

HALL COUNTY MIDDLE SCHOOLS

STUDENT HANDBOOK 2009-2010

Chestatee Middle

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This School Agenda Belongs To:

Name _____

Address _____

City/Town _____ Zip _____

Phone _____ Homeroom _____

Bus Number _____ A.M. _____ P.M.

CLASS SCHEDULE

PERIOD	CLASS	TEACHER	ROOM
1st			
2nd			
3rd			
4th			
5th			
6th			
7th			

CONNECTIONS SCHEDULE

Name: _____

Homeroom Teacher: _____

Counselor: _____

	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
First Connections Class				
Second Connections Class				

Table of Contents

Welcome	1
Philosophy	1
Student Responsibilities	1
Hall County Schools Vision	2
Hall County Schools Balanced Scorecard of Teaching and Learning	2
Policies and Procedures	3
Absences	3
Academic Honesty	3
Asbestos Management Plan	4
Assignment Booklet	4
Breakfast/Lunch Program	4
Bus Loading Zone	4
Checking In/Out of School	4
Clubs and Organizations	4
Complaint Process	4
Complaints of Discrimination/Harassment	4
Dress Code	5
Drug Testing of Student Athletes	6
Eligibility Criteria	6
Emergency Procedures	6
Extracurricular Activities	6
Fees and Charges	6
Flowers, Gifts, Etc.	6
Grade Reporting and Honor Roll	6
Grading Scale	6
Guidance/Counseling Services	7
High School Carnegie Unit Courses	7
Homework	8
Hospital/Homebound Services	9
Interschool Competitive Sports	9
Items Not Allowed	9
Lockers	9
Media Center	9
Medication Administration at School	9
Middle School Curriculum	10
Parent Notification	11
Parent Portal	11
Parent/Teacher Conferences	11
Promotion Criteria	11
Safety on Campus	11
Student Illness/Accident	11
School Insurance	12
School Pictures	12
School Resource Officer	12
School Visitation	12
Student Support Team	12
Family Educational Rights and Privacy Act (FERPA)	12
Protection of Pupil Rights Amendment (PPRA)	13
No Child Left Behind Act (NCLB)	14
Code of Conduct and Discipline Procedures	14
Appendix A: Middle School Georgia Performance Standards (GPS)	25
Appendix B: Reading Log for the Georgia Reading Standard	31
Appendix C: Clubs and Organizations	32
Appendix D: Parent/Guardian & Student Signature Pages	38

WELCOME

The middle school is designed especially to meet the unique characteristics and needs of pre-adolescents. It offers a sensitive, caring, supportive learning environment that is designed to provide experiences that will assist students in making the transition from late childhood to adolescence. The middle school is also designed to help them bridge the gap between the self-contained structure of the elementary school and the departmental structure of the high school.

Enclosed in this handbook a student will find general information regarding Hall County Middle Schools. Please read it carefully in order to become familiar with school policies and procedures. Always remember that cooperation and communication between home and school are vital if we are to provide a quality education for students. Education will be much more effective and enjoyable when dedicated staff, concerned parents and conscientious students work together to reach common goals. As we seek to provide the very best learning experience, a student can expect to find the following in the Hall County Middle Schools:

- An academic focus
- High expectations for students and staff
- A safe, orderly climate
- Monitoring of academic progress
- Administrators who are instructional leaders

PHILOSOPHY

The mission of the Hall County Middle Schools is to provide a positive transition from childhood to adolescence by offering each student the opportunity to develop intellectually, psychologically, and physically. This mission will be accomplished through a program that addresses the unique nature of the middle school learner including appropriate and innovative teaching techniques and a secure and nurturing atmosphere.

The staff of the Hall County Middle Schools works to implement this philosophy through the following goals:

- To provide a positive and safe learning environment.
- To develop a positive, cooperative and caring attitude toward others and self.
- To develop a positive attitude toward learning in each student.
- To develop a strong sense of responsibility for self and community in each student.
- To develop positive habits of health and physical well-being in each student.
- To provide students with a strong content curriculum.
- To provide each student with the opportunity to achieve academic success.
- To provide a curriculum that integrates all areas of study into a total learning experience.
- To provide the opportunity for each student to explore individual areas of interest and ability.
- To provide an overall positive experience.

STUDENT RESPONSIBILITIES

Students at all Hall County Middle Schools are expected to be familiar with and follow the Hall County Board of Education Code of Conduct as well as the guidelines established at the local school level. Students will be asked to follow three basic rules: Be responsible, be respectful and be resourceful.

Applying these three R's to the school environment should ensure a safe and orderly place for all students to learn. Students are asked to remember the following applications:

In class: During periods of organized instruction, each student should act respectfully and responsibly so as not to distract themselves and others from the learning environment.

In assembly: Each student should act respectfully and responsibly while moving to and from the assembly and while the performance is given.

On the bus: Conduct on the bus is expected to be the same as that in the classroom. Safety depends on the skill of the driver and nothing should occur that would impede the driver's performance.

In the lunchroom: Students are expected to act responsibly and respectfully while moving to and from the lunchroom and during lunch. Students should form orderly lines to get their food and to return trays and discard trash. The student dining area is to be maintained by the students as a civic responsibility and student resources will be used to accomplish this.

In the halls: Students should move from room to room and from lockers respectfully and responsibly during scheduled locker breaks or under the direction of a teacher.

In the Media Center: Students should utilize the media facilities with respect and should be responsible to follow established media policies while with their classes or while working on their own.

The goal of the Middle School staff is to develop and foster self-discipline by establishing guidelines and consequences for behavior choices.

HALL COUNTY SCHOOLS' VISION - Character, Competency, Rigor...For All

Five Year Teaching and Learning Goals

Elementary: 90% of students will read at or above grade level by the end of the third grade. 90% of elementary students will meet or exceed state standards in mathematics.

Middle: 90% of middle school students will meet or exceed state standards in reading and mathematics. 50% of middle school students will enter high school with Carnegie Unit credit.

High: 90% of students will graduate (traditional diploma, special education diploma, or GED with enrollment in a post-secondary institution). 50% of high school students will graduate with post-secondary credit earned.

The Hall County Schools' Balanced Scorecard of Teaching and Learning

Competency Indicators:

- C1:** 90% of Hall County Students will read at or above grade level by the end of the third grade.
- C2:** At least 90% of Hall County Schools will continue to make AYP.
- C3:** Increase Graduation Rate by 2% per yr. in FY08, 09, 10 and/or by 6% in three yrs.
- C4:** Fully implement a benchmark assessment program.
- C5:** In collaboration with NGCSU, develop benchmark assessments in mathematics for grades 1-5 to determine the effectiveness of Singapore Mathematics over the next three yrs.
- C6:** Use state developed AMAO targets to determine language progress and attainment of proficiency for ELL students as measured by ACCESS scores.
- C7:** Increase % of students in grades 2-8 scoring in the basic range on the CRCT by 2% per yr. in every content area in FY08, 09, 10 and/or by 6% in three yrs.

Rigor Indicators:

- R1:** Increase % of students in grades 2-8 scoring in the exceeding range on the CRCT by 2% per yr. in every content area in FY08, 09, 10 and/or by 6% in three yrs.
- R2:** Increase % of students scoring Pass Plus on the GHSGT by 2% per yr. in every content area in FY08, 09, 10 and/or by 6% in three yrs.
- R3:** Increase % of Middle School students taking Carnegie unit high school courses by 5% per year in FY08, 09, 10 and/or by 15% in three yrs.
- R4:** Increase number of AP, Honors, Honors Mentorship, IB, or Dual Enrollment classes offered by 5% per yr. FY08, 09, 10 and/or by 15% in three yrs.
- R5:** Increase % of 9-12 students taking AP, Honors, Honors Mentorship, IB, or Dual Enrollment by 5% per yr. FY08, 09, 10 and/or by 15% in three yrs.
- R6:** Increase scores on standardized tests indicating college readiness.
 - a. Close the gap between SAT average score of Hall County School System students and SAT average score of Georgia students by 2 SAT points per yr. for FY08, 09, 10 and/or by 6 points in three yrs.
 - b. Increase the mean score of top 10% of SAT test takers by 5 points per yr. in mathematics and 5 points per yr. in verbal.
 - c. Increase % of AP exam scores of 3 or higher by 10% per yr. in FY 09, 10, 11 and/or by 30% in three yrs
- R7:** Increase % of high school students participating in extra-curricular activities by 2% per yr. in FY08, 09, 10 and/or by 6% in three yrs.

Internal Process Indicators:

- P1:** All Hall Co. schools will participate in a GAPSS review by the end of the FY09 school year.
- IP2:** Annually budget for additional instructional technology in Hall County Classrooms with training, a detailed plan of utilization, and evidence of instructional use.

- IP3:** Decrease the staff turnover rate of Hall Co. School System by 1% per yr. for 5 yrs beginning in FY 08 and/or by 5% or more over a five yr. period.
- IP4:** Construct 1 new school on time and under budget.
- IP5:** Increase community satisfaction with the services of the Hall County Schools as measured by survey.
- IP6:** Implement Language Acquisition Academies by Fall, 2008. Complete
- IP7:** Continue to expand programs of limited choice by adding one new program per year.
- IP8:** The Superintendent and members of the Hall County Schools will serve as ambassadors to the community
- IP9:** Demonstrate fiscal responsibility as evidenced by responsible expenditures, competitive purchasing, appropriate utilization of privatization, and other measures of financial effectiveness.
- IP10:** The Superintendent and team members of the Hall County School System will personally act in a manner consistent with our core values: putting children first, honesty, integrity, transparency, and ownership of mistakes with quick restitution whenever possible.
- IP11:** Possess increasingly clean and orderly learning environments

POLICIES AND PROCEDURES

ABSENCES

Regular school attendance is essential to gaining a quality education. Students need to participate in the experiences, discussion, activities, and special projects integral to the learning process. State law requires that students between the ages of six and sixteen attend school except for the specific reasons listed below. Consequently, regular attendance is essential to maximizing academic achievement, and parents and legal guardians have a legal responsibility to assure that students attend school regularly.

A student shall not be absent from school or from any class or other required school hours except for conditions specified below, or upon written permission of the teacher, principal, or other authorized school official. Absences will be excused if validated for the following reasons:

- Personal illness or attendance in school endangering a student's health or the health of others
- Serious illness or death in a student's immediate family necessitating absence from school
- Court order of an order by a governmental agency, including preinduction physical examinations for service in the armed forces, mandating absence from school
- Observation of religious holidays, necessitating absence from school
- Conditions rendering attendance impossible or hazardous to student health or safety
- Participation as a page of the Georgia General Assembly
- To allow visitation with a parent or legal guardian serving in the U.S. armed forces or National Guard – Students will be granted up to five days of excused absences per school year to visit with the parent prior to the parent's deployment or during the parent's leave.

For an absence to be an excused absence, a student's parent or legal guardian must submit a written excuse within five (5) days of the student's return to school and shall specifically state the date(s) and reason for the absence. A student absent from class in excess of (10) days must furnish school officials a doctor's certificate, or the parents must make arrangements for a conference with the principal or his/her designee within ten (10) days from the date the student returns to school.

ACADEMIC HONESTY

One important aspect of a student's education process is to learn honesty in all endeavors. This includes academic honesty. Students are ultimately responsible for ensuring that all work submitted is authentic, with the work or ideas of others fully and correctly acknowledged. Academic dishonesty is defined as the giving or receiving of information among students when they are expected to be working individually, plagiarism (to take and use as one's own writings or ideas of someone else) and other related acts. Repeated violations of the code will result in referral to an administrator.

The following situations would be examples of academic dishonesty:

- Misrepresenting someone else's work as a student's own
- Giving answers to specific questions from a test to others between classes
- Plagiarism (to take and use as one's own writing or ideas of someone else)
- Purposefully looking at someone else's paper during a test
- Copying someone else's homework

ASBESTOS MANAGEMENT PLAN NOTIFICATION

The Hall County Board of Education schools AHERA Management Plan is available for public inspection upon request at the Hall County Board of Education Office, 711 Green Street, Gainesville, GA 30501. This notification is provided to fulfill the requirement of section 763.93(4) of the Asbestos Hazard Emergency Response Act, 30 CFR part 763, October 30, 1987. All interested parents, teachers, employees or other persons are invited to review the plan which includes the following items:

1. Location, amounts and types of asbestos- contained materials in all schools and support buildings.
2. Response actions to the asbestos-contained materials, selected by the Hall County Board of Education.
3. Plans for re-inspection, periodic surveillance, and operation and maintenance programs.
4. Public notification procedures.

Anyone interested in reviewing this plan should contact the Hall County Board of Education at 770-534-1080.

ASSIGNMENT BOOKLET

Each student will be furnished a student academic assignment text (i.e., School Agenda) for the purpose of developing responsibility for assignments and emphasizing the importance of study and homework. Students who lose this agenda will be assessed **\$5.00** for a replacement.

BREAKFAST/LUNCH PROGRAM

Breakfast programs are available in all schools. The cost is \$0.30 for reduced-priced breakfast and \$1.00 for full-priced breakfast. Nutritional lunches are served to students each day each day for \$1.50. Students may participate in the free or reduced lunch program at a cost of \$0.40 per day by making application at any time during the school year. Applications must be approved before students can participate in the free or reduced lunch program. Borrowing or lending a lunch card/code will be considered a theft and will be treated as such.

BUS LOADING ZONES

Parents are asked to avoid bus loading zones at school during the times when buses are loading or unloading students. If parents need to pickup students in the afternoons, please wait until the buses have left the campus.

CHECKING IN/OUT OF SCHOOL

Students are to be dropped off on school grounds no earlier than **7:30** a.m. and picked up no later than **4:00** p.m., unless involved in school sponsored and supervised activities. A student who arrives at school after homeroom must report to the main office to sign in. If the student is not accompanied to the office by a parent, the student must have a note from a parent stating the reason for the tardy. To be counted present for the day, all students should check-in with their homeroom teachers.

Parents are urged to make student's dental, medical and/or other appointments after school hours. If it becomes necessary for a student to check out during the day, parents are asked to report to the office to sign the student out. Office personnel will call the student from class. Students must have a parent or guardian permission before early checkout will be permitted. No student will be allowed to check himself out, walk home, or leave the school campus with a friend or relative without a confirmed parental permission. Individuals checking out a student must present a **photo ID and have their name on file as being permitted to check out that student.**

CLUBS AND ORGANIZATIONS

Each school has a variety of student clubs and organizations. For a complete listing of those offered by Hall County Schools, see "Appendix C – Clubs and Organizations".

COMPLAINT PROCESS

Most concerns of students and parents can and should be resolved by honest and open communication between the teachers, administrators, students, and parents. Students and their parents may appeal any decision made by the school in regard to a student's education or to any discipline measures taken. Students should first discuss the problem with his/her teacher or counselor. If this person cannot help resolve the problem, then students may talk with either an assistant principal or principal. All matters not settled at the school level may be referred to the superintendent's office, whose decision shall be final.

COMPLAINTS OF DISCRIMINATION / HARRASSMENT

The Hall County School System does not discriminate on the basis of race, color, religion, national origin, age, disability or gender in employment decisions or educational programs and activities. Any student, employee, applicant for employment, parent or other individual who believes he or she has been subjected to harassment or

discrimination by other students or employees of the school district based upon any of the factors listed above should promptly report the same to the principal of the school or the appropriate coordinator as listed below, who will implement the board's discriminatory complaints or harassment procedures. Students may also report harassment or discrimination to their school counselor.

The Title IX and Gender Equity in Sports Coordinator is Mr. Gordon Higgins, Hall County School System, 711 Green St., Suite 100, Gainesville, Georgia 30501, 770-534-1080. The Section 504 and Americans with Disabilities Act Coordinator is Jim Sargent, located at the Chestnut Mountain Elementary Campus on Union Church Road, Flowery Branch, Georgia, 770-967-5846.

Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. A copy of the discriminatory complaints procedure under Hall County School District Policy GAAA/JAA (Equal Opportunity/Discriminatory Complaints) is located in the school district policy manual, available online at www.hallco.org.

DRESS CODE

Students who reflect neatness, cleanliness and good taste are dressing for success. Student dress should not violate common safety, be a distraction, or cause a disruption of the educational process or the orderly operation of the school. In general, clothing should be clean, neat, and not frayed. Shirt sleeves may not be rolled up. Clothing should fit properly, neither too loosely nor too tightly. All students should be dressed in a manner that reflects, rather than distracts from the learning process.

The following lists some of the types of clothing that can not be worn in any middle school:

- Trench coats
- Excessively baggy pants (must fit at waist)
- Gang related attire
- Sunglasses in the building
- Tube tops
- Strapless dresses
- See through clothing
- Mesh jersey without another shirt underneath
- Items with suggestive lettering, pictures, symbols, alcohol or drug depiction's
- Mini skirts or mini dresses
- Sundresses
- Shirts without side seams
- Blouses, dresses or shirts that expose the stomach, sides or back; all shirts must reach the waist and cover the shoulders
- Sleeveless shirts
- Muscle shirts
- Hats, bandannas
- Spandex or Lycra clothing
- Clothes with holes or slits

Students are required to wear appropriate undergarments and shoes. Outerwear is at the discretion of each school principal. Other general guidelines for what may or may not be allowed at school (including hair styles and coloring, jackets, jewelry, sun glasses, caps, hats, bandanas, etc.) will be given to students by the individual schools.

When in the judgment of the administration the dress requirements have not been met, students will not be permitted in classes or halls until the situation is corrected. Students wearing inappropriate clothing may be sent to in-school suspension for the remainder of the day, or parents may be called to bring a change of clothing. Second dress code violations may result in additional disciplinary action.

Student Uniforms for Middle Schools

Davis Middle, East Hall Middle, and West Hall Middle Schools have student uniform dress codes in effect. Unlike embroidered, formal or certain strict "uniforms," this uniform dress code allows students to be appropriately dressed for school and general public. The student uniform program is mandatory for students in schools noted above and is in effect 5-days per week. For specific information about student uniforms, contact your school office or refer to the school website.

DRUG TESTING OF STUDENT ATHLETES

The Hall County School System is one of only a handful of systems across the state that has a mandatory random drug testing program for all high school student-athletes who wish to participate in interscholastic Georgia High School Association (GHSA) sports. This program, which is conducted through partnership with the Northeast Georgia Medical Center Toxicology Department, is being considered for expansion into other areas of extra-curricular activities, including middle school athletics. The current program guidelines can be viewed in the Document Library under 'Athletics' on our system site at www.hallco.org.

ELIGIBILITY CRITERIA

Eligibility for participation in any interschool athletic activity will be based on grades earned during the semester prior to that activity. Therefore, a student must have passed either four out of six courses or five out of seven courses (depending on the structure of their particular school's daily class schedule). Additionally, two of the courses passed in either situation must be Language Arts and Math.

EMERGENCY PROCEDURES

Drills: Fire, intruder and tornado drills are held on a regular basis during the school year. It is important that students remain silent and follow all instructions of school personnel during these drills. Each school has detailed, crisis management plans and evacuation plans which are reviewed and updated each year. In the event of these plans being used, parents will be notified by the media.

Severe Weather: Should severe weather necessitate closing or early dismissal of school, this information will be broadcast over WDUN Radio (550 AM) and other area radio stations. School closing announcements will be released to the media by approximately 6:00 a.m. Information will also be posted on the Hall County Schools website at www.hallco.org. School buses will not leave school during a tornado or severe weather WARNING. Buses will run regular routes after such warning has been canceled.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as any school-sponsored program for which some or all activities are outside the six-hour academic day. Examples include all individual and team sports, literary meets, clubs and academic bowls. Hall County's discipline policies remain in effect at all Hall County School's extracurricular functions.

FEES AND CHARGES

No fees are needed to participate in any required course; however, students may be asked to provide materials or equivalent fees for classes in which items are made for personal use. Charges for lost or damaged textbooks will be based on the condition of the book when issued. No fine will exceed the current purchase price of the book.

FLOWERS, GIFTS, ETC.

Flowers, gifts, balloons, etc. are prohibited. We ask the parent's cooperation by not sending these items on special occasions.

GRADE REPORTING and HONOR ROLL

Grade reports are published at the end of each nine weeks. An INCOMPLETE (I) grade on the report card will be changed to a grade of 50 if the student fails to make up work within 10 days from the end of the grading period.

An **Honor Roll** will be published at the end of each grading period. Students are eligible for the Honor Roll if he/she makes a grade of A in all academic and connections courses. An **Academic Recognition Roll** will also be published at the end of each grading period. Students are eligible for the Academic Recognition Roll if they make a grade of A in six of seven courses, and have no grade lower than a B.

GRADING SCALE

A	90-100
B	80-89
C	70-79
F	Below 70 (not passing)

For thoroughness in evaluation of student progress, teachers can use various learning activities in determining the grade received. Weighted percentages for the varied learning activities in each subject area will be the basis for determining grades. Teachers will inform students of class or course expectations.

GUIDANCE/COUNSELING SERVICES

Students are invited to participate in counseling activities. Our program is designed to be preventative and developmental and includes individual and classroom guidance activities, small support groups, and skill building groups. It is our hope that the counseling programs offered will enhance open communication regarding the many development issues that arise in the middle school year.

Students and their parents may have access to a student's permanent record file. Copies of a student's record will be issued to designated persons, institutions, or agencies when a student's parents give written permission.

If a student must withdraw from school, the student should talk with a counselor about the withdrawal process. It is very important to see the counselor at the beginning of the day on which the student plans to withdraw.

If a student suffers an injury or illness (non-communicable) that requires an extended absence from school (at least ten consecutive days), the student may be eligible for the hospital/homebound program. The student's parents should notify the counselor's office as soon as it's believed the student may be eligible for this service.

At the time of registration, all new students to the Hall County School System must present: 1.) qualified proof of residency, 2.) an Immunization Certificate and, 3.) a Vision, Hearing, and Dental Screening Certificate. If the student does not have an adequate Immunization Certificate or a Vision, Hearing, and Dental Screening Certificate, the student will have 30 calendar days to obtain one. After 30 days, students will be withdrawn from school if the appropriate certificates have not been presented as per state law. If the student is transferring from another state or country, the student has 90 calendar days in which to provide these health certificates.

Students and parents are responsible for maintaining adequate immunization. Parents should immediately report the health status of their child to the school principal if a physician diagnoses a communicable disease.

The International Center provides initial assessment services for middle and high school students and also evaluates foreign transcripts and advises on course placement for the international student. The International Center is located at the World Language Academy, 4670 Winder Highway, Flowery Branch, GA (Phone: 770-967-5856).

HIGH SCHOOL CARNEGIE UNIT COURSES

Hall County students are encouraged to challenge themselves in all areas of the curriculum to the extent that individual student ability and interest permits. Each middle school offers a number of academic and elective courses for high school Carnegie credits that may be counted for high school graduation. So why begin such coursework in middle school? Students who begin meeting graduation requirements in middle school will have opportunities to begin earning college credits while in high school, often times resulting in a cost savings to parents. Whether a student is challenged in an academic or in a career-technical education area, the benefits of earning high school credits while in middle school must be considered.

Frequently Asked Questions about High School Carnegie Courses

- 1. How do middle school students qualify to enroll in high school Carnegie unit classes?**
Eligibility to take a high school *academic* course is based on ITBS and CRCT test scores, writing samples, overall class performance, and 6th and 7th grade teacher recommendations. Eligibility for high school *elective* courses is based on overall school performance, along with 6th and 7th grade teacher recommendations.
- 2. Which course(s) must students successfully complete in order to earn one unit of high school credit?**
Courses eligible for high school credit are listed in the back of this guide. Courses may vary across Hall County middle schools or from year to year, and must have sufficient enrollment for the course to be provided. For questions about specific high school courses available at your middle school for the coming school year, please contact your school counselor or administrator.
- 3. Will the grades earned in middle school appear on the high school transcript and be included in the high school grade point average (GPA)?**
Once a student officially begins ninth grade, the high school credits and grade earned while in middle school are entered on the high school transcript. These courses are counted toward high school graduation requirements and are included when calculating the Hall County high school GPA and class

rank. Once the credit has been “accepted” at the beginning of ninth grade, there is no opportunity to remove those grades or credits from the transcript.

Prior to entry into ninth grade, a student may elect to “decline” high school credits earned while in middle school. In such a case, the courses will not appear on the high school transcript, will not be counted toward the graduation requirements, and will not be included for the high school GPA or class rank. Once the credit has been declined, there is no opportunity to regain those credits after the student has entered ninth grade.

NOTE: As an independent entity, the HOPE Scholarship GPA is NOT calculated in the same manner as the Hall County GPA. Please go to www.gsfc.org or www.qacollege411.org to learn more about the HOPE Scholarship and eligibility.

4. Are middle school students who take high school courses required to take the state’s End-of-Course Tests (EOCT’s)?

Any student enrolled in an EOCT course, regardless of grade level, will be required to take the EOCT upon completion of that course. Middle school students completing an EOCT course must take the EOCT regardless of whether they intend to accept or decline the high school credit. The following courses currently require an EOCT:

Mathematics

Mathematics I: Algebra/Geometry/Statistics
(Accelerated Mathematics I students take the Mathematics I EOCT)
Mathematics II: Geometry/Algebra II/Statistics
(Accelerated Mathematics II students take the Mathematics II EOCT)

Science

Biology
Physical Science

English Language Arts

Ninth Grade Literature and Composition
American Literature and Composition

Social Studies

United States History
Economics

5. How does the EOCT affect a student’s grade?

The EOCT is administered upon completion of one of the above courses. A student’s EOCT score is averaged in as 15% of the final course grade. The student must have a final course grade 70 or above to pass the course and earn credit toward graduation.

6. How do I determine if my student is eligible to receive the HOPE Scholarship?

HOPE is Georgia’s unique scholarship and grant program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges. HOPE is funded entirely by the Georgia Lottery for Education. For more information regarding this scholarship, including eligibility requirements, please visit www.gsfc.org or www.qacollege411.org.

HOMEWORK

We believe that skills and concepts are reinforced through assignments completed outside the school. Through homework, students have the opportunity for enrichment, extension and/or remediation of instructional goals and the opportunity for practice of basic skills. Homework becomes more valuable when there is a strong partnership between home and school. A meaningful role of the parent or guardian, as regards homework, is to provide support, encouragement, and a place to complete homework. A responsibility of the school is to assign meaningful homework. Through a strong home-school partnership, homework has the potential to increase learning time, to accomplish academic goals and to advance the student’s academic skills and achievement. Homework can accomplish any or all of the following:

1. Reinforce skills and concepts introduced in class
2. Provide opportunity for drilling and practicing skills
3. Complete classroom assignments
4. Build study habits
5. Review for exams
6. Preview material to be introduced

7. Practice reading skills
8. Demonstrate practical application of concepts through projects
9. Teaching the student that he/she shares in the responsibility for his/her education
10. Provide an opportunity for a parent/guardian to be involved in the education of his/her child.

HOSPITAL / HOMEBOUND SERVICES

A student who suffers from an injury or non-communicable illness that is projected to require an extended absence from school (at least five consecutive days) may establish eligibility for hospital/homebound services. Parents should notify the counselor's office as soon as they think the student will qualify for the program. Parents will be given a HOSPITAL/HOMEBOUND REFERRAL FORM for the attending physician to complete. Once parents have been notified by the school that the student has been approved for Hospital/Homebound Services, a student will receive instruction at home or at the hospital. The days missed will be marked as "present" in school if the student receives a minimum of three (3) hours of instruction per week.

INTERSCHOOL COMPETITIVE SPORTS

All inter-school competitive sports will be governed by the Policies, Principles, and Standards for Schools Accredited by the Southern Association of Colleges and Schools, the Georgia High School Association regulations, and the Georgia Department of Education Rules. Hall Co. School Board policy prohibits participation of sixth grade students.

ITEMS NOT ALLOWED AT SCHOOL OR ON THE BUS

- Gum/candy
- Skateboards or roller blades
- Tape recorders, tape players, radios, CD players, cassette tapes and CD's, MP3 players, or laser pointers
- Electronic games
- Baseball cards, or trading cards of any type
- Toys such as water guns, squirt toys, whoopee cushions, stuffed toys, etc.
- Harmful objects or those that disrupt the educational environment
- Glass bottles or cans: ex. Soft drinks
- Obscene magazines, pictures, or literature
- Lighters, matches
- Cameras and video recorders and equipment
- Personal items that advertise tobacco, drug, and alcohol related products

Items may not be brought, traded, or sold at school unless sponsored and approved by the school administration.

LOCKERS

Lockers are available for student use in storing books and school supplies. However, the school cannot be responsible for items left in lockers. Students must be responsible for their lockers. Any student using a locker other than the one assigned by a teacher will be subject to disciplinary action.

MEDIA CENTER

The media center is an active part of the school's educational program. It is open from 8:00-4:00 each day. The media center staff can assist students in locating references, using special equipment or reserving books. Students will be expected to pay for lost or damaged books. No fee will exceed the replacement cost of the book.

MEDICATION ADMINISTRATION AT SCHOOL

Whenever possible, medications should be given at home. However, the school system realizes that for student to maintain school attendance, certain medications may be required during school hours. With the safety of the children and staff being our priority, the system has revised policies and procedures for medications administered at school.

NO medications will be given without prior written permission. For students to receive medication at school, parents will need to complete:

- "The Medication Permission Form" – This provides parent permission for over-the-counter and short-term (less than 10 days) medications, and physician-prescribed long-term (more than ten days) to be administered at school.
- "The Health Care Provider Medication Information Record" – This provides for information from a student's health care provider about medications that is to be given for more than 10 days or regularly during the school year.

Please take the time to read the **guidelines below** carefully. These policies will require greater cooperation and communication between parents and school personnel.

1. Medications received at school in un-labeled bottles, pills in zip-lock bags and aluminum foil **WILL NOT** be administered.
2. Non-prescription medications (over the counter medications) must be brought to the school in the **original** container along with a written parental request that includes parent contact phone number, and directions for administering that states the frequency, dose and length of administration.
3. Prescription medications must be brought to the school in the **original** prescription container labeled with the student's name, date prescribed, instruction for administering, name of drug, name of issuing Health Care Provider, expiration date, and route medication is to be given.
4. Schools will dispense medications only as directed on the **original** labeled container. **It is the responsibility of the parent/guardian** to notify the school if changes in the medication, dosage, and/or time of administration are requested and a new **original** container must be provided.
5. For ALL medications to be administered for more than 10 school days, the parent/guardian must provide specific instructions, including related equipment needed if necessary, by completing a "Parent/Guardian Medication Permission Form" and by having the student's health care provider complete a "Health Care Provider Medication Information Record".
6. **It is the responsibility of the parent/guardian** to inform the school, in writing, of any changes in pertinent data. A new "Medication Permission Form" must be provided indicating requested changes.
7. **It is the responsibility of the parent/guardian** to deliver **ALL** medication to the principal's office or other designated school personnel.
8. A "Parent/Guardian Medication Permission Form" **and** if pertinent, a "Health Care Provider Medication Information Record" shall be kept relative to each medication taken by the student during the school day. This record will include student's name, name of medication, time, route, and correct dose.
9. Long-term medications usually need to be refilled on a monthly basis. **It is the responsibility of the parent/guardian** to keep the school supplied with adequate amounts of medication.

Questions regarding medication administration at school should be directed to the school principal or the Director of Student Services at 770-967-5846.

MIDDLE SCHOOL CURRICULUM

Hall County Middle Schools are dedicated to providing structured middle school programs that embrace current research findings on the middle school child. Each grade level is divided into teams of teachers and students who work together to achieve academic and personal goals. Teachers work together to plan instructions and to solve problems. This enables students to sense consistent expectations for them and to strive to meet clearly understood standards of achievement.

The daily schedule followed by all sixth, seventh, and eighth grade students is composed of an academic block and a physical education/connections block. During the academic block, mathematics, science, social studies, and integrated language arts are taught. Georgia Performance Standards for each core course, by grade level, are detailed in Appendix A - Middle School Georgia Performance Standards. A sample reading log for the Georgia Reading Standard is shown in Appendix B – Reading Log for the Georgia Reading Standard.

Health - This course is a diversified health curriculum in which includes human development, nutrition education, and safety/drug awareness. Students are also presented information concerning a variety of health careers. These concepts are taught in a sequential order of difficulty from the sixth grade through the eighth grade. Georgia State Board Rule IDB (160-4-2-.12) requires that "sex education and AIDS education shall be a part of a comprehensive health program." If desired, parents and legal guardians may request an opportunity to review all instructional materials related to this program prior to their students entering the program. Parents and legal guardians may opt to exclude their child from sex education and AIDS prevention instructional programs by sending a written request to the school that their child not receive such a course of study.

Physical Education - Emphasizing the importance of total fitness, this course gives each student the opportunity to participate in a wide variety of sports and recreational games and leisure activities. Students who bring in a doctor's excuse from PE will be expected to dress-out unless the disability prohibits. Notes written by parents to excuse students will be left to the teacher's discretion. Students will still be required to dress-out for PE.

Connections - Students are randomly rotated through connections courses. Connections courses include, but are not limited to, technology, home economics, art, music, computer literacy and foreign language. The content focus varies in each grade level. Courses rotate each nine weeks. Students may elect to take full year band or chorus. Students will not take every class every year.

Gifted Education - Hall County School System endorses the philosophy that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge the level of their individual development, whether it is below, at, or beyond the level of their age peers. Special programs for gifted students are one outgrowth of this commitment.

Students in grades K-12 who demonstrate a high degree of intellectual, academic, and/or creative abilities may be nominated for evaluation to determine eligibility to participate in the SEARCH Program for Gifted Students. Referrals for consideration may be made by teachers, parents or guardians, counselors, administrators, peers, self, and other individuals with knowledge of the student's abilities.

For a summary of eligibility criteria for placement in this program or for further information about Hall County's Program for Gifted Students, please contact the SEARCH Program teacher at your child's school.

PARENT NOTIFICATION

When important information is sent home with students, they are expected to deliver any written correspondence from the school to parents/guardians and return it to school with the parent's signature the following school day.

PARENT PORTAL

The Parent Portal is a confidential and secure web site where parents can get the most current information about grades and attendance. Middle and high school parents also have the ability to view progress reports and report cards online. To access Parent Portal, go to: <https://campus.hallco.org/campus/portal/hall.jsp> or click on the link for "Parent Portal" at www.hallco.org.

Each school will provide parents with a Parent Portal activation code and instructions for setting up an online account. Parents only need to activate one account for all children in the household. You do not need to set up a new account at the beginning of each year or when your child changes schools. Once an account is activated, it will remain activated as long as a child is enrolled in Hall County Schools. If you experience problems with your account please contact your child's school.

PARENT/TEACHER CONFERENCES

The Hall County Middle Schools actively encourage parents to meet in conference with their son's/daughter's teachers. Parents are considered by the middle school to be an essential part of the team helping to educate each student. It is through parent support and interest, working with the faculty and staff, that every student will achieve maximum success. A parent requesting a conference with his child's teacher should contact the school by phone. Conferences should be scheduled in advance during the team planning period or after 3:30 p.m., if possible.

PROMOTION CRITERIA

To be promoted from sixth grade to seventh grade, from seventh grade to eighth grade, and from eighth grade to ninth grade, a student must pass four of six courses or five of seven courses (depending on the structure of their particular school's daily class schedule). Students must pass both Language Arts and Math to be promoted to the next grade. In addition, no eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level proficiency on the Criterion-Referenced Competency Tests (CRCT) in reading and math.

SAFETY ON THE CAMPUS

Hall County Schools takes seriously its responsibility to educate students in safe and drug free schools where they are free from fear of harm or intimidation by a few. Weapons, drugs, bullying and gang activities will not be tolerated. Students who violate Board of Education rules or state laws related to these offenses will be suspended or expelled from school. Violators will also be reported to police and may be arrested. These rules apply to all students at school or school-sponsored activities including field trips and on buses, athletic fields, stadiums, parking lots, official school bus stops, and other sites used for school sponsored activities.

STUDENT ILLNESS/ACCIDENT

If a student becomes ill or injured while at school, he/she should report the problem immediately to the teacher. Parents or guardians will be notified if the student's condition warrants.

SCHOOL INSURANCE

School insurance is available to all students. Applications for school insurance are given to students at the beginning of each school year. Additional applications are available at the principal's office.

SCHOOL PICTURES

Students may elect to have their school picture taken during the school year. Pictures may require prepayment. Retakes, or refunds available upon request. The date and time for pictures are announced.

SCHOOL RESOURCE OFFICER

Each Hall County Middle School employs a resource officer who has registered police credentials.

SCHOOL VISITATION

We are pleased to have parents visit our middle school classrooms, media centers, lunchrooms, etc. at any time except during testing weeks. Parents are encouraged to schedule their visits in advance and **must** begin each visit to the school by 'signing in' with the secretary at the school office. Parents who are planning to have lunch at school should notify the school office by 9:00 AM the morning of their visit. Parents should not interrupt instruction by talking to the teacher during the visit. The instructional day generally begins at 8:30 a.m. and ends at 3:35 p.m. If a parent/guardian needs to speak to a teacher regarding his/her child, please call the school or send a note to the teacher asking for a conference.

STUDENT SUPPORT TEAM

If a student experiences difficulty in schoolwork, teachers may form a Student Support Team to help clarify problems and consider making adjustments to the student's instructional program. Parents/legal guardians are invited to attend all SST meetings, and will be informed of any recommendations. For more information, contact the Student Support Team Coordinator at the student's school, or contact the Hall County Department of Student Services at 770-967-5846.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Hall County School System receives a request for access.

Generally, a parent will be permitted to obtain a copy of education records of his/her child upon reasonable notice and payment of reasonable copying costs. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Hall County School System to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading, or otherwise in violation of the student's privacy or other rights.

If the School System decides not to amend the record as requested by the parent or eligible student, the System will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record commenting on the contested information in the record.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Generally, schools must have written permission from the parent or eligible student before releasing information from a student's record. However, FERPA allows schools to disclose records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in case of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to Georgia law.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed of the Hall County School System as an administrator, supervisor, instructor, or other support staff member (including health or medical staff and law enforcement until personnel); a person serving on the School Board; a person or company with whom the System has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the System discloses, and forwards if necessary, education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to object to the release of "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, weight and height of student if he/she is a member of an athletic team, photograph, grade level, and dates of attendance. Parents or eligible students may request, in writing, that the Hall County School System not disclose directory information about them. They should make this request annually by September 30th.

5. The right to file with the U.S. Department of Education a complaint under 20 C.F.R. 99.64 concerning alleged failures by the Hall County School System to comply with requirements of the Family Educational Rights and Privacy Act or the regulations promulgated there under.

The Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

(1) Parents and eligible students (18 or older or emancipated minors) shall be notified at the beginning of the school year of the approximate dates during the school year when any of the activities listed below are expected to be scheduled. The Board of Education has developed and adopted policies, in conjunction with parents, regarding the activities described in paragraph 1. In accordance with Board policies, prior written consent must be obtained from parents before students are required to submit to any survey that contains questions about one or more of the areas listed in subparagraph (1)(A) and that is funded in whole or in part by the U.S. Department of Education. Parents have the right to inspect any survey or instrument used in the collection of information under subparagraphs (1)(A) and (1)(B) before the instrument is administered or distributed to a student and to opt out their student from participation in any activities described in paragraph (1) in accordance with regulations developed by the Superintendent.

(A) The administration of any survey containing one or more of the following items:

- (i.) Political affiliations or beliefs of the student or the student's parent;
- (ii.) Mental or psychological problems of the student or the student's family;
- (iii.) Sex behavior or attitudes;
- (iv.) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (v.) Critical appraisals of other individuals with whom respondents have close family relationships;

- (vi.) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (vii.) Religious practices, affiliations, or beliefs of the student or student's parent; or
- (viii.) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

(B) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

(C) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, or of other students.

(2) Parents may, upon request, inspect any instructional material used as part of the educational curriculum for their student.

(3) The school is required by federal law to give this notice to parents. However, the school does not have scheduled any marketing activities or physical exams such as those described in paragraphs 1(B) and (C). If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all rights as described herein.

(4) Parents/ eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-4605.

NO CHILD LEFT BEHIND ACT (NCLB)

In compliance with the requirements of *The No Child Left Behind Act of 2001*, the Hall County School System informs parents that they may request information about the professional qualifications of their student's teacher(s). The following information may be requested:

- 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 instruction;
- 2) whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- 3) the college major and any graduate certification or degree held by the teacher;
- 4) whether the student is provided services by paraprofessionals, and, if so, their qualifications.

If a parent wishes to request information concerning their child's teacher's qualification, please contact the school principal.

CODE OF CONDUCT AND DISCIPLINE PROCEDURES

INTRODUCTION

It is the purpose of the Hall County Board of Education to operate the school system in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend our schools. In accordance with that purpose, the Hall County Board of Education has adopted a policy that requires schools to follow codes of conduct that focus on maintaining a good learning environment for all students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct and Discipline Procedures. Such governing rules shall be published and provided annually to all school personnel and students. Parents are encouraged to become familiar with the policies, regulations and rules of the school system, and to be supportive of these in their daily communication with their children and others in the community.

Major discipline offenses, including, but not limited to, drug and weapon offenses, can lead to a school being named as an Unsafe School according to the provisions of the State Board of Education Rule – Unsafe School Choice Option.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

CODE OF CONDUCT

The students of the Hall County School System are expected to maintain good order and discipline in the school environment. Good order and discipline may be described as the absence of distractions, frictions and disturbances which interfere with the optimum functioning of the student, the class and the school. It is also the presence of a friendly yet business-like rapport in which students and school personnel work cooperatively toward mutually recognized and mutually accepted goals.

This Code of Conduct is effective during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event and while traveling to and from such events;
- On vehicles provided for student transportation by the school system and at school bus stops.

Also, students may be disciplined for conduct off campus which could result in the student being criminally charged with a felony and which makes the student's continued presence at the school a potential danger to persons or property at the school or which disrupts the educational process.

COMPULSORY SCHOOL ATTENDANCE LAW

Consequences and Penalties for Non-Compliance with Compulsory School Attendance Law:

Assuring that children attend school regularly is an important part of a parent's responsibility. Parents are responsible for providing school officials with verification of reasons (written absence notes) for each absence. When a student must be absent, it is important to state the reason(s) for the student's absence(s) in writing and share these with the school as soon as possible. Any absence not certified by a parent/guardian, physician or court/other agency (meeting the definition of an unexcused absence) is considered unexcused.

Failure to comply with compulsory school attendance as required under Code Section 20-2-690.1. Any parent, guardian, or other person residing in this state who has control or charge of a child or children of compulsory attendance age shall enroll and send such child or children to a public school, a private school, or a home study program that meets state requirements. Any parent, guardian, or other person who has control of a child or children who is in violation of this Code section shall be subject to a fine not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence for a child shall constitute a separate offense.

PARENTAL INVOLVEMENT

This Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contact is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments.

The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a school staff member's request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

Georgia law mandates that any time a teacher or principal identifies a student as a chronic disciplinary problem, the principal shall notify by telephone call and by mail the student's parent or guardian of the disciplinary problem, invite the parent or guardian to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference to devise a disciplinary and behavioral correction plan. Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall

request by telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.

The law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent or guardian who willfully disobeys an order of the court under this law.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. A major consideration in the application of the code is that the disciplinary action taken by school officials be the least extreme measure that can resolve the discipline problem. Circumstances to be considered include, but are not limited to, the following factors: age, health, maturity, academic placement of the student, prior conduct, attitude, cooperation of the parents, willingness to make restitution, and the seriousness of the offense. Such factors may be taken into account in determining the punishment to be imposed, including any decision to impose a punishment that is more or less severe than suggested in this Code of Conduct.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them replace inappropriate behaviors with those that are consistent with character traits from Georgia's Character Education Program.

The following disciplinary actions may be imposed for any violation of this Code of Conduct:

- Warning and/or counseling with a school administrator or counselor
- Loss of privileges
- Isolation or time-out
- Temporary removal from a class or activity
- Notification of parents
- Parent conference
- Corporal punishment
- Detention/Saturday school
- Temporary placement in an alternative education program
- Short-term suspension
- Referral to a tribunal for long-term suspension or expulsion
- Suspension or expulsion from the school bus
- Referral to law enforcement or juvenile court officials: Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such a referral to be necessary or appropriate.

Students may be suspended due to repeated violations of any rule. The MAXIMUM punishment for any offense is expulsion, but suspension for more than 10 days or expulsion will be determined only by a disciplinary tribunal as outlined in the Hall County Board of Education Policy JCEB.

When guilt is established and accepted by the student and parent, a negotiated waiver settlement may be considered based on the consequences the school administration would recommend to a tribunal. If the student, parent/guardian, and a hearing officer appointed by the superintendent accept this agreement, a tribunal will not be held. A waiver agreement does not grant a student permission to enroll in the Alternative Learning Center (ALC) program. However, a student can be suspended with the option to apply for admission to ALC. The minimum stay at ALC is one semester.

A conference with the student must precede any immediate suspension from school. If immediate suspension is the action to be taken by school administrators, it must not exceed 10 school days. Parents must be notified. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

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, personal property items, 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. At the discretion of administrators, students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. Metal detectors and drug or weapon-sniffing dogs may be utilized at school or at any school function, including activities which occur outside normal school hours or off the school campus.

STUDENT SUPPORT PROCESSES

The Hall County Board of Education provides a variety of resources which are available at every school within the district to help address student behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems. These resources include, but are not limited to, Student Support Teams, the SUPER 1 program, school counselors, and chronic disciplinary problem student plans.

TEACHER AUTHORITY OVER CLASSROOM

It is the policy of the Board of Education that the Superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to Georgia law as cited in O.C.G.A. 20-2-738 and 20-2-751.5(d). A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which substantially interferes with the teacher's ability to communicate effectively with his/her class or with the ability of each student's classmates to learn, shall file a report of such behavior with the principal or designee. The principal and teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737 and 738.

GEORGIA CODE NOTICE

Georgia Code Section 20-2-735 now requires us to advise parents that they should inform their children on the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

BEHAVIOR THAT WILL RESULT IN DISCIPLINARY PROCEDURES

1. Possession, sale, use in any amount, distribution, or under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, unauthorized prescription drug or drug paraphernalia. Immediate suspension pending a disciplinary tribunal, and immediate referral to law enforcement officials. Distribution, attempted sale or sale of these substances requires suspension for the remainder of the semester in which the incident occurred, plus expulsion for one full semester. Participation in the system's early intervention program for student and parent (SUPER 1) is required for first-time category one offenders to re-enroll in the regular school program; attendance does not reduce the number of days of suspension.
2. Possession, sale, attempted sale, use in any amount, distribution, or under the influence of an alcoholic beverage or other intoxicant. First offense: Immediate suspension, system's early intervention program for student and parent (SUPER 1), possible referral to disciplinary tribunal and/or referral to law enforcement officials. The student and parent or guardian will be offered the opportunity to attend SUPER 1 in lieu of up to half the original suspension, not to exceed five (5) days. Second or subsequent offense: Mandatory referral to tribunal and/or referral to law enforcement officials.
3. Possession, sale, attempted sale, use, or distribution of over-the-counter drugs or of substances represented as drugs or alcohol. Immediate suspension, system's early intervention program for student and parent (SUPER 1), possible referral to disciplinary tribunal and/or referral to law enforcement officials. First time offenders may be offered the opportunity to attend SUPER 1 in lieu of up to half the original suspension, not to exceed five (5) days.
4. Possession or use of a weapon or dangerous instrument: Immediate suspension pending a disciplinary tribunal and immediate referral to law enforcement officials. Firearm infractions require a minimum one calendar year expulsion. (O.C.G.A. 16-11-127.1 - A fine of not more than \$10,000; imprisonment for not less than two or more than ten years, or both.)

5. Assault (physical or verbal), including threatened violence upon another student, a teacher, or another school official: Immediate suspension, automatic referral to the disciplinary tribunal if a student is alleged to have committed an assault upon a teacher, other school official or employee; possible referral to law enforcement officials, and possible referral to the disciplinary tribunal if a student is alleged to have committed an assault upon another student.
6. Battery, including sexual battery, upon another student, a teacher, another school official or persons attending school-related functions: Immediate suspension, automatic referral to the disciplinary tribunal if a student is alleged to have committed battery upon a teacher, other school official or employee, possible referral to law enforcement officials, and possible referral to the disciplinary tribunal if a student is alleged to have committed a battery upon another student.
7. Fighting: Possible out-of-school suspension, possible referral to a disciplinary tribunal hearing, possible referral to law enforcement officials.
8. Disrespectful conduct, including the use of vulgar or profane language, toward teachers, administrators, other school personnel, other students, or persons attending school-related functions: Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
9. Any behavior based on a student's race, national origin, religion, sex, or disability including verbal or non-verbal taunting, physical contact, unwelcome sexual advances, requests for sexual favors, and other verbal, physical contact of a sexual nature, up to and including sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972: Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
10. Inciting, advising or counseling of others to engage in prohibited acts: Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
11. Classroom and school disturbances: Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
12. Possession or use of tobacco in any form and tobacco use-related paraphernalia such as lighters and matches: Detention, in-school suspension, Saturday School, out-of-school suspension, and/or parent conference.
13. Willful or malicious damage to real or personal property of the school or to personal property of any person legitimately at the school during school or off-school hours. Possible suspension, referral to the disciplinary tribunal, possible referral to law enforcement officials, and/or possible restitution.
14. Marking, defacing, or destroying school property during school or off-school hours. Possible suspension, possible referral to the disciplinary tribunal, and/or possible restitution.
15. Theft: In-school or out-of-school suspension, restitution, and possible referral to law enforcement officials.
16. Extortion or attempted extortion: Immediate suspension, possible referral to the disciplinary tribunal, and/or possible restitution.
17. Possession and/or use of fireworks: Parent conference, possible suspension, and possible referral to the disciplinary tribunal and to law enforcement officials.
18. Activating a fire alarm under false pretenses or making a bomb threat: Immediate suspension, possible referral to disciplinary tribunal and referral to law enforcement officials.
19. Insubordination, disorderly conduct, disobeying school rules, regulations, or directives, disobeying directives given by teachers, administrators, or other school staff: Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, Saturday School, suspension, and/or referral to disciplinary tribunal.

20. Violation of school dress code: Possible removal from class, activity, or situation, parent conference, detention, Saturday School, and/or in-school suspension.
21. Use of profane, vulgar, or obscene words or gestures or indecent exposure: Parent conference, detention, in-school suspension, or suspension, possible referral to disciplinary tribunal, and/or possible referral to law enforcement officials.
22. Use of cell phones and other electronic devices (except for health or other unusual reasons approved by the superintendent or designee) during school hours: Parent conference, detention, in-school suspension, confiscation, and/or suspension.
23. Inappropriate public displays of affection: Parent conference, detention, in-school suspension, and/or suspension.
24. Gambling or possession of gambling devices: Parent conference, detention, in-school suspension, and/or suspension.
25. Moving and non-moving driving violations: Short-term or long-term revocation of driving privileges, in-school suspension, and/or detention.
26. Giving false information to school officials: Parent conference, detention, in-school suspension, and/or suspension.
27. Falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee toward a student: Parent conference, detention, in-school suspension, suspension, and/or possible referral to disciplinary tribunal. Any student (or parent or friend of the student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
28. Cheating on school assignments: Zero grade for assignment, substitute assignment, detention, parent conference and/or in-school suspension.
29. Bullying: Discipline for any act of bullying, including cyber bullying as defined under the bullying definition in this document, shall be within the discretion of the principal which may range from a reprimand to out-of-school suspension. However, upon finding that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall at a minimum be assigned to the Alternative Learning Center.
30. Criminal law violations: Any on or off campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at the school a potential danger to persons or property at the school or which disrupts the educational process may be subject to disciplinary action, including in-school suspension, short-term suspension and referral to a disciplinary tribunal.
31. Willful and persistent violation of the Student Code of Conduct: A student who chronically and/or habitually violates school rules or this Code of Conduct may be referred to the disciplinary tribunal, even if the offenses the student has committed do not include such a referral as a possible consequence.
32. Failure to comply with compulsory school attendance as required under Code Section 20-2-690.1: Any student who is in violation of this Code section shall be subject to a referral to the court having jurisdiction. Each day's absence from school in violation of this part after the school system notifies the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence for a child shall constitute a separate offense.
33. Violation of the Acceptable Use of Electronic Media for Students policy for computer hardware, software, network and internet access, to include any unauthorized entry into a computer network secured site: Revocation of privilege, parent/ guardian notification, detention, in-school suspension, and/or suspension, possible referral to the disciplinary tribunal and/ or law enforcement. Warning statement: The act of entering or attempting to enter a computer network secured site (hacking) is a very serious offense that may include permanent expulsion from the school system.

DEFINITION OF TERMS

ASSAULT: Any threat or attempt to physically harm another person or any act which reasonably places another person in fear of physical harm. (Example: threatening or abusive language)

BATTERY: Actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual.

BULLYING: The bullying of a student by another student is prohibited. In accordance with Georgia law, bullying is defined as (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. Bullying through the use of electronic communication devices, sometimes referred to as cyber bullying, is also prohibited especially if Hall County Schools electronic media, resources, or infrastructure are involved.

CORPORAL PUNISHMENT: Physical punishment of a student by a school official in the presence of another school official.

DETENTION: A requirement that the student report to a specified school location and to a designated teacher or school official to make up work missed. Detention may require the student's attendance before or after school, or occasionally on a Saturday (i.e., Saturday School). Students are given one day's warning so that parents or guardians can make arrangements for transportation.

DISCIPLINARY TRIBUNAL: School officials appointed by the Board of Education to sit as fact finder and judge with respect to student disciplinary matters.

DISORDERLY CONDUCT: Any act that substantially disrupts the orderly conduct of a school function, the learning environment, or poses a threat to the health, safety, and/ or welfare of students, staff or others.

DRESS CODE: The current dress code is maintained in the principal's office and appears in student handbooks.

EXPULSION: Removal of a student from school beyond the end of the semester.

EXTORTION: Obtaining money or goods from another student by violence, threats, or misuse of authority.

FIGHTING: Mutual participation in a fight involving physical violence where there is no one main offender and no major injury - does not include verbal confrontations, tussles, or other minor confrontations.

FIREWORKS: The term "fireworks" means any combustible or explosive composition or any substance or combination of substances or article prepared for the purpose of producing a visible or audible (large or small) effect by combustion, explosion, deflagration, or detonation, as well as articles containing any explosive or flammable compound and tablets and other devices containing an explosive substance. (Also includes stink bombs/smoke bombs.)

GAMBLING: Engaging in a game or contest in which the outcome is dependent upon chance even though accompanied by some skill, and in which a participant stands to win or lose something of value.

HARASSMENT: Behavior based on a student's race, sex, religion or disability that is unwelcome, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

IN-SCHOOL SUSPENSION: Removal of a student from class (es) or regular school program and assignment of that student to an alternative program isolated from peers.

PHYSICAL VIOLENCE: Intentionally making physical contact of an insulting or provoking nature with the person of a school official; or intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in GA Code Section 16-3-21.

SATURDAY SCHOOL: Principals may assign students in grades 7-12 to Saturday School for violations of the rules governing attire, tardiness, class cuts, leaving school without permission, cutting detention hall, tobacco and unexcused absences.

SUSPENSION: Removal of a student from the regular school program for a period not to exceed the end of the semester. During the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

SYSTEM'S EARLY INTERVENTION PROGRAM FOR STUDENT AND PARENT: This early intervention program is for youth ages 12-18 and their parents/guardians. For a category one offense the Substance Use Prevention Education Resource (SUPER I) Program is a prerequisite for re-entry to the regular school program. For other indicated offenses, the SUPER I Program is voluntary, and the student and parent(s) or legal guardian(s) will be offered the opportunity to attend in lieu of up to half of the original suspension, not to exceed five (5) days. See the school counselor for more information about this program.

THEFT: The offense of taking or, if in lawful possession thereof, appropriating any property, of another with the intention of depriving that person of the property, regardless of the manner in which the property is taken or appropriated.

WAIVER: A waiver is a signed admission of guilt and acceptance of consequences in lieu of a formal disciplinary tribunal.

WEAPONS: The term weapon is defined in Code Section 16-11-127.1 and for the purpose of this policy includes 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 dirk, any bat, club, or other bludgeon-type weapon, any stun gun or taser, bowie knife, switchblade knife, ballistic knife, any other knife, straight-edge razor or razor blade, spring stick, metal knucks, chains, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way as to allow them to swing freely, which may be known as a nunchaku, or fighting chain, throwing star or oriental dart, or any weapon of like kind.

SCHOOL BUS GUIDE

A public school transportation program has but one purpose - to safely transport the students. Therefore, it is extremely important that each student be aware of his/her role and responsibility in seeing that the entire operation works smoothly and efficiently. Several of the important areas in which students are asked to cooperate are as follows:

SAFE RIDING - 10 SAFETY RULES

1. Arrive at bus stop 5 minutes before scheduled pick-up time.
2. Dress for the weather - umbrella and raincoat for rain; coat and gloves when cold.
3. Never stand or play in the road. Wait for the bus a safe distance from the road.
4. Always use the handrail when boarding or leaving the bus. Do not wear clothing or carry bags that have strings or straps that could get caught in the handrail.
5. Remain seated when the bus is moving. Students' seats are designed to protect students in the event of an accident.
6. Never try to reach anything under or beside the bus. If students drop something while crossing in front of the bus, do not return to pick it up. The bus driver cannot see students. After crossing safely, ask the driver for help.
7. Observe silence when approaching and while stopped for railroad crossings so the driver can hear if a train is coming.
8. Look carefully before crossing the road. Do not assume that a car will stop for students - wait to be sure it is stopped before crossing. Watch for driver's signal before crossing the road.
9. Always cross in front of the bus - never behind it!
10. Talk quietly. Do not "horseplay". The driver must give full attention to driving to ensure students' safety.

BUS STOP CONDUCT

- Students and parents are responsible for students' conduct at the bus stop, from home to the bus stop, and from the bus stop to students' home.

- If students must cross a street or road to get to the bus stop on the opposite side, wait until the bus arrives and cross in front of the bus only after the stop sign on the bus is activated and only when signaled by the bus driver.
- Be at the bus stop on time, but not too early. The bus driver is responsible for the maintenance of his schedule and cannot wait for tardy pupils. Each student should have books in hand and be ready to board the bus by the time the driver opens the door.
- Any student who leaves the school grounds while waiting for a bus to arrive will not be allowed to ride a bus home after returning to the school grounds. Individuals who leave the school grounds will be reported to the principal for disciplinary action.

ENTERING AND LEAVING THE BUS

- Wait until the bus has come to a complete stop before attempting to board or leave the bus.
- Load starting at the rear of the bus, sitting three to a seat, unless otherwise directed by the driver.
- Enter and leave the bus in an orderly and quiet manner.
- Enter and leave the bus only at the front door, except in case of an emergency.
- After leaving the bus, if students must cross the highway, walk at least ten feet in front of the bus, then:
 - Make certain the bus is stationary, the door is still open and the stop signal is extended.
 - Upon signal from the driver, proceed across the roadway in the following manner: Walk (don't run) in front of the bus within sight and hearing of the driver, look both ways and stay out of the line of traffic until the path across the roadway is free of any danger.
 - The danger signal is a blast of the horn. Stop immediately and look at the bus driver.
- A student will not be put off a bus for misconduct at any place other than his home or school.

CONDUCT ON THE BUS

- Obey the bus driver.
- Do not disturb the bus driver while he/she is driving.
- Boys and girls will be seated separately.
- Stay in seat and do not change seats unless so directed by the driver - and then only if the bus is stopped.
- Sit down while the bus is in motion.
- Keep voices low. Avoid shouting or whistling.
- No bullying, "rough housing", pushing, fighting, throwing things, or profane or abusive language.
- Do not open or close windows of the bus without the driver's permission.
- Keep all body parts inside the bus.
- Help keep the bus clean, sanitary, and orderly. Never tamper with the bus or any of its equipment. Willful damage or destruction of any part of the bus is prohibited and any such damage must be paid for by the student or parent.
- A student shall not operate the door nor stand in the driver's compartment.

PHYSICAL VIOLENCE PROHIBITED

Students shall be prohibited from acts of physical violence, bullying, physical assault or battery, verbal assault, and disrespectful conduct toward the driver or other persons on the school bus. Georgia law defines physical violence as (1) intentionally making physical contact with another that is of an insulting or provoking nature, (2) intentionally making physical contact which causes physical harm to another. Georgia law also mandates that students found by a tribunal to have committed an act of physical violence against a teacher, bus driver, school official, or school employee involving intentional physical contact of an insulting or provoking nature shall be disciplined by expulsion, long-term suspension, or short-term suspension. If intentional physical violence against one of the above employees causes physical harm (unless in self-defense), the student shall be expelled from the public school system for the remainder of the student's eligibility to attend public school and referred to juvenile court. Students in kindergarten through grade eight who commit the above acts may, on the recommendation of the tribunal and at the discretion of the school system, be permitted to re-enroll in the regular public school program for grades nine through twelve.

THE FOLLOWING ARE RESTRICTED ON THE BUS:

- Eating is not permitted on the bus during the school day.
- No glass container of any kind will be transported.
- Beverages will not be permitted regardless of the type of container used. Exceptions may be made during particularly hot weather.
- The use of tobacco is forbidden.
- Gum is also forbidden.

- F. Students will be permitted to carry only books and other items related to school work which can be held in the student's lap. Large musical instruments, sports equipment, snakes, and live animals will not be transported. Band instruments may be transported if they can be held in the student's lap and if they do not take up seat space.
- G. Use of electronic devices, including but not limited to cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device that might interfere with the school bus communications equipment or the school bus driver's safe operation of the bus are prohibited.
- H. Students are prohibited from using mirrors, lasers, cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's safe operation of the school bus.

School bus transportation is a privilege afforded pupils by the Board of Education; it is not a right. The purpose of the policies herein is to help create a safe and wholesome atmosphere for the students who ride the bus.

SCHOOL BUS ELIGIBILITY POLICY

Students are eligible for transportation by school bus provided they live within the attendance area of the school they attend. Bus routes are established under the direction of the Superintendent and in accord with recommendations of the Division of Pupil Transportation, Georgia Department of Education.

Additions to existing routes are based upon the following guidelines:

1. The student must live at least 3/10 miles from the present bus route and,
2. The student must live on a state or county maintained road with adequate space for the bus to turn around and,
3. The road must be wide enough for the bus and another vehicle to pass.

Students are assigned to a particular bus route and can only change buses with the approval of the Principal and the Transportation Department. Students must get on and get off from their assigned bus at selected bus stops unless written permission is granted to let off at a stop other than the designated stop. This request from the parent must be made in writing to the principal. Parents will assume the responsibility of the child when such a request is granted.

BOARD BUS DISCIPLINE POLICY

The transportation of students is an important function in our school system. Every precaution must be taken to see that students are transported safely. The same behavior is expected on the school bus as is expected in the classroom. The Code of Conduct and Discipline Procedures that apply for the school, also apply while students are being transported by any vehicle provided for the transportation of students. In addition, it is important that students abide by the bus discipline policies as outlined herein.

Fighting on the bus and abusive language or profanity toward the bus driver will result in a minimum of five days suspension from the bus. A student whose behavior warrants that the bus return to the school will be suspended from riding the bus for a minimum of twenty (20) days.

Bus Drivers will report specific disciplinary problems to the principal or assistant principal in writing on the Bus Conduct Report Form. If the driver is uncertain about who was unruly or who caused the disturbance, the driver will report the incident to the principal for investigation. After the principal administers the proper disciplinary action, a copy of the Bus Conduct Report Form will be forwarded to the parent, the bus driver, and the Transportation Supervisor that day or the following school day. This form will indicate the action taken by the principal. The principal will maintain a file of the Bus Conduct Report Form.

As required by Georgia law, a student found to have engaged in physical acts of violence* shall be subject to the penalties determined by a tribunal. If a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, a meeting involving the parent/guardian and appropriate school district officials shall be held to develop a school bus behavior contract. This contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus.

It shall be the responsibility of all principals to abide by the following procedure for enforcing the bus conduct policy:

First Offense: The principal shall take proper disciplinary action, which may include suspension from riding the bus, based on the nature or severity of the offense.

Second Offense: The principal shall suspend the student from riding the bus for at least five (5) school days.

Third Offense: The principal shall suspend the student from riding the bus for at least ten (10) school days.

Fourth Offense: The principal shall suspend the student from riding the bus for at least twenty (20) school days.

Fifth Offense: The principal shall suspend the student from riding the bus for sixty (60) school days.

Sixth Offense: The principal shall suspend the student from riding the bus for one hundred eighty (180) school days.

Note: Students who are suspended from the bus are suspended from all buses. Unserved suspension will carry over to the next school year.

APPENDIX A: MIDDLE SCHOOL GEORGIA PERFORMANCE STANDARDS (GPS)

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it. Some systems may have curricula of their own, but they must include everything that the state requires.

SIXTH GRADE

English/Language Arts (6)

- ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
- ELA6R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
- ELA6R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.
- ELA6RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of disciplines; reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.
- ELA6RC2 The student participates in discussions related to curricular learning in all subject areas.
- ELA6RC3 The student acquires new vocabulary in each content area and uses it correctly.
- ELA6RC4 The student establishes a context for information acquired by reading across subject areas.
- ELA6W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.
- ELA6W2 The student demonstrates competence in a variety of genres.
- ELA6W3 The student uses research and technology to support writing.
- ELA6W4 The student consistently uses the writing process to develop, revise, and evaluate writing.
- ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves appropriate application of conventions and grammar in both written and spoken formats.
- ELA6LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interaction.
- ELA6LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

Math (6)

- M6N1 Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.
- M6M1 Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships.
- M6M2 Students will use appropriate units of measure for finding length, perimeter, area and volume and will express each quantity using the appropriate unit.
- M6M3 Students will determine the volume of fundamental solid figures (right rectangular prisms, cylinders, pyramids and cones).
- M6M4 Students will determine the surface area of solid figures (right rectangular prisms and cylinders).
- M6G2 Students will further develop their understanding of solid figures.
- M6A1 Students will understand the concept of ratio and use it to represent quantitative relationships.
- M6A2 Students will consider relationships between varying quantities.
- M6A3 Students will evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations.
- M6D1 Students will pose questions, collect data, represent and analyze the data, and interpret results.
- M6D2 Students will use experimental and simple theoretical probability and understand the nature of sampling. They will also make predictions from investigations.
- M6P1 Students will solve problems (using appropriate technology).
- M6P2 Students will reason and evaluate mathematical arguments.
- M6P3 Students will communicate mathematically.
- M6P4 Students will make connections among mathematical ideas and to other disciplines.
- M6P5 Students will represent mathematics in multiple ways.

Social Studies (6)

- SS6H1 The student will describe the civilizations at the time of the Columbian Exchange and the impact of European exploration on those civilizations.
- SS6H2 The student will explain the development of Latin America and the Caribbean and Canada as colonies of European nations and on through their independence.
- SS6H3 The student will analyze important 20th century issues in Latin America, the Caribbean and in Canada.
- SS6G1 The student will be able to describe and locate the important physical and human characteristics of Latin America and the Caribbean and Canada.
- SS6G2 The student will discuss the impact of government policies and individual behaviors on Latin American and the Caribbean and Canadian environments.
- SS6G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Latin America and the Caribbean and Canada.
- SS6G4 The student will describe the cultural characteristics of Latin America and the Caribbean and Canada.
- SS6CG1 The student will explain the structure of national governments in Latin America, the Caribbean and Canada; will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?), and explain the basic types of economic systems found in Canada, Mexico, Cuba, and Argentina.
- SS6E2 The student will give examples of how voluntary trade benefits buyers/sellers in Latin America and the Caribbean and Canada.
- SS6E3 The student will describe the factors that influence economic growth and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina.
- SS6E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.
- SS6H4 The student will describe the important developments in Europe between 1400 CE and 1800 CE.
- SS6H5 The student will describe major developments in Europe during the 20th century.
- SS6G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Europe.
- SS6G8 The student will describe the cultural characteristics of Europe.
- SS6CG2 The student will describe modern European governments.
- SS6E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?), and explain the basic types of economic systems found in England, Germany, and Russia.
- SS6E6 The student will give examples of how voluntary trade benefits buyers and sellers in Europe.
- SS6E7 The student will describe the factors that cause economic growth and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania.
- SS6H6 The student will describe the culture and development of Australia and Oceania prior to contact with Europeans.
- SS6H7 The student will explain the impact European exploration and colonization had on Australia and Oceania.
- SS6H8 The student will discuss the impact of important 20th century events on Australia and Oceania.
- SS6G9 The student will be able to describe and locate the important physical and human characteristics of Australia and Oceania.
- SS6G10 The student will discuss the impact of government policies and individual behaviors on the environments of Australia and Oceania.
- SS6G11 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Australia and Oceania.
- SS6G12 The student will describe the cultural characteristics of Australia and Oceania.
- SS6CG3 The student will describe the political structures of Oceania.
- SS6E8 The student will describe different economic systems (traditional, command, market, mixed), answer the basic economic questions (What to produce? How to produce? For whom to produce?), and explain the basic types of economic systems found in Australia and the Federated States of Micronesia.
- SS6E9 The student will give examples of how voluntary trade benefits buyers/ sellers in Australia and Oceania.
- SS6E10 The student will describe the factors that influence economic growth and examine their presence or absence in Australia and Oceania.

Science (6)

- S6CS1 Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- S6CS2 Students will use standard safety practices for all classroom laboratory and field investigations.
- S6CS3 Students will use computation/estimation skills to analyze data and follow scientific explanations.
- S6CS4 Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

- S6CS5 Students will use system, model, change, and scale in exploring scientific and technological matters.
- S6CS6 Students will communicate scientific ideas and activities clearly.
- S6CS7 Students will question scientific claims and arguments effectively.
- S6CS8 Students will investigate the characteristics of scientific knowledge and how it is achieved.
- S6CS9 Students will investigate the features of the process of scientific inquiry.
- S6E3 Students will recognize the significant role of water in earth processes.
- S6E4 Students will understand how the distribution of land and oceans affects climate and weather.
- S6E5 Students will investigate the scientific view of how the earth's surface is formed.
- S6E6 Students will describe various sources of energy and with their uses and conservation.

Seventh Grade

English/Language Arts (7)

- ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
- ELA7R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
- ELA7R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.
- ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines; reads informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.
- ELA7RC2 The student participates in discussions related to curricular learning in all subject areas.
- ELA7RC3 The student acquires new vocabulary in each content area and uses it correctly.
- ELA7RC4 The student establishes a context for information acquired by reading across subject areas.
- ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure.
- ELA7W2 The student demonstrates competence in a variety of genres.
- ELA7W3 The student uses research and technology to support writing.
- ELA7W4 The student consistently uses the writing process to develop, revise, and evaluate writing.
- ELA7C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the application of conventions and grammar in both written and spoken formats.
- ELA7LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.
- ELA7LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

Math (7)

- M7N1 Students will understand the meaning of positive and negative rational numbers and use them in computation.
- M7G1 Students will construct plane figures that meet given conditions.
- M7G2 Students will demonstrate understanding of transformations.
- M7G3 Students will use the properties of similarity and apply these concepts to geometric figures.
- M7G4 Students will further develop their understanding of three-dimensional figures.
- M7A1 Students will represent and evaluate quantities using algebraic expressions.
- M7A2 Students will understand and apply linear equations in one variable.
- M7A3 Students will understand relationships between two variables.
- M7D1 Students will pose questions, collect data, represent and analyze the data, and interpret results.
- M7P1 Students will solve problems (using appropriate technology).
- M7P2 Students will reason and evaluate mathematical arguments.
- M7P3 Students will communicate mathematically.
- M7P4 Students will make connections among mathematical ideas and to other disciplines.
- M7P5 Students will represent mathematics in multiple ways.

Social Studies (7)

- SS7H1 The student will identify important African empires.
- SS7H2 The student will explain the reasons for the African independence movement.
- SS7H3 The student will describe major developments in Africa since independence.
- SS7G1 The student will describe and locate the important physical and human characteristics of Africa.
- SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment.

- SS7G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on African countries.
- SS7G4 The student will describe the cultural characteristics of different people who live in Africa.
- SS7CG1 The student will demonstrate an understanding of the modern governments of Africa.
- SS7E1 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?), and explain the basic types of economic systems found in South Africa, Egypt, Nigeria, and Morocco.
- SS7E2 The student will give examples of how voluntary trade benefits buyers and sellers in Africa over time.
- SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.
- SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.
- SS7H4 The student will describe the development of the three major religions that originated in the Middle East.
- SS7H5 The student will describe the importance of the Ottoman Empire to Southwestern Asia.
- SS7H6 The student will describe major developments in the Middle East during the 20th century.
- SS7G5 The student will be able to describe and locate important physical and human characteristics in Southwestern Asia (Middle East).
- SS7G6 The student will evaluate the impact of government policies and individual behaviors on Southwest Asia's environment.
- SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian countries.
- SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.
- SS7CG2 The student will describe the different political structures of the Middle East.
- SS7E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?), and explain the basic types of economic systems found in Israel, Saudi Arabia, and Turkey.
- SS7E6 The student will give examples of how voluntary trade benefits buyers and sellers across time.
- SS7E7 The student will describe the factors that influence economic growth and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.
- SS7H7 The student will explain the growth and development of Southern and Eastern Asia.
- SS7H8 The student will describe the policies of China that led to isolation and the reaction to western desire to trade with China.
- SS7H9 The student will describe the major developments in eastern Asia during the 20th century.
- SS7G9 The student will be able to describe and locate important physical and human characteristics in Southern and Eastern Asia.
- SS7G10 The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.
- SS7G11 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.
- SS7G12 The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.
- SS7CG3 The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.
- SS7E8 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?), and explain the basic types of economic systems found in India, China, and Japan.
- SS7E9 The student will give examples of how voluntary trade benefits buyers and sellers across time.
- SS7E10 The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.

Science (7)

- S7CS1 Students will explore of the importance of curiosity, honesty, openness, and skepticism in science, and will exhibit these traits in their own efforts to understand how the world works.
- S7CS2 Students will use standard safety practices for all classroom laboratory and field investigations.
- S7CS3 Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- S7CS4 Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.

- S7CS5 Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- S7CS6 Students will communicate scientific ideas and activities clearly.
- S7CS7 Students will question scientific claims and arguments effectively.
- S7CS8 Students will investigate the characteristics of scientific knowledge and how that knowledge is achieved.
- S7CS9 Students will investigate the features of the process of scientific inquiry.
- S7L1 Students will investigate the diversity of living organisms and how they can be compared scientifically.
- S7L2 Students will describe the structure and function of cells, tissues, organs, and organ systems.
- S7L3 Students will recognize how biological traits are passed on to successive generations.
- S7L4 Students will examine the dependence of organisms on one another and their environments.
- S7L5 Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.

Eighth grade

English/Language Arts (8)

- ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
- ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing.
- ELA8R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.
- ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them.
- ELA8RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) a year from a variety of subject disciplines; reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.
- ELA8RC2 The student participates in discussions related to curricular learning in all subject areas.
- ELA8RC3 The student acquires new vocabulary in each content area and uses it correctly.
- ELA8RC4 The student establishes a context for information acquired by reading across subject areas.
- ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
- ELA8W2 The student demonstrates competence in a variety of genres.
- ELA8W3 The student uses research and technology to support writing.
- ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing.
- ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the application of conventions and grammar in both written and spoken formats.
- ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.
- ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

Math (8)

- M8N1 Students will understand representations of numbers (e.g., square roots, exponents, scientific notation).
- M8G1 Students will understand and apply properties of parallel and perpendicular lines and understand the meaning of congruence.
- M8G2 Students will understand and use the Pythagorean theorem.
- M8A1 Students will use algebra to represent, analyze, and solve problems.
- M8A2 Students will understand and graph inequalities in one variable.
- M8A3 Students will understand relations and linear functions.
- M8A4 Students will graph and analyze graphs of linear equations and inequalities.
- M8A5 Students will understand systems of linear equations and inequalities and use to solve problems.
- M8D1 Students will apply basic concepts of set theory.
- M8D2 Students will determine the number of outcomes related to a given event.
- M8D3 Students will use the basic laws of probability.
- M8D4 Students will organize, interpret, and make inferences from statistical data.
- M8P1 Students will solve problems (using appropriate technology).
- M8P2 Students will reason and evaluate mathematical arguments.
- M8P3 Students will communicate mathematically.
- M8P4 Students will make connections among mathematical ideas and to other disciplines.
- M8P5 Students will represent mathematics in multiple ways.

Social Studies (8)

- SS8H1 The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.
- SS8H2 The student will analyze the colonial period of Georgia's history.
- SS8H3 The student will analyze the role of Georgia in the American Revolution.
- SS8H4 The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.
- SS8H5 The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.
- SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.
- SS8H7 The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.
- SS8H8 The student will analyze the important events that occurred after World War I and their impact on Georgia.
- SS8H9 The student will describe the impact of World War II on Georgia's development economically, socially, and politically.
- SS8H10 The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.
- SS8H11 The student will evaluate the role of Georgia in the modern civil rights movement.
- SS8H12 The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.
- SS8G1 The student will describe Georgia with regard to physical features and location.
- SS8G2 The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports help drive the state's economy.
- SS8CG1 The student will describe the role of citizens under Georgia's constitution.
- S8CG2 The student will analyze the role of the legislative branch in Georgia state government.
- SS8CG3 The student will analyze the role of the executive branch in Georgia state government.
- SS8CG4 The student will analyze the role of the judicial branch in Georgia state government.
- SS8CG5 The student will analyze the role of local governments in the state of Georgia.
- SS8CG6 The student will explain how the Georgia court system treats juvenile offenders.
- SS8E1 The student will give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 The student will explain the benefits of free trade.
- SS8E3 The student will evaluate the influence of Georgia's economic growth and development.
- SS8E4 The student will identify revenue sources and services provided by state and local governments.
- SS8E5 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Science (8)

- S8CS1 Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- S8CS2 Students will use standard safety practices for all classroom laboratory and field investigations.
- S8CS3 Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- S8CS4 Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities utilizing safe laboratory procedures.
- S8CS5 Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- S8CS6 Students will communicate scientific ideas and activities clearly.
- S8CS7 Students will question scientific claims and arguments effectively.
- S8CS8 Students will be familiar with the characteristics of scientific knowledge and how it is achieved.
- S8CS9 Students will understand the features of the process of scientific inquiry.
- S8P1 Students will examine the scientific view of the nature of matter.
- S8P2 Students will be familiar with the forms and transformations of energy.
- S8P3 Students will investigate relationship between force, mass, and the motion of objects.
- S8P4 Students will explore the wave nature of sound and electromagnetic radiation.
- S8P5 Students will recognize characteristics of gravity, electricity, and magnetism as major kinds of forces acting in nature.

APPENDIX B: READING LOG FOR THE GEORGIA READING STANDARD

ELA6RCI/ELA7RCI/ELA8RCI: The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

Directions: Complete each column as indicated. If you do not finish a book, write NF in the date column. In the last column, indicate if you felt the book was easy (E), appropriate (A), or challenging (C) to you.

#	Book Title	Author	Genre	Date Completed	E, A, or C
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

APPENDIX C – CLUBS AND ORGANIZATIONS

Students who have questions about participation in specific activities should contact the school sponsor, advisor, or counselor. *Parents who do not want their students to participate in one or more of the following clubs must indicate such on the “Parent/Legal Guardian and Student Signature Pages” found at the back of this handbook.* (Note: Not all activities are available in all middle schools; where present, school name and sponsor name are listed. Counselors can provide information about activities available in each middle school.)

4-H CLUB

Mission: Youth and adults learning, growing and working together as catalysts for positive change

Activities: Monthly county and regional meetings, competitions and camps

Sponsors:

- CMS – Brittany Wade
- DMS – Dody Sorrells
- EHMS - Georgette Hewell
- NHMS - Ashley Pirkle
- SHMS - Cathy Limmer
- WHMS - Jeannie Sandoval

A TEAM

Mission: To promote student leadership that focuses on attitude, academics and attendance

Activities: Renaissance Program, school dances, monthly team building activities

Sponsors:

- NHMS – Sally Smith, Brad Brown

ACADEMIC TEAM

Mission: To foster and promote the increase of knowledge in youth

Activities: Compete in local and regional academic bowls

Sponsors:

- CMS – Heather Hayes
- DMS - Janie Peace
- EHMS - Lynn Tankersley
- NHMS - Paula Kelly, J Gordon, May Smith
- SHMS - Robin Bates
- WHMS - Linda Lott

ADVENTURE CLUB

Mission: To provide opportunities for teambuilding and self-improvement

Activities: Set and work toward goals through cooperative and communication skills using a Niyelo room and a low element rope course

Sponsor:

- CMS - Jason Chesser

AMBASSADORS ABROAD

Mission: To promote student leadership and character by broadening awareness of cultures around the world, expanding student knowledge of history, and preparing students for participation in a global society

Activities: Studying for, planning, and participating in virtual global collaboration

Sponsors:

- EHMS – David Salyers
- WHMS - Chris Turpin

ART CLUB

Mission: To expand the appreciation of and skills for creating artwork

Activities: Study art techniques and history through field trips, guest artists, and community projects

Sponsors:

- CMS - Brittany Wade
- DMS – Dusti Joyner
- EHMS - Jennifer Shiver

- SHMS - Bonita West
- WHMS – Jeannie Sandoval

ASTROPHYSICS CLUB

Mission: To explore the world of science and math, and the connection between the two
 Activities: Research, hear guest lecturers, conduct experiments, and create using science and math foundations
 Sponsor:

- WHMS – David Head

BOOK CLUB

Mission: To encourage independent reading, promote self-selection of quality literature, to inspire life-long learning, and to instill a love of reading in each student we serve
 Activities: Weekly meetings and participation in the Hall County Reads program
 Sponsors:

- WHMS - Genia Reid
- DMS - Laura Shaw

CHESS CLUB

Mission: To develop skills and an appreciation for the game of chess
 Activities: Learn basic and advanced chess strategy and compete with each other
 Sponsors:

- DMS - Kristi Goodwin
- WHMS – Charles Burchfield

DRAMA CLUB

Mission: To provide experiences and further develop skills for participating in dramatic productions
 Activities: Rehearses and performs skits and plays for students and community
 Sponsors:

- CMS – Erin Beamon and Laurie Brown
- EHMS – Valery Bates
- NHMS - Ruby Blackstock, Marie Clark
- SHMS - Ken Powers
- WHMS – Miro Gomez

ENVIRONMENTAL CLUB

Mission: To provide students with awareness, education, activities and fellowship as means to serve and protect the environment
 Activities: Adopt a school animal, maintain and beautify the school, research and share ideas for science projects
 Sponsor:

- CMS – Leanne Forrest
- WHMS – Wendy Edwards

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

Mission: To promote personal growth and leadership through Family & Consumer Science classes and volunteerism
 Activities: Community and school service projects with a focus on the family and family life
 Sponsors:

- CMS – Dara Lavalley
- DMS - Imogene Gauntlett
- EHMS - Carolyn Mote
- NHMS – Kim Agnew
- SHMS - Merry Blair

FELLOWSHIP OF CHRISTIAN ATHLETES

Mission: Christian organization dedicated to character development, fellowship and service

Activities: Weekly guest speakers from local churches and organizations

Sponsors:

- CMS – Tim Boyd, Laurie Brown
- DMS – Brian Hall
- EHMS - Garrett Saunders
- NHMS - Cathy Hall, Sherrye Bentley, Buddy Fisch
- SHMS - Scott McFarland, Rodney House, Cathy Jones
- WHMS – Jeffrey Williams

FINE ARTS CLUB

Mission: To raise funds and promote the enjoyment of the arts

Activities: Operates the school store to raise funds for the art department

Sponsors:

- EHMS – Jennifer Shirer
- NHMS - Margaret Jones

FIRST PRIORITY

Mission: Christian organization dedicated to character development, fellowship and service

Activities: Regular morning meetings and other events

Sponsor:

- WHMS - Janice McKenzie

FUTURE BUSINESS LEADERS OF AMERICA

Mission: To bring business and education together in a positive working relationship through innovative leadership and career development programs

Activities: Job shadow programs and planning community service projects

Sponsors:

- CMS – Wanda Land
- DMS – Laura Carlyle
- EHMS – Karen Craft
- NHMS – Leah Herrin
- SHMS – Nan Reddick

FUTURE EDUCATORS OF AMERICA (FEA)

Mission: Provides students with opportunities to explore teaching as a career

Activities: School service projects with a focus on tutoring and mentoring special needs students as well as peers

Sponsor:

- WHMS – Genia Reid

HEALTH OCCUPATION STUDENTS OF AMERICA (HOSA)

Mission: Promotes career opportunities in the health care industry and enhances the delivery of quality health care to all people

Activities: Conferences, competitions, meetings, health fairs, and community service projects

Sponsor:

- WHMS – Karen Blakeley

HISTORY CLUB

Mission: To expand the appreciation and knowledge of history.

Activities: Speakers and field trips to historic sites.

Sponsors:

- CMS - Chuck Bennett
- DMS - Joel Cantrell

INTERNATIONAL CLUB

Mission: To guide students on the path to good citizenship by introducing them to the world beyond their own communities and country

Activities: Meaningful services projects aimed at furthering international understanding

Sponsor:

- DMS – Donna Stringer

JUNIOR BETA CLUB

Mission: To foster hardworking, well-rounded students who are willing to help others

Activities: Junior Beta Club is a community service organization

Sponsors:

- DMS – Laura Shaw
- EHMS - Jennifer Fowler and Georgette Hewell
- NHMS - Melanie Ellis and May Smith
- SHMS - Carol McMillan and Laura Losch
- WHMS - Margaret McCall

JUNIOR MASTER GARDENER

Mission: To discover the world of botany and the esthetic and pragmatic power of plants in our world

Activities: Design green space around the school campus; plant trees and other plants around the eco-pond; and generally improve the appearance of the campus and neighborhood

Sponsor:

- WHMS – Windy Edwards

MATH COUNTS

Mission: To develop and increase Math skills in competitive matches

Activities: Regional math activities and competition

Sponsors:

- CMS - Jill Mull
- NHMS - Paula Kelly
- WHMS – Marlene Reilly and Jackie Stewart

MEDIA PRODUCTIONS CLUB

Mission: To promote interest in filming, video productions and public speaking

Activities: Plan, create, film, and edit special broadcasts for school productions

Sponsors:

- SHMS – Danny Evans and Joey Millwood

MEDIA/TOASTMASTER CLUB

Mission: To provide opportunities for students to improve their communication skills through public speaking and/or multimedia presentations

Activities: Public speaking at club/school/community levels; create multimedia presentations for school productions

Sponsor:

- WHMS – Robert Donaldson

NATIONAL JUNIOR HONOR SOCIETY:

Mission: To create enthusiasm for scholarship, to stimulate a desire for service, to promote leadership, to develop character, and to encourage citizenship

Activities: Community and school service

Sponsor:

- CMS - Dawn Richards

ODYSSEY OF THE MIND

Mission: An international educational program that provides creative problem-solving opportunities for students from kindergarten through college

Activities: Bring their solutions to competition on the local, state, and international levels

Sponsors:

- DMS – Joel Cantrell and Molly McCafferty

- NHMS – Laura Tucker
- SHMS – Kelly Schollaert
- WHMS – DeAnn Staples

OPTIMIST CLUB

Mission: To embrace the positive values of optimism through community service

Activities: To participate in civic contests and service projects

Sponsor:

- NHMS - Sharon Johns

PEER LEADERS

Mission: To serve as leaders in the school community

Activities: Serve as tour guides, mentor younger students, and assist in transition between middle and elementary school

Sponsors:

- CMS - Mary Lawson and Kathy Childers

READING BOWL TEAM

Mission: To promote the appreciation of reading

Activities: Discuss the Helen Ruffin Reading Bowl booklist, play quiz games, and hold a mock competition to prepare for district & state competition

Sponsors:

- SHMS – Laura Loch and Carol McMillan

SCIENCE CLUB

Mission: To expand the appreciation and knowledge of science

Activities: Meetings to discuss environmental issues, plan environmental based community service projects

Sponsors:

- DMS - George Vorees
- NHMS - Carol Cummings
- SHMS – Amy Whiting
- WHMS – Myriah Richerson and DeAnn Staples

SIGN LANGUAGE CLUB

Mission: To educate students about sign language and to gain a better appreciation of community needs

Activities: Learn sign language; provide community service in various areas

Sponsor:

- DMS - Lori Fugere

SPECIAL OLYMPICS

Mission: To provide skill, sharing, and joy

Activities: Train and compete in various sports chosen by the Special Olympics coaches

Sponsor:

- DMS – Jane DeGrood

STREAM CLUB

Mission: To educate students and community regarding local water resources and to advocate their protection on local, state and national levels

Activities: Clean up of school grounds and nature trail, participation in river and water projects, biological and chemical monitoring of creeks and streams, annual school water festival

Sponsor:

- NHMS - Kathy Mellete

STUDENT COUNCIL

Mission: To represent the student body; instill in students a sense of citizenship and community service

Activities: Student dances, fund raisers for Katrina victims, tornado victims and the leukemia society

Sponsors:

- CMS - TBA

- DMS - Valerie Krause
- EHMS - Kristen Lathem, Keith Beverly
- NHMS - Laura Stephens
- SHMS - Erika Anderson, Karen Kishimoto, Dana Sears
- WHMS – Sarah McPherson

STUDENTS WORKING AGAINST TOBACCO (SWAT)

Mission: To educate students about the dangers of tobacco

Activities: Various education programs in the school illustrating the dangers and effects of tobacco

Sponsors:

- CMS – Kathy Childers, Mary Lawson
- EHMS – Dea McFarland
- DMS – TBA

TECHNOLOGY STUDENT ASSOCIATION

Mission: To prepare its membership for the challenges of a dynamic world by promoting technological literacy, leadership, and problem solving skills, resulting in personal growth and opportunities

Activities: Regular meetings and competitive events

Sponsors:

- CMS – Mark Rogers
- EHMS – Ben Palmer
- NHMS – Jeff Gerrell
- WHMS – Carl Phillips

WALKING CLUB

Mission: To increase stamina and promote personal fitness

Activities: Participation in daily walking as well as community events

Sponsor:

- CMS - Bonney Bready

WRITERS CLUB

Mission: To encourage writing as a pastime students can enjoy at any age

Activities: Creative writing activities, opportunities to compete at local, national & international levels

Sponsor:

- WHMS – June Smith

YEARBOOK

Mission: To produce a quality and representative student memory book

Activities: Design, develop and market student annuals

Sponsors:

- CMS – Mandy Briscoe, Janelle McMillan
- EHMS - Karen Craft
- NHMS - Leah Herrin
- SHMS - Sara Bates
- WHMS – Jeannie Sandoval

YOUTHACT CLUB

Mission: Young people to working together dedicated to service and international understanding

Activities: Humane Society, Peachtree Plantation, Secret Santa, Can-athon for the Salvation Army, Keep Hall Beautiful, adopt a park

Sponsors:

- DMS – Donna Stringer
- SHMS - Joyce King, Carol Perkins and Amy Whiting

APPENDIX D – Parent/Guardian & Student Signature Pages

Dear Parent/Legal Guardian,

After reading this handbook, please respond by signing all appropriate spaces in each section.

Student's Name (PRINT) _____

Parent/Legal Guardian's Name (PRINT) _____

Advisement/Homeroom Teacher (PRINT) _____

(PLEASE SIGN IN EACH SPACE PROVIDED.)

HEALTH CARE RELEASE: In order to provide the best possible care for my student, I understand that special health care needs or chronic conditions will be shared with appropriate school personnel. In the event of a life-threatening situation or critical injury, I understand that the school has my permission to take appropriate emergency medical action, including calling 911 for transportation to a hospital. I also give permission to the hospital emergency room staff to treat my student unless I am present and request otherwise. I understand that the school will make every effort to notify me immediately. Also, I understand that I am financially responsible for medical care and transportation fees which may be incurred.

Parent/Legal Guardian Signature X _____ Date _____

PHOTO/VIDEOTAPE RELEASE: It is the practice of the Hall County School System to recognize student achievement and accomplishments. I give permission for my student to be photographed, interviewed, have the name published and/or videotaped for stories/articles promoting our school or the school system. These stories may appear in newspapers and/or on television. I consent for the release of the photographs/videotapes to the media in school-related coverage.

Parent/Legal Guardian Signature X _____ Date _____

WEB PAGE: It is the practice of the Hall County School System to recognize student achievement and accomplishments. I give permission for photographs and exemplary classroom projects to be posted on the school system's web page which can be accessed on the Internet at <http://www.hallco.org>. In posting a photograph or exemplary classroom projects of a student, the school system is careful not to associate a student's full name in such a way that it can be identified with the photograph of the student.

Parent/Legal Guardian Signature X _____ Date _____

SURVEYS: In order for state and local agencies and the school system to evaluate programs and activities, surveys/needs assessments are conducted. The Georgia Department of Education has developed a statewide "Needs Assessment" that will be administered to students in grades 6, 8, 10, and 12. The Center for Disease Control (CDC), a federal agency, has developed a "Students Risk Behavior Survey" that is administered to randomly selected middle and high school students. Students may examine the survey/needs assessments at the Central Office. The survey/needs assessments are totally anonymous. I consent for my student to participate in any of these surveys/needs assessments.

Parent/Legal Guardian Signature X _____ Date _____

Student's Name (PRINT) _____

ACCEPTABLE USE OF ELECTRONIC MEDIA FOR STUDENTS: The Hall County Board of Education (HCBOE) recognizes that electronic media, including the Internet, provides access to a wide variety of instructional resources. Use of electronic resources must be in support of, and consistent with the vision, mission and goals established by the HCBOE and for the purpose of instructional support. All users of the district wide area network and/or other electronic informational services must maintain strict compliance with all applicable ethical and legal rules and regulations regarding access. The purpose of these guidelines is to ensure that all Hall County Schools (HCS) technology users share the HCS technology resources in an effective, efficient, ethical and lawful manner. HCS technology should be used for legitimate educational reasons only, and not for personal use. All users of HCS technology resources and facilities must agree to and sign the terms of this acceptable use agreement.

Strict compliance with all applicable ethical and legal rules and regulations must be maintained by all users of the wide area network and/or other electronic informational services including electronic mail (e-mail). Users must respect intellectual property rights and understand that school system data accessible over the network, regardless of the computer or device being used, constitutes property. All electronic, telephonic, and communications transmitted by, received from or stored in these systems are property of the Hall County Schools. Users of such systems should have no expectation of privacy when using HCS computers, network, or equipment.

It is important to note that with a global network, it is impossible to control or predict all materials a user may accidentally or purposefully discover on an electronic resource. HCS personnel will make every effort to educate and guide all users in the proper use of electronic media, including the Internet. Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users) must understand that neither the HCS nor any district staff member controls the content of the information available on these other systems. Some of the information available is controversial and sometimes may be offensive. HCS does not condone the use of such materials. Therefore, it is imperative that the user be held accountable for the appropriate utilization of this technology. All HCS computers are filtered in compliance with the Children's Internet Protection Act.

Login information, usernames and passwords are confidential. The student is responsible for keeping logins secure. At no time should anyone log in with your user name or password, nor should you use someone else's information. Students should never log into a teacher or staff member's computer; this must be done by the teacher or staff member.

Access to technology resources is a privilege, not a right. Inappropriate use will result in a cancellation of these privileges as well as possible assignment of disciplinary action consistent with the policies and procedures of HCS. Individual schools may establish additional regulatory guidelines for use of electronic resources that include, but are not limited to, guidelines established by this system-wide procedure. Building administrators shall establish a process for informing students and staff about the district and local school Acceptable Use Procedures.

The definition of HCS information and data resources includes, but is not limited to, any computer (including handheld devices), server or network, or access provided or supported by HCS, including the Internet. Use of the computer facilities includes the use of data/programs stored on HCS computing systems, data/programs stored on magnetic tape, floppy disk, jump drives, USB devices, CD-ROMs, DVD-ROMs, computer peripherals or other storage media, that is owned and maintained by HCS. The user of the system is the student using HCS technology. HCS technology and electronic resources must not be used to:

- Harm other people (including cyber bullying and harassment).
- Interfere with other people's work.
- Steal property.
- Gain unauthorized access to other people's files or programs.
- Gain unauthorized access to online resources by using another individual's password.
- Make changes to the hardware or software configuration of any machine, including installing or deleting any software.
- Improperly use the network, including introducing software viruses and/or bypassing local school or office security policies.
- Steal or damage data and/or computers and network equipment.
- Download copyrighted software, music, or images, or violate any copyright laws.
- Access, upload, download, or distribute pornographic, hate-oriented, profane, obscene, sexually explicit material, or any material or sites not approved by your teacher.

Student's Name (PRINT) _____

(ACCEPTABLE USE OF ELECTRONIC MEDIA, continued from preceding page) Under no circumstances are students to upload/install any materials, program, files, or applications onto HCS computers, network equipment, or any computer systems without obtaining prior written consent of a HCS technology coordinator.

Students are responsible for ensuring that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives, and/or other forms of storage media that they bring in from outside the school are virus free and do not contain any unauthorized or inappropriate files. Students are not permitted to use their own computer or computing devices to connect to the HCS network nor are they permitted to access the internet via personal Wi-Fi accounts, anonymous proxy sites, or by any other manner while on HCBOE property or functions.

Failure to follow these guidelines may violate the Official Code of Georgia, O.C.G.A., Codes 16-9-90, 16-9-91, 16-9-93, and 16-9-93.1 as well as Title XVII of United States Public Law 106-554, known as the Children's Internet Protection Act and 20 USC 1232g, known as the Family Educational Rights and Privacy Act. Such actions can also lead to disciplinary actions, up to and including loss of access to HCS technology resources and further disciplinary actions as defined by existing HCS policies or student code of conduct.

All HCS technology use is subject to auditing, as well as live and archived monitoring where appropriate.

Student Signature X _____ Date _____

Parent/Legal Guardian Signature X _____ Date _____

PARTICIPATION IN CLUBS AND ORGANIZATIONS: Please indicate below if you do NOT want your student to participate in a club or organization found in Appendix C of this handbook.

I do not give permission for my student to participate in the following club(s) or organization(s) during the 2009-2010 school year:

Parent/Legal Guardian Signature X _____ Date _____

STUDENT HANDBOOK: I have reviewed this student handbook and the Hall County Code of Conduct and Discipline Procedures. I am aware of school rules and regulations. I agree to assume responsibility for the care and return of the all classroom textbooks, library books and other instructional materials issued to me. I will not write in, tear, cut, deface, or permit the books to become wet. I understand that if I damage the book(s) beyond normal wear, I will be assessed a fee for the damages. If I should lose a book, I agree to pay for it.

Student Signature X _____ Date _____

Parent/Legal Guardian Signature X _____ Date _____

(This signed form will be retained annually in each student's file.)