



2016-2017
student planner

**Hall County
Middle Schools**

July						
S	M	T	W	T	F	S
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31	1	2	3	4	5	6

August						
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September						
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HALL COUNTY MIDDLE SCHOOLS

STUDENT HANDBOOK

2016-2017

Chestatee Academy

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

C.W. Davis Middle

4450 Hog Mountain Road
Flowery Branch, Georgia 30542
(770) 965-3020, Fax (770) 965-3025

East Hall Middle

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

North Hall Middle

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

South Hall Middle

4335 Falcon Parkway
Flowery Branch, Georgia 30542
(770) 532-4416, Fax (770) 531-2348

West Hall Middle

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

Academies of Discovery

3215 Poplar Springs Road
Gainesville, GA 30507
(770) 533-4004

This School Agenda Belongs To:

Name _____

Address _____

City/Town _____ Zip _____

Phone _____ Homeroom _____

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

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

	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 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

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)
- Purposely 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 Board of Education Facilities Department. 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 Facilities Department at 770-534-1291. You can ask for Pam Cravero.

ASSESSMENT SECURITY

The Hall County School System conducts the assessment program as required by federal and state law. It is in compliance with the Elementary and Secondary Education Act (ESEA) and Georgia law relative to student assessment and data reporting. 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 in both paper and electronic formats. 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 11 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. Copies of the complete testing plan are available in the front office of each school.

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: \$1.25
- Full Price Lunch: \$1.80
- 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 – no charging. (This does not apply to students who qualify for free meals.)
- 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. If parents need to pick up students in the afternoons, please wait until the buses have left the campus.

CHECKING IN/OUT OF SCHOOL

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

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

CLUBS AND ORGANIZATIONS

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

COMPLAINT PROCESS

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

COMPLAINTS OF DISCRIMINATION / HARRASSMENT

The Hall County School System does not discriminate on the basis of race, color, religion, 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.

The Title VI Coordinator is Mr. Steve McDaniel, Hall County School System, Student Services Department, 711 Green St., Gainesville, GA 30501 (770) 967-5846

The Title IX Coordinator is Mr. Gordon Higgins, Hall County School System, 711 Green St., Gainesville, GA 30501 (770) 534-1080

The Section 504 and Americans with Disabilities Act Coordinator is Mr. Steve McDaniel, Hall County School System, Student Services Department, 711 Green St., Gainesville, GA 30501 (770) 967-5846

The McKinney-Vento Act system liaison for Homeless or Unaccompanied Minors is Ms. Dania Peguero, School Social Worker, 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

Nath Morris, Chairman
Craig Herrington, Vice Chair
Sam R. Chapman
Brian G. Sloan
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 hair styles and coloring, jackets, jewelry, sun glasses, caps, hats, bandanas, etc.) will be given to students by the individual schools.

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

DRUG TESTING OF STUDENT ATHLETES

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

ELIGIBILITY CRITERIA

Eligibility for participation in any interschool athletic activity will be based on grades earned during the semester prior to that activity. Therefore, a student must have passed either 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 broadcast over WDUN Radio (550 AM) and other area radio stations. School closing announcements will be released to the media by approximately 6:00 a.m. Information will also be posted on the Hall County Schools website at www.hallco.org. School buses will not leave school during a tornado or severe weather WARNING. Buses will run regular routes after such warning has been canceled.

EXTRACURRICULAR ACTIVITIES

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

GRADE REPORTING and HONOR ROLL

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

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

GRADING SCALE

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

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

GUIDANCE/COUNSELING SERVICES

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

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

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

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

HIGH SCHOOL CARNEGIE UNIT COURSES

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

Frequently Asked Questions about High School Carnegie Courses

- 1. **How do middle school students qualify to enroll in high school Carnegie unit classes?**
Eligibility to take a high school *academic* course is based on Milestones test scores, writing samples, overall class performance, and 6th and 7th grade teacher recommendations. Eligibility for high school *elective* courses is based on overall school performance, along with 6th and 7th grade teacher recommendations.
- 2. **Which course(s) must students successfully complete in order to earn one unit of high school credit?**
Courses eligible for high school credit 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 www.gacollege411.org to learn more about the HOPE Scholarship and eligibility.

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

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

Mathematics Coordinate Algebra (Accelerated Coordinate Algebra/ Analytic Geometry A) Analytic Geometry (Accelerated Analytic Geometry B/Advanced Algebra)	Science Biology Physical Science
English Language Arts Ninth Grade Literature and Composition American Literature and Composition	Social Studies United States History Economics

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

The EOCT is administered upon completion of one of the above courses. A student's EOCT score is averaged in as 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 www.gacollege411.org.

HOMEWORK

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

1. Reinforce skills and concepts introduced in class
2. Provide opportunity for drilling and practicing skills
3. Complete classroom assignments
4. Build study habits
5. Review for exams
6. Preview material to be introduced
7. Practice reading skills
8. Demonstrate practical application of concepts through projects
9. 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) booster immunization (called "Tdap"). Proof of Tdap immunization must be documented on the Georgia immunization certificate (Form 3231 7/2014).

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

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

LOCKERS

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

MEDIA CENTER

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

MEDICATION ADMINISTRATION AT SCHOOL

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

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

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

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

1. Medications received at school in un-labeled bottles, pills in zip-lock bags and aluminum foil **WILL NOT** be administered.
2. Non-prescription medications (over the counter medications) must be brought to the school in the **original** container along with a written parental request that includes parent contact phone number, and directions for administering that states the frequency, dose and length of administration.
3. Prescription medications must be brought to the school in the **original** prescription container labeled with the student's name, date prescribed, instruction for administering, name of drug, name of issuing Health Care Provider, expiration date, and route medication is to be given.

4. Schools will dispense medications only as directed on the **original** labeled container. **It is the responsibility of the parent/guardian** to notify the school if changes in the medication, dosage, and/or time of administration are requested and a new **original** container must be provided.
5. For ALL medications to be administered for more than 10 school days, the parent/guardian must provide specific instructions, including related equipment needed if necessary, by completing a "Parent/Guardian Medication Permission Form" and by having the student's health care provider complete a "Health Care Provider Medication Information Record".
6. **It is the responsibility of the parent/guardian** to inform the school, in writing, of any changes in pertinent data. A new "Medication Permission Form" must be provided indicating requested changes.
7. **It is the responsibility of the parent/guardian** to deliver **ALL** medication to the principal's office or other designated school personnel.
8. A "Parent/Guardian Medication Permission Form" **and** if pertinent, a "Health Care Provider Medication Information Record" shall be kept relative to each medication taken by the student during the school day. This record will include student's name, name of medication, time, route, and correct dose.
9. Long-term medications usually need to be refilled on a monthly basis. **It is the responsibility of the parent/guardian** to keep the school supplied with adequate amounts of medication.

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

MIDDLE SCHOOL CURRICULUM

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

The daily schedule followed by all sixth, seventh, and eighth grade students is composed of an academic block and a physical education/connections block. During the academic block, mathematics, science, social studies, and integrated language arts are taught. Georgia 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.

Each school will provide parents with Parent Portal activation codes and instructions for setting up an online account. Parents only need to activate one account for all children in the household. It is not necessary to set up a new account at the beginning of each year or when a child changes schools within Hall County Schools. Problems with a student's account should be directed to school office.

PARENT/TEACHER CONFERENCES

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

PROMOTION CRITERIA

To be promoted from sixth grade to seventh grade, from seventh grade to eighth grade, and from eighth grade to ninth grade, a student must pass four of six courses or five of seven courses (depending on the structure of their particular school's daily class schedule). Students must pass both Language Arts and Math to be promoted to the next grade.

SAFETY ON THE CAMPUS

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

STUDENT ILLNESS/ACCIDENT

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

SCHOOL INSURANCE

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

SCHOOL PICTURES

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

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. 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.

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

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

Family Educational Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the Hall County School System receives a request for access. Generally, a parent will be permitted to obtain a copy of education records of his/her child upon reasonable notice and payment of reasonable copying costs. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the Hall County School System to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading, or otherwise in violation of the student's privacy or other rights.

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

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

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission from the parent or eligible student before releasing information from a student's record. However, FERPA allows schools to disclose records, without consent, to the following parties:

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

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

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

4. The right to object to the release of "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, weight and height of student if he/she is a member of an athletic team, photograph, grade level, and dates of attendance. Parents or eligible students may request, in writing, that the Hall County School System not disclose directory information about them. They should make this request annually by September 30th or within 10 school days of an enrollment after the start of the student school year.

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

The Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Protection of Pupil Rights Amendment (PPRA)

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

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

- (i.) Political affiliations or beliefs of the student or the student's parent;
- (ii.) Mental or psychological problems of the student or the student's family;
- (iii.) Sex behavior or attitudes;
- (iv.) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (v.) Critical appraisals of other individuals with whom respondents have close family relationships;
- (vi.) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (vii.) Religious practices, affiliations, or beliefs of the student or student's parent; or
- (viii.) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

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

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

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

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

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

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, Mr. Steve McDaniel; 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.

No Child Left Behind (NCLB)

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

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

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

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.

- (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.

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.

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.

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.

BEHAVIOR THAT WILL RESULT IN DISCIPLINARY PROCEDURES

1. Possession, sale, attempted sale, use in any amount, distribution, or under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, unauthorized prescription drug or drug paraphernalia: Immediate suspension pending a disciplinary tribunal, and immediate referral to law enforcement officials. Distribution, attempted sale or sale of these substances requires suspension for the remainder of the semester in which the incident occurred, plus expulsion for one full semester. Participation in the system's early intervention program for student and parent (1) is required for first-time category one offenders to re-enroll in the regular school program; attendance does not reduce the number of days of suspension.

2. Possession, sale, attempted sale, use in any amount, distribution, or under the influence of an alcoholic beverage or other intoxicant: First offense: Immediate suspension, system's early intervention program for student and parent (SUPER 1), possible referral to disciplinary tribunal and/or referral to law enforcement officials. The student and parent or guardian will be offered the opportunity to attend SUPER 1 in lieu of up to half the original suspension, not to exceed five (5) days. Second or subsequent offense: Mandatory referral to tribunal and/or referral to law enforcement officials.

3. Possession, sale, attempted sale, use, or distribution of over-the-counter drugs or of substances represented as drugs or alcohol: Immediate suspension, system's early intervention program for student and parent (SUPER 1), possible referral to disciplinary tribunal and/or referral to law enforcement officials. First time offenders may be offered the opportunity to attend SUPER 1 in lieu of up to half the original suspension, not to exceed five (5) days.

4. Possession or use of a weapon or dangerous instrument: Immediate suspension pending a disciplinary tribunal and immediate referral to law enforcement officials. Firearm infractions require a minimum one calendar year expulsion. (O.C.G.A. 16-11-127.1 - A fine of not more than \$10,000; imprisonment for not less than two or more than ten years, or both.)

5. Assault (physical or verbal), including threatened violence upon another student, a teacher, or another school official: Immediate suspension, automatic referral to the disciplinary tribunal if a student is alleged to have committed an assault upon a teacher, other school official or employee; possible referral to law enforcement officials, and possible referral to the disciplinary tribunal if a student is alleged to have committed an assault upon another student.

6. Battery, including sexual battery, upon another student, a teacher, another school official or persons attending school-related functions: Immediate suspension, automatic referral to the disciplinary tribunal if a student is alleged to have committed battery upon a teacher, other school official or employee, possible referral to law enforcement officials, and possible referral to the disciplinary tribunal if a student is alleged to have committed a battery upon another student.

7. Fighting: Possible out of school suspension, possible referral to a disciplinary tribunal hearing, possible referral to law enforcement officials.

- 8. Disrespectful conduct, including the use of vulgar or profane language, toward teachers, administrators, other school personnel, other students, or persons attending school-related functions:** Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
- 9. Any behavior based on a student's race, national origin, religion, sex, or disability including verbal or non-verbal taunting, physical contact, unwelcome sexual advances, requests for sexual favors, and other verbal 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.
- 10. Inciting, advising or counseling of others to engage in prohibited acts:** Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
- 11. Classroom and school disturbances:** Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.
- 12. Possession or use of tobacco in any form and tobacco use-related paraphernalia such as lighters, matches, and electronic cigarettes:** Detention, in-school suspension, Saturday School, out-of-school suspension, and/or parent conference.
- 13. Willful or malicious damage to real or personal property of the school or to personal property of any person legitimately at the school during school or off school hours:** Possible suspension, referral to disciplinary tribunal, possible referral to law enforcement officials, and/or possible restitution. (O.C.G.A. 20-2-753)
- 14. Marking, defacing, or destroying school property during school or off-school hours:** Possible suspension, possible referral to the disciplinary tribunal, and/or possible restitution.
- 15. Theft:** In-school or out-of-school suspension, restitution, and possible referral to law enforcement officials.
- 16. Extortion or attempted extortion:** Immediate suspension, possible referral to the disciplinary tribunal, and/or possible restitution.
- 17. Possession and/or use of fireworks:** Parent conference, possible suspension, and possible referral to the disciplinary tribunal and to law enforcement officials.
- 18. Activating a fire alarm under false pretenses or making a bomb threat:** Immediate suspension, possible referral to disciplinary tribunal and referral to law enforcement officials.
- 19. Insubordination, disorderly conduct, disobeying school rules, regulations, or directives, disobeying directives given by teachers, administrators, or other school staff:** Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, Saturday School, suspension, and/or referral to disciplinary tribunal.
- 20. Violation of school dress code:** Possible removal from class, activity, or situation, parent conference, detention, Saturday School, and/or in-school suspension.
- 21. Use of profane, vulgar, or obscene words, 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.
- 22. 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.
- 23. Inappropriate public displays of affection:** Parent conference, detention, in-school suspension, and/or suspension.
- 24. Gambling or possession of gambling devices:** Parent conference, detention, in-school suspension, and/or suspension.
- 25. Moving and non-moving driving violations:** Short-term or long-term revocation of driving privileges, in-school suspension, and/or detention.
- 26. Giving false information to school officials:** Parent conference, detention, in-school suspension, and/or suspension.
- 27. Falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student:** Parent conference, detention, in-school suspension, 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.

28. Cheating on school assignments: Zero grade for assignment, substitute assignment, detention, parent conference and/or in-school suspension.

29. Bullying: Discipline for any act of bullying, including cyber bullying, as defined under the bullying definition in this document, shall be within the discretion of the principal which may range from a reprimand to out-of-school suspension. However, upon 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.

30. Criminal law violations: Any on or off campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at the school a potential danger to persons or property at the school or which disrupts the educational process may be subject to disciplinary action, including in-school suspension, short-term suspension and referral to a disciplinary tribunal.

31. Willful and persistent violation of the Student Code of Conduct: Student 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.

32. Failure to comply with compulsory school attendance as required under Code Section 20-2-690.1: Any student who is in violation of this Code section shall be subject to a referral to the court having jurisdiction. Each day's absence from school in violation of this part after the school system notifies the parent, guardian, or other person who has control or charge of a child of ten (10) unexcused days of absence for a child shall constitute a separate offense.

33. 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.

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 knuckles, 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 5 minutes before scheduled pick-up time.
2. Dress for the weather - umbrella and raincoat for rain; coat and gloves when cold.
3. Never stand or play in the road. Wait for the bus a safe distance from the road.
4. Always use the handrail when boarding or leaving the bus. Do not wear clothing or carry bags that have Strings or straps that could get caught in the handrail.
4. Remain seated when the bus is moving. Students' seats are designed to protect students in the event of an accident.
5. 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.
6. Observe silence when approaching and while stopped for railroad crossings so the driver can hear if a train is coming.
7. 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 five minutes early, but not too early. The bus driver is responsible for the maintenance of his schedule and cannot wait for tardy pupils. Each student should have books in hand and be ready to board the bus by the time the driver opens the door.
- Any student who leaves the school grounds while waiting for a bus to arrive will not be allowed to ride a bus home after returning to the school grounds. Individuals who leave the school grounds will be reported to the principal.

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 (GSE and GPS)

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

SIXTH GRADE

English/Language Arts (6) 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.

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.

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.

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.

ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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:
- Reporting the number of observations.
 - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - Giving quantitative measures of center (median and/or mean) and variability (interquartile range).
 - 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:

- SS6G1 Locate selected features of Latin America and the Caribbean.
- SS6G2 Discuss environmental issues in Latin America.
- SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.
- SS6G4 Describe the cultural characteristics of people who live in Latin America and the Caribbean.
- SS6G5 Locate selected features of Canada.
- SS6G6 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.
- SS6G7 Discuss environmental issues in Canada.
- SS6G8 Locate selected features of Europe.
- SS6G9 Discuss environmental issues in Europe.
- SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.
- SS6G11 Describe the cultural characteristics of Europe.
- SS6G12 Locate selected features of Australia.
- SS6G13 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.
- SS6G14 Describe the cultural characteristics of people who live in Australia.
- SS6CG1 Compare and contrast various forms of government.
- SS6CG2 Explain the structures of national governments in Latin America and the Caribbean.
- SS6CG3 Explain the structure of the national government of Canada.
- SS6CG4 Compare and contrast various forms of government.
- SS6CG5 Explain the structure of modern European governments.
- SS6CG6 Compare and contrast various forms of government.
- SS6CG7 Explain the structure of the national government of Australia.
- SS6E1 Analyze different economic systems.
- SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.
- SS6E3 Describe factors that influence economic growth and examine their presence or absence in Latin America.
- SS6E4 Explain personal money management choices in terms of income, spending, credit, saving, and investing.
- SS6E5 Analyze different economic systems.
- SS6E6 Analyze the benefits of and barriers to voluntary trade in Europe.
- SS6E7 Describe factors that influence economic growth and examine their presence or absence in Europe.
- SS6E8 Analyze different economic systems.
- SS6E9 Give examples of how voluntary trade benefits buyers and sellers in Australia.
- SS6E10 Describe factors that influence economic growth and examine their presence or absence in Australia.
- SS6H1 Describe the impact of European contact on Latin America.
- SS6H2 Explain the development of Latin America and the Caribbean from European colonies to independent nations.
- SS6H3 Analyze important 20th century issues in Latin America and the Caribbean.
- SS6H4 Describe the impact of European contact on Canada.
- SS6H5 Analyze important contemporary issues in Canada.
- SS6H6 Analyze the impact of European exploration and colonization on various world regions.
- SS6H7 Explain conflict and change in Europe to the 21st century.
- SS6H8 Describe the culture and development of Australia prior to contact with Europeans.
- SS6H9 Explain the impact European exploration and colonization had on Australia.

Science (6) Students will:

- S6CS1 Explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- S6CS2 Use standard safety practices for all classroom laboratory and field investigations.
- S6CS3 Use computation/estimation skills to analyze data and follow scientific explanations.
- S6CS4 Use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.
- S6CS5 Use system, model, change, and scale in exploring scientific and technological matters.
- S6CS6 Communicate scientific ideas and activities clearly.
- S6CS7 Question scientific claims and arguments effectively.
- S6CS8 Investigate the characteristics of scientific knowledge and how it is achieved.
- S6CS9 Investigate the features of the process of scientific inquiry.
- S6E3 Recognize the significant role of water in earth processes.
- S6E4 Understand how the distribution of land and oceans affects climate and weather.
- S6E5 Investigate the scientific view of how the earth's surface is formed.
- S6E6 Describe various sources of energy and with their uses and conservation.

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 central idea 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.
- ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE7RI2: 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.
- ELAGSE7RI3: 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).
- ELAGSE7RI4: 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.
- ELAGSE7RI5: 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.
- ELAGSE7RI6: 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.
- ELAGSE7RI7: 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).
- ELAGSE7RI8: 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.
- ELAGSE7RI9: 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.

ELAGSE7RI10: 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.

ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

ELAGSE7W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELAGSE7W5: 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

ELAGSE7W6: 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.

ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELAGSE7W8: 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.

ELAGSE7W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELAGSE7W10: 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.

ELAGSE7SL1: 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.

ELAGSE7SL2: 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.

ELAGSE7SL3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

ELAGSE7SL4: 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.

ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELAGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

MGSE7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

Social Studies (7) Students will:

- SS7G1 Locate selected features of Africa.
- SS7G2 Discuss environmental issues across the continent of Africa.
- SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.
- SS7G4 Describe the diverse cultures of the people who live in Africa.
- SS7G5 Locate selected features in Southwestern Asia (Middle East).
- SS7G6 Discuss 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 Describe the diverse cultures of the people who live in Southwest Asia (Middle East).
- SS7G9 Locate selected features in Southern and Eastern Asia.
- SS7G10 Discuss 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 cultures of the people who live in Southern and Eastern Asia.
- SS7CG1 Compare and contrast various forms of government.
- SS7CG2 Explain the structures of the modern governments of Africa.
- SS7CG3 Analyze how politics in Africa impacts standard of living.
- SS7CG4 Compare and contrast various forms of government.

- SS7CG5 Explain the structures of the national governments of Southwest Asia (Middle East).
- SS7CG6 Compare and contrast various forms of government.
- SS7CG7 Demonstrate an understanding of national governments in Southern and Eastern Asia.
- 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 and South Africa.
- SS7E4 Explain personal money management choices in terms of income, spending, credit, saving, and investing.
- SS7E5 Analyze different economic systems.
- SS7E6 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).
- SS7E7 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.
- SS7E8 Analyze different economic systems.
- SS7E9 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.
- SS7E10 Describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.
- SS7H1 Analyze continuity and change in Africa leading to the 21st century.
- SS7H2 Analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.
- SS7H3 Analyze continuity and change in Southern and Eastern Asia leading to the 21st century.

Science (7) Students will:

- S7CS1 Explore of the importance of curiosity, honesty, openness, and skepticism in science, and will exhibit these traits in their own efforts to understand how the world works.
- S7CS2 Use standard safety practices for all classroom laboratory and field investigations.
- S7CS3 Have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- S7CS4 Use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities.
- S7CS5 Use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- S7CS6 Communicate scientific ideas and activities clearly.
- S7CS7 Question scientific claims and arguments effectively.
- S7CS8 Investigate the characteristics of scientific knowledge and how that knowledge is achieved.
- S7CS9 Investigate the features of the process of scientific inquiry.
- S7L1 Investigate the diversity of living organisms and how they can be compared scientifically.
- S7L2 Describe the structure and function of cells, tissues, organs, and organ systems.
- S7L3 Recognize how biological traits are passed on to successive generations.
- S7L4 Examine the dependence of organisms on one another and their environments.
- S7L5 Examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring.

EIGHTH GRADE

English/Language Arts (8) Students will:

ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8RL2: 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.

ELAGSE8RL3: 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.

ELAGSE8RL4: 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.

ELAGSE8RL5: 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.

ELAGSE8RL6: 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.

ELAGSE8RL7: 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.

ELAGSE8RL9: 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.

ELAGSE8RL10: 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.

ELAGSE8RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE8RI2: 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.

ELAGSE8RI3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

ELAGSE8RI4: 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.

ELAGSE8RI5: 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.

ELAGSE8RI6: 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.

ELAGSE8RI7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

ELAGSE8RI8: 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.

ELAGSE8RI9: 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.

ELAGSE8RI10: 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.

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.

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^2 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.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 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 development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.

SS8H2 Analyze the colonial period of Georgia's history.

SS8H3 Analyze the role of Georgia in the American Revolution.

SS8H4 Describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.

SS8H5 Explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.

SS8H6 Analyze the impact of the Civil War and Reconstruction on Georgia.

SS8H7 Evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

SS8H8 Analyze the important events that occurred after World War I and their impact on Georgia.

SS8H9 Describe the impact of World War II on Georgia's development economically, socially, and politically.

SS8H10 Evaluate key post-World War II developments of Georgia from 1945 to 1970.

SS8H11 Evaluate the role of Georgia in the modern civil rights movement.

SS8H12 Explain the importance of significant social, economic, and political developments in Georgia since 1970.

SS8G1 Describe Georgia with regard to physical features and location.

SS8G2 Explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports, and the railroads help drive the state's economy.

SS8CG1 Describe the role of citizens under Georgia's constitution.

SS8CG2 Analyze the role of the legislative branch in Georgia state government.

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 Analyze the role of local governments in the state of Georgia.

- SS8CG6 Explain how the Georgia court system treats juvenile offenders.
- SS8E1 Give examples of the kinds of goods and services produced in Georgia in different historical periods.
- SS8E2 Explain the benefits of free trade.
- SS8E3 Evaluate the influence of Georgia's economic growth and development.
- SS8E4 Identify revenue sources for and services provided by state and local governments.
- SS8E5 Explain personal money management choices in terms of income, spending, credit, saving, and investing.

Science (8) Students will:

- S8CS1 Explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- S8CS2 Use standard safety practices for all classroom laboratory and field investigations.
- S8CS3 Have the computation and estimation skills necessary for analyzing data and following scientific explanations.
- S8CS4 Use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities utilizing safe laboratory procedures.
- S8CS5 Use the ideas of system, model, change, and scale in exploring scientific and technological matters.
- S8CS6 Communicate scientific ideas and activities clearly.
- S8CS7 Question scientific claims and arguments effectively.
- S8CS8 Be familiar with the characteristics of scientific knowledge and how it is achieved.
- S8CS9 Understand the features of the process of scientific inquiry.
- S8P1 Examine the scientific view of the nature of matter.
- S8P2 Be familiar with the forms and transformations of energy.
- S8P3 Investigate relationship between force, mass, and the motion of objects.
- S8P4 Explore the wave nature of sound and electromagnetic radiation.
- S8P5 Recognize characteristics of gravity, electricity, and magnetism as major kinds of 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
- DMS – Dody Sorrells
- EHMS - Georgette Hewell
- NHMS - Ashley Durham
- SHMS – Kristen Shirley
- WHMS - Jeannie Sandoval

ACADEMIC TEAM

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

Activities: Compete in local and regional academic bowls

Sponsors:

- CA – Chuck Bennett
- DMS - Janie Peace
- EHMS - Lynn Tankersley
- NHMS - Paula Kelly, J Gordon, May Smith
- SHMS - Robin Bates
- WHMS – Tricia Carlisle and Betty Carter

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 – Jenny Arteaga

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:

- DMS – Kim Carroll
- SHMS - Bonita West
- WHMS – Jeannie Sandoval

AVIATION CLUB

Mission: To focus on aircraft function and design

Activities: To build a scale aircraft using the same principles as a full-sized aircraft

Sponsors:

- DMS – Jim Greer

BOOK CLUB

Mission: To inspire life-long learning and a love of reading in each student

Activities: Weekly meetings and participation in the Hall County Reads program

Sponsors:

- DMS - Janet Morley

BUILDERS CLUB

Mission: Builders Club is an international student-led program providing members with opportunities to perform service, build character and develop leadership. Clubs are chartered in partnership with a Kiwanis club and a school or community-based organization serving middle or junior high school students.

Activities: Community service, planned service meetings

Sponsors:

- EHMS – Josh Chapman and Ashley Garner

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:

- NHMS – Jenna Thayer

CREATIVE WRITING CLUB

Mission: Allows students the opportunity to improve their skills in writing poetry and prose

Activities: Writing competitions, writing skill development opportunities, and related meetings

Sponsors:

- WHMS – Regina Cothran

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:

- NHMS – Buddy Fisch

DIGITAL MEDIA DESIGN CLUB

Mission: To increase student proficiency in the creation of digital media using innovative technology

Activities: Regular meetings and competitive events

Sponsors:

- SHMS- Gary Martin
- NHMS-Jeff Gerrell

DMSTUBE/AV Club

Mission: To video school related events and digitally edit, produce, and publish/post high quality segments

Activities: Produce morning announcements, attend and contribute at production meetings, and events

Sponsors:

- DMS – Geoff Chaffin

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 – Teri Lance
- NHMS - Ruby Putman
- SHMS – Stacie Cash, Katrina Gotts
- WHMS – Miro Gomez
- WLA – Sylvia Langford

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:

- WHMS – Myriah Richerson and Laurie Samples

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 - TBA
- DMS – Carin Booth
- NHMS – Kim Agnew
- SHMS - Sharon Pirkle
- WLA – Giovanni Garcia

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 – Slade Dale
- DMS – Jared Crandall, Delana Crandall and Carin Booth
- EHMS – Jimmy Byers and Garrett Saunders
- NHMS – Patricia Smith, Jenna Thayer, and Laura Kirby
- SHMS – Paige Johnson and Scott McFarland
- WHMS – Jeffrey Williams and Genia Reid
- WLA – TBD

FINE ARTS CLUB

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

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

Sponsors:

- NHMS – Laura Tucker

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 – Autumn Woodruff
- DMS – Janice McKenzie
- EHMS – Karen Craft
- NHMS – Luci Crumley
- SHMS – Nan Reddick
- WHMS – Kiley Kirkland

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 – Judy Strickland
- EHMS – Noelle Suggs
- WHMS – Casey Fleury

HISTORY THROUGH FILM CLUB

Mission: To expand the appreciation and knowledge of history by analyzing modern day movies.

Activities: Meetings, movie viewings, speakers and field trips to historic sites.

Sponsors:

- DMS – Laurie Costello

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, Lynn Clemmons, Tracey Kell, Chuck Bennett, Betsy Brooksher, Glen Lawson

INTERNATIONAL CLUB

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

Activities: Meaningful services projects aimed at furthering international understanding

Sponsor:

- DMS – Donna Stringer
- WLA – Belinda Sauret

JUNIOR BETA CLUB

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

Activities: Junior Beta Club is a community service organization

Sponsors:

- DMS – Laura Shaw and Susan Wehrle
- EHMS – Jennifer Fowler, Katelin Smith, and Mandy Major
- NHMS – Amanda Matchen
- SHMS – Sara Atwill, Paige Bagwell, and Ron Bagwell
- WHMS – TBA

MATH COUNTS

Mission: To develop and increase Math skills in competitive matches

Activities: Regional math activities and competition

Sponsors:

- NHMS - Paula Kelly
- WHMS – TBA

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

MILITARY HISTORY CLUB

Mission: To explore and expand on the events of world conflicts

Activities: Memorabilia exploration, field trips to historic military sites, speakers

Sponsors:

- DMS – Ryan Hartrick and Cliff Orth

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:

- CA – Tracey Kelley
- DMS – Kim Carroll
- EHMS – Alisha Bradshaw, Michael Ann Cervantes, and Michelle Stalions
- NHMS – TBA
- SHMS – Kelly Schollaert
- WHMS – Jody Key

PARTNERS' CLUB

Mission: To develop relationships between disabled and non-disabled peers in order to create an atmosphere of community inclusion, awareness, and acceptance

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

Sponsor:

- DMS – Lia Grissom
- EHMS – Scott Patrick
- NHMS – Dallas Wiley

READING BOWL TEAM

Mission: To promote the appreciation of reading

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

Sponsor:

- SHMS – Sara Blankenship and Stacie Cash

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 – Geoff Chaffin
- NHMS – Kathy Mellette

RUNNING CLUB/CYCLING CLUB

Mission: To promote and lead a healthy and active lifestyle

Activities: Healthy activities, running events, cycling events

Sponsor:

- DMS (Running) – Kristi Goodwin, Linda Arsenault, and Michelle Petersen
- EHMS (Running) – Mia Torres
- NHMS (Cycling) - Dean Devito
- NHMS – (Running) – Kevan Richardson

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 - Carol Cummings

SCIENCE OLYMPIAD

Mission: To create a passion for learning science by supporting Science Olympiad tournaments at building, district, county, state and national levels with an emphasis on teamwork and a commitment to excellence

Activities: Participation in competitions

Sponsors:

- NHMS – Mark Barton and Kathy Mellette

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 – Maggie Pruitt

STREAM TEAM

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

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

Sponsor:

- NHMS - Kathy Mellette

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
- DMS - Valerie Lancaster and Teri Lance
- EHMS – Sharon Turk and Donna Ruark
- NHMS (Student Leadership Team) – Sonja Neville, Amy Chosewood
- SHMS (Student Leadership Team) - Michelle Hulsey, Elena Lewis, Christy Peevy
- WHMS - TBA
- WLA – Laurie Brown

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 – Pam Smith
- DMS – Angelina Thornton
- EHMS – Sharon Turk

SWIM CLUB

Mission: To increase swim skill and promote personal fitness.

Activities: Participation in swim contests.

- CA-Slade Dale

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:

- NHMS – Jeff Gerrell
- WLA – Alfredo Hernandez

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

WYLDLIFE/YOUNG LIFE

Mission: To become a part of a world-class organization for adolescents. With an emphasis on Christian principles, WyldLife works to focus students on fun, adventure, friendship and a sense of significance.

Sponsor:

- DMS – Joel Cantrell
- NHMS – Sally Smith

YEARBOOK

Mission: To produce a quality and representative student memory book

Activities: Design, develop and market student annuals

Sponsors:

- CA – Mandy Briscoe
- DMS – Geoff Chaffin
- EHMS – Kathy Jarrard
- NHMS - TBA
- SHMS – Sara Blankenship
- WHMS – Jillayne Peck and Corrie Farrington

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 _____

HEALTH SCREENING

Your child's health is important to us. Throughout the school year state required screens will be offered to the students of Hall County Schools. ALL screens performed are private and confidential. Student privacy is protected. Results are made known only to parent/guardian. The screening tool used is the body mass index for age chart. This method calculates a child's weight to his/her height. Snellen wall chart and an audiometer are the tools used for vision and hearing screens. These are the same tools used by your child's healthcare provider.

Please check if you **DO NOT** want your child to be screened for the following:

_____ Height _____ Weight _____ Vision _____ Hearing _____

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) _____

MOBILE COMPUTING DEVICE CHECKOUT AGREEMENT:

Each year, Hall County School District [HCSD] offers more learning resources to our students for access from home. The intent for loaning students a dedicated mobile device is to ensure they have every opportunity to access educational resources and appropriate digital content anytime and anywhere. The device is intended to be the student's personal learning device: a 21st century tool supporting the curricular activities enabling students to learn anytime/anywhere and shall not be used for any other purpose.

The use of the mobile computing device is a privilege. The user is responsible for what he/she does with his/her school assigned mobile computing device. The student must comply with HCSD's policy JCDA.

ISSUANCE OF DEVICES

1. Designated students enrolled in HCSD will be issued a mobile computing device at no cost and allowed to transport the device from school to home upon after the following conditions: Parent/guardian and student may attend an orientation/meeting or complete online information course.
2. Parent/guardian and student must sign Student/Parent Mobile Computing Device Agreement
3. Parent/guardian and student must sign Acceptable Use Agreement (included in the Student agenda and provided annually to all students.)

PROCEDURE AND EXPECTATIONS

- The mobile computing device, an educational tool, is the property of HCSD. It may be inspected at any time. The student should have no expectation of privacy of any materials found on the mobile computing device. The device is not for commercial use.
 - By signing the Student/Parent Mobile Computing Device Agreement, the student and Parent consent to the District reviewing the device, files, music, videos, emails or other related items with the device.
 - HCSD will cooperate fully with local, state or federal officials in investigations of suspected illegal activities conducted through district owned devices.
 - The device will be assigned in the same manner as a textbook. The device information and assigned student information will be recorded in the district's asset management system.
 - The device remains with the student for the remainder of the school year, or period of time defined by the school, unless the student withdraws from school or the student loses the privilege of using the device.
 - Students will be reassigned the same device each year while enrolled.
 - At all times students are responsible for the devices, whether at home or school. The student assigned the device is responsible for all use and content on or accessed with the device.
 - Students are responsible for bringing their device to school, taking them home each day and charging the battery each night. The devices must not be left unsupervised or unsecured.
 - HCSD reserves the right at any time to demand return of the device. Students may be subject to loss of privilege, disciplinary action and/or legal action in the event of damage or violation of HCSD policies and guidelines as outlined in the Mobile Computing Device Checkout Agreement.
 - If students do not adhere to HCSD's Acceptable Use Policy, all Hall County Board of Education policies and the guidelines in the Mobile Computing Device Checkout Agreement, the privilege to use the device at home may be restricted or eliminated.
1. If the student withdraws or transfer he/she must return the mobile computing device at the school where it was originally assigned. If the student enrolls in another school within the district, the device will remain at the original school. The principal or designee must be notified that the mobile computing device has been turned in for assessment of the condition of the device.
 2. All applicable peripherals, including, but not limited to, cases, cords, headphones, etc. must be returned before withdrawing from the school.

Parent/Student Financial Responsibility for Repairs

Students/Parents are responsible for any cost involved in the repairing of damaged mobile computing devices. If a device is damaged and is not covered under warranty, fees must be paid before the device can be sent for repair or replacement or a new/temporary device is issued. If there are repeated incidents of damage in a single school year due to negligence, the repair fee increases according to the schedule below.

Incident description	Fee
Device usage/loan fee	\$0
First damage incident not covered under warranty or due to negligence	\$50
Second damage incident not covered under warranty or due to negligence	\$100
Third damage incident not covered under warranty or due to negligence	Actual cost of repair or replacement cost of the mobile computing device
Intentional damage	Actual cost of repair or replacement cost of the mobile computing device and possible loss of use privilege
Loss or damage to protective shell if one is provided by HCSD	\$25
Intentional damage to identifying information label on the mobile computing device	\$10
Mobile computing device re-image fee due to intentional alteration/addition of applications or detrimental files	\$20
Loss or theft of mobile computing device	Police report MUST be immediately filed and a copy of the police report must be provided to the school within 2 school days of alleged theft. Otherwise restitution to the district for the full replacement cost of the device.
Replacement cost of power cord and/or power brick	\$40

Damage not covered under warranty repairs include, but is not limited to cracked screens, impact/pressure damage, water damage and damage as a result of negligence as determined by the school. Damage and negligence includes, but is not limited to:

1. Intentional damage
2. Leaving a device unattended
3. Leaving a device unsecured
4. Exposing a device to unacceptable conditions such as exposure to any liquid or moisture of any kind
5. Exposing a device to unacceptable conditions such as rain, extreme heat or cold

HCSD may establish payment plans to clear late fees if financial hardship can be proven. All fees must be paid prior to the beginning of the subsequent school year. The fee schedule is based on the type of device provided and is subject to change in subsequent years.

Technical Support and Repairs

1. In the event the device needs repair, it must be reported to the local school designee. The student will make the designee aware of the issue, and the designee will enter the request into the technology work order system.
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 with either Hall County Sheriff's Office or the police department within the jurisdiction of where the theft took place. Incidents of loss or theft occurring off campus must be reported to the police the day of the loss or theft occurs or when the loss or theft is first discovered. Copies of the police report must be given to the principal or designee the next day that school is in session. Students who fail to report the loss or theft are responsible for the full replacement cost of the device. Any loss or theft occurring on school grounds must be immediately reported to an administrator.

If there is no clear evidence of theft or if the device has been lost due to a student's negligence, the student will be responsible for the device's full replacement cost.

INTERNET ACCESS AND FILTERING

Although the device is provided for use within the district, HCSD assumes no additional liability for any material accessed on the device. The Hall County School District complies with all State and Federal laws regarding internet usage and filters. For purposes of those laws, a student is only considered at school when the student is physically present and properly logged into the HCSD intranet. When students are at school, they access the Internet through a content filter that applies child Internet safety policies to student mobile computing devices. This means that students are restricted from accessing websites that may have inappropriate content when they are at school. Parents are responsible for internet filtering and monitoring while off school campus. Parents should note that free public Wi-Fi networks like those found at Starbucks or similar stores offering free Wi-Fi may not have a content filter. The HCSD is not responsible for content students may access on any networks outside of school.

The device should be used at home in locations that can be easily monitored and supervised by a parent or guardian. Unsupervised use is strongly discouraged; use in child's bedroom is highly discouraged.

Student Signature X_____Date_____

Parent/Legal Guardian Signature X_____Date_____

PARTICIPATION IN CLUBS AND ORGANIZATIONS:

Please indicate below if you do NOT want your student to participate in a club or organization found in Appendix A of this handbook.

I do not give permission for my student to participate in the following club(s) or organization(s) during the 2016-2017 school year: _____

Parent/Legal Guardian Signature X_____ Date_____

CHANGE OF ADDRESS:

I understand that if my family moves, I must immediately report the change of address and provide proof of my new address to the school secretary at my child's school. It is my responsibility to confirm with my child's school that my new address is in the Hall County School District and/or in my child's current school zone. I understand that there are in-district transfer procedures. Out-of-district applications may or may not be approved based on certain criteria and available space. Approved out-of-district applications require payment of tuition. Space limitations or other criteria may not allow my child to stay in his/her current school or program if I move to a new address.

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.)

2016–2017 School Year

July						
S	M	T	W	T	F	S
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

August						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

September						
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

October						
S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

November						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

December						
S	M	T	W	T	F	S
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

February						
S	M	T	W	T	F	S
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	1	2	3	4

March						
S	M	T	W	T	F	S
26	27	28	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

April						
S	M	T	W	T	F	S
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

May						
S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

June						
S	M	T	W	T	F	S
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

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