



**Hephzibah Middle School
Teacher Handbook
2020-2021**

FOREWORD

This handbook provides the faculty and staff members of Hephzibah Middle School with important information for the 2020-2021 school year. There are changes in policy, procedures and staff assignments. Read the contents of this handbook **carefully**. This handbook along with your curriculum map, middle school guide, and Richmond County Teacher Handbook provide you with information and policy procedures to facilitate your position as a professional member of Hephzibah Middle School.

VISION

Our goal is for all Hephzibah Middle School students to embrace the importance of being life-long learners and to always demonstrate respect and understanding for all people, perspectives, and values.

MISSION STATEMENT

Hephzibah Middle School seeks to educate students to be compassionate, inquisitive, and informed citizens who support and respect the value of cultural perspectives throughout the world.

We endeavor to work with parents, community, and partner schools to develop curriculum and assessments that hold students to a rigorous standard of achievement that strengthens students' knowledge, their cultural and societal insight as well as their ability to succeed.

BELIEFS

- All students can learn and have a right to a quality education.
- Education is a shared responsibility that unites the students, home, school, and community in the decision making and problem solving process while creating a mutual bond of respect and trust.
- The community serves as a means to support a safe learning environment for children as well as offering resources that will enhance students' awareness of real life applications.
- Students learn best in an atmosphere where continuous communication and support exist among parents, students, teachers and community.
- Education prepares everyone for the challenges of today and tomorrow and is a continuous learning process.
- Education should include programs that meet the needs of all areas of exceptionalities.
- Goals for achievable education outcomes should be clear and explicit.
- School personnel will engage on-going job embedded professional learning that impacts student achievement.

HISTORICAL PERSPECTIVE

In 1861, the minutes of the Hephzibah Baptist Association specified that a “seminary of learning” be erected in Brothersville for both boys and girls. A structure with two wings and two stories was erected. It was located on the present site of Hephzibah Elementary School. The school opened in the spring of 1861 with thirty-four students. This building was used until 1925 when a new structure made of white stucco was completed for Hephzibah students at a cost of sixty thousand dollars. There is a photograph of this building in the Media Center.

In 1964, the present Hephzibah Elementary School was built to accommodate white children in grades one through eight. Floyd Graham Elementary School housed black children in grades one through eight. A new Hephzibah High School was built one mile east of the city of Hephzibah in 1969. In 1970, the entire school system integrated and Floyd Graham Elementary became the school for all students in grades one through three. Hephzibah Elementary housed grades four through seven. The old high school became Hephzibah Junior High School.

During the following years many changes took place as grades were divided among the four schools. With each change, new interest in the education of Hephzibah’s youth was pursued.

The new Hephzibah Middle School was completed in the spring of 1982. This was the first facility in Richmond County designed for the middle school concept. During the 1999-2000 school year, nine new classrooms, a new roof, additional storage areas and a new gym floor were all part of a renovation package for facility upgrades.

Hephzibah Middle School is organized very much like several schools within a school. Each grade level is separate with three to four teams made up of two to four members. Each grade is organized with an interdisciplinary approach and a common planning time of ninety minutes daily.

School enrollment at Hephzibah Middle School has fluctuated during the years. During the 1995-1996 school year, 1,315 students attended the school with classes housed in nineteen portables as well as the main building. A new middle school opened in 1996-1997 and Hephzibah Middle School’s enrollment dropped to approximately 910 students. The 1999-2000 school year brought an enrollment of 942 students housed in the main building and nine portables. During the 2000-2001 school year, the construction of nine new classrooms was completed. Growth in the Hephzibah community brought new students to the school. During the 2001-2002 school year, approximately 945 students attended Hephzibah Middle School.

The 2002-2003 school year brought a new principal to the school. Three additional portable classrooms were added to house sixth grade students. A school council was established to comply with state laws. This council was composed of the principal, two teachers, two parents, and two business members. Renovations were completed in the front office and foyer area of the school. The school’s average enrollment for the year was 975 students.

The 2003-2004 school year saw Hephzibah Middle School accepting students from several other Richmond County middle schools as a result of the “School Choice” option allowed by the No Child Left Behind Act. The Hephzibah Middle School chapter of the Junior National Beta Club was revived and a large number of students were inducted into this academic club. Improvements to the school grounds were completed with the addition of new lights and safety markings in the parking lot area and the removal of trees. The school’s average enrollment for the year was 1,065 students.

The 2004-2005 school year brought middle school championships for the cheerleaders, softball and golf teams. The baseball team was the runner-up for the baseball championship. Not only were the students athletically successful, they were also academically successful. Improvements continued to be made to the physical plant. A new alarm and surveillance system was installed and the PTO purchased a marquee sign for the school. The school’s average enrollment for the year was 1,040 students.

The 2005-2006 school year was Hephzibah Middle School’s twenty-fifth anniversary and a success both academically and athletically. All subgroups made Adequate Yearly Progress (AYP) as determined by student reading and math scores on the Criterion Referenced Competency Tests. A number of our students were recognized on the district and state levels for various academic accomplishments. The softball and football teams won the county middle school championships. The baseball and golf teams won second place on the middle school level this year. The cheerleaders continued to win on the local, state and national levels. This school year brought the addition of a new computer lab for the students. This lab was used to bolster

math scores and provide students with opportunities to integrate technology into their assignments. The *HMS Morning Show* was introduced this year. The morning show allowed students to broadcast daily announcements, weather, instructional assignments and other important information directly into each classroom. The entire show was produced by HMS students under the direction of the technology education teacher. The school's average enrollment for the year was 935 students.

The 2006-2007 school year brought new challenges and opportunities to the faculty and staff of HMS. The year began with a quest to continue with the academic gains from the previous school year. After making AYP for the 2005-2006 school year, the faculty began the year with a renewed dedication to once again making AYP. Organizational changes were made to better serve the students with disabilities. A full inclusion model was implemented for the students with disabilities. Many of our students won academic awards in various content areas. The athletic program at HMS saw a stellar year with middle school championships in softball, boys' track, and baseball. The football team and the golf team both won second place for the year. Although we continued to make academic gains, we did not make AYP for the school year.

The 2007-2008 school year opened with an influx of technology into our eighth grade classes to enhance instructional delivery. Ten of the twelve eighth grade classes were outfitted with ActivBoards, LCD projectors, and wireless access. A mobile computer cart with twenty-five laptops was made available to our eighth graders. These additions were made possible through a grant from the Georgia Department of Education and our PTO. Gender separate classes were established for our sixth graders. The seventh and eighth graders were assigned to gender separate classes for connections and PE. The quality of our academic program was further advanced with additional implementation of the Georgia Performance Standards in several content areas. Our students were once again successful in numerous academic contests throughout the year. The athletic program at HMS again saw success. Our teams won five of the seven middle school championships for the year. Hephzibah Middle School made AYP for the 2007-2008 school year.

During the 2008-2009 school year, teachers continued to integrate technology into their subject with the ActivBoards, LCD projectors and wireless access. Gender separate classes were established for seventh graders, and this initiative was continued in the sixth grade classrooms. Sixth, seventh and eighth graders were assigned to gender separate classes for connections and PE. The academic program at HMS has continued to improve throughout the year with the implementation of the Georgia Performance Standards in all content areas. Once again our students were successful in a number of academic contest throughout the year. In fact, HMS has two state Media Festival winners, and we are awaiting news from the International Media Festival. The athletic program at HMS has continued our winning tradition with championships in softball, football, golf, track, and baseball. The basketball team made great strides this year, and the girl went to the championship game. Hephzibah Middle has made significant academic gain this year, and we are looking forward to another great year.

In the 2015-16 school year, Hephzibah Middle School submitted an application to become an International Baccalaureate School with Hephzibah High School. This was a five-year process and HMS became an authorized International Baccalaureate School October 22, 2019.

SUNSHINE FUND

The Sunshine Fund is maintained for the purpose of remembering faculty and staff during times of illness, death and other occasions. Funds are collected one time each year. The cost for the Sunshine Fund is \$20.00 for certified and \$15.00 for classified. All faculty and staff are encouraged to join.

HONORS PROGRAMS

Honors Day will be held in May during the school day and all teachers are expected to attend.

EMPLOYEE WORK DAY

The workday for certified personnel begins at 8:30 a.m. and ends at 4:30 p.m. All school level **certified personnel** are on-site an 8-hour day (30-minute lunch included). All school level **clerical personnel** are on-site 7 hours and 45 minutes (30-minute lunch included). School level clerical personnel are paid to work 7 hours and 15 minutes. The workday for **paraprofessionals** is 7 hours and 15 minutes (inclusive of a 30 minute paid lunch). Paraprofessionals do not work on Professional Learning Days. **All school level employees are to remain on campus during lunch and planning.** Each employee is to sign in and out daily on a daily basis in the front office. Employees should check their boxes daily upon arrival, during the designated planning time, and at the end of the day. If you must leave before the end of the workday, you must sign an “early leave” form located in **Ms. Coburn’s office** and have it approved by **Mr. Neal** prior to leaving early.

EMPLOYEE ABSENCE

Should you find it necessary to be absent, it is your responsibility to enter it in the stubby system. Then call or text **Mr. Neal** on his cell number. If possible, call the night before the absence **prior to 10:00 PM**. Keep absences to a minimum. **It is your responsibility to secure a substitute when you are absent.** On the day you return to work, see Mrs. Coburn to sign your certificate of absence. Doctors’ excuses may be required at the discretion of the principal. **Failure to sign your certificate of absence will result in the loss of pay for the day(s) absent.** Absences due to illness the last week of school must be documented with a medical excuse.

PERSONAL LEAVE

All personal leave days must be requested in writing **3 days in advance** and approved by Mr. Neal on the proper form **before** it may be utilized. Forms are available in Ms. Coburn’s office. Requests for personal leave the day before or after a holiday or professional learning day or pre-post-planning days must be approved **by Dr. Malinda Cobb**. **Personal leave is not generally granted in May unless an emergency arises.** Please discuss individual cases with the principal. **No personal leave will be approved for the last week of school.**

EMPLOYEE PAY CHECKS

If for some reason you feel that there is a problem with your pay, **DO NOT** call the central office. Notify Ms. Coburn, the school bookkeeper. She can check the problem and get an answer faster than you.

INJURIES

It is **mandatory** that **all** injuries (student, faculty and staff) regardless of the nature or extent be reported **immediately** to the school nurse and an accident report completed within 12 hours of the injury. **Failure to report an injury will constitute gross neglect of duty. Additionally, you must consult the Workers Compensation “Pink Sheet” for an approved doctor, should you need to seek medical attention. Failure to use an approved physician or facility will nullify your rights to reimbursement under Workers’ Compensation. If you are injured, see Mr. Neal.**

SMOKING POLICY

Smoking is prohibited on Richmond County Board of Education property and/while on duty.

DRESS AND APPEARANCE

The Richmond County Board of Education recognizes that teachers and other professional educators are role models for the students who come in contact with them during and after school hours. As role models, teachers and other staff members should be conscious of their dress and grooming and its effect on students and parents.

Teachers and staff members are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Employees shall be clean, neat, and well-groomed and dressed in an appropriate manner for their individual work assignments.

A wide variety of teaching styles and activities occur between age and grade levels. Therefore, activities and/or assignments planned for the day will dictate, to a degree, the style of dress considered appropriate.

Blue jeans, shorts, sweats, wind suits and warm-up suits are not appropriate dress and should not be worn at school. Exceptions would be physical education, field trips, field days and spirit days when special attire is required.

Minimum Dress and Grooming Standard

The minimum dress and grooming standard for employees shall meet or exceed the standard required for students in the Code of Student Conduct and Discipline Policy.

The following items are considered appropriate attire:

Men

Close-toed Shoes
Ties
Short/long sleeve collared shirts
Sports jackets/suits
Crew/mock/turtleneck shirts
Polo/golf shirts

Women

Shirts/blouses tucked in when appropriate
Skirts/dresses (*appropriate length)
Slacks
Suits
Sweaters
Denim dresses/skirts
Coordinated Capri pant suits (mid-calf)

The following is NOT considered appropriate attire:

Jogging/sweat suits (permitted for physical education ONLY)
Miniskirts/dresses

Leggings/leotards as an over garment
Shorts (men/women)
T-shirts (men/women)
Revealing garments
Flip-flops and other thong-type shoes
Tight fitting clothing

GENERAL REGULATIONS

Teachers are responsible for all materials and equipment in their classrooms. Emphasis should be placed on prevention of willful marking of furniture and walls. Desks should be checked daily for defacing. Students are expected to pick up trash and dispose of it properly before leaving the classroom. **Observation Windows and doors should not be covered.**

Bulletin boards should be used to their maximum instructional capacity. They should be kept attractive and up-to-date.

All students should remain seated or in line in an orderly manner until properly dismissed for the appropriate activity. The manner in which the students leave the classroom has a considerable effect on their behavior in the hallways.

Do not allow students to leave the classroom without a pass. Monitor Students who are out of your classroom

All homeroom teachers are to be **signed in and reading to receive students at the beginning of each school day.** Regular duty teachers may not leave before busses are dismissed.

Teachers are not to leave classrooms unsupervised. Lock classroom doors during lunch or anytime you are not in the room. The teacher is responsible should something happen in the room when he/she is not there.

Teachers are not to leave the school **at any time** without first notifying Mr. Neal. Leaving campus should not be a regular daily activity.

Begin class on time; teach “Bell to Bell”; circulate in your classroom; keep your students engaged; dismiss on time. Monitor your students in the hallway.

Check class attendance daily. **Accurate attendance is essential.** Attendance is due in Infinite Campus by 10 A.M or designated time.

A teacher with a well-planned lesson will have few disciplinary problems. Keep the students actively engaged in the learning process. Avoid too many rules. Have a few and enforce them. **Be consistent.**

It is best for teachers to handle minor disciplinary problems. If it becomes necessary to ask for assistance from one of the administrators, do so. Remember, most disciplinary problems can and should be handled by the teacher.

Students are not to be sent to the office for report cards, permanent records, discipline forms or any other school forms that might find their way into improper usage.

All fund-raisers are to be approved by Mr. Neal prior to the proposed start date.

Teachers are expected to tutor students after school a minimum of 1 day per week. This should be clearly posted in SchoolWires on your homepage. Tutoring should not last past 5:00 p.m. Flex your tutoring day(s) to meet the needs of your students.

If a teacher detains a student(s) after school for tutoring, clubs, etc., the teacher **must** stay until the student(s) departs, so teachers should prearrange transportation in advance. **Do not leave any student(s) at school without supervision.**

Office Notes: Do not send a student for the contents of your mailbox. Messages placed in your box often pertain to private concerns. Some teachers leave their keys in their boxes for safekeeping.

Under no circumstances are students to be transported in a teacher's personal vehicle.

Remember to **watch what you say, where you say it, and how you say it. Above all keep your hands off the students. Do not discuss students in a public forum, where others can hear.**

INSTRUCTION

INSTRUCTIONAL PROGRAM

To meet the divergent needs of the emerging adolescent, the middle school provides an instructional program that is flexible in scope and sequence. The instructional program is a continuation of the teaching of the basic skills taught in the elementary school and is designed to enhance a smooth transition from the elementary school to the high school. The instructional program has two major components: the core and the connections program. Rather than the subject centered curriculum characteristics of junior high and high school, the middle school employs the concept of a core curriculum that includes instruction in language arts (including listening, speaking, reading, and writing), mathematics, science (including health and physical education), and social studies.

The core curriculum:

- *emphasizes the learning of fundamental concepts and skills needed by all students.
- *places increased emphasis on the classroom teacher in the role of personal counseling and guidance.
- *is normally associated with a block of time rather than a conventional six period daily class schedule.
- *personalizes instruction by utilizing student problems and concerns as tools of instruction.
- *facilitates the utilization of an interdisciplinary subject approach.
- *facilitates closer relationships between teachers and students.

The connections program includes the areas of explorations in technology, music, art, physical education and reading.

GRADE LEVEL PROFESSIONAL LEARNING

Wednesday/Friday is reserved for Grade Level Professional Learning. Thursday is set aside for Collaboration. This will occur in Ms. Clanton's room and teachers will need to register in Business Plus to receive credit for embedded professional learning.

INSTRUCTIONAL MATERIALS

All instructional materials are catalogued through the media center. The media specialist is available to assist with material selection. Teachers are expected to become familiar with available materials and are expected to use these materials as often as the need arises or as indicated by a learning activity. Materials must be checked out through the media specialist and may be kept in the classroom as needed and when available.

LESSON PLANS

Lesson plans are to be submitted on Mondays by 9:00 a.m. to Ms. Clanton.

EMERGENCY SUBSTITUTE PACKET

Each teacher must compile an emergency packet consisting of lessons for **three days**. These plans are for **emergency purposes only**. Include class rosters, duty assignments, daily schedules, etc. with this packet. This packet is to be given to the front office.

SUBSTITUTE FOLDERS

Teachers should keep a Substitute Notebook which should include seating charts, special needs instructions/modifications and other information deemed necessary for a Substitute to be effective in his or her absence. Each teacher will prepare a substitute folder. The folder should contain a syllabus, daily schedule, class rosters, seating charts, discipline referral forms (2) and any other information required by a substitute. **This folder is to be kept on the teacher's desk at all times and can be a part of the Teacher Notebook with Lesson Plans and 504 Accommodations.**

SYLLABUS

All teachers should prepare a course syllabus with classroom units, topics and assignments.

A syllabus is both a document about the course content, goals, and elements and a guide for students to the kind of teaching and learning they can expect in your class. A well-structured syllabus invites students to take responsibility for their own learning. **Your syllabus should be posted in Canvas.**

MANAGEMENT SYSTEMS

Teachers are required to implement Canvas, the county learning management system.

Subject Content Areas

All Content Area Teachers (ELA, Math, Social Studies, and Science) save student work samples. This can include writing samples, formative assessments and projects. Should a teacher need to refer a student for an RTI/SST, the materials that have been maintained in the Portfolio Folder will prove invaluable.

MIDDLE SCHOOL PROMOTION INFORMATION

Following is the middle school promotion information for the 2020-2021 school year as adopted by the Richmond County Board of Education. A student shall be promoted when, in the professional judgment of the teacher(s) and the principal and other professional school staff, he/she has successfully met the identified instructional standards based on the Georgia Performance Standards and the local curriculum.

Subject Requirements

To meet promotion requirements, students in grades 6-8 must:

- Obtain a passing grade in mathematics and language arts.
- Obtain a passing grade in either social studies or science.
- Obtain a passing average for four of the eight connections grading periods.

AND

No eighth grade student shall be promoted to the ninth grade if the student does not meet Grade Level Criteria on the Georgia Milestones test in Math or Reading/ELA.

COMMUNICATION

If a student is not meeting the requirements, notify parents in a timely manner.

Second Nine Weeks: At the beginning of the second nine weeks, parent conferences should be held for each student to discuss strengths and weaknesses and offer suggestions for student improvement. Conferences must be scheduled at this time for students with prior evidence of difficulties. At the end of the second nine weeks, the report card will indicate if a student is in danger of not meeting the promotion requirements. **RTI meetings should also be scheduled for students showing difficulty in successfully completing work at their assigned grade level. An Appendix B should be sent home in the Report Card folder as well.**

Third Nine Weeks: At the end of the third nine weeks, the report card will indicate if a student is in danger of not meeting the promotion requirements. The report card envelope will also indicate promotion difficulties. A parent-teacher conference **must** be held at this time. A student's difficulty should be documented with an Appendix B, sent home with the Report Card. **RTI meetings should be scheduled at this time for those in danger of being retained.**

End of the School Year: Parents of students who will be retained **must** be invited to a conference concerning the placement decision made by the school for the following year.

HOMEWORK

The Richmond County Board of Education homework position statement is implemented at Hephzibah Middle School. Parents are given a copy of the homework position statement at the beginning of the school year. Teachers should be aware of the requirements and implement an evaluation process for homework assignments.

GRADES

It is important that all teachers adhere to the policy established by the Student Privacy Act. In relation to grades of individual students, the following guidelines must be followed:

Student grades can be viewed by:

- the student in question and his/her parent/guardian.
- school officials on a need to know basis.
- court officials (approved by the principal).

Student grades cannot be viewed by:

- other students.
- other parents.

Teachers must post grades weekly in Infinite Campus

In a conference setting with the parent/guardian, the teacher may present the child's grades in a manner that blocks names and grades of other students.

A teacher should never let students assist in the distribution of Report Cards or Progress Reports.

Students should not be allowed to grade tests or record scores in the teacher's grade book.

EVALUATION OF ACADEMIC WORK

The determination of grades is the responsibility of the teacher. Teachers should consider the following items when determining a student's grade.

- Assessments should be based on the Georgia Standards of Excellence.
- Teachers should enter grades a minimum of TWO Grades per week in Infinite Campus.
- Teachers must meet grade deadlines as communicated by Ms. Wright. (TKES Standard 9)
- Teachers should maintain a portfolio containing several examples of the student's work to support grades if challenged.
- It is unacceptable and bad practice to assign a nine weeks' grade based on only one assessment.
- **Do not reduce academic grades because of misconduct.**
- Teachers should follow the guidelines on make-up work in the *Student Code of Conduct and Discipline Handbook*.

- Numerical grades should be assigned from the range of 0-100. No grades over 100 will be accepted for nine weeks' grades.
- Grade assignments are the responsibility of the teacher and should not be changed simply to "please" a parent. However, should special situations arise, changes can be made.
- Grade reduction based on a student's failure to complete all requirements is appropriate.
- Assigning a grade of zero for not placing a name on a paper is unacceptable.
- Students must be given the opportunity to qualify for Grade Recovery in any 9-week period, **with multiple modes of completion.**

GRADES FOR TRANSFER STUDENTS

(Out of County)

A letter grade of A, B, etc. must be converted to a numerical grade to determine the semester and yearly averages. Use the numerical grade on the transfer documents or the grading scale shown on the transfer records. If no grading code is available, use the Richmond County grading scale. Consult the guidance department for assistance.

PROGRESS REPORTS

(Mid-Nine Weeks)

The mid-nine weeks' progress report is designed to give parents general feedback on their child's progress at a point in the grading period when additional assistance can be provided if needed.

REPORT CARDS

It is important that all teachers establish guidelines for students to return report cards. The parents of students not returning signed report cards should be called by the end of the week that report cards are sent home.

STUDENT CUMULATIVE RECORDS

Prior to entering data on the cumulative record, please be familiar with the established guidelines as provided by the county and the guidance department.

CONFIDENTIAL MATERIALS

No information that may be considered as confidential is to be given to anyone without permission from the principal. No information from a permanent record is to be disseminated without approval from the administrative staff. Information contained in the permanent record should be accessed only on a need to know basis.

HOSPITAL/HOMEBOUND INSTRUCTION

Any student with a medically diagnosed, physical condition that is non-communicable and restricts him/her to his/her home or to a hospital for a period of time and which significantly interferes with his/her education, may be eligible for the service of a hospital/homebound instructor. In order for a student to receive this service, a physician must declare the child physically able to profit from the instruction. Other criteria must also be met for service. The guidance department will provide assistance with this area should there be a need. **Once a student has been approved for homebound services, he/she should not be marked absent.**

PARENT CONFERENCES

Parent conferences should be arranged during the team's planning time or after school, but should not conflict with Collaborative Planning, Professional Learning, or Grade Level Meetings. Parents are encouraged to call in order to arrange a conference time. Conference requests should be honored in a timely manner. Phone calls must be returned as soon as possible. Discuss only the parent's child and his/her progress and behavior. Should you feel that an administrator or counselor needs to

be present during a conference, please let them know in advance, if possible. **No parent conferences should be scheduled to conflict with Faculty Meetings, Collaborative Planning or Professional Learning.**

TEACHER EVALUATION

The Georgia Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher. All teachers will receive an orientation of the evaluation process at the beginning of the school year.

NEW TEACHER ORIENTATION AND SUPPORT

New teacher orientation and support will continue throughout the year. Regularly scheduled meetings will be held to review procedures and to provide professional development and support for new teachers. All teachers new to HMS will be assigned a buddy teacher for assistance and support.

GRADE/DEPARTMENT CHAIRPERSON

A teacher from each grade/department will be selected to serve as the grade/department chairperson. The duty of the grade/department chairperson is to serve as a liaison between the administration and the faculty. Grade/department chairpersons meet with grade/department teachers to discuss and implement administrative requirements. Grade/department chairpersons meet with the administration and coordinate various activities for the grade/department.

TEACHERS-IN-RESIDENCE

Teachers-in-Residence are assigned by the principal to assist with the organization of instructional areas. It is the responsibility of this individual to coordinate the agenda for monthly subject area meetings and to disseminate information from the county curriculum department.

ENGLISH LANGUAGE ARTS TEACHER-IN-RESIDENCE

This teacher, appointed by the principal, is charged with the responsibility of providing updates and information for the improvement of language arts/writing.

TECHNOLOGY TEACHER-IN-RESIDENCE

This teacher, appointed by the principal, works closely with faculty members to provide guidance and support in the implementation of instructional technology specifically related to the classroom.

SOCIAL STUDIES TEACHER-IN-RESIDENCE

This teacher, appointed by the principal, is charged with the responsibility of providing guidance and support in the implementation of the social studies curriculum. Working with the county Social Studies Coordinator activities will be implemented to support improvement in the social studies curriculum.

MATH TEACHER-IN-RESIDENCE

This teacher, appointed by the principal, is charged with the responsibility of providing updates and information for the improvement of math.

SCIENCE TEACHER-IN-RESIDENCE

This teacher, appointed by the principal, is charged with the responsibility of providing updates and information for the improvement of science.

STUDENT INFORMATION SYSTEM

The data entry clerk is **Ms. Wright**. She is responsible for computer related data as it relates to student enrollment, grades, attendance, tardies, etc. Teachers are expected to appreciate the time pressure placed on Ms. Wright prior to grade reports. With the use of the computer generated grade reports, teachers must meet all grade report deadlines established by the administration.

STUDENT DAILY ATTENDANCE

It is of imperative that accurate attendance be kept. All attendance data is entered via Infinite Campus. **Do not** allow students to take daily attendance. **Attendance should be entered in Infinite Campus by 10:00 AM each day.**

STUDENT ATTENDANCE

A student must bring a written excuse from a parent/guardian upon returning to school from an absence. **It is the responsibility of the homeroom teacher to mark absences as excused/unexcused.** Make up work and tests shall be permitted **only** if the student brings a written note. **Keep all excuses on file.** A zero will be given if the excuse is illegal. Make up work should be completed **within five days** after returning to school. School board policy stipulates that the homeroom teacher should attempt to make parental contact when a student is absent.

When entering an excuse code, the **only** codes that are to be used are:

Unexcused - this code should be entered for all unexcused absences. This code should also be used on the sixth and consecutive absences that are covered by a **parent** note. Parent notes are **only** accepted for **five days**.

Excused Parent – this code should be entered for five days of parent notes (**not 5 parent notes**)

Excused – this code should be entered for notes such as doctor, dentist, etc.

STUDENT WITHDRAWAL

A parent or guardian should notify the guidance office two days in advance of the withdrawal date. The guidance office will initiate the withdrawal of the student by issuing him/her a copy of the withdrawal report. The student will be instructed to have each subject teacher complete the appropriate section(s). Prior to leaving school, the student should report to his/her homeroom teacher for his/her report card and return all copies of the withdrawal papers to the guidance office so that he/she can be officially cleared. The student should turn in all textbooks at this time. **Withdrawal forms should be prepared promptly.**

EARLY DISMISSALS

Students needing to be excused early from school must bring a written note from the parent/guardian. This note must indicate the student's homeroom teacher's name, date, time to be dismissed, parent/guardian's telephone number, and the name of the individual picking up the child if not the parent/guardian. All excused students must sign out in the office before leaving the school.

STUDENT ILLNESS WHILE AT SCHOOL: Students becoming ill while at school should be sent to the clinic **with a pass**. The nurse will assess the situation and handle student needs. Inform students that when they are ill, they are not to stay in the restroom.

TEXTBOOK POLICY

PURPOSE

The purpose of the textbook policy is to establish specific procedures relating to the distribution of all student textbooks at Hephzibah Middle School.

TEXTBOOK COORDINATOR

The textbook coordinators – Ms. Crawford and Ms. Rogers will assist to coordinate the implementation of the textbook policy, direct distribution of all student textbooks, maintain a school wide textbook inventory, and facilitate the operation of the bookroom.

REQUESTING TEXTBOOKS

Complete a Textbook Request Form and place the form in the textbook coordinator's mailbox. If you are requesting a book to issue to a student who lost/damaged a book, please list the student's name on the textbook request form and have Ms. Coburn initial the form to indicate that the student has paid the lost/damaged textbook fine.

The textbook coordinator will deliver the requested materials to the teacher. If the requested books are not available, they will be ordered and you will be notified upon their arrival.

ISSUING TEXTBOOKS

- Textbooks will be issued through the media center by homeroom.

LOST AND MISSING TEXTBOOKS

- Loaner textbooks are not available.
- Conduct a book check **each nine-week period** to confirm that students have the books that were issued to them.
- If a student is unable to locate a lost textbook within 2-3 days, charge the student the replacement cost of the missing book.
- No student can be issued a replacement text until the lost or damaged book has been paid.
- Students must see the bookkeeper to pay for lost textbooks. If the book is located later, a refund will be given.
- Upon verifying with the bookkeeper that the correct charges have been paid, issue the student a new textbook.
- During the school year, lost books that are turned in to the office will be forwarded to the media center.

COLLECTING TEXTBOOKS

Information regarding the end of the year collection and storage of textbooks will be provided in May.

DISCIPLINE AND DISCIPLINE PROCEDURES

“Teachers should in general take care of their own discipline problems, with the realization that inability to do so will weaken his/her position of leadership in the classroom. However, he/she should consult the principal about any unusual disciplinary problems.”

Richmond County Board of Education Teacher Handbook

In all discipline, use good judgment and do not act hastily or in anger. The teacher should make every effort to establish good discipline and respect from the very first day. It is easy to become more lenient if necessary, but almost impossible to establish respect and discipline once the students have gotten away from you. You will not be an effective instructor until proper respect, discipline, and organization have been established.

Good discipline is the establishment of a working relationship with each other. The student must respect the teacher as the instructional leader in the classroom – the person who is in charge of leading and directing the activities in the room. The student does not need to fear the teacher, but must respect the teacher. The student needs to respect his/her peers, the building, other adults, and the equipment and materials that have been provided for use. You can work toward establishing this respect by providing leadership, careful planning of activities, promptness at all times and continuity from day to day so the students know what is expected at all times.

The principal and assistant principals are ready to help with any discipline problem. **Do not threaten students with “sending them to the office” as a means of controlling a class or individual student.** This soon loses its effectiveness. So far as possible, every teacher is expected to handle the discipline of the students under his/her supervision. However, if conditions get beyond the control of the teacher, he/she should not hesitate to call on an administrator for assistance.

Team discipline plans must facilitate consistency and fairness when dealing with student misconduct. Students should **never** be placed in the hall unsupervised. The “time out” practice should be coordinated among team members and be a definite part of the team’s discipline plan. **“Time out” should not be for more than ten minutes and should not run over into another teacher’s instructional time.** Students **must** be supervised at all times.

TEAM DISCIPLINE GUIDELINES

Middle school guidelines stipulate that each academic team within the school should have 55 consecutive minutes for common planning. The term “common planning” is defined as planning for instruction, student needs, and modifications of student groupings or schedules during the students’ instructional day by academic teams for a common group of students. Such planning may include parent conferences and participation in professional development. At Hephzibah Middle School each team is provided common planning time. Teacher and/or **team detention** is one option for those students with disciplinary problems.

DISCIPLINE REFERRALS

The following discipline violations should be referred to an administrator as soon as possible:

- Fighting or attempting to fight.
- Damage, destruction or theft of school or private property.
- Excessively rude/disrespectful or overtly refusing to obey.
- Any violation of board policy relating to drugs, tobacco, alcohol or weapons.
- Illicit or immoral activities.

This list is not an absolute but does offer guidelines.

DISCIPLINE REFERRAL FORMS

A discipline referral **must be completed** for each student who is referred to the office for inappropriate behavior. The forms may be obtained from the office. Remember, this form is a school document and will be sent home. Write legibly and document only what was seen and/or heard.

DETENTION

Teacher/Team Detention: Detention will be at the teacher's discretion. The teacher/team, supervising the students assigned to detention, will escort the students out the front door at the end of the detention period. Teachers are expected to remain with students until all have been picked up by parent/guardian. Students will not be allowed to go to other locations within the building.

- Detention time should be 60 minutes or less.
- Parents must be contacted **prior** to the student remaining after school.
- Student and parent must be given **written** notification at least one day prior to the detention date.

IN SCHOOL SUSPENSION PROGRAM

The In School Suspension Program (ISS) operates on a five (5) day schedule. Classroom teachers are to provide the ISS teacher and students with lessons for the number of days that a student is assigned to ISS. Completed assignments are to be graded by the regular classroom teacher. The same credit will be given to the ISS student as is given any other student for the same assignment.

The regular classroom teacher may, at times, be asked to go to the ISS classroom during his/her planning time to assist in coordinating student assignments with the ISS teacher.

The ISS teacher will administer any test(s) that a student needs to take while he/she is in ISS. Tests, along with other assigned work, will be returned to the student's regular classroom teacher for grading.

Classroom teachers are to provide the ISS teacher with enough classwork for the student's length of stay in ISS. All work must be on the student's level of learning. If outside references or resources are needed to complete assignments, the regular classroom teacher must make these available to the student and the ISS teacher.

Only the school's administrators will assign students to ISS. The school administrators and/or the ISS teacher can assign additional days to a student's stay in ISS, if deemed necessary. A school administrator will notify classroom teachers of a student's placement in ISS. Work assignment forms are to be completed and returned to the office secretary for the ISS teacher.

HALL CONDUCT

Students at HMS are expected to conduct themselves appropriately. They are expected to be considerate of the rights of others and maintain an atmosphere conducive to learning. Before school, during class changes, and immediately after school, teachers are to station themselves in the halls in order to supervise the conduct of students in the halls.

ASSEMBLY CONDUCT

Students attend assemblies with their homeroom and/or connections teacher. The class will move quietly and remain together as a class. Students will sit with their assigned teacher during all assemblies. Proper conduct is expected at all assemblies. Review the expected behaviors with students prior to assemblies.

MEDIA CENTER

The media specialist is ready to assist teachers and students in the use of the media center during the school day. Teachers are urged to visit the media center and become familiar with books, resources, equipment, and procedures. Teachers may check out materials from the media center for use with classes and for personal use.

Teachers must accompany their classes when visiting the media center. Reservations for a class should be made ahead of time. Teachers are responsible for maintaining discipline and assisting students when using the media center. The media specialist will be able to provide better assistance to classes coming to the media center if teachers indicate ahead of time the type of activities that will be completed by the students and the material needed. The function of the media center is to serve the faculty as well as the students. The media center is not a study hall or time out area.

PROCEDURES FOR USE OF THE MEDIA CENTER

The media specialist and is always available and ready to serve the needs of the students, faculty and staff. In order to do this in the most efficient and pleasant manner, the following procedures should be adhered to:

- The media center has flexible, open scheduling and the hours of operation are from 9:00 a.m. to 3:30p.m. each school day.
- Books are checked out for a two-week period. Periodicals, encyclopedias, and other reference materials may be checked out overnight.
- The borrower must make payment for replacement of lost or damaged books.
- Requests for purchases of books and instructional materials may be submitted throughout the year. State orders are prepared in October and periodical orders in April.
- **Students must have a pass to visit the media center.**

GUIDANCE DEPARTMENT

The guidance services at Hephzibah Middle School are an extended and important aspect of the whole school program. Teachers should consult with the counselors for assistance with student needs. The counselors are responsible for:

- Individual guidance.
- Small group and classroom guidance.
- Advisement program.
- In school suspension guidance program.
- Registration.
- Permanent records.
- Test coordination.
- Student support team.

SCHOOL SOCIAL WORK SERVICES -

The guidance counselors and the administrators serve as the school contact persons for the school social work services. Teachers should familiarize themselves (through the guidance department) with the services provided by the school social worker assigned to Hephzibah Middle School.

ORIENTATION

The guidance department coordinates an orientation for fifth graders who will attend Hephzibah Middle School the following school year and for eighth graders who will attend Hephzibah High. Teachers and students will be asked to participate in the activities.

RESPONSE TO INTERVENTION/RTI AND STUDENT SUPPORT TEAM

The Student Support Team (SST) is a process of examining a student's needs through interdisciplinary teaming. Each team is composed of an administrator, team leader, team members, special education teacher and counselor. Auxiliary personnel may include the school psychologist, any special education resource person, school social worker or central office personnel. Parental involvement is a critical part of the SST process.

Any student, teacher, administrator or parent may make requests for services from the SST. Typical responses to requests may identify needs for behavior management techniques, learning styles assessment, developmental or achievement evaluation, curriculum modifications or the need for better home-school communication and coordination. **Any student who experiences difficulty in his/her instructional day is eligible for SST services.**

The SST is not a special education service. However, referrals for such services are made when considered appropriate. The SST is based on a multi-stage process. The SST is only one tier of the Georgia Department of Education's Response to Intervention (RTI) for student achievement. The first step in the RTI process is "awareness" of a problem. In this stage, the parent, teacher or student requests service of the team. Discussion of the concern(s) and collection of information takes place. The second stage is assessment. Both informal (work samples) and formal (standardized testing/observation) assessment takes place as deemed necessary. The third stage of the process is planning. An educational plan is developed for the student that includes pertinent background information, assessment data, and team recommendations. In the next stage, the team provides continuous support to the parent, student and teacher. The final phase is the follow-up and evaluation. The team monitors the student's progress by constant contact with the parent, teacher and student.

In Georgia, the pre-referral interventions that have been enacted since 1995 are referred to as the Student Support Team interventions, or SST interventions. **With the move into RTI Tier One and Tier Two interventions are the responsibility of the general education teacher(s) and/or the existing supports in the school that are offered to every child struggling with academic work.** Tier Three is driven by the SST and involves other, increasingly intensive, educational intervention.

Students who are experiencing serious academic, adjustment, or behavior difficulty should be referred to the SST. An attempt will be made to address the problems with an educational plan. Teams should meet, interventions should be developed and implemented, and the results documented. The team leader should meet with the SST chairperson to discuss interventions and complete the referral forms when appropriate.

GIFTED PROGRAM

New regulations are established by the Georgia Board of education now require multiple criteria for the identification of students for the gifted program. Point of Contact Mrs. Rogers, Assistant Principal.

GEORGIA LAW PERTAINING TO CHILD ABUSE AND NEGLECT Georgia Code Section 19-7-5

“(a) Reports by Physicians, Treating Personnel, Institutions and Others. Any physician, including any doctor of medicine licensed to practice under Chapter 84-9 of the Code of Georgia of 1933, as amended, licensed osteopathic physician, intern, resident, all other hospital or medical personnel, dentist, psychologist, podiatrist, nursing personnel, social work personnel, school teachers and administrators, school guidance counselors, child care personnel, day care personnel or law enforcement personnel having reasonable cause to believe that a child under the age of eighteen has had physical injuries inflicted upon him other than by accidental means by a parent or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted or sexually exploited, shall report or cause reports to be made in accordance with the provisions of this section, provided, however, that when the attendance of the reporting person with respect to a child is pursuant to the performance of services as a member of the staff of a hospital, school, social agency or similar facility, he shall notify the person in charge of the facility or his designated delegate who shall report or cause reports to be made in accordance with the provisions of this section.”

“Any Other Person who believes that a child has had physical injury or injuries inflicted upon him other than by accidental means by a parent or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted, may report or cause reports to be made in accordance with the provisions of the Code Section.”

“For Purposes of This Subsection (a) A child is sexually exploited, when the child’s parent or caretaker allows, permits, encourages, or requires such child to engage in prostitution, as defined in Code Section 26-2012, as now or hereafter amended, or allows, or permits, encourages, or requires such child to engage in sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in an Act approved April 10, 1978 (GA Laws 1978, p. 2193), as now or hereafter amended.”

“(b) Nature and Content of Report, to whom made. An oral report shall be made as soon as possible by telephone or otherwise, and followed by a report in writing, if, requested, to a child welfare agency providing protective services as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or District Attorney. If a report of child abuse, sexual assault, or sexual exploitation is made to said child welfare agency or independently discovered by said agency and said agency has reasonable cause to believe such report is true, then said agency shall immediately notify the appropriate police authority or District Attorney. Such reports shall contain the name and address of the said child and his parents or caretakers, if known, the child’s age, the nature and extent of the child’s injuries, including any evidence or previous injuries, and any other information that the reporting person believes might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Photographs of the child’s injuries to be used as documentation in support of allegations by hospital staff, physician, law enforcement personnel, school official or staff of legally mandated public or private child protective agencies may be taken without the permission of the child’s parent or guardian. Provided, however, that any photograph taken pursuant to this Code Section shall be taken in a manner which shall not reveal the identity of the subject and such photograph shall be made available as soon as possible to the child welfare agency providing protective services and to the appropriate police authority.”

“(c) Immunity from Liability. Any person or persons, partnership, firm, corporation, association, hospital or other entity participating in the making of said report or causing said report to be made to a child welfare agency providing protective services or an appropriate police authority pursuant to the provisions of this section or any other law, or participating in any judicial proceeding or any other proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed, providing such participating pursuant to this Section or any other law shall be made in good faith. Any person making a report, whether required by this Section or not, shall be immune from liability as herein provided.”

“(d) Sanctions for Failure to Report. Any person or official required by this Code Section to report a suspected case of child abuse who knowingly and willfully fails to do so shall be guilty of a misdemeanor and upon conviction thereof shall be punished as for a misdemeanor.

“(e) Purpose. The purpose of this Section is to provide for the protection of children whose health and welfare are adversely affected and further threatened by the conduct of those responsible for their care and protection. This is often manifest by the infliction, other than by accidental means, of physical injury requiring the attention of a physician. It is intended that the mandatory reporting of such cases will cause the protective services of the state to be brought to bear on the situation in an effort to prevent further abuses, protect and enhance the welfare of these children, and preserve family life wherever possible. This section shall be liberally construed so as to carry out the purpose thereof.”

This Code as amended was signed into law April 8, 1981.

Chapter 49-5-40. Confidentiality of Records Concerning Reports of Child Abuse and Neglect

49-5-40 Records Declared to be Confidential.

Each and every record concerning reports of child abuse and neglect, which is in the custody of the Department of Human Resources or other state or local agency, is hereby declared to be confidential and access thereto is hereby prohibited except as provided in Section 49-5-41. (Acts 1975, pp. 1135, 1136)

49-5-41 Certain Persons and Agencies to Have Reasonable Access to Records.

(a) Notwithstanding the provisions of section 49-5-40, the following persons or agencies shall have reasonable access to such records concerning reports of child abuse and neglect:

- 1) A legally mandated, public private, child protective agency investigating a report of known or suspected child abuse or neglect or treating a child or family that is the subject of a report or record;
- 2) A court, by subpoena, upon its finding that access to such records may be necessary for determination of an issue before such court: Provided, however, that the court will examine such record in camera, unless the court determines that public disclosure of the information contained therein is necessary for the resolution of an issue then before it, and the record is otherwise admissible under the rules of evidence; or,
- 3) A grand jury by subpoena upon its determination that access to such records is necessary in the conduct of its official business;
- 4) A district attorney of any judicial circuit in this State, or any assistant district attorney, who may seek such access in connection with official duty.

(b) The Department of Human Resources or a county or State or local agency may permit access to such records concerning reports of child abuse and neglect to the following persons or agencies when deemed appropriate by such department:

- 1) A physician who has before him a child whom he reasonably suspects may be abused or neglected;
 - 2) Police or other law enforcement agency investigating a report of known or suspected abuse or neglect;
 - 3) A person legally authorized to place a child in protective custody when such person has before him a child he reasonably suspects may be abused or neglected and such person requires the information in the record or report in order to determine whether to place the child in protective custody; and
 - 4) An agency or person other than a child's parent or guardian having the legal custody, responsibility or authorization to care for, treat or supervise the child who is the subject of a report or record.
- (Acts 1975, pp. 1135, 1136)

Georgia law requires all persons who suspect child abuse to report it to the proper authorities, which is the Department of Family and Children Services. More specifically, as it relates to school institutions, it requires the observer to report it directly or to report it to the building supervisor who shall report or cause to be reported, cases of child abuse. The school system has tried several ways of reporting child abuse, which, from the vantage point of the system, have met with mixed results. Accordingly, members of the Richmond County School System guidance department, special education department, central office and the board attorney met with representatives from DFACS. Working together, it was decided to follow these steps:

- It is best if child abuse is reported from the source (school). That way, the intake workers will have less lost time and will be able to get a better description of the injuries.
- The persons reporting from the school, whether it is the principal or a teacher directly, will get an intake worker. There are two working at all times. In the report, the teacher or reporting person needs to describe specifically the injuries they have seen. The severity of the injury is very important in setting the priority response time.
- DFACS will send a letter to the reporting school person to inform them that an investigation is underway. By law, and with the limited personnel at DFACS, they must prioritize investigations of abuse.
- Educators are mandated reporters.

ATHLETICS

ELIGIBILITY

Students who participate in after school activities (not just athletics) must be declared "eligible." This process is facilitated by an eligibility list see Mr. Neal. One factor determines eligibility: student must take and pass at least 5 subjects during the previous semester.

ATHLETIC PROGRAMS

Students are offered the opportunity to participate in a number of athletic programs at Hephzibah Middle School. Try outs for specific sports are scheduled throughout the year with physicals being offered for students opting to participate in the athletic programs. Sports currently available include: cheerleading, softball (girls), football, basketball (girls and boys), track (girls and boys).

ATHLETIC DIRECTOR

The athletic director is charged with the responsibility of the overall coordination of our interscholastic athletic program. Questions relating to the athletic program should be directed to Mr. Neal.

GENERAL GUIDELINES

- Coaches should create behavior contracts and expectations for all players. A copy should be given to Mr. Neal for approval.
- Coaches should observe all weather directives to cease practice or play due to heat or other inclement weather conditions.
- Coaches cannot require players to participate in fundraisers or money generating activities.
- All fundraisers must be approved through Mr. Neal and run through the HMS bookkeeping system.
- All practices must end at 8 pm sharp. All summer practices shall comport to RCSS policy.
- Coaches must clearly communicate with their players practice times.

MISCELLANEOUS INFORMATION

FACULTY & STAFF PARKING

Faculty and staff should park in an orderly fashion in the designated parking area. Entry and exit driveways should be used correctly. Please respect reserved and visitor parking spots. Do not park in the Bus Depot.

MAINTENANCE REPORTS

Maintenance reports should be given to **Ms. Darlington** in the front office. Emergency repairs and/or safety problems should be reported immediately. Safety problems should be supervised until emergency repairs can be made. Please indicate your name and room number on maintenance reports. Be specific in the description of the maintenance problem(s).

CUSTODIAL SERVICE

It is our aim to have a well-maintained building at all times. Requests for custodial services should be made to **Ms. Darlington**. She will meet with Mr. Prince to facilitate needed services. Forms are in the office for custodial requests. A strong custodial staff is one of the important links to school atmosphere, organization, and public relations.

ORDERING/PURCHASING SUPPLIES

Teachers may order supplies provided they have received prior approval from the principal. Each grade level is budgeted money for supplies. The principal will review all requisitions and book orders. Teachers must receive written approval prior to the purchase of any supplies not furnished by the school. Submit any requests to the principal. **Any purchases by teachers not following this procedure will result in the teacher being responsible for payment.**

TEACHER CERTIFICATION

Meeting requirements for certification and renewal of certificates is the **responsibility of the teacher**. This includes obtaining information, completing all requirements and providing the school with a copy of your current certificate. A copy of professional learning completion forms should be submitted to the front office for placement in your professional file.

STUDENT HALL PASSES

Do not allow a student to leave the classroom without a pass. Complete all information in ink. DO NOT SEND A STUDENT OFF CAMPUS OR TO YOUR PERSONAL VEHICLE FOR ANY REASON.

LUNCHROOM

The lunchroom provides lunches at a nominal cost to teachers. Please avoid having large bills. Teachers are expected to supervise their students while in the lunchroom. Lunch times will be given to teachers. Please be in the serving line on time. Have students clean up their area.

END OF THE YEAR ACTIVITIES

Special end of the year activities, field trips, assemblies, talent shows, or other outside activities will be kept to a minimum. The principal must approve all special activities. **NO** parties are allowed.

FIRE DRILL PROCEDURES

Know your planned escape route and teach your students this information. **Fire escape maps must be posted in all classrooms.** The fire alarm buzzer is a unique sound (not like the bells) and is the signal for one use: evacuation of the building. Close all windows. Teachers should take their class rosters and grade books with them when evacuating the building. Close your classroom door. Move quickly and quietly along your designated route. In a designated gathering area outside the building, teachers are to account for all students. Each teacher should send a runner to the flag pole area with a fire drill evacuation report. No one will be allowed to re-enter the building until a report has been received from every teacher. A fire escape plan will be provided for placement in all classrooms.

RESTROOMS

Teachers are responsible for the conduct of their students while they are in the restrooms. Students should be carefully supervised during restroom breaks. It is left to the teacher's judgment as to the method to be used in monitoring their students while they are in the restrooms. In case of doubt or emergency, notify the office immediately.

ID BADGES

All Hephzibah Middle School faculty and staff are expected to wear an identification badge. Please see Ms. Darlington should you need to order one.