

HALL COUNTY MIDDLE SCHOOLS STUDENT HANDBOOK

2021-2022

Academies of Discovery at South Hall

3215 Poplar Springs Road, Suite A
Gainesville, GA 30507
(770) 532-4416, Fax (770) 531-2348

Principal – Joey Millwood

Cherokee Bluff Middle

6603 Spout Springs Rd.
Flowery Branch, Georgia 30542
(770) 967-0071, Fax (770) 967-0078

Principal – Robert Wilson

Chestatee Academy

2740 Fran Mar Drive
Gainesville, Georgia 30506
(770) 297-6270, Fax (770) 297-6275

Principal – Jennifer Kogod

C.W. Davis Middle

4335 Falcon Parkway
Flowery Branch, Georgia 30542
(770) 965-3020, Fax (770) 965-3025

Principal – Dr. Mike McQueen

East Hall Middle

4120 East Hall Road
Gainesville, Georgia 30507
(770) 531-9457, Fax (770) 531-2327

Principal – Dr. Jefferey Chandler

The Foundry

2723 Tumbling Creek Rd., Suite B
Gainesville, GA 30504
(770) 531-2330

Principal – Mitch Murphy

North Hall Middle

4956 Rilla Road
Gainesville, Georgia 30506
(770) 983-9749, Fax (770) 983-9993

Principal – Kristin Finley

West Hall Middle

5470 McEver Road
Oakwood, Georgia 30566
(770) 967-4871, Fax (770) 967-4874

Principal – Ethan Banks

World Language Academy MS at AOD

3215 Poplar Springs Road, Suite B
Gainesville, GA 30507
(770) 533-4004, Fax (770) 533-4018

Principal – Laurie Hitzges

This School Agenda Belongs To:

Name _____
Address _____
City/Town _____ Zip _____
Phone _____ Homeroom _____ Bus Number _____

Name: _____

Homeroom Teacher: _____

Counselor: _____

CLASS SCHEDULE

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

CONNECTIONS SCHEDULE

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

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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. 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.

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 or an order by a governmental agency, including pre-induction 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 may be asked to furnish school officials a doctor's certificate, or the parents may be asked to make arrangements for a conference with the principal or his/her designee.

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 giving or receiving 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 are 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 School System AHERA Management Plan is available for public inspection upon request at the School System's Department of Facilities. This notification is provided to fulfill the requirement of section 763.93(4) of the Asbestos Hazard Emergency Response Act, 40 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 containing materials.
2. Response actions to the asbestos containing materials.
3. Plans for re-inspection, and periodic surveillance.
4. Public notification procedures.

Anyone interested in reviewing the plan please call the Department of Facilities at (770) 534-1291.

ASSESSMENT SECURITY

The Hall County School System conducts the assessment program as required by federal and state law. The Hall County School System interacts with state and federal agencies relative to the assessment program and accountability

mandates. The testing department handles assessment documents and reports including secure test materials, individual student score reports, and school/district data reports, primarily in electronic format. The Hall County School System delivers training/guidance related to the assessment program, assessment data, and accountability mandates to all stakeholders.

Administrators have provided school personnel with the Code of Ethics for Educators. The Code of Ethics defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct. Within this Code of Ethics is Standard 10 which specifically addresses ethics in testing. Teachers in each building are required to sign off that they have read and understand the Code of Ethics.

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 and lunch are available at all schools. Special meal pricing is available for students who qualify for free or reduced-price meals. Students must apply for free or reduced meals every year. Applications for free/reduced price meals can be completed at any time during the school year and must be approved before a student can participate in the free or reduced meal program.

Pricing:

- Full Price Breakfast: \$1.35
- Full Price Lunch: \$2.05
- Reduced Price Breakfast: \$.30
- Reduced Price Lunch: \$.40

Borrowing or lending a lunch card/code will be considered theft and will be treated as such. While eating meals, students are expected to:

- Pay for lunch. Charges are capped at \$10.00.
- Stand in line and wait one's turn.
- Eat in approved areas.
- Keep the tables clean.
- Return trays and trash to designated areas.
- Use good table manners.
- Put chairs back in place.

BUS LOADING ZONES

Parents are asked to avoid bus loading zones at school during the times when buses are loading or unloading students.

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 the tardy bell 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.

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, or national origin, sex or disability in any student program. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations. Any student, parent or other person who believes he or she or any student has been discriminated against or harassed based on any of the factors listed above should promptly report the same to the principal of the school or the appropriate coordinator listed below, who will implement the board's discriminatory complaints or harassment procedures. Students may also report harassment or discrimination or retaliation for making a report to their school counselor.

Section 504 and Title VI Coordinator, Ms. Tamara Etterling
Hall County School System
Student Services Department
711 Green St.
Gainesville, GA 30501
(770) 967-5846

Title IX Coordinator, Mr. Stan Lewis
Hall County School System
711 Green St.
Gainesville, GA 30501
(770) 534-1080

Americans with Disabilities Act Coordinator, Dr. Karla Swafford
Hall County School System
Student Services Department
711 Green St.
Gainesville, GA 30501
(770) 967-5846

McKinney-Vento Act System Liaison for Homeless of Unaccompanied Minors, Ms. Melissa Sutulovich
Hall County School System
Student Services Department
711 Green St.
Gainesville, GA 30501
(770) 967-5846

Will Schofield, Superintendent
711 Green Street
Gainesville, Georgia 30501
Phone: (770) 534-1080 FAX: (770) 535-7404
Website: <http://www.hallco.org>

HALL COUNTY BOARD OF EDUCATION

Craig Herrington, Chairman
Nath Morris, Vice Chair
Sam R. Chapman
Mark Pettitt
Bill Thompson

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. 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 cannot be worn in any middle school

- Excessively baggy pants (must fit at waist)
- Strapless dresses
- See through clothing
- Items with suggestive lettering, pictures, symbols, alcohol or drug depictions
- Miniskirts 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
- Gang related attire
- Leggings without appropriate skirt, short, and/or dress coverage
- Clothes with holes or slits above the knee

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 hairstyles and coloring, jackets, jewelry, sunglasses, 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.

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 is conducted through partnership with the Northeast Georgia Medical Center Toxicology Department. 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 five out of six or 70% of classes enrolled (depending on the structure of their particular school's daily class schedule).

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 posted on the Hall County Schools website at www.hallco.org and district social media sites. This information will also 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. Notification is also sent to all parent-approved telephone numbers and email addresses using Infinite Campus Messenger. School buses will not leave school during a tornado or severe weather WARNING. Buses will run regular routes when the warning is canceled.

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as any school-sponsored program for which some or all activities are outside the 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 Schools 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 for parent cooperation by not sending these items on special occasions.

GANG RELATED ACTIVITIES

Students who use, employ, or rely upon gang membership or affiliation to threaten, intimidate, or to verbally or physically harass or harm other students, employees, or persons attending a school-related function, are subject to increased disciplinary penalties.

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

GRADING SCALE

A	90-100
B	80-89
C	70-79
D	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 grade. 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 years.

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 counselors' office as soon as it's believed the student may be eligible for this service.

Please refer to <https://www.hallco.org/web/student-registration/> for a complete list of documents needed for enrollment. 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 Jones Learning Center, 1 Sixth Street, Gainesville, GA (Phone: 770-534-3939).

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 as well as expanded opportunities for students. 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 Milestones test scores, writing samples, overall class performance, and teacher recommendations. Eligibility for high school *elective* courses is based on overall school performance, along with 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 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 end of the eighth grade year, a change in the decision to decline the credit(s) must be finalized within the first five days of the ninth grade year.

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” at the end of the eighth grade year, a change in the decision to accept the credit(s) must be finalized within the first five days of 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 <https://www.gafutures.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 (EOC) tests?

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

Mathematics

GSE Algebra I / Coordinate Algebra
(GSE Accelerated Algebra I/Geometry A /
Accelerated Coordinate Algebra/ Analytic Geometry A)

Science

Biology

English Language Arts

American Literature and Composition

Social Studies

United States History

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

The EOC test is administered upon completion of one of the above courses. A student’s EOC test score is averaged in as 20% of the final course grade. The student must have a final course grade of 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 <https://www.qafutures.org/>.

HIGH SCHOOL GPA INFORMATION

The quality point system is used to determine the weighted and unweighted GPA (traditional 4.0 scale). The weighted quality point system is used to recognize and reward the student who takes more rigorous, challenging, and demanding courses. Additional quality points are awarded to the weighted GPA for International Baccalaureate, Advanced Placement, Honors, Accelerated and Dual Enrollment courses. For each course, up to one full quality point is added to the student’s grade point average calculation and will be reflected in the weighted GPA on the student’s transcript. The weighted GPA is used to determine class rank.

The unweighted GPA (traditional 4.0 scale) reflects a calculation for which no additional quality points are included for Level 2 and/or Level 3 classes. All courses taken count equally in the unweighted GPA calculation in which Level 1 weights are applied.

Calculation of Course Average

The course grade is a cumulative average of all graded work completed during the course. Final exams or state-required Milestones End-Of-Course tests (EOCs) count as 20% of a course grade with other graded work accounting for 80% of the grade.

Grading Scale

A	90 - 100 +	Excellent
B	80 - 89	Good
C	70 - 79	Average
F	Below 70	Failing

Conversion of Final Numeric Grade to Quality Points
For Students Entering 9th Grade Before August, 2018

Final Numeric Course Grade	Level 3	Level 2	Level 1
	AP/IB DE Core	Honors/Accelerated/ DE Non-Core	All other courses
95 – 100	5.0	4.5	4.0
90 – 94	4.5	4.0	4.0
85 – 89	4.0	3.5	3.0
80 – 84	3.5	3.0	3.0
75 – 79	3.0	2.5	2.0
70 – 74	2.5	2.0	2.0
BELOW 70	0	0	0
<70 with earned credit*	2.0	1.5	1.0
<i>*Quality Points will be applied to GPA calculations when the transferring institution awards credit for numerical scores below 70.</i>			
NOTE: AP = Advanced Placement IB = International Baccalaureate DE = Dual Enrollment			

Conversion of Final Numeric Grade to Quality Points
For Students Entering 9th Grade in August, 2018 or Later

Final Numeric Course Grade	Level 3	Level 2	Level 1
	AP/IB DE Core	Honors/Accelerated/ DE Non-Core	All other courses
90 – 100	5.0	4.5	4.0
80 – 89	4.0	3.5	3.0
70 – 79	3.0	2.5	2.0
BELOW 70	0	0	0
<70 with earned credit*	2.0	1.5	1.0
<i>*Quality Points will be applied to GPA calculations when the transferring institution awards credit for numerical scores below 70.</i>			
NOTE: AP = Advanced Placement IB = International Baccalaureate DE = Dual Enrollment			

Procedure for Calculating Weighted Hall County Grade Point Average (GPA)

Create a chart similar to the one below to list each course taken, along with the total units *attempted*, the weight of each course (Level 1, 2 or 3) and the final grade earned. For each course, use the grade point scale to list the grade points earned for each course, then total the grade points for all courses taken. Divide the total grade points by the number of units attempted. The result is the Hall County Weighted GPA. Carnegie unit credit for courses taken will be awarded at the completion of each course. **NOTE: HOPE Scholarship GPA may NOT be calculated in the same manner. Please visit <http://qsfc.georgia.gov/> or <https://www.gafutures.org/> to learn more about the HOPE Scholarship and eligibility.**

*Sample Hall County GPA calculation for
Students Entering 9th Grade Before August, 2018:*

COURSE TAKEN	UNITS ATTEMPTED	LEVEL 1/2/3	FINAL GRADE	GRADE POINTS	
Spanish	1.0	1	87	3.0	
Biology	1.0	2	94	4.0	
Total	2.0			7.0	GPA = 3.5

*Sample Hall County GPA calculation for
Students Entering 9th Grade August, 2018 or Later:*

COURSE TAKEN	UNITS ATTEMPTED	LEVEL 1/2/3	FINAL GRADE	GRADE POINTS	
Spanish	1.0	1	87	3.0	
Biology	1.0	2	94	4.5	
Total	2.0			7.5	GPA = 3.75

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. Teach 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

If a student suffers an injury or illness (non-communicable) that is projected to require an extended absence from school (at least ten consecutive days), he/she may be eligible for services from the hospital/homebound program. Parents/legal guardians should notify the counselor's office as soon as they think the student will qualify for the program. Parents/legal guardians will be given the Student Information Referral and Medical Referral/Certification forms to be completed and returned. Once parents have been notified of approval for Hospital/Homebound Services, a student will receive instruction at home or at the hospital for the time specified and will be marked as "present" in school if the student receives a minimum of three (3) hours of instruction from a certified teacher per week.

IMMUNIZATION/COMMUNICABLE DISEASES

Every student entering a Georgia school for the first time, regardless of grade level, must present a Georgia Certificate of Immunization Form 3231 (7/2014) upon registration and/or prior to admittance to school.

All students born on or after January 1, 2002 and entering or transferring into 7th grade need proof of an adolescent pertussis (whooping cough) diphtheria and tetanus booster immunization (called "Tdap") and adolescent meningococcal MCV4 (meningitis). Proof of Tdap and MVC4 immunization must be documented on the Georgia immunization certificate (Form 3231 7/2014).

New 11th Grade Requirement: Before starting the 2020-2021 school year, all students entering or transferring into 11th grade will need proof of a meningococcal booster shot (MCV4), unless their first dose was received on or after their 16th birthday.

If the student transfers from another Georgia school and the parent/legal guardian is unable to present a copy, this certificate should be forwarded from the last Georgia school attended to the new school.

If the Georgia Certificate of Immunization has an expiration date, the student will be given thirty calendar days after the expiration date to present a new certificate or be excluded from school.

All students beginning school in Georgia for the first time must also have Georgia Certificate of Vision, Hearing, Dental and Nutritional Screening (DPH Form 3300/REV 2013), which may be completed at the public health department, the primary health care provider and/or dentist. This information shall be turned into school officials at the time of enrollment.

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
- 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
- Personal items that advertise tobacco, drug, and alcohol related products
- Weapons or dangerous instruments
- Vaping device or mechanism
- Any drug or alcoholic beverage

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

LOCKERS

Lockers are available in some schools 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. 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 Parent/Guardian 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/Permission Form" – 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.
- On the rare occasion acetaminophen (Tylenol) may enable your child to return to class after assessment by the licensed nurse, you may indicate permission for your child to receive school stocked acetaminophen from the nurse at school by initialing on the Student Health History Form for your child. If your child requires acetaminophen more than 2-3 times in the school year, the parent will be asked to furnish this medication with a Parent Medication Permission Form.

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.
10. If your child takes a daily controlled medication, for safety and security reasons, please bring only a new prescription bottle dated for the current month containing a **FULL supply for an entire month of school**. Partially filled bottles will not be accepted. Your pharmacist will fill the prescription in this manner upon request. Once pills are received and counted at school they will not be redistributed back to the parent/guardian. If the prescription calls for a dosage of one and one half pills, please break the pills in half before bringing the bottle to school.
11. Upon receipt at school, all controlled medications must be counted by the parent/guardian and the school nurse (or designee) with the amount received properly documented.
12. Questions regarding medication administration at school should be directed to the school principal, Andrea Williamson-English at 770-534-1080 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 typical 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 Standards for each core course, by grade level, are detailed in Appendix A - Middle School Georgia 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 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 Infinite Campus Parent Portal is a confidential and secure website where parents can access current information about a child's attendance and grades. Parents may access the Parent Portal by going to the following website: <https://campus.hallco.org/campus/portal/hall.jsp> or click on the link for "Parent Portal" at www.hallco.org.

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 or email.

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.

SAFETY ON 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 in the school's office.

The Hall County School District is not liable for injury or held responsible for payment of medical bills that are associated with a student's participation in extracurricular activities.

SCHOOL PICTURES

Students may elect to have their school picture taken during the school year. Pictures may require prepayment. Retakes, or refunds are 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 schools. 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. 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.

SEVERE WEATHER

Should severe weather necessitate closing or early dismissal of school, this information will be posted on the Hall County Schools website at www.hallco.org and [district social media sites](#). This information will also 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. Notification is also sent to all parent-approved telephone numbers and email addresses using Infinite Campus Messenger.

School buses will not leave school during a tornado or severe weather WARNING. Buses will run regular routes when the warning is canceled.

STUDENT SUPPORT TEAM

A Student Support Team may be formed to address both the academic and non-academic needs of a student. The team will use a problem-solving process for decision-making that allows for modifications to the student's instructional program, which may include the implementation of interventions to be designed to address the unique needs and situation of the student, in order to help them on their path to achievement. Parent/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 high 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 eligible students (over 18 years of age or attending a postsecondary institution) certain rights with respect to the student's education records.

These rights are:

(1) The right to inspect and review the student's education records within 45 days after the school receives a request for access. Parents or eligible students should submit to the principal [or appropriate official] a written request that identifies the records they wish to inspect. The principal or designee 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, misleading, or otherwise in violation of the student's privacy rights under FERPA. To request amendment of a student record, parents or eligible students should submit to the school principal a written request, specifying the part of the record they want changed and why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the school decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

(3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that disclosure without prior written consent is authorized by FERPA and its implementing regulations at 34 C.F.R. § 99.31.

One exception that permits disclosure without consent is to school officials with legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including school nurses and school resource officers); a member of the school board; a person or company with whom the district has contracted to perform a specific task (such as attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school district has outsourced services, such as electronic data storage; or a parent or student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks. The district allows school officials to access only student records in which they have a legitimate educational interest. School officials remain under the district's control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties without authorization.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) FERPA requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from the student's education records. However, the district may disclose appropriate designated "directory information" without written consent, unless the parent or eligible student has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include this type of information from the student's education records in certain school publications, such as the annual yearbook, graduation or sports activity programs, honor roll or other recognition lists, or on websites or social media sites affiliated with the school or school district.

The School District has designated the following information as directory information:

- (a) Student's name, address and telephone number;
- (b) Student's date and place of birth;
- (c) Student's e-mail address;
- (d) Student's participation in official school activities and sports;
- (e) Weight and height of members of an athletic team;
- (f) Dates of attendance at schools within the district;
- (g) Honors and awards received during the time enrolled in district schools;
- (h) Photograph; and
- (i) Grade level.

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. In addition, two federal laws require school districts receiving federal financial assistance to provide military recruiters, upon request, with students' names, addresses, and telephone numbers unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

You have the right to refuse to allow all or any part of the above information to be designated as directory information and to refuse to allow it to be disclosed to the public upon request without your prior written consent. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled annually in writing by September 30th or within 10 school days of an enrollment after the start of the student school year.

(5) You are also notified that from time to time students may be photographed, videoed, or interviewed by the news media at school or at some school activity or event.

The principal will take reasonable steps to control access to students by the media or other individuals not affiliated with the school or district. However, your submission of a written objection does not constitute a guarantee that your student will not be photographed, videoed, or interviewed, or that such information will not be posted on websites or social media sites not affiliated with the school or district or in circumstances which are not within the knowledge or control of the principal.

(6) You have the right to file with the U. S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

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

(7) The Georgia Student Data Privacy, Accessibility, and Transparency Act affords parents and eligible students the right to file a complaint with the school district regarding a possible violation of rights under O.C.G.A. § 20-2-667 or under other federal or state student data privacy and security laws. Such complaints may be filed with:

Hall County School District
711 Green Street
Gainesville, GA 30501
Attn: Anthony Swaim

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents and eligible students (18 or older or emancipated minors) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

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

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

Parents and eligible students will be notified at the beginning of the school year if the school district has identified the specific or approximate dates during the school year when any of the activities listed above are expected to be scheduled. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. The Board of Education has developed and adopted policies, in conjunction with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above. If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all the rights described herein.

Parents who believe their rights have been violated may file a complaint with the office that administers PPRA:

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

Section 504 Hearing Requests

Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator, **Ms. Tamara Etterling**; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system's website or may be picked up at the central office or at any of the school offices.

Notice of Parental Right to Request Teacher/Paraprofessional Qualifications

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

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

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

Hall County Code of Conduct and Discipline Procedures

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 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 your child must be absent, it is important that you state the reason(s) for your child'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 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 ten (10) 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.

Major discipline offenses including, but not limited to, drug and weapon offenses can lead to any state school being named as an Unsafe School according to the provisions of the State Board of Education Rule 160—4-16 Unsafe School Option.

GEORGIA CODE NOTICE

Georgia Code Section 20-2-735 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.

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 violates school rules. Personal property items (including personal electronic devices), 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, etc. 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, 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.

- A. Place the student into another appropriate classroom, in-school suspension, or an alternative education program;
- B. Impose out-of-school suspension for not more than ten school days, including any time during which the student was subject to out-of-school suspension after his or her removal from class pursuant to subsection (b) of this Code section;
- C. Make another placement or disciplinary decision or recommendation consistent with local board policy; or
- D. Implement or recommend any appropriate combination of the above and return the student to the class from which he or she was removed upon the completion of any disciplinary or placement action taken pursuant to this paragraph.

USE OF TECHNOLOGY

HCSD students have access to and utilize a wide variety of technological devices. All users of HCSD hardware, software, networks, services, and applications must maintain strict compliance with all applicable ethical and legal rules and regulations regarding access. All login information, usernames, and passwords are confidential. The student is responsible for keeping login information secure. At no time should anyone log in with another individual's username or password.

All Hall County Schools are Bring Your Own Technology (BYOT) environments. Students are encouraged to bring personal devices to use for instructional purposes. Parents who allow their children to bring privately owned devices are personally responsible for the equipment. HCSD does not provide maintenance or repair to personally owned devices and does not assume any responsibility for damage or theft of privately owned devices.

All HCSD facilities have campus wide wireless connectivity (Wi-Fi). The Wi-Fi network is filtered and monitored in accordance with all local, state, and federal policies and laws including the Children's Internet Protection Act.

In some instances students will be provided the opportunity to check out and take home a mobile device such as a laptop or Chromebook. Checkout of mobile devices is outlined in the Mobile Computing Device Checkout Agreement.

BEHAVIOR THAT WILL RESULT IN DISCIPLINARY PROCEDURES

- 1. Possession, sale, attempted sale, use, distribution or under the influence of any drug, including but not limited to narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, over the counter drug, unauthorized prescription drug or drug paraphernalia, alcoholic beverage or other intoxicant, or of any substance represented as drugs or alcohol.**

DRUGS - 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.

ALCOHOL - 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.

OVER THE COUNTER DRUGS - 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.

- 2. Possession of or use of a vaping device or mechanism or vaping-related paraphernalia:**

First Offense: Disciplinary action may include up to 3 days ISS with mandatory completion of *Consequences of Vaping* Canvas Module, out of school suspension, and possible referral to disciplinary tribunal.

Second Offense: Disciplinary action may include up to 5 days OSS and possible referral to disciplinary tribunal.

Third Offense: Disciplinary action may include up to 10 days OSS, behavior contract, referral to SUPER 1, and possible referral to disciplinary tribunal. SUPER 1 attendance with parent/guardian may half the original suspension, not to exceed 5 days.

- 3. 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.)
- 4. 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.
- 5. 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.
- 6. Fighting:** Possible out of school suspension, possible referral to a disciplinary tribunal hearing, possible referral to law enforcement officials.
- 7. 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.

8. **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 or physical contact of a sexual nature, or sexual harassment as defined pursuant to Title IX of the Educational 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.
9. **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.
10. **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.
11. **Possession or use of tobacco or nicotine in any form or tobacco use-related paraphernalia such as lighters, matches, electronic cigarettes or vapers:** Detention, in-school suspension, Saturday School, out-of-school suspension, and/or parent conference.
12. **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 disciplinary tribunal, possible referral to law enforcement officials, and/or possible restitution. (O.C.G.A. 20-2-753)
13. **Marking, defacing, or destroying school property during school or off-school hours:** Possible suspension, possible referral to the disciplinary tribunal, and/or possible restitution.
14. **Theft:** In-school or out-of-school suspension, restitution, and possible referral to law enforcement officials.
15. **Extortion or attempted extortion:** Immediate suspension, possible referral to the disciplinary tribunal, and/or possible restitution.
16. **Possession and/or use of fireworks:** Parent conference, possible suspension, and possible referral to the disciplinary tribunal and to law enforcement officials.
17. **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.
18. **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.
19. **Violation of school dress code:** Possible removal from class, activity, or situation, parent conference, detention, Saturday School, and/or in-school suspension.
20. **Use of profane, vulgar, or obscene words, gestures, images, or indecent exposure, including possession or transmission of such words or images (such as 'sexting'):** Parent conference, confiscation, detention, in-school suspension, or suspension, possible referral to disciplinary tribunal, and/or possible referral to law enforcement officials.
21. **Use of cell phones and other electronic devices in violation of the Hall County Schools for Student Code of Conduct:** Parent conference, detention, in-school suspension, confiscation, possible referral to law enforcement officials, and/or suspension.
22. **Inappropriate public displays of affection:** Parent conference, detention, in-school suspension, and/or suspension.
23. **Gambling or possession of gambling devices:** Parent conference, detention, in-school suspension, and/or suspension.
24. **Moving and non-moving driving violations:** Short-term or long-term revocation of driving privileges, in-school suspension, and/or detention.
25. **Giving false information to school officials:** Parent conference, detention, in-school suspension, and/or suspension.
26. **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, and/or possible referral to a 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.

27. **Cheating on school assignments:** Zero grade for assignment, substitute assignment, detention, parent conference and/or in-school suspension.
28. **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 a tribunal 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.
29. **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.
30. **Willful and persistent violation of the Student Code of Conduct:** Students who chronically and/or habitually violate 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.
31. **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 ten (10) unexcused days of absence for a child shall constitute a separate offense.
32. **Violation of the Hall County Schools Student Code of Conduct for personal electronic devices, 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. Additionally, any act of retaliation for reporting acts of bullying, discrimination or harassment are strictly prohibited. Any such act as listed above should be reported to the principal or his or her designee. In accordance with Georgia law, "bullying" means an act which occurs on school property, on school vehicles, at designated bus stops, or at school related functions or activities, by use of data or software that is accessed through a computer, a computer system, computer network, or other electronic technology of a local school system that is:

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; or
3. Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that;
 - a. Causes another person substantial physical harm within the meaning of Georgia Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
 - b. Has the effect of substantially interfering with a student's education;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

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 school or after 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 unwelcomed, 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.

SEXUAL HARASSMENT: Sexual harassment can take many forms and it is not possible to define or itemize every aspect of the harassment forbidden by the School District. Sexual harassment may include conduct or speech that entails unwelcome sexual advances, requests or demands for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, or physical contact that creates a hostile environment. There may be other speech or conduct which students experience as inappropriate or illegal harassment, all of which is forbidden.

Sexual harassment defined in the Federal Regulations implementing Title IX of the Education Amendments of 1972 is defined as follows: **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of a District aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. "Sexual assault"- an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; or
"Dating Violence"- sex-based violence committed by a person-
 - (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the persons involved in the relationship; or"Domestic Violence"- sex-based violence which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

“Sex-based Stalking” - engaging in a course of conduct directed at a specific person that would cause a reasonable person to-

(A) fear for his or her safety or the safety of others; or

(B) suffer substantial emotional distress.

Students, parents or other persons wishing to report alleged sexual harassment of a student should promptly notify the student’s school principal, school counselor, or Title IX Coordinator. All reports or complaints regarding alleged sexual harassment of students will be handled in accordance with Board Policies JAA and/or JCAC, as applicable.

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 your 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 Georgia 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 areas in which students are asked to cooperate are:

SAFE RIDING - 10 SAFETY RULES

1. Arrive at bus stop 10 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 ten minutes 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.

ENTERING AND LEAVING THE BUS

- A. Wait until the bus has come to a complete stop before attempting to board or leave the bus.
- B. Load starting at the rear of the bus, sitting three to a seat, unless otherwise directed by the driver.
- C. Enter and leave the bus in an orderly and quiet manner.
- D. Enter and leave the bus only at the front door, except in case of an emergency.
- E. After leaving the bus, if students must cross the highway, walk at least twelve 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.
 - If you drop something after exiting the bus, do not return to retrieve it. The bus driver might not see you.
- F. A student will not be put off a bus for misconduct at any place other than his home or school.

CONDUCT ON THE BUS

- A. Obey the bus driver.
- B. Do not disturb the bus driver while he/she is driving.
- C. Boys and girls will be seated separately.
- D. Stay in seat and do not change seats unless so directed by the driver - and then only if the bus is stopped.
- E. Sit down while the bus is in motion.
- F. Keep voices low. Avoid shouting or whistling.
- G. No bullying, "rough housing", pushing, fighting, throwing things, or profane or abusive language.
- H. Do not open or close windows of the bus without the driver's permission.
- I. Keep all body parts inside the bus.
- J. 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.
- K. 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:

- A. Eating is not permitted on the bus during the school day.
- B. **No glass container of any kind will be transported.**
- C. Beverages will not be permitted regardless of the type of container used. Exceptions may be made during particularly hot weather.
- D. The use of tobacco is forbidden.
- E. 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 STANDARDS OF EXCELLENCE

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) Students will:

- ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE6RL2: Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ELAGSE6RL3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.
- ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- ELAGSE6RL5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- ELAGSE6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.
- ELAGSE6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- ELAGSE6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- ELAGSE6RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELAGSE6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE6RI2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- ELAGSE6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- ELAGSE6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- ELAGSE6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- ELAGSE6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- ELAGSE6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ELAGSE6RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- ELAGSE6RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence.
- ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ELAGSE6W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- ELAGSE6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- ELAGSE6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE6W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- ELAGSE6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- ELAGSE6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- ELAGSE6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- ELAGSE6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- ELAGSE6SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ELAGSE6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ELAGSE6L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ELAGSE6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
- ELAGSE6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELAGSE6L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math (6) Students will:

- MGSE6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- MGSE6.RP.2: Understand the concept of a unit rate associated with a ratio and use rate language in the context of a ratio relationship.
- MGSE6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.
- MGSE6.NS.1: Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.
- MGSE6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.
- MGSE6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- MGSE6.NS.4: Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.

- MGSE6.NS.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- MGSE6.NS.6: Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
- MGSE6.NS.7: Understand ordering and absolute value of rational numbers.
- MGSE6.NS.8: Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
- MGSE6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.
- MGSE6.EE.2: Write, read, and evaluate expressions in which letters stand for numbers.
- MGSE6.EE.3: Apply the properties of operations to generate equivalent expressions.
- MGSE6.EE.4: Identify when two expressions are equivalent.
- MGSE6.EE.5: Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true?
- MGSE6.EE.6: Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- MGSE6.EE.7: Solve real-world and mathematical problems by writing and solving equations.
- MGSE6.EE.8: Write an inequality of the form to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
- MGSE6.EE.9: Use variables to represent two quantities in a real-world problem that change in relationship to another.
- MGSE6.G.1: Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.
- MGSE6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths ($\frac{1}{2}u$), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
- MGSE6.G.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
- MGSE6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
- MGSE6.SP.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- MGSE6.SP.2: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- MGSE6.SP.3: Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
- MGSE6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- MGSE6.SP.5: Summarize numerical data sets in relation to their context, such as by:
 1. Reporting the number of observations.
 2. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 3. Giving quantitative measures of center (median and/or mean) and variability (interquartile range).
 4. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.

Social Studies (6) Students will:

- SS6H1 Explain conflict and change in Latin America.
- SS6H2 Describe Quebec's independence movement.
- SS6G1 Locate selected features of Latin America.
- SS6G2 Explain the impact of environmental issues in Latin America.
- SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.
- SS6G4 Locate selected features of Canada.
- SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.
- SS6G6 Explain the impact of environmental issues in Canada.
- SS6CG1 Compare and contrast various forms of government.
- SS6CG2 Explain citizen participation in the Canadian government.
- SS6E1 Analyze different economic systems (Mexico, Cuba, and Brazil)
- SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.
- SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.
- SS6E4 Analyze different economic systems (Canada).
- SS6E5 Give examples of how voluntary trade benefits buyers and sellers in Canada.
- SS6E6 Describe factors that influence economic growth and examine their presence or absence in Canada.
- SS6H3 Explain conflict and change in Europe.
- SS6G7 Locate selected features of Europe.
- SS6G8 Explain environmental issues in Europe.
- SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.
- SS6G10 Describe selected cultural characteristics of Europe.
- SS6CG3 Compare and contrast various forms of government (UK, Germany, and Russia).
- SS6E7 Analyze different economic systems (UK, Germany, and Russia).
- SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.
- SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.
- SS6H4. Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.
- SS6G11 Locate selected features of Australia
- SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.
- SS6CG4 Explain forms of citizen participation in government (Australia).
- SS6E10 Analyze different economic systems (Australia).
- SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.
- SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.
- SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.

Science (6) Students will:

- S6E1 Obtain, evaluate, and communicate information about current scientific views of the universe and how those views evolved.
- S6E2 Obtain, evaluate, and communicate information about the effects of the relative positions of the sun, Earth and moon.
- S6E3 Obtain, evaluate, and communicate information to recognize the significant role of water in Earth processes.
- S6E4 Obtain, evaluate, and communicate information about how the sun, land, and water affect

- climate and weather.
- S6E5 Obtain, evaluate, and communicate information to show how Earth's surface is formed.
- S6E6 Obtain, evaluate, and communicate information about the uses and conservation of various natural resources and how they impact the Earth.

SEVENTH GRADE

English/Language Arts (7) Students will:

- ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE7RL2: Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text.
- ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).
- ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- ELAGSE7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- ELAGSE7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ELAGSE7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- ELAGSE7RL9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- ELAGSE7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELASGE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELASGE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ELASGE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ELASGE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- ELASGE7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- ELASGE7RI6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- ELASGE7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- ELASGE7RI8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ELASGE7RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.
- ELASGE7RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ELSGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.
- ELSGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELSGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- ELSGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ELSGSE7W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- ELSGSE7W6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- ELSGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- ELSGSE7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ELSGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELSGSE7W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- ELSGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- ELSGSE7SL2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- ELSGSE7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- ELSGSE7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- ELSGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- ELSGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ELSGSE7L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELSGSE7L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELSGSE7L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ELSGSE7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- ELSGSE7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELSGSE7L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math (7) students will:

- MGSE7.RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $(\frac{1}{2})/(\frac{1}{4})$ miles per hour, equivalently 2 miles per hour.
- MGSE7.RP.2: Recognize and represent proportional relationships between quantities.
- MGSE7.RP.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, and fees.
- MGSE7.NS.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- MGSE7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
- MGSE7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.
- MGSE7.EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

- MGSE7.EE.2: Understand that rewriting an expression in different forms in a problem context can clarify the problem and how the quantities in it are related.
- MGSE7.EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.
- MGSE7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
- MGSE7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
- MGSE7.G.2: Explore various geometric shapes with given conditions. Focus on creating triangles from three measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
- MGSE7.G.3: Describe the two-dimensional figures (cross sections) that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.
- MGSE7.G.4: Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
- MGSE7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
- MGSE7.G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
- MGSE7.SP.1: Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- MGSE7.SP.2: Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
- MGSE7.SP.3: Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.
- MGSE7.SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
- MGSE7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- MGSE7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability.
- MGSE7.SP.7: Develop a probability model and use it to find probabilities of events. Compare experimental and theoretical probabilities of events. If the probabilities are not close, explain possible sources of the discrepancy.
- MGSE7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

Social Studies (7) Students will:

- SS7H1 Analyze continuity and change in Africa.
- SS7G1 Locate selected features of Africa.
- SS7G2 Explain environmental issues across the continent of Africa.
- SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.
- SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.
- SS7CG1 Compare and contrast different forms of citizen participation in government.
- SS7CG2 Analyze how government instability in Africa impacts standard of living.

- SS7E1 Analyze different economic systems.
- SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.
- SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.
- SS7H2 Analyze continuity and change in Southwest Asia (Middle East).
- SS7G5 Locate selected features in Southwest Asia (Middle East).
- SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).
- SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources and population distribution on Southwest Asia (Middle East).
- SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).
- SS7CG3 Compare and contrast various forms of government.
- SS7E4 Analyze different economic systems (Israel, Saudi Arabia, and Turkey)
- SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).
- SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.
- SS7H3 Analyze continuity and change in Southern and Eastern Asia.
- SS7G9 Locate selected features in Southern and Eastern Asia.
- SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.
- SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.
- SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.
- SS7CG4 Compare and contrast various forms of government (China, Japan, North Korea, South Korea, and India).
- SS7E7 Analyze different economic systems (China, Japan, North Korea, South Korea, and India).
- SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.
- SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea, and North Korea.
- SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.

Science (7) Students will:

- S7L1 Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.
- S7L2 Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.
- S7L3 Obtain, evaluate, and communicate information to explain how organisms reproduce either sexually or asexually and transfer genetic information to determine the traits of their offspring.
- S7L4 Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.
- S7L5 Obtain, evaluate, and communicate information from multiple sources to explain the theory of evolution of living organisms through inherited characteristics.

EIGHTH GRADE

English/Language Arts (8) Students will:

- ELSGSE8R1: *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
- ELSGSE8R2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- ELSGSE8R3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- ELSGSE8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ELSGSE8R5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- ELSGSE8R6: Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- ELSGSE8R7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- ELSGSE8R9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- ELSGSE8R10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- ELSGSE8R11: *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
- ELSGSE8R12: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- ELSGSE8R13: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- ELSGSE8R14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- ELSGSE8R15: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- ELSGSE8R16: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- ELSGSE8R17: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- ELSGSE8R18: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- ELSGSE8R19: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- ELSGSE8R10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- ELAGSE8W1: Write arguments to support claims with clear reasons and relevant evidence.
- ELAGSE8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELAGSE8W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- ELAGSE8W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ELAGSE8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- ELAGSE8W6: Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.
- ELAGSE8W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ELAGSE8W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ELAGSE8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE8W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- ELAGSE8SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics and texts*, building on others' ideas and expressing their own clearly.
- ELAGSE8SL2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- ELAGSE8SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- ELAGSE8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- ELAGSE8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- ELAGSE8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ELAGSE8L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELAGSE8L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- ELAGSE8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ELAGSE8L4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- ELAGSE8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ELAGSE8L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Math (8) Students will:

- MGSE8.NS.1: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
- MGSE8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., estimate π to the nearest tenth). *For example, by truncating the decimal expansion of $\sqrt{2}$ (square root of 2), show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*
- MGSE8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions.
- MGSE8.EE.2: Use square root and cube root symbols to represent solutions to equations. Recognize that $x^2 = p$ (where p is a positive rational number and $|x|$ is less than or equal to 25) has 2 solutions and $x^3 = p$ (where p is a negative or positive rational number and $|x|$ is less than or equal to 10) has one solution. Evaluate square roots of perfect squares less than or equal to 625 and cube roots of perfect cubes between -1000 and 1000.

- MGSE8.EE.3: Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
- MGSE8.EE.4: Add, subtract, and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Understand scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.
- MGSE8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
- MGSE8.EE.6: Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation for a line through the origin and the equation for a line intercepting the vertical axis at b .
- MGSE8.EE.7: Solve linear equations in one variable.
- MGSE8.EE.8: Analyze and solve pairs of simultaneous linear equations (systems of linear equations).
- MGSE8.F.1: Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
- MGSE8.F.2: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- MGSE8.F.3: Interpret the equation $y=mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
- MGSE8.F.4: Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
- MGSE8.F.5: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
- MGSE8.G.1: Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines, and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.
- MGSE8.G.2: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
- MGSE8.G.3: Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.
- MGSE8.G.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
- MGSE8.G.5: Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.
- MGSE8.G.6: Explain a proof of the Pythagorean Theorem and its converse.
- MGSE8.G.7: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- MGSE8.G.8: Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
- MGSE8.G.9: Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
- MGSE8.SP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- MGSE8.SP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- MGSE8.SP.3: Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

- MGSE8.SP.4: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

Social Studies (8) Students will:

- SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.
- SS8H2 Analyze the colonial period of Georgia's history.
- SS8H3 Analyze the role of Georgia in the American Revolutionary Era.
- SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.
- SS8H5 Analyze the impact of the Civil War on Georgia.
- SS8H6 Analyze the impact of Reconstruction on Georgia.
- SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia during the New South Era.
- SS8H8 Analyze Georgia's participation in important events that occurred from World War I through the Great Depression.
- SS8H9 Describe the role of Georgia in WWII.
- SS8H10 Evaluate key post-World War II developments in Georgia.
- SS8H11 Evaluate the role of Georgia in the modern civil rights movement.
- SS8H12 Explain the importance of developments in Georgia since the late 20th century.
- SS8G1 Describe Georgia's geography and climate.
- SS8CG1 Describe the foundations of Georgia's government.
- SS8CG2 Analyze the role of the legislative branch in Georgia.
- SS8CG3 Analyze the role of the executive branch in Georgia state government.
- SS8CG4 Analyze the role of the judicial branch in Georgia state government.
- SS8CG5 Explain how the Georgia court system treats juvenile offenders.
- SS8CG6 Analyze the role of local governments in the state of Georgia.
- SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state's economy.
- SS8E2 Evaluate the influence of Georgia-based businesses on the State's economic growth and development.
- SS8E3 Explain the principles of effective personal money management.

Science (8) Students will:

- S8P1 Obtain, evaluate, and communicate information about the structure and properties of matter.
- S8P2 Obtain, evaluate, and communicate information about the law of conservation of energy to develop arguments that energy can transform from one form to another within a system.
- S8P3 Obtain, evaluate, and communicate information about cause and effect relations between force, mass, and the motion of objects.
- S8P4 Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.
- S8P5 Obtain, evaluate, and communicate information about gravity, electricity, and magnetism as major forces acting in nature.

APPENDIX B – 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:

- CA – Brittany Tyner
- CBMS - Michelle Petersen
- DMS – Kim Gabrielle
- EHMS – Lona Hall
- NHMS - Ashley Durham
- SHMS – Jason Davidson
- WHMS - Brenda Parsell

ACADEMIC TEAM

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

Activities: Compete in local and regional academic bowls

Sponsors:

- CA – Betsy Brooksher
- CBMS - TBA
- DMS - Janet Hart
- EHMS – Erin Chumbler
- NHMS – Lori McBride and Nathan Watson
- SHMS - Lori Hutto
- WHMS – Justin Adamson

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:

- WLA – Simone Griffith

ANCHOR CLUB

Mission: To encourage the development of leadership, service, and friendship among peers with and without disabilities that creates a welcoming school and community atmosphere for all students.

Activities: Socials, dances, group outings, group dinners, fundraising events, and Special Olympics

Sponsor:

- CA – Jordan DeGraff
- DMS – Lia Kinigakis
- EHMS – Kaitlin Law
- NHMS – Julie Wallis

ARCHERY CLUB

Mission: The mission of the Scholastic 3D Archery program is to foster, educate, and guide youth in the areas of 3D, indoor, and outdoor target archery as well as safe, ethical bow hunting practices.

Activities: Weekly practices that prepare students for local competitions as well as national ASA tournaments. This will provide a healthy, active, and supportive team environment.

Sponsors:

- CA – Jason Chesser

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:

- CBMS - Bonita West
- DMS – Kim Carroll
- NHMS – Taylor Shoemake
- SHMS - Lyndrid Patterson
- WHMS – Jeannie Sandoval

BOOK CLUB

Mission: To inspire lifelong learning and a love of reading in each student

Activities: Regular meetings, may also include participation in the Hall County Reads Program

Sponsors:

- CBMS - Marylin Hernandez
- DMS - Janet Morley

CHESS CLUB

Mission: To foster a community of chess players and to promote the game of chess among students as a Meaningful hobby and means of intellectual challenge.

Activities: Weekly meetings for friendly and competitive play

Sponsor:

- SHMS – Matt Wildeboer

CHORUS CLUB

Mission: Provides opportunities to be challenged with more difficult music and a higher level of musicianship

Activities: Additional school, county and state performances

Sponsor:

- EHMS – Lauren Davis
- NHMS – Jenna Thayer

COLOR GUARD CLUB

Mission: The Color Guard Club is an organization that introduces the visual element of the band. The purpose of this club is to teach any interested individuals in 6th-8th grade about the sport of Color Guard and how to use different types of equipment with proper technique. We will build knowledge of what color guard is in a positive and supporting environment that builds community, friendship, work ethic, and a healthy competitive spirit.

Activities: Regular meetings, performances at scheduled events

Sponsors:

- WHMS – Katy Wilson and Courtney Brooks

DEBATE

Mission: The Debate Club is a club where students who are interested in current events and community affairs can come together and discuss these situations. The members are divided into two teams to debate the topic. One team supports one view of the situation, while the other team supports the opposing view.

Activities: Practices and Debate Tournaments

Sponsors:

- CA - Betsy Brooksher

DECA

Mission: DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

Activities: Operates the school store, participates in competitive events, meets monthly

Sponsors:

- CA – Autumn Woodruff
- CBMS – TBD
- DMS – Kristen Garner
- NHMS – Michelle Wiley

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:

- DMS – TBA
- NHMS – Dr. Ashley Whelchel and Taylor Shoemake
- SHMS – Salli Pestell and Ken Powers
- WHMS – Jody Key

ENVIRONMENTAL CLUB

Mission: To serve and protect the environment

Activities: Adopt a school animal, maintain and beautify the school, research and share ideas for science projects

Sponsor:

- CA – Cindy Smith
- WHMS – Sheila Sapp

FAMILY, CAREER AND COMMUNITY LEADERS OF AMERICA

Mission: To promotes personal growth and leadership

Activities: Community and school service projects with a focus on the family and family life

Sponsors:

- CA – Rebecca Timbs
- DMS – Katie Carswell
- NHMS – Rhonda Bailey
- SHMS - Ellen Nelson

FELLOWSHIP OF CHRISTIAN ATHLETES

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

Activities: Weekly guest speakers from local churches and organizations

Sponsors:

- CA – Casey Williams and Micah Mills
- CBMS – Heather Cannon
- DMS – Jeff Brumbelow and Mark Garrison
- EHMS – Trevor Bishop and Mia Torres
- NHMS – Kimberley Nash and Debbie Wiley
- SHMS – Paige Evans and Scott McFarland
- WHMS – Ashley Hagin and Melissa Stauffer
- WLA – Clay Carlyle and Meghan Parnell

FITNESS CLUB

Mission: To offer opportunities to acquire good health and fitness habits

Activities: Learn proper form for body and weight training, healthy diet tips and goal setting

Sponsors:

- WLA – Adam Perillo and Lester Martin

FUTURE BUSINESS LEADERS OF AMERICA

Mission: To provide innovative leadership and career development programs in the field of business

Activities: Job shadow programs and planning community service projects

Sponsors:

- CA – Tim Boyd
- DMS – TBD
- EHMS – Karen Craft
- SHMS – Nan Reddick
- WHMS - Nicole Kriews

GAMING CLUB

Mission: Promotes community for students who have hobbies or interests in board games, anime, manga, K-Pop and other games

Activities: Regular meetings for games and activities

Sponsors:

- CBMS – Adolfo Castellanos

GOLF CLUB

Mission: “Great Opportunity Lifelong Fun” - To develop character and personal growth through the sport of golf by establishing a fun, competitive environment where integrity, sportsmanship, and leadership skills are emphasized.

Activities: Friendly and competitive rounds, practice at local driving ranges, and team building activities.

Sponsors:

- WHMS – Jodi Samples

HEALTH OCCUPATION STUDENTS OF AMERICA (HOSA)

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

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

Sponsors:

- CA – Eric Gonter
- CBMS – Leigh Guerva
- DMS – Sonya Elzey
- EHMS – Anuel Burce
- SHMS – Christine Lytton
- WHMS - Lydia Richey

HONOR SOCIETY

Mission: To promote the ideals of leadership, character, and service, to reward meritorious achievement, and to encourage students to continue their educations after high school.

Activities: Community Service through a canned food drive, Secret Santa program and participation in Relay for Life activities, fellowships, and field trips (pending board approval).

Sponsors:

- CA – Dawn Hudgins, Leanne Alexander, Tracey Kell, Betsy Brooksher, Glen Lawson
- WHMS – Betsy Harlan and Jessica Dambach

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 – TBD

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:

- CBMS - Carol McMillan
- DMS – TBD
- EHMS - Jennifer Fowler, Katelin Baugh, and Mandy Major
- SHMS –Tammy Mason and Eileen Toledo
- WHMS – Jenna Donar

MATH COUNTS

Mission: To develop and increase Math skills in competitive matches

Activities: Regional math activities and competition

Sponsors:

- NHMS - Paula Kelly

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

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:

- CBMS - Joel Cantrell
- DMS – Kim Carroll
- EHMS – Sam Eller
- SHMS – Kelly Schollaert and Melissa Madsen

PORTUGUESE CLUB

Mission: To motivate students and instill love for the Portuguese language and the Brazilian culture

Activities: Cook authentic meals, arts and crafts, field trips and movies

Sponsors:

- WLA – Larissa Campos

ROBOTICS CLUB

Mission: To expand the appreciation of robotics, computer programming and team cooperation

Activities: Meetings to build robots to accomplish various tasks and participation in competitions.

Sponsor:

- CA – Glen Lawson
- DMS – TBD
- NHMS – Paul Johnson
- WHMS - Sheila Sapp, Lana Jones, and Angela Rice

RUNNING CLUB/CYCLING CLUB

Mission: To promote and lead a healthy and active lifestyle

Activities: Healthy activities, running events, cycling events

Sponsor:

- CA (Running) – Casey Williams and Christa Abercrombie
- CBMS (Running) - Linda Arsenault
- DMS (Running) – TBD
- EHMS (Running) – Bo Satterfield
- NHMS (Running) – Whitney Nguyen
- SHMS – (Running) – Crissy Ivey
- WHMS (Running) - Renee Adams and Laurie Samples
- WLA – (Running) – Adam Perillo

SCIENCE CLUB

Mission: To expand the appreciation and knowledge of science

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

Sponsors:

- NHMS – Jay Farrell

SCIENCE OLYMPIAD

Mission: To expand the appreciation, knowledge, and applications of science. The 5 specific areas are: life, personal & social science, earth & space science, physical science & chemistry, technology & engineering, and inquiry & nature of science.

Activities: Regular meetings to discuss, design, and build projects, research selected topics for that competition year, and develop group skills to maximize team productivity. There will be regional and state competitions against local, district and state schools.

Sponsor:

- SHMS – Holli Green and Sarah Atwill

SKILLS USA

Mission: To serve middle school students who are preparing for careers in trade, technical, and skilled service occupations.

Activities: Meetings, community service activities, region, state, national competitions, and conferences in skill and leadership categories.

Sponsor:

- EHMS – Joe Bradshaw

SPECIAL OLYMPICS

Mission: To provide skill, sharing, and joy

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

Sponsor:

- DMS – TBD

STOCK MARKET CLUB

Mission: To provide opportunities for students to learn about the stock market. Students will research companies and buy/sell stocks through a simulation. Teams are given a hypothetical portfolio to manage over a 10-week period.

Activities: Meetings, online simulation

Sponsor:

- CBMS - Sonja Neville

STRINGED INSTRUMENT CLUB

Mission: To provide opportunities for exploration of stringed instruments not generally incorporated into band (i.e., violin)

Activities: Rehearse, perform, and participation in community musical events

Sponsor:

- NHMS - Sharon Johns

STUDENT COUNCIL/STUDENT LEADERSHIP TEAMS/STUDENT AMBASSADORS

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

Activities: Coordinating student/school activities, leading service-oriented projects and fundraisers, and implementing student/school recognitions

Sponsors:

- CA – Jeanne Rountree
- CBMS – Rebecca Cooper
- DMS - Morgan Wright
- EHMS – Edwidge Antoine
- NHMS (Student Leadership Team) – Tara King
- SHMS (Student Leadership Team) - Josh Austin, Teresa Haymore, Teri Thompson, and Eileen Toledo
- WLA – Simone Griffith

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:

- CA – Tonia Campobenedetto
- CBMS - TBA
- DMS – Angelina Thornton
- EHMS – Edwidge Antoine and Shanequa Alford
- SHMS - LeAnn Owens
- WHMS – Jenny Bonilla and JP Eslava

SWIM CLUB

Mission: To increase swim skill and promote personal fitness.

Activities: Participation in swim contests.

Sponsors:

- CA – Nathalie Heil
- DMS – TBD
- NHMS – Peter Doig
- WHMS – Sandy Cantel

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:

- CBMS - TBD
- NHMS – Paul Johnson
- WHMS – Andy Mills

TENNIS CLUB

Mission: To develop work ethic and personal growth through tennis by establishing a fun, competitive environment where teamwork, sportsmanship, and leadership skills are emphasized.

Activities: Friendly and competitive matches, Saturday clinics, team building activities

Sponsors:

- NHMS – Robin Stover
- WHMS – Tim Poole

TOME

Mission: To focus on multiple literacies that allow students to read, write, and interact across a range of platforms, tools, and media. Students will explore information, digital, technology, media, and foundational literacy to identify type of information, and the correct method, format, and medium for sharing and accessing information based on an identified audience.

Activities: Conferences, service learning projects, rallies, competitions and philanthropic efforts.

Sponsors:

- CA – Tracey Kell
- DMS – Christa Holland
- EHMS – Jennifer Parker
- NHMS – Billie DeVito
- SHMS – Katrina Gotts and Megan Lewis
- WHMS - Genia Reid

WRITING CLUB

Mission: The mission of the Writing Club is to promote literacy by offering students a safe forum where students can meet together and write for pleasure.

Activities: Activities for the club will include structured writing with prompts, free writing, sharing work, providing peer editing and suggestions through a workshop format, and developing writing for some form of publication.

Students will receive assistance with character, setting, and plot development as well as dialogue development. The club will plan and develop a literary magazine for publication of student work.

Sponsors:

- NHMS – Susan Thompson

Y CLUB

Mission: To provide programs and opportunities for teens which will promote self-esteem, leadership skills and moral and civic responsibility.

Activities: Y Club students participate in a variety of activities designed to help them become informed and active citizens. Monthly club meetings provide students the opportunity to develop their public speaking and communication skills and participate in team building activities. Activities include serving self, school and community through volunteer initiatives; making a positive difference through civic engagement and responsibility; understanding the importance of local and state government and the political process; and striving to maintain high standards regarding values, leadership and responsibility. Students may also attend the Youth Training Conference and District Rally as well as Youth in Government Experiences such as Youth Assembly, Georgia United Nations Assembly, and Washington Seminar.

Sponsors:

- NHMS – Kimberley Nash

YEARBOOK

Mission: To produce a quality and representative student memory book

Activities: Design, develop and market student annuals

Sponsors:

- CA – Mercedes Lakhicharran
- CBMS – Monica Jackson
- DMS – TBD
- EHMS – Erin Chumbler
- NHMS – Billie DeVito and Brandy Dodson
- SHMS – Xenia Chon
- WHMS – Lana Jones

APPENDIX C – 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 the event a previously *undiagnosed* life threatening allergic reaction occurs, the school has partnered with District 02 Health Services to administer the lifesaving medication, Epinephrine. Designated school staff are trained to assess, call 911 and administer Epinephrine. When Epinephrine is administered, the student will be transported to the ER for evaluation and further treatment, if needed.

In the event of any emergency or accident involving the student and the parent/guardian cannot be reached, I give permission to school authorities to take appropriate emergency action, including calling 911, for transportation to a hospital. I also give permission to the hospital's emergency room staff to treat the student unless I am present and request otherwise. Fees for transportation and medical services will be the responsibility of the parent/guardian.

Parent/Legal Guardian Signature X _____ **Date** _____

PHOTO/VIDEO 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 videoed for stories/articles promoting the school or the school system. These stories may appear in newspapers, television, and/or social media. I consent to the release of the photographs/videos to the media for 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** _____

Student's Name (PRINT) _____

SURVEYS:

In order for state and local agencies and the school system to evaluate programs and activities, surveys/needs assessments are conducted. These assessments may include the Georgia Student Health Survey and the Center for Disease Control (CDC) Youth Risk Behavior Survey. 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) _____

HALL COUNTY SCHOOL DISTRICT – STUDENT DEVICE ACCEPTABLE USE AND CHECKOUT AGREEMENT:

The Hall County School District [HCSD] is a 1:1 school district where every student is assigned a device that provides learning resources and applications for use on and off campus. The intent for loaning students a dedicated mobile device, most often a Chromebook, is to ensure they have every opportunity to access educational resources and appropriate digital content anytime and anywhere. The device and resources are intended to be the student's personal learning device in order to enable learning and shall not be used for any other purpose. The use of the device and applications is a privilege and may be revoked at any time. The device must be returned to the school upon request or when the student withdraws or graduates from the school district. Students are issued the same Chromebook every year.

All devices and networks are monitored and filtered in compliance with the Children's Internet Protection Act while on any HCSD campuses. No filtering or monitoring is provided off HSCD campuses. Students/parents must understand that the HCSD, nor any district staff member, controls the content of the information on the Internet. Devices may be inspected at any time. Students should have no expectation of privacy of materials found on the computing device or application. The device is not for commercial use.

Login information, usernames and passwords are confidential. The student is responsible for keeping login information secure. At no time should anyone log in with another individual's user name or password. Appropriate use of digital devices and applications is governed by the HCSD Code of Conduct, all HSCD Board of Education Policies, and items in the student handbooks.

Parents that allow their child to bring privately-owned computers/other technology devices to school are personally responsible for the equipment. Responsibility for the maintenance and repair of the equipment rests solely with the student/parent. Any damage or theft to the equipment is the responsibility of the student/parent. District technicians and/or school-based personnel will not service or repair hardware or software owned by the student/ staff member. No internal components belonging to the district shall be placed in any personal equipment, whether as enhancements, upgrades or replacement.

Parent/Student Financial Responsibility

If a device is damaged, other than maintenance required from normal usage, students/parents are responsible for all costs for repairing damaged mobile computing devices. Only HCSD technicians utilizing approved parts may make repairs to devices. Replacement devices purchased by students/parents will not be accepted in lieu of full device replacement cost. Below are the costs associated with the repair or replacement of Chromebooks. Determination of damage will be made by HCSD employees.

Part	Replacement Cost
Power Adapters	\$45 (If the asset tag is removed from the brick, full replacement cost of \$45 will be charged)
LCD Screen	\$50
DC Power port	\$80
Keyboard	\$10
Palmrest	\$25
Bottom Case	\$15
Top Plate	\$15
Webcam	\$10
LCD bezel	\$10
Daughter card	\$15
Motherboard	\$85
Whole Unit	\$395
Computer Label Removal/Destruction (Asset, Title, Serial)	\$5/label

Technical Support & Repairs

1. In the event the device needs repair, it must be reported to the local school designee, most often the media specialist.
2. All repairs will be performed or coordinated by HCSD's Technology Department.
3. Parents, guardians, students or designees are not allowed to attempt repairs themselves or contract with any other individual or business to repair any school owned computer equipment.

Loss or Theft

Upon notice of loss or theft, the assigned student and/or their parent/guardian must immediately file an official police report. Incidents of loss or theft occurring off campus must be reported to the police the day that the loss or theft occurs or when the loss or theft is first discovered. Copies of the police report must be given to the media specialist or designee the next day that school is in session. Any loss or theft occurring on school grounds must be immediately reported to an administrator.

MOBILE COMPUTING DEVICE AGREEMENT

School: _____ **Date** _____

Student Name (Printed): _____

Grade: _____ **Date** _____

I have reviewed the Student Device Acceptable Use and Checkout Agreement and understand the conditions of the program. I also acknowledge and accept the terms of the fee schedule.

Student Signature X _____ **Date** _____

Parent/Legal Guardian Name Printed
(As noted in Infinite Campus) X _____ **Date** _____

Parent/Legal Guardian Signature X _____ **Date** _____

Relation to Student (Circle One): Mother Father Legal Guardian

Students whose parents do not sign this form are opting out of receiving a HCSD device. By not signing this form, parents are agreeing to provide a device with similar functionality to the issued student device for school and home use. Please note that HCSD cannot provide any technical support for non- HCSD devices.

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 A of this handbook.

I do not give permission for my student to participate in the following club(s) or organization(s) during the 2021-2022 school year: _____

Parent/Legal Guardian Signature X _____ Date _____

CHANGE OF ADDRESS PROCEDURES:

When moving to a new residence, parents should notify the school within 5 days of the move by contacting your school or by visiting <https://www.hallco.org/web/rtw>. Two valid proofs of residency are required to complete the process. Please read the options below:

- I. **New residency address is within the current school's attendance zone:**
 - Submit two valid proofs of residency to school or complete the process online.
- II. **New residency address is in another Hall County school's attendance zone and student is transferring to new school:**
 - Complete withdrawal paperwork at your student's current school online or by visiting your current school.
 - Submit two valid proofs of residency, and withdrawal documentation to your new school or complete the process online.
- III. **New residency address is in another Hall County school's attendance zone and student wishes to remain in current school:**
 - Submit two valid proofs of residency to school or complete the process online.
 - Complete and submit HB 251 In-District Transfer Application (Form B) through your school or complete the process online.
 - If In-District transfer is approved, student will remain enrolled at the current school
- IV. **New residency address is outside of the Hall County School District and student is transferring to new school district:**
 - Complete withdrawal paperwork at your student's current school within 5 days of move or complete the process online.
 - Contact the new school district for enrollment procedures.
- V. **New residency address is outside of the Hall County School District and student wishes to remain in current school:**
 - Complete Out-of-District (Tuition) Application within 5 days of move or complete the process online.
 - If Out-of-District Application is approved, student will pay tuition and remain enrolled at current school.

I understand and agree to notify the school within 5 days of a change of address and to abide by the HCSD Change of Address Procedures.

Student Signature X _____ Date _____

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.)

APÉNDICE C– PÁGINA DE FIRMAS DEL PADRE O MADRE/TUTOR Y ESTUDIANTE

Estimado padre o madre/tutor:

Tras leer este manual, por favor responda firmando todos los espacios apropiados en cada sección.

Nombre del estudiante
(ESCRIBIR EN LETRA DE IMPRENTA/MOLDE) _____

Nombre del padre o madre/tutor
(ESCRIBIR EN LETRA DE IMPRENTA/MOLDE) _____

Nombre del maestro consultivo
(ESCRIBIR EN LETRA DE IMPRENTA/MOLDE) _____

(POR FAVOR FIRME EN CADA ESPACIO PROPORCIONADO).

DIVULGACIÓN DE INFORMACIÓN SOBRE CUIDADOS MÉDICOS :

En el supuesto de que ocurra una reacción alérgica *no diagnosticada* que amenace la vida, la escuela tiene un acuerdo de colaboración con el departamento de Servicios de Salud del Distrito 02 para administrar la medicación que salve la vida, Epinefrina. Determinados miembros designados del personal escolar están capacitados para evaluar la situación, llamar al 911 y administrar Epinefrina. Cuando se administre Epinefrina, el estudiante será transportado a la sala de emergencias para evaluación y tratamiento adicional, caso de ser necesario.

En el supuesto de que se produzca una emergencia o accidente que involucre al estudiante y el padre o madre/tutor no puedan ser contactados, doy mi permiso para que las autoridades escolares tomen medidas de emergencia apropiadas, incluyendo llamar al 911, para que sea transportado a un hospital. También doy permiso al personal de la sala de emergencias del hospital para tratar al estudiante a menos que yo esté presente y solicite lo contrario. Los cargos por servicios médicos y de transporte serán responsabilidad del padre o madre/tutor.

Firma de los padres o del tutor legal X _____ **Fecha** _____

DIVULGACIÓN DE FOTOGRAFÍAS/VIDEO :

El Sistema Escolar del Condado de Hall tiene como política reconocer los éxitos y logros de los estudiantes. Doy mi permiso para que mi estudiante sea fotografiado, entrevistado, se publique su nombre y/o sea grabado en video para historias/artículos que promuevan la escuela o el sistema escolar. Estas historias pueden aparecer en periódicos/diarios, televisión y/o redes sociales. Doy mi consentimiento para la divulgación de las fotografías/grabaciones de video a los medios para cobertura relacionada con escuelas.

Firma de los padres o del tutor legal X _____ **Fecha** _____

PÁGINA WEB:

El Sistema Escolar del Condado de Hall tiene como política reconocer los éxitos y logros de los estudiantes. Doy mi permiso para que se publiquen fotografías y proyectos ilustrativos en clase en la página web del sistema escolar, al cual se puede acceder en Internet en <http://www.hallco.org>. A la hora de publicar una fotografía o proyecto ilustrativo en clase de un estudiante, el sistema escolar tiene cuidado de no asociar el nombre completo del estudiante de manera tal que pueda ser identificado con la fotografía del estudiante.

Firma del padre o madre/tutor X _____ **Fecha** _____

Nombre del estudiante
(ESCRIBIR EN LETRA DE IMPRENTA/MOLDE) _____

ENCUESTAS:

Para que las agencias estatales y locales y el sistema escolar evalúen programas de actividades, se llevan a cabo encuestas/evaluaciones de necesidades. Estas evaluaciones pueden incluir la Encuesta de Salud de Estudiantes de Georgia y la Encuesta de Conductas de Riesgo de los Jóvenes del Center for Disease Control (CDC). Las encuestas/evaluaciones de necesidades son completamente anónimas. Doy mi consentimiento para que mi estudiante participe en estas encuestas/evaluaciones de necesidades.

Firma de los padres o del tutor legal X _____ Fecha _____

Nombre del estudiante
(ESCRIBIR EN LETRA DE IMPRENTA/MOLDE) _____

DISTRITO ESCOLAR DEL CONDADO DE HALL – ACUERDO DE VERIFICACIÓN Y USO ACEPTABLE DE LOS DISPOSITIVOS PARA LOS ESTUDIANTES:

El Distrito Escolar del Condado de Hall [HCSD] es un distrito escolar individualizado donde a cada estudiante se le asigna un dispositivo que ofrece recursos de aprendizaje y aplicaciones para su uso dentro y fuera del campus. La intención de prestarles a los estudiantes un dispositivo móvil especializado, generalmente una Chromebook, es garantizar que tengan todas las oportunidades para acceder a los recursos educativos y al contenido digital apropiado en cualquier momento y en cualquier lugar. El objetivo principal es que el dispositivo y los recursos sean el dispositivo de aprendizaje personal del estudiante para permitir el aprendizaje y no deben usarse para ningún otro propósito. El uso del dispositivo y las aplicaciones es un privilegio y puede revocarse en cualquier momento. El dispositivo debe devolverse a la escuela cuando se lo solicite o cuando el estudiante se traslade o se gradúe del distrito escolar. Los estudiantes reciben el mismo Chromebook todos los años.

Todos los dispositivos y las redes se monitorean y filtran de acuerdo con la Ley de Protección de Internet para Niños mientras se encuentran en cualquier campus de HCSD. No se proporciona ningún tipo de filtro ni monitoreo fuera de los campus de HSCD.

Los estudiantes y los padres deben entender que ni HCSD, ni ningún miembro del personal del distrito, controla el contenido de la información en Internet. Los dispositivos pueden inspeccionarse en cualquier momento. Los estudiantes no deben esperar la privacidad de los materiales que se encuentran en el dispositivo informático o la aplicación. El dispositivo no es para uso comercial.

La información de inicio de sesión, los nombres de usuario y las contraseñas son confidenciales. El estudiante es responsable de mantener segura la información de inicio de sesión. En ningún momento nadie debe iniciar sesión con el nombre de usuario o la contraseña de otra persona. El uso apropiado de dispositivos y las aplicaciones digitales se rige por el Código de Conducta de HCSD, todas las Políticas de la Junta de Educación de HSCD y los artículos en los manuales del estudiante.

Los padres que permiten que sus hijos traigan computadoras u otros dispositivos tecnológicos de propiedad privada a la escuela son personalmente responsables del equipo. La responsabilidad del mantenimiento y la reparación del equipo recae únicamente en el estudiante y los padres. Cualquier daño o robo al equipo es responsabilidad del estudiante y los padres. Los técnicos del distrito o el personal de la escuela no proporcionarán servicio ni repararán el hardware o software propiedad del estudiante o miembro del personal. No se colocarán componentes internos que pertenezcan al distrito en ningún equipo personal, ya sea como mejoras, actualizaciones o reemplazo.

Responsabilidad financiera de los padres y estudiantes

Si un dispositivo se avería, además del mantenimiento requerido por el uso normal, los estudiantes y los padres son responsables de todos los costos de reparación de los dispositivos informáticos móviles dañados. Solo los técnicos de HCSD que utilicen partes aprobadas pueden reparar los dispositivos. Los dispositivos de reemplazo comprados por los estudiantes o los padres no se aceptarán en lugar del costo total de reemplazo del dispositivo. A continuación, se muestran los costos relacionados con la reparación o el reemplazo de las Chromebooks. Los empleados de HCSD determinarán los daños.

Parte	Costo del replazo
Adaptadores de corriente	\$45 (si se quita la etiqueta de propiedad del adaptador, se cobrará el costo total de reemplazo de \$45)
Pantalla LCD	\$50
Puerto de alimentación de CC	\$80
Teclado	\$10
Reposamanos	\$25
Estuche de la base	\$15
Placa superior	\$15
Cámara web	\$10
Panel frontal LCD	\$10
Tarjeta dependiente	\$15
Placa base	\$85
Unidad entera	\$395
Eliminación o destrucción de las etiquetas de las computadora (activo, título, serie)	\$5 por etiqueta

Soporte técnico y reparaciones

1. En caso de que el dispositivo necesite reparación, se debe informar a la persona designada por la escuela local, generalmente al especialista en medios digitales.
2. Todas las reparaciones serán realizadas o coordinadas por el Departamento de Tecnología de HCSD.
3. Los padres, tutores, estudiantes o las personas designadas tienen prohibido reparar los dispositivos ellos mismos o contratar a otro individuo o empresa para reparar los equipos informáticos propiedad de la escuela.

Pérdida o robo

Tras la notificación de pérdida o robo, el estudiante asignado o los padres o el tutor deben presentar inmediatamente una denuncia policial oficial. Los incidentes de pérdida o robo que se produzcan fuera del campus deben denunciarse a la policía el día en que se produce la pérdida o el robo, o cuando se descubra por primera vez. Se deben entregar copias de la denuncia policial al especialista en medios digitales o la persona designada el siguiente día de clase. Cualquier pérdida o robo que se produzca en las instalaciones de la escuela debe denunciarse inmediatamente a un administrador.

ACUERDO SOBRE DISPOSITIVOS INFORMÁTICOS MÓVILES

Escuela: _____ **Fecha** _____

Nombre del estudiante (en letra de imprenta): _____

Grado: _____ **Fecha** _____

He revisado el Acuerdo de verificación y uso aceptable de los dispositivos para los estudiantes y entiendo las condiciones del programa. También reconozco y acepto los términos de la lista de las tarifas.

Firma del estudiante X _____ **Fecha** _____

Nombre impreso del padre / tutor legal (como aparece en Infinite Campus) X _____ **Fecha** _____

Firma de los padres o del tutor legal X _____ **Fecha** _____

Relación con el estudiante (encierre con un círculo una opción): Madre Padre Tutor legal

Los estudiantes cuyos padres no firmen este formulario están optando por no recibir un dispositivo de HCSD. Al no firmar este formulario, los padres acuerdan proporcionar un dispositivo con una funcionalidad similar al dispositivo del estudiante emitido para uso en la escuela y en el hogar. Tenga en cuenta que HCSD no puede proporcionar soporte técnico para dispositivos que no pertenezcan a HCSD.

PARTICIPACIÓN EN CLUBES Y ORGANIZACIONES:

Por favor identifique si NO quiere que su estudiante participe en un club u organización contenidos en el Apéndice A de este manual.

No otorgo mi permiso para que mi estudiante participe en los siguientes clubes u organizaciones durante el año escolar 2021-2022: _____

Firma de los padres o del tutor legal X _____ Fecha _____

PROCEDIMIENTOS RELACIONADOS CON UN CAMBIO DE DIRECCIÓN:

Al mudarse a una nueva residencia, los padres deben notificar a la escuela dentro de los 5 días posteriores a la mudanza comunicándose con su escuela o visitando <https://www.hallco.org/web/rtw>. Se requieren dos comprobantes de residencia válidos para completar el proceso. Lea las opciones a continuación:

- I. La nueva dirección de residencia se encuentra dentro de la zona de asistencia de la escuela actual:**
 - Envíe dos comprobantes de residencia válidos a la escuela o complete el proceso en línea.
- II. La nueva dirección de residencia está en la zona de asistencia de otra escuela del condado de Hall y el estudiante se está transfiriendo a la nueva escuela:**
 - Complete la documentación de traslado en la escuela actual de su estudiante en línea o visitando su escuela actual.
 - Envíe dos comprobantes válidos de residencia y documentación de traslado a su nueva escuela o complete el proceso en línea.
- III. La nueva dirección de residencia se encuentra en la zona de asistencia de otra escuela del condado de Hall, pero el estudiante desea permanecer en la escuela actual:**
 - Envíe dos comprobantes de residencia válidos a la escuela o complete el proceso en línea.
 - Complete y envíe la Solicitud de transferencia dentro del distrito HB 251 (Formulario B) a través de su escuela o complete el proceso en línea.
 - Si se aprueba la transferencia dentro del distrito, el estudiante permanecerá inscrito en la escuela actual
- IV. La nueva dirección de residencia está fuera del distrito escolar del condado de Hall y el estudiante se está transfiriendo al nuevo distrito escolar:**
 - Complete la documentación de traslado en la escuela actual de su estudiante dentro de los 5 días posteriores a la mudanza o complete el proceso en línea.
 - Comuníquese con el nuevo distrito escolar para conocer los procedimientos de inscripción.
- V. La nueva dirección de residencia está fuera del Distrito Escolar del Condado de Hall, pero el estudiante desea permanecer en la escuela actual:**
 - Complete la solicitud de matrícula fuera del distrito dentro de los 5 días posteriores a la mudanza o complete el proceso en línea.
 - Si se aprueba la solicitud fuera del distrito, el estudiante pagará la matrícula y permanecerá inscrito en la escuela actual.

Entiendo y acepto en notificar a la escuela dentro de los 5 días posteriores a un cambio de dirección y cumplir con los Procedimientos relacionados con un cambio de dirección de HCSD.

Firma del estudiante X _____ Fecha _____

Firma de los padres o del tutor legal X _____ Fecha _____

MANUAL DEL ESTUDIANTE:

He repasado este manual del estudiante y el Código de Conducta y Procedimientos Disciplinarios del Condado de Hall. Estoy consciente de las reglas y regulaciones escolares. Acepto asumir responsabilidad por el cuidado y devolución de todos los libros de texto escolares, libros de la biblioteca y otros materiales educativos que me sean entregados. No escribiré, romperé, cortaré, pintarrajearé ni permitiré que se mojen los libros. Entiendo que si causo daños a los libros más allá del desgaste normal, se me impondrá un cargo por los daños. Si pierdo un libro, acuerdo pagar por el mismo.

Firma del estudiante X _____ **Fecha** _____

Firma de los padres o del tutor legal X _____ **Fecha** _____

(Este formulario firmado será guardado anualmente en el expediente de cada estudiante).