. Dee Price, Entrenador Académico(dprice@terrell.k12.ga.us) al 229-995-2544 si necesita más información o asistencia

PACTO ESCUELA-PADRE

Terrell High School tomará las siguientes acciones para desarrollar conjuntamente con los padres de los niños participantes un pacto escuela-padre que describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el logro académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares del estado.

Como parte de este plan, los profesores, el personal, los estudiantes y nuestras familias de la Escuela Secundaria Terrell desarrollarán conjuntamente un pacto escuela-padre, The School-Parent Compact es un acuerdo que explica cómo los padres, maestros y estudiantes trabajarán juntos para asegurar que todos nuestros estudiantes alcancen el éxito académico. Las metas en el pacto serán revisadas y actualizadas anualmente en base a los comentarios de padres, estudiantes y maestros. El Pacto Escuela-Padre también se comparte con los padres durante las conferencias de padres y maestros y se mantiene con el maestro de la sala de casa de cada niño si los padres necesitan otra copia. También se exhibe en la Junta de Información para Padres y estará disponible en el Centro de Recursos para Padres del Distrito, que se encuentra en el Edificio de Administración de la Junta de Educación, Sala 103 del Centro de Recursos para Padres. El pacto describirá la responsabilidad de la escuela en proporcionar instrucción de alta calidad, así como la responsabilidad de los estudiantes y los

padres de familia para apoyar el proceso de aprendizaje. El pacto abordará cómo los padres tienen acceso razonable al profesorado y al personal, recibirán informes frecuentes sobre el progreso de los estudiantes y tendrán la oportunidad de ser voluntarios y observar en el salón de clases. Este pacto fue desarrollado única y conjuntamente por estudiantes, padres y maestros, para satisfacer las necesidades y metas de nuestra escuela y estudiantes. Se desarrolló una asociación continua para lograr los desafiantes estándares académicos estatales. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron información sobre los tipos de apoyo que necesitaban y los alumnos nos dijeron qué les ayudaría a aprender.

RESERVA DE FONDOS

Si corresponde, **Terrell High School** tomará las siguientes medidas para involucrar a los padres de niños atendidos en las escuelas del Título I, Parte A en las decisiones sobre cómo el 1 por ciento del Título I, Parte A fondos reservados para el compromiso de los padres y la familia se gasta por:

Terrell High School proporcionará comunicación escrita en un idioma que los padres pueden entender cuando es posible y factible. La escuela ofrece a los padres y oportunidades para dar retroalimentación / aportación sobre la reserva del 1% de los fondos por el siguiente proceso:

- En la escuela se llevará a cabo una reunión de aportaciones con los padres, en varios momentos (sesión de mañana y tarde) para dar cabida a los horarios de los padres y las partes interesadas, para revisar el presupuesto del compromiso de los padres y la familia e 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 participación de los padres y la familia.
- Los padres también pueden proporcionar comentarios / comentarios a través de una encuesta en línea, tarjetas de comentarios, comentarios en el sitio web de la escuela, formulario de comentarios y reuniones cara a cara. Las reuniones se llevarán a cabo en una sesión de am y pm para adaptarse a los horarios de los padres.

COORDINACIÓN DE SERVICIOS

Terrell High School, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de padres y familias con otros programas federales, estatales y locales, incluyendo programas preescolares públicos, y llevará a cabo otras actividades, como centros de recursos para padres, que animen y apoyen a los padres en la participación más plena en la educación de sus hijos al:

Terrell High School trabajará en estrecha colaboración con los programas educativos y los recursos y organizaciones listos para la universidad y la carrera para coordinar los esfuerzos de participación de los padres para tener un mayor impacto en todas las partes interesadas, así como en la comunidad.

La Doble Inscripción de **Terrell High School** es un programa que brinda una oportunidad para que los estudiantes de las escuelas secundarias elegibles que están inscritos (11^o -12^o grado) tomen cursos aprobados de nivel universitario para obtener crédito tanto para los requisitos de graduación de la escuela secundaria como para la universidad. La matrícula, las tarifas obligatorias y los libros de texto requeridos son proporcionados por la beca de Inscripción Dual.

Terrell High School se asocia con la Universidad Estatal de Albany y Albany Technical College para el Programa de Doble Inscripción. Se proporcionan oportunidades de preparación de pruebas para accuplacer, ACT, SAT y ASVAB, así como asistencia de ayuda financiera.

El Centro de Recursos para Padres del Distrito proporciona actividades, información y talleres para los padres. Está abierto para que los padres usen todos los días y durante los programas después de la escuela. Visite el Centro de Recursos para Padres para ver libros, materiales de estudio y actividades para usar en casa con su hijo. Las computadoras están disponibles para que los padres exploren el Portal para Padres y otros recursos educativos.

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

Edificio de la Junta de Administración educativa del Condado de Terrell

Sala 103 del Centro de Recursos para Padres

761 1^a Avenida SE

Dawson, GA 39842

229-995-2299

lspencer@terrell.k12.ga.us

LaKia Spencer, especialista en participación familiar y comunitaria

CAPACIDAD DE CONSTRUCCIÓN DE LOS PADRES

Terrell High School construirá la capacidad de los padres para un fuerte compromiso de los padres y la familia para asegurar una participación efectiva de los padres y para apoyar una asociación entre la escuela y la comunidad para mejorar el logro académico de los estudiantes a través de lo siguiente:

- Proporcionar a los padres una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluaciones académicas utilizadas para medir el progreso de los estudiantes, y los niveles de logro de los desafiantes estándares académicos estatales
- Materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el logro de sus hijos, como la capacitación en alfabetización y el uso de tecnología (incluida la educación sobre los daños de la piratería del derecho de autor), según corresponda, para fomentar la participación de los padres y la familia
- Proporcionar asistencia a los padres de los niños participantes, según corresponda, en la comprensión de temas como los siguientes:

- Los desafiantes estándares académicos del Estado
- Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
- Los requisitos del Título I, Parte A
- Cómo monitorear el progreso de sus hijos
- Cómo trabajar con educadores para mejorar el logro de sus hijos(s)

Terrell High School reconoce la importancia del papel que juegan los padres en la educación de los niños y el aumento del rendimiento académico. Las investigaciones indican que la capacidad de aprendizaje de los niños aumenta considerablemente cuando los padres son apoyados por la escuela y se dedican a los estudios curriculares de sus hijos. Con el fin de garantizar el éxito de los estudiantes, las asociaciones entre las escuelas y los padres son vitales. Antes del primer día de escuela, los padres se reúnen con el director para discutir las expectativas y preocupaciones para el año escolar siguiente. El manual para estudiantes, así como las políticas relacionadas con la gobernanza escolar, están disponibles para los padres a través del sitio web de la escuela. Los padres son informados sobre las políticas escolares locales y los requisitos de las agencias estatales y federales que monitorean la mejora escolar. Se dan oportunidades para que los padres participen en comités escolares como el Título 1, Compromiso de los Padres, Liderazgo, Mejoramiento Escolar, Clima Escolar y Seguridad Escolar.

En **Terrell High School**, reconocemos que los padres son los maestros de primaria de sus hijos, y su apoyo es fundamental en nuestros esfuerzos por proporcionar una educación de calidad a los niños. Con el fin de maximizar el éxito de nuestros estudiantes y ayudar a cumplir con nuestros Objetivos de Distrito y nuestros Objetivos Escolares:

Objetivos del Distrito del Sistema Escolar del Condado de Terrell

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 SY 2021-2022, el Sistema De Escuelas Chárter del Condado de Terrell (TCCSS) disminuirá el número de estudiantes que puntúan el Nivel 1 en un 3%; aumentar el porcentaje de estudiantes que puntúan nivel 2 en un 3%, aumentar el porcentaje de estudiantes que puntúan nivel 3 en un 3%; y aumentar el porcentaje de estudiantes que puntúan el nivel 4 en un 1% según lo medido por las evaluaciones de hitos de Georgia.

Metas de la escuela secundaria Terrell

1. El porcentaje de estudiantes que lean a nivel de grado (dentro de la banda Lexile de nivel de grado) según lo medido por la Evaluación Georgia Milestone en el grado 10 y los informes STAR en los grados 9, 11 y 12 aumentará anualmente en un 3% desde mayo de 2019 hasta mayo de 2022.
2. El número de padres que participan en actividades académicas relacionadas con la escuela aumentará en un 3% anual desde mayo de 2019 hasta mayo de 2022.

Nuestros estudiantes de décimo grado de Historia de los Estados Unidos se centrarán en el desarrollo del vocabulario de contenido, así como en despertar curiosidad, conversación y aprendizaje más profundo a través del uso de revistas scholastic en el aula.

Se planean los siguientes programas para involucrar a los padres:

• Orientación de primer año: (julio)

Los estudiantes y los padres recorren la escuela y siguen el horario de la clase académica del estudiante como parte del plan de transición para los estudiantes de noveno grado. A los padres y estudiantes se les brindan oportunidades para obtener información sobre las expectativas de la facultad y la administración para los estudiantes de primer año. Se discuten temas como los materiales para las clases, el código de conducta y las expectativas de rendimiento académico. Las explicaciones de los cursos que los estudiantes deben estar preparados para tomar para la universidad u otras opciones de educación postsecundaria se dan. Se comparte información sobre las opciones del programa, los requisitos de graduación, qué evaluaciones se dan a los estudiantes de 9º grado, los horarios de las pruebas, la opción de prueba, las opciones postsecundarias y cómo planificarlas y se proporciona una visión general sobre los Estándares de Excelencia de Georgia (GSE).

• Casa de puertas abiertas: (julio)

Open House informará a los padres de familia de las reformas escolares, las expectativas y el progreso del cumplimiento de los objetivos locales y estatales. Además, a los padres se les proporciona información sobre los programas del Título I, la contratación de voluntarios de participación de los padres, las evaluaciones académicas utilizadas y el nivel de competencia de sus hijos. Los maestros comparten información sobre los estándares, así como proporcionan estrategias y consejos para ayudar a aumentar el rendimiento académico de los estudiantes.

• Reunión anual del Título I: (agosto)

Los padres recibirán una orientación al programa de toda la escuela Título 1 y serán informados de la participación de su escuela bajo el Título 1. Se abordará la Ley Cada Estudiante Tiene Éxito (ESSA, por sus hijos) y el Pacto entre Padres y Estudiantes y Maestros, incluida la responsabilidad de los padres de apoyar el aprendizaje de sus hijos. Se discutirá una explicación y descripción de la declaración de misión de la escuela, la declaración de visión y otras políticas escolares. Se proporciona un Centro de Recursos para Padres para padres y estudiantes y se encuentra en la Oficina del Distrito. Se invitará a los padres a utilizar los recursos disponibles en el Centro para Padres.

•**Noches curriculares: (agosto, febrero)**

Se discutirán los Estándares de Excelencia de Georgia (GSE) y los niveles de competencia que se espera que los estudiantes cumplan en las Evaluaciones de Hitos de Georgia. Uno de los objetivos de la escuela y el distrito se ocupa de aumentar la tasa de alfabetización, por lo tanto, se proporcionarán estrategias de alfabetización a los padres para ayudar a los estudiantes a alcanzar el éxito. Cada estudiante en los grados 9-12 recibe un libro de agenda para ayudar a los estudiantes y padres a saber qué tareas se deben y cuándo vencen. En el libro se incluye el manual compacto entre padres, alumnos y profesores. El libro de la agenda proporciona a los maestros y padres un medio de comunicación diaria sobre cuestiones académicas y de comportamiento.

•**Taller de preparación de pruebas de hitos de Georgia**

Ayudar y proporcionar a los padres con consejos de toma de exámenes. 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.

•**Programa de Inscripción Dual – (Agosto, Enero, Mayo)**

Invite a los padres a talleres informativos sobre el programa de Inscripción Dual. La doble inscripción es una inversión en el futuro de un estudiante, ofreciendo a los estudiantes de secundaria la oportunidad dinámica de "iniciar" su educación universitaria. La información incluirá el proceso de registro, los beneficios del programa, las ofertas de cursos y la información de inscripción.

•**Noche de carrera comunitaria (septiembre)**

Invitar a los padres y socios comerciales locales a recorrer el Programa de Tecnología profesional y educación agrícola (CTAE); asociarse con empresas locales para proporcionar clases para que los adultos desarrollen habilidades tecnológicas y aumenten los conocimientos y habilidades de los padres para ayudar mejor a los estudiantes con la tarea; y apoyar los esfuerzos de las familias para mejorar la escuela y la comunidad invitando a los bancos y empresas locales a hablar con las familias sobre sus servicios, programas de préstamos y oportunidades de empleo. También asómese con organizaciones de recursos universitarios y profesionales para ayudar a preparar a los estudiantes para el éxito académico.

•**Noche de adultos mayores (octubre)**

Los padres y estudiantes de duodécimo grado tienen la oportunidad de reunirse con representantes de varias universidades y colegios para discutir oportunidades profesionales. Se discute y distribuye información relativa a becas y programas de asistencia financiera. A los estudiantes y padres se les mostrará cómo acceder y navegar por el sitio web de fafsa.

•**Noches de espera: (abril/ mayo) [una sesión por nivel de grado]**

Este programa se ofrece en la primavera para proporcionar información a los padres sobre las expectativas y la transición del siguiente nivel de sus hijos. Este programa también proporcionará a los padres sitios web útiles, estrategias, consejos y habilidades de estudio para apoyar el aprendizaje de sus hijos. También se proporciona interpretación de las calificaciones de los exámenes como las evaluaciones del Georgia Milestone End of Course (EOC), los exámenes de ingreso a la universidad y de la escuela técnica, y los exámenes de ingreso militar como el ACT, sat, Accuplacer y ASVAB

•**Conferencias para padres y maestros / Open House: (octubre, enero, marzo)**

El calendario escolar reflejará fechas específicas después de cada período de calificación para las conferencias de los padres. Los padres pueden conferenciar con los maestros después de recoger informes de progreso o tarjetas de informe. Los padres aprenderán cómo su hijo está progresando hacia las metas escolares. Los profesores también comparten muestras del trabajo de los estudiantes. Se revisarán las metas de Política/Plan y Pacto de Participación Familiar. Aprenda cómo su hijo está progresando hacia las metas escolares.

El Especialista en Participación Familiar y Comunitaria y enlace con los padres de familia proporcionará talleres desarrollados con la ayuda de los padres, para mejorar la comunicación con el personal de la escuela, ideas para aumentar la participación de los padres, ayudar a los padres a mejorar el logro de sus hijos proporcionando materiales y capacitación significativa durante todo el año escolar.

CAPACIDAD DE CONSTRUCCIÓN DEL PERSONAL DE LA ESCUELA

Terrell High School proporcionará capacitación para educar a los maestros, personal especializado de apoyo educativo, directores y otros líderes escolares, y otro personal, con la ayuda de los padres, en el valor y utilidad de las contribuciones de los padres, y en cómo llegar, comunicarse y trabajar con los padres como parejas iguales, implementar y coordinar programas de padres, y construir vínculos entre los padres y la escuela mediante:

Orientación del personal/Talleres: (cada nueve semanas)

Los temas abordados se basan en el aporte e interés de los padres: el valor y la utilidad de las contribuciones de los padres, cómo comunicarse y trabajar con los padres como parejas iguales para establecer lazos entre el hogar y la escuela; estrategias para mejorar la forma en que los maestros, los padres y los miembros de la comunidad pueden trabajar juntos para hacer mejoras; explicar lo que significa ser una escuela de Título 1 y cómo nos convertimos en una escuela de título 1 en toda la escuela; abordar los fondos del Título 1 para apoyar las necesidades de los padres y los estudiantes y discutir las metas establecidas para este año para que el personal esté familiarizado con su parte en ayudar a la escuela a alcanzar las metas.

El Especialista en Participación Familiar y Comunitaria y Enlace con Padres de Familia trabajará con el personal para proporcionar capacitación y asistencia técnica durante todo el año escolar para enfatizar la importancia de y aumentar la participación de los padres y la familia, mejorar la comunicación con los padres, crear un ambiente acogedor, proporcionar información en el lenguaje que los padres puedan entender cuando sea posible, estrategias para responder a las solicitudes de los padres en un entorno eficaz, manera positiva e ideas para aumentar el compromiso familiar con las actividades de lectura y matemáticas para nuestros estudiantes fuera

del aula.. Las capacitaciones para el personal se realizarán en un formato en línea o en formato cara a cara durante los períodos de planificación del personal sobre estrategias para mejorar la comunicación con los padres. El personal también compartirá las mejores prácticas durante las reuniones de profesores programadas regularmente. Además, el Personal del Título I (Especialista en Participación Familiar y Comunitaria) realizará visitas a la escuela para revisar los requisitos e iniciativas de compromiso familiar durante todo el año escolar. del aula.. Las capacitaciones para el personal se realizarán en un formato en línea o en formato cara a cara durante los períodos de planificación del personal sobre estrategias para mejorar la comunicación con los padres. El personal también compartirá las mejores prácticas durante las reuniones de profesores programadas regularmente. Además, el Personal del Título I (Especialista en Participación Familiar y Comunitaria) realizará visitas a la escuela para revisar los requisitos e iniciativas de compromiso familiar durante todo el año escolar.

Terrell High School proporcionará otro apoyo razonable para las actividades de participación de los padres y la familia bajo la Sección 1116, ya que los padres pueden solicitar por:

Al final de cada evento y al final del año, se da una encuesta/evaluación a los padres. Los datos se recopilan, resumen y presentan a la oficina del distrito. Cualquier comentario insatisfactorio que se adjunta al Plan Escolar también se comparte con la oficina del distrito. Además, los padres del equipo asesor de la escuela local revisarán los comentarios de los padres y ayudarán a abordar las sugerencias e inquietudes en la encuesta en línea.

COMPROMISO DISCRECIONAL DE LOS PADRES Y FAMILIARES DE LA ES-CUELA COMPONENTES DE LA POLÍTICA

CAPACIDAD DE CONSTRUCCIÓN PARA LA PARTICIPACIÓN

Terrell High School proporcionará los siguientes componentes discrecionales de la política de participación escolar, de padres y familiares según lo enumerado en la Sección 1116e de ESSA, ya que los padres pueden solicitar por:

- Capacitar a los padres para mejorar el compromiso de otros padres.
 - Terrell High School está comprometida a empoderar a nuestros padres con las habilidades y conocimientos que necesitan para involucrarse más activamente en la vida educativa de sus hijos. A su vez, también pueden convertirse en modelos a seguir y mentores para otros padres. Esto se puede lograr a través de:
 - Proporcionar acceso a estudios de formación/libros
 - Creación de oportunidades para contribuir al desarrollo, implementación, supervisión y evaluación de programas académicos
 - Proporcionar apoyo como asistencia con el cuidado y transporte de niños
 - Promover oportunidades de liderazgo para trabajar con el personal y los profesionales en organizaciones que abordan cuestiones clave relacionadas con el área de interés y compromiso de los padres
- Para maximizar el compromiso y la participación de los padres y la familia en la educación de sus hijos, organice reuniones escolares en una variedad de momentos o lleve a cabo conferencias en el hogar con maestros u otros educadores que trabajan directamente con los niños y padres participantes que no pueden asistir a conferencias en la escuela.
 - Terrell High School se compromete a ayudar a nuestros padres a asistir a las actividades parentales enumeradas en este plan. Una encuesta se envía a casa a principios de año para determinar el mejor momento para reunirse con los padres. Se completa un resumen de los datos y la escuela planificará, coordinará y hará todo lo posible para programar actividades que se adapten al horario de los padres. Si los padres todavía no pueden asistir, pueden comunicarse con la escuela para programar otra hora que sea conveniente o programar otras alternativas.
 - Desarrollar funciones apropiadas para organizaciones y empresas basadas en la comunidad, incluidas organizaciones basadas en la fe, en actividades de participación de padres y familias.
 - Terrell High School apoya una asociación entre el personal, los padres, la comunidad, las organizaciones comunitarias y basadas en la fe, y las empresas para mejorar el rendimiento académico de los estudiantes, el rendimiento escolar y la participación de los padres y la familia. Terrell High School, en la medida en que sea razonable y práctica, alentará la participación de la comunidad invitando a las partes interesadas de la comunidad a servir en el Equipo de Gobierno Escolar, e invitará a las empresas locales y representantes de servicios comunitarios a participar activamente en las funciones escolares.

Terrell High School supports a partnership among staff, parents, the community, community and faith-based organizations, and businesses to improve student academic achievement, school performance, and parent and family engagement. Terrell High School, to the extent reasonable and practical, will encourage community involvement by inviting community stakeholders to serve on the School Governance Team, and invite local businesses and community service representatives to actively participate in school functions.

Terrell County School System Calendar 2021-2022

Teacher Work days
 First Day of School
Labor Day
 End of 1st Reporting Period
 Teacher Workday
Homecoming – ½ day
Fall Break
Thanksgiving Holidays
 End of 1st Semester (1/2 day)
 Teacher Work day
Christmas Holidays
Teachers return
Student Return
MLK Holiday
Winter Break
 End of 3rd Reporting Period
Teacher Work Days
Spring Break
Good Friday
 End of 2nd Semester/Student End Date
 Teacher Workdays

July 26, 27, 28, 29(4 days preplanning)
 July 30 (Beginning Date for Students)
September 6
 September 30 (44 days)
 October 1 (5)
October 7 and 8
October 15 and 18
November 22-26
 December 16 (47 days)
 December 17 (6)
December 20 – December 31
 January 3 (7)
 January 4
January 17
February 4 & February 7
 March 10 (45 days)
 March 11 (8)
April 4-8
April 15
 May 22 (44 days)
 May 23-24 (9,10)

Regular School Year:Students 180 days & Staff 190 days

TERRELL HIGH SCHOOL TESTING CALENDAR

YouScience
 Sept 1 - Apr 29
 October 13
 October 13
 October
 October 26
 October 27
 December 14-16
 March 2
 Mar 21-Apr 20
 April
 April
 April 25-May2

TBA
 GAA
 PSAT (10-11)
 School Day SAT (12th GR Only)
 Accu Placer
 ASVAB 11th Grade ONLY
 ASVAB 12th Grade ONLY
 1st Semester Exam
 School Day SAT (11th GR Only)
 GAA Administration
 Accu Placer
 ASVAB Seniors only
 *EOPA-Career Pathway Exams

Georgia Milestone EOC – Spring (May-9-16)

May 9 10th Gr. Writing
 May 10 10th Gr. Lit
 May 11 9th GSE Algebra
 May 12 10th Biology
 May 13 10th US History
May 17 **Make-up**
May 18-20 **2nd Semester Exam**

Grading (Progress/End of 9 wks/Semester) Period Dates

PERIOD	GRADE PERIOD BEGINS	MIDTERM PERIOD ENDS	GRADEE PERIOD ENDS	REPORT CARD DISTRIBUTION <i>(Online Student Portal)</i>
1.	July 30, 2021	<i>Sept 1, 2021</i>	September 30, 2021	<i>October 7, 2021</i>
2.	October 4, 2021	<i>Nov. 10, 2021</i>	December 16, 2021	<i>January 6, 2022</i>
3.	January 4, 2022	<i>Feb. 10, 2022</i>	March 10, 2022	<i>March 17, 2022</i>
4.	March 14, 2022	<i>April 20, 2022</i>	May 20, 2022	<i>May 25, 2022</i>

SUMMER - 2022
 Summer School
 June 2-23
 June 23-24;27-29 Retest GA
 Milestone EOC
 *Tentative Dates

School Choice

Dear Parent(s)/Guardian(s):

This letter is to inform you that as of June 30, 2012, there will no longer be a Public School Choice (Choice) transfer option under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized under the No Child Left Behind Act of 2001 (NCLB), and local educational agencies (LEAs) will no longer be required to implement Choice or pay for Choice transportation as implemented under the ESEA.

On November 2011, the Georgia Department of Education (GaDOE), submitted to the United States Department of Education (US ED), a flexibility waiver requesting flexibility through ten ESEA requirements and their associated, regulatory, administrative and reporting requirements. One of the ten requested waivers directly affects the Public School Choice (Choice) transportation under ESEA.

Any student that has previously transferred to another school by exercising the ESEA Choice must be allowed to attend that school until they complete the school's highest grade; however, **the LEA is no longer required to pay** for the students' transportation cost during the duration of the student's attendance at their current Choice school. The LEA may continue to pay for Choice transportation for students, **only if the LEA chooses to do so.**

However, parents will still have the Choice transfer option under House Bill 251: The Quality Basic Education Act; Intra- District School Choice. House Bill 251 allows parents of students enrolled in a public elementary or secondary school to enroll in a school other than the assigned school that is located within the school district, if classroom space is available after the assigned students of that district have been enrolled. Under House Bill 251, transportation **will not** be paid for by the district. The parent shall assume the responsibility and cost of transportation of the student to and from the school.

If you have additional questions or concerns regarding Georgia's Choice option, please contact: Tonya Perkins, Title I Director, at 229-995-4096 or email at tperkins@terrell.k12.ga.us.

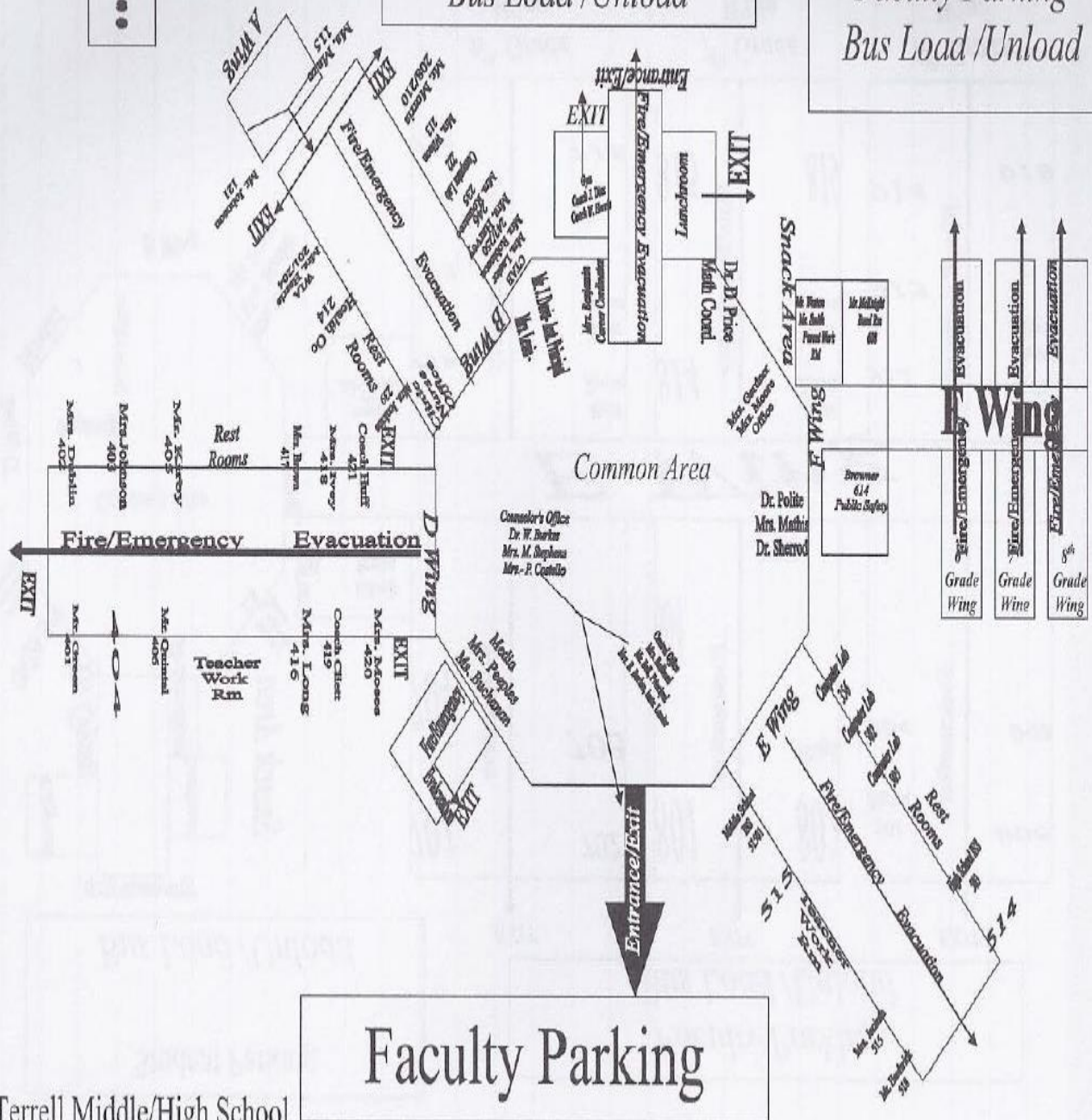
Thank you,

Terrell County Schools

0-000000000

Student Parking
Bus Load /Unload

Faculty Parking
Bus Load /Unload



Terrell Middle/High School
Diagram