



**Hephzibah Middle School
Teacher Handbook
2017-2018**

FOREWORD

This handbook provides the faculty and staff members of Hephzibah Middle School with important information for the 2017-2018 school year. There are changes in policy, procedures and staff assignments. Read the contents of this handbook **carefully**. This handbook along with your curriculum guide, 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 in job embedded professional learning activities without cost and trained in the areas of technology and subject specific content that enhances their professional growth.

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 will be a three year process, and HMS is expecting to gain authorization in the 2018-2019 school year.

REPORT CARD PERIODS

NINE-WEEK PERIOD

August 7 – October 11
October 12 – December 21
January 9 – March 15
March 16 – May 29

PROGRESS REPORTS

September 6
November 1
February 7
April 24

REPORT CARD DAY

October 19
January 12
March 22
May 31

FACULTY MEETINGS

A faculty meeting will be held the **last Thursday** of each month in the theater beginning at 2:40. The meeting will be over by 3:30. Attendance is **expected**. Paraprofessionals are expected to attend the monthly meeting. **Do not schedule parent conferences, doctor's appointments or other meetings for these days.**

8/31, 9/28, 10/26, 11/30, 12/21, 1/25, 2/22, 3/29, 4/26, 5/31

GRADE LEVEL MEETINGS COLLABORATIVE PLANNING PROFESSIONAL LEARNING

Grade level meetings will be held each **Thursday and Friday** during the grade level teachers' common planning time. Grade level meetings may be replaced by professional learning sessions. **Do not schedule conferences for Thursdays and Fridays during your Planning time.** You may schedule conferences after school on these days.

Collaborative Planning will be held on Tuesdays in 403.

Job Embedded Professional Learning will occur Fridays during planning.

SUBJECT AREA MEETINGS

Subject area meetings will be held the **second Thursday** of each month and as needed throughout the year. These meetings will be designed to facilitate instruction in a given subject area across all grade levels. The teacher-in-residence for the given subject will be responsible for the agenda and dissemination of information.

PROFESSIONAL LEARNING DAYS (COUNTY)

Tuesday	August 1
Friday	October 6
Monday	January 8 (School Based)
Tuesday	February 20

PARENT TEACHER ORGANIZATION (PTO)

Hephzibah Middle School faculty and staff members are **expected** to become members of the PTO. **Attendance at PTO is required.**

Meeting Dates

August 4	3:00	PTO Meeting/Open House
September 5	6:00	PTO Meeting/Progress Report
December 14	6:00	PTO Meeting/ Christmas Program
April 23	6:00	PTO Meeting/Progress Reports

SCHOOL COUNCIL

The HMS School Council serves in an advisory capacity. The meetings are held in the media center and are open to the public. The following individuals are members of the council: Principal, Dr. Cameron Henry; Teachers, Ingrid Stokes and Arlene Davis. Additionally, there are two Parent members and a Business member.

Meeting Dates

8/10, 10/12, 12/7, 2/8, 4/12, 5/10
All meetings begin at 2:30 in the Media Center

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 per year. All faculty and staff are encouraged to join.

HONORS PROGRAMS

The **sixth and seventh grade students** will be recognized on **Monday, May 7 at 5:30 PM**. The sixth and seventh grade teachers, connections/PE teachers, and any other teachers that work directly with the sixth and seventh graders will be **encouraged** to attend this program. The **eighth grade students** will be recognized on **Tuesday, May 8 at 5:30 PM**. The eighth grade teachers, connections/PE teachers, and any other teachers that work directly with the eighth graders will be **encouraged** to attend this program. **Mark your calendars now for these dates.**

EMPLOYEE WORK DAY

The workday for certified personnel begins at 7:15 AM and ends at 3:15 PM. Certified staff on duty begins work at 7:00 AM and ends at 3:00 PM. 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 either the roster in the front office or the computer. 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 **Dr. Henry** prior to leaving early.

EMPLOYEE ABSENCE

Should you find it necessary to be absent, it is your responsibility to enter it in AESOP. Then call or text **Dr. Henry** at 706-833-7805. 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 Dr. Henry 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. Per Dr. Cobb, the only acceptable form when requesting personal leave is the Certificate of Absence. Requests for personal leave before or after a holiday should be in Dr. Cobb's office **10 days** prior to the date requested. If an emergency arises, Dr. Cobb will consider your request; however, if you are planning on being off before or after a holiday you must submit the request within the time stated above. It is your responsibility to secure a substitute for your absence. **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 Dr. Henry.**

SMOKING POLICY

The Richmond County Board of Education approved a **No Smoking** policy for all school employees beginning with the 1989-1990 school year. Smoking and other tobacco products are not permitted while on campus.

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. Good judgment and common sense should be used in choosing appropriate attire. The responsibility for determining appropriate grooming and dress shall be placed under the supervision of district and school level administrators.

Sneakers, 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 Policy JCDB of the Uniform Code of Student Conduct.

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 in 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 at their door** by 7:15 AM each day. Early duty teachers may leave at 3 P.M. or after. Regular duty teachers may not leave before 3:15. **Early Duty:** 7 A.M. until 3 P.M. **Regular Duty:** 7:15 A.M. until 3:15 P.M.

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 Dr. Henry. 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.

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.**

Each teacher is expected to handle his/her own 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. **Never send a student from the classroom because of disciplinary reasons.** Send someone to the **Hall Administrator** to notify them should you need assistance. **Time out should last no longer than 10 minutes.**

****Do not send students to the Front Office for discipline. Send them to your Hall Administrator or time them out with another teacher on your hall*****

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. Do not allow students to handle your school classroom keys.

All fund-raisers are to be approved by Dr. Henry prior to the proposed start date. No candy, food or other items can be sold during the school day.

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 3:30. 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. Please do not congregate in the Front Office during Planning or after Dismissal.

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, study skills, and skills for adolescence. All students spend nine weeks in a connections course. Band and chorus students participate in a modified connections program. They take band for the entire school year and alternate between connections classes and physical education. All students take physical education (including health instruction) for the entire school year with the exception of band students. Band students must take a minimum of sixty hours of physical education and a minimum of six different connections classes in a three-year period (grades six through eight).

TEAM INSTRUCTIONAL PLANNING MEETINGS

All teams will meet **daily** for planning and discipline. The purpose of these meetings is to coordinate subject matter, to plan interdisciplinary units, to develop instructional strategies, to assist with discipline matters, and to discuss other areas of concern. The administrative staff will meet with each team on a scheduled basis or as requested by the teams.

With this in mind, the following will be **expected**.

- Each team will discuss and plan instructional concepts being presented in each of the content areas.
- Integrated lessons will be planned incorporating each of the content areas and connections where possible.
- The media specialist and guidance counselors are available to meet with the teams to plan classroom activities.
- Parent conferences should be scheduled during this time and after school from 2:30-3:15.
- Instructional planning will be used for school related planning and **not** personal activities.
- The IB Coordinator is available to assist in planning lessons.

Special education teachers will meet **every** Monday from 2:30-3:15 in Ms. Booz's room for department meetings and planning.

INSTRUCTIONAL TIME (Uninterrupted)

The principal is directly responsible for the implementation of the state standard that states, “a maximum of three instructional days (18 instructional hours) is allowed per year in grades K-12 for the administrative scheduling of noninstructional time.” This time is used for school pictures, assemblies, pep rallies, etc.

GRADE LEVEL DATA TEAM

Grade Levels are expected to meet on Wednesdays as grade levels to review student data, such as grades, behavior, i-ready scores, SLDS, and design plans for student remediation and enrichment. Minutes from these meetings will be turned in to the office at the end of day on Wednesdays by the Grade Level Chair.

GRADE LEVEL PROFESSIONAL LEARNING

Fridays are reserved for Grade Level Professional Learning. When applicable, this will occur in Ms. Byrd’s room 403 and teachers will need to register in Business Plus to receive credit for embedded professional learning. This will include para-professionals in the 2017-18 school year.

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.

CURRICULUM GUIDES

Richmond County Board of Education curriculum guides/maps are provided to each teacher through Rubicon Atlas and the GADOE Website. The Georgia Standards of Excellence in all content areas, Connections and P.E. as well as the curriculum guide/map are the teacher’s primary resources. Teachers are expected to be flexible, creative, and innovative in the teaching strategies employed in the classroom.

LESSON PLANS

Teachers are required to provide daily lesson plans in the plastic document holder in each classroom. These plans should be pulled from the Unit Plans posted in Rubicon. Common Core Georgia Performance Standards (CCGPS) should be utilized in all plans. Teams are to discuss and coordinate plans during team planning. **Daily Lesson Plans should be sent to your administrator on a weekly basis no later than 9 AM each Monday for that week via an email that states in the subject line “Lesson Plans” and the Name of the Teacher and the date (Ex: Henry Lesson Plans 7/1) email. For IB purposes, entire units should be uploaded in Rubicon Atlas at least one week prior to the beginning of the unit, so that feedback on planning can be generated.** See Ms. Byrd for assistance in Rubicon. A lesson plan Template is included in the back of this handbook. Failure to complete and submit plans will be reflected on the Georgia Teacher’s Duties and Responsibilities Instrument.

6th Grade, SPED, Technology: Smith

7th Grade, P.E, Media: Byrd

8th Grade, Guidance: Henry

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

your Grade Chair by **August 15**. If this packet is used, it must be replenished and returned to you Grade Chair **within two days**.

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 SchoolWires. Syllabi are due in SchoolWires by August 15.**

UNIT PRE AND POST TEST REQUIREMENT

Per Richmond County policy in 2017-2018, each teacher must administer a Pre-Test and a Post-Test for each and every unit taught. The pre-test / post-test can be teacher developed or the teacher may choose to utilize a county developed test in the Rubicon platform.

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.**

MANAGEMENT SYSTEMS

Teachers are required to implement county subject area management systems.

Subject Content Areas and Connections

All Content Area Teachers (ELA, Math, Social Studies, and Science) as well as Connections Teachers will maintain a Portfolio Folder for each student. This should include, work samples, writing samples, formative assessments and projects. Should a teacher need to refer a student for an SST, the materials that have been maintained in the Portfolio Folder will prove invaluable. Grade Chairs will check these each 9 weeks.

MIDDLE SCHOOL PROMOTION INFORMATION

Following is the middle school promotion information for the 2017-2018 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

The first mode of communication that we use as a school is our SchoolWires platform. At a minimum, Teachers are expected to have a picture, a welcome letter and their course syllabi posted to SchoolWires. Teachers are encouraged to use the calendar function as well for assignments and class handouts or materials. If you use another platform such as Remind 101, then it should be linked to your SchoolWires page.

Per TKES Standard 10, teachers and para-professionals at HMS are required to make regular positive contact with parents throughout the year. Teachers and para-professionals will complete a Parent Contact Form on a weekly basis and turn in a copy to the office on Fridays before they leave for the weekend. Additionally, teachers will upload all contact sheets for a 9 week period on the following Report Card days: 10/19, 1/12, 3/22, 5/31 Failure to do so will result in documentation in the teacher's annual TKES evaluation. The Parent Contact Form is in the Appendix.

If a student is not meeting the above requirements, parents will be notified in the following 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. A "Weekly Team Homework Schedule" sent home to parents is encouraged. This keeps parents informed and produces numerous instructional benefits. See appendix for homework position statement.

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 Meeting on the 2nd Thursday of each month, or Thursdays during Grade Level Meetings.** Check the Front Office Calendar and other sources to avoid conflicts. A team calendar posted in the team leader's office area is recommended to assist in scheduling. All core area parent conferences are total team conferences.

PARENT EDUCATIONAL FORUMS

On a regular basis, we will provide parents/guardians with opportunities to participate in forums specifically relating to instructional areas and curriculum. We will be using a team/committee approach in working together to support our parents. It is our purpose to provide and receive relevant information and to foster positive parent communication and interaction.

TEACHER EVALUATION

The Georgia Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.

In Georgia, an annual evaluation is required for each employee. The annual evaluation is a summary of the classroom observations conducted using the TKES Observation instrument. The observations are unannounced classroom visits of twenty minutes or longer. The observation report will be provided to the teacher within five working days. Teachers are to sign the observation form after meeting with the administrator having completed the observation. Duties and responsibilities are evaluated using the Georgia Teacher Duties and Responsibilities instrument. Deficiencies in this area will be documented and written notification given to the employee. 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. New teachers are encouraged to participate in activities planned through the Professional Learning Department. 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. The grade/department chairpersons for the 2017-2018 school year are:

Lori Ledwig	Sixth Grade
Linda Cooper	Seventh Grade
Lynne McCladdie	Eighth Grade
Gloria Booz	Special Education
Shannon Jones	Connections/PE

LEADERSHIP TEAMS

Hephzibah Middle School, in compliance with Georgia Department of Education initiatives, has two school leadership teams tasked with the responsibility of ensuring that our students are receiving instruction that incorporates the Georgia Standards of Excellence. The members of the **HMS Instructional Leadership Team** are Dr. Henry, Ms. Byrd, Mrs. Stokes, Mrs. Ledwig, Mrs. Cooper, Mrs. McCladdie, and Mrs. Yarbrough, Members of the **HMS Operations Leadership Team** are Mr. Smith, Mr. Bowman, Coach Jones, Ms. Johnston, Mrs. Strozier, Officer Kotelski, Mr. Prince, and the Lunchroom Manager.

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.

LANGUAGE ARTS/WRITING 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. In conjunction with the county Language Arts Coordinator this teacher provides in-service training, workshops, and materials for language arts/writing improvement. The Language Arts/Writing TIR is **Lori Ledwig**.

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. The Technology TIR is **Ted Bowman**.

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 Kinesha Ponder, activities will be implemented to support improvement in the social studies curriculum. The Social Studies TIR is **Mrs. Cooper**.

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. In conjunction with the county Math Coordinator, this teacher provides in-service training, workshops, and materials for math improvement. The Math TIR is **Mrs. Burkhart**.

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. In conjunction with the county Science Coordinator, this teacher provides in-service training, workshops, and materials for science improvement. The Science TIR is **Mrs. Thompson**.

STUDENT INFORMATION SYSTEM

The data entry clerk is **Tami 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.

TARDY TO CLASS/SCHOOL

Tardiness to class/school is covered in the *Uniform Code of Student Conduct*. Students should be sent to the front office for a late pass after 7:45 AM. Being tardy can result in suspension for the student. Please stress this to your students.

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. The student's name will appear on the daily bulletin indicating the time of dismissal. All excused students must sign out in the office before leaving the school. **No students will be dismissed between 2:00-2:20.**

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. This could result in being referred to the office for cutting class.

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. Byrd and Ms. Johnston - 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.
- Costs for damaged and lost books can be found in the Appendix.

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.** Only under extreme circumstances should a teacher leave a class to bring one or two students to the office. 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 65 minutes of common planning time. Teacher and/or team detention is one option for those students with disciplinary problems. Each team is expected to develop and display a behavior matrix developed around the 3Rs – Ready, Respect, and Responsible.

Mr. Smith will work with the 6 and 7th Grade and bus discipline.

Ms. Byrd will work with the 8th Grade

Dr. Henry will work with all grades .

Panic Button

The Panic Button should be used only in extreme situations. When the Panic Button is used by a teacher, that teacher will need to complete the Panic Button Usage Report (see Appendix) and turn it in to your administrator by the end of that school day.

DISCIPLINE REFERRALS

The following discipline violations should be referred to the **HALL 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 held Monday and Wednesday from 2:30-3:30. The teacher/team, supervising the students assigned to detention, will escort the students out the front door at the end of the detention period. **A Detention coverage list for 2017-18 is in the appendix.** 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.
- **Writing for punishment violates policy. The administration will not support the assignment of writing as a disciplinary action.**

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.

ALTERNATIVE SCHOOL

The Richmond County Alternative School is located on Walton Way. It provides a complete curriculum for students in grades 6-12. The basic philosophy of the Alternative School is to provide a very structured, disciplined environment for students who have experienced chronic or severe disciplinary problems in the regular school setting. A student can be assigned for a short term (20 school days) or a longer term. Student attendance at the Alternative School is forwarded to the data clerk every twenty days. Ms. Wright will in turn forward the information to you. **Do not mark students attending the Alternative School absent on your daily attendance.** You will need to update your attendance rosters after the data clerk provides you with the correct information.

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. **Students must have a pass from the teacher to be in the media center.**

AUDIO VISUAL EQUIPMENT

AV equipment is available for teachers to use. Equipment should be requested at least **one week in advance**, especially video equipment. See the Media Specialist.

All **materials** and **equipment** ordered and received **must** be routed through the media center **before** any package is opened. The state requires the media center to maintain an inventory and catalog all instructional materials. The county also has a

requirement that all items be listed in the county data bank. In order to insure that an accurate record is kept, and to lessen the burden on all, it is very important that this procedure be followed upon delivery of all items.

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 7:15 AM until 3:15 PM 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.**
- Teachers electing to bring a class to the media center must meet with the media specialist for planning and scheduling **at least one week in advance**. A form for correlating the instructional unit with information access skills and resources must be completed.
- Only one class at a time will be scheduled for the media center.
- In order to insure availability, requests for instructional equipment should be made **one week in advance**.
- The use of instructional materials obtained from outside sources (especially videos) **MUST** be screened and cleared by the Building Media Committee. **Only “G” rated movies may be shown at the middle school level**. These requests must be made on the authorized form and submitted **three weeks in advance**. See Appendix for the film approval request form. Copyright rules must be adhered to at all times.
- Students may not use the duplicating equipment located in the teacher work area.
- **Copyright rules must be adhered to when reproducing instructional materials.**

COPYRIGHT LAW AND FAIR USE GUIDELINES

The Richmond County School District takes copyright laws and guidelines very seriously, and expects employees of the district to do the same. As educators, some rights of use are extended to us that are not given to the public as a whole—but this does NOT mean teachers have free reign to copy and use works at will. Copyright laws and Fair Use guidelines apply to educators, just as they do to everyone else.

The chart **Copyright and Fair Use Guidelines for Teachers** (see appendix), gives brief rules for how to handle copyrighted works in the classroom. Be sure to read all three columns of information (“Specifics,” “What You Can Do,” and –most importantly—“The Fine Print”) in order to determine the parameters that fit what you would like to do.

The chart is not meant to be comprehensive, or to address all issues of copyright which may present themselves in an educational environment. Further information on specific situations can be obtained from the media specialist, or from sites such as the ones listed below:

<http://www.copyright.gov/>
<http://www.uelma.org/inflit.html>
<http://www.templetons.com/brad/copymyths.html>
<http://fairuse.stanford.edu/>

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.

Mrs. Williams will assist you in the following areas: 7th and 8th grade concerns, special education and RTI.

Mrs. Strozier will assist you in the following areas: 6th grade concerns, testing, and gifted program.

Both Mrs. Williams and Mrs. Strozier will assist you in the following areas: student attendance, truancy, tardies, school/home partnerships

The goals of the Guidance Department and the various activities designed to achieve those goals are:

- **Assessments** – Coordinate the administration of tests to students. Through the assessment program, the guidance department helps to identify deficiencies by interpreting test results. The guidance department makes recommendations to parents, students, and staff members.
- **Guidance and Counseling** – It is of utmost importance that this age student receives individual as well as group counseling.
- **Placement** – There are some young people in need of a variety of considerations in the education process. Therefore, counselors assist staff members by processing recommendations for different types of programs, both academic and nonacademic.
- **Coordination** – Constant communication with the staff enables counselors to act as coordinators for the primary purpose of field trips, securing speakers, and developing in-service programs.
- **Referrals** – At times, students need assistance from other agencies. The counselors coordinate and provide information to referral agencies.
- **Parent Consultation and Teacher Advisement** – This is an integral part of the middle school program. Counselors coordinate workshops that involve students, parents, and staff members.

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 **TBA** 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 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. Tier Four is implemented after an eligibility decision has been made, based on the failure of the interventions in the previous tiers to alleviate the educational problem. The GA DOE Response to Intervention Pyramid is located in the Appendix.

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. All SST referrals for psychological testing should be finalized and forwarded to the school social worker no later than **May 1, 2018**.

GIFTED PROGRAM

Richmond County provides programs for all qualifying students in grades K-12 who exhibit superior performance, advanced learning needs and demonstrate higher-level motivation and creativity. The identification process uses multiple criteria as mandated by the Georgia State Department of Education.

Students may qualify on mental abilities and achievement or on three (3) of four (4) components, which include mental abilities, academic achievement, creativity and motivation or mental abilities alone for grades K-2.

An automatic referral process requires all schools to screen intelligence and achievement test scores on their students twice annually for referral purposes. Parents, peers, teachers, principals, or counselors may refer students. Referrals are solicited in May for August testing and in November for testing in January. Parents of students referred are notified of test dates two or more weeks in advance by Gifted Program personnel.

Students entering the system who had prior placement in a gifted program will be placed at once if they meet Georgia State Department of Education eligibility. Gifted Program personnel will evaluate those who do not have the required eligibility documentation.

Written parental consent must be on file before students are evaluated. Parents receive a written report of evaluation results and are offered an opportunity to discuss the results with program personnel.

Written parental consent for placement must be on file in the Gifted Program office before a student is allowed to participate. Students in grades K-8 are enrolled in a five-hour per week resource program that provides thematic units of study. Parents receive a progress report three times per year. Students are provided transportation to a Gifted Program resource center for one day per week. A facilitator certified in gifted education works with students and their teachers to develop a plan for completion of a project in each student's area of interest. Students, general education teacher, gifted program facilitator, and parents sign a contract. Gifted endorsement is received on the student's transcript.

Parents are invited to an annual review to evaluate the student's progress in the program and are provided the curriculum focus for the coming year.

Continuation in the program will be dependent upon maintenance of an overall 3.5 GPA in academic classes, satisfactory performance in both regular and gifted classes, motivation and behavior, attendance, attitude and completion of all assigned tasks. Students who meet these conditions will automatically continue in the program. Students who do not meet these terms at any time during the school year will be allowed a six weeks probationary period. If satisfactory improvement is not shown, the student will be removed from the program. Parents will be notified by letter at the beginning and end of the probationary period. Students who leave the program will be reassessed and must meet current criteria for reentry.

For further information, contact Mrs. Strozier in the Guidance Office.

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 identify 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 there from, 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.
- The school reporting the suspected child abuse shall send a copy of the report to **Dr. Debbie Alexander, Pete Fletcher** (board attorney), and the **Public Safety Department**.
- The teacher or reporting person will only know the result if there is follow-up treatment which will involve the school.

RESPONSE TIME LIMITS FOR INITIAL CONTACT ON CHILD PROTECTIVE SERVICES INTAKE

24 HOURS

- Injury to child under 3.
- Multiple injuries or those indicating severe or frequent abuse.
- Self-referrals from children afraid to return home.
- Sexual incident involving child under 6.
- Sexual incident by force or causing injury.
- Children under 6 or otherwise unable to care for self left alone.
- Acute, untreated medical problems.
- Bizarre behavior by parents of young children (drugs, alcohol, etc.).
- Abandonment.
- Self-referrals from parents in fear of hurting children.

48 HOURS

- Any report of physical or sexual abuse not required to be seen in 24 hours.
- Bizarre punishment.
- Children admitted to hospital for suspected abuse or neglect.

WITHIN 7 DAYS

- All other reports not covered above.

GUIDELINES AND CHECKLIST TO ASSIST IN DETERMINING AND REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

It is important to keep in mind that the indicators presented here are clues. As professionals, we are mandated by Georgia law to report any suspected child abuse and/or neglect. Your suspicions might be wrong; but, if they are not, you could be the only chance a child has to be helped. You might also save a life.

Physical Indicators

Bruises:

- Occurring on body in patterns that might reflect patterns of instrument used (spoon, extension cord, belt buckle, hand print, etc.).
- Occurring in clusters.
- Healing may be in various stages (black and blue, swollen, yellow).

Burns:

- Immersion (bath water too hot) burns.
- Cigarette burns.
- Rope burns.
- Dry burns (caused by irons).

Lacerations:

- Of lip, eye, or portion of face.
- Of external genitalia.

Skeletal Injuries:

- Corner fractures of long bones caused by twisting or pulling.
- Questionable appearance of alignment or extremities.

- Stiff, swollen or enlarged joints.

Head Injuries:

- Absence of hair or bleeding beneath scalp due to hair pulling.
- Subdural hematomas due to shaking or hitting.
- Retinal (eye) hemorrhaging.
- Facial (jaw or nose) fractures.

Internal Injuries:

- Vomiting bright red blood.
- Abdominal pain (due to hitting or kicking in midsection).

Behavior Indicators

- Unusual or rigid eating habits (afraid to waste or spill foods).
- Lacking in curiosity.
- Fearful of physical contact.
- Displays unemotional appearance.
 - *shows no emotion.
 - *cries little.
 - *enjoys little or nothing.
 - *can perform motor skills, but does not want to.
- The child who is less severely abused or is older at onset, will exhibit some of these behavioral characteristics:
 - *timid, easily frightened.
 - *psychosomatic complaints.
 - *enuresis (wetting self).
 - *vomiting.
 - *craves attention or affection.
 - *continues to affirm love for abusing parents.
 - *exhibits sporadic temper tantrums.
 - *assumes role of parent in parent/child relationship or is extremely immature.
 - *shows indiscriminate attachment to strangers.
- The child who is mildly and frequently or inconsistently abused as an older child will exhibit these characteristics:
 - *hurts or will hurt other children.
 - *shows aggressiveness.
 - *demanding.
 - *appears or may appear accident prone or clumsy.
 - *shows lag in development.
 - *has short attention span.
 - *has a raging temper tantrum.

ATHLETICS

ELIGIBILITY

Students who participate in after school activities (not just athletics) must be declared “eligible.” This process is facilitated by an eligibility list that is on file in the main office. One factor determines eligibility: student must take and pass at least 5 subjects during the previous semester.

INTRAMURALS

Intramurals at the middle school level is a unique function that reflects the philosophy and concept of the middle school. Our primary goal is to implement a program reflecting that philosophy and concept. For our purpose, intramurals is a broad-based program of activities made available for all students, faculty, and staff. The program is designed to promote active participation in sports, recreational games, and leisure activities. The Intramural Committee governs the intramural program at HMS.

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), golf (girls and boys), baseball, wrestling (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 Dr. Henry.

GENERAL GUIDELINES

- Coaches should create behavior contracts and expectations for all players. A copy should be given to Dr. Henry 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 Dr. Henry and run through the HMS bookkeeping system.
- All practices must end at 8 P.M. 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. Jeffcoat** 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. Jeffcoat**. 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.

STUDENT PHONE USE

Do not send students to the office to use the phone. You may allow them to use the phone in the team office area under supervision. Students will only be allowed to use the phone if they are sick and need to call home for someone to pick them up. Forgetting homework, going home with a friend, staying after school, etc., are not valid reasons for using the school phone.

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.**

DAILY BULLETIN

The daily bulletin will be sent via email each morning. On it you will find a listing of ISS/ OSS students and any important daily information for you and your students.

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. Hall passes will be issued to you. Complete all information in ink. DO NOT SEND A STUDENT OFF CAMPUS OR TO YOUR PERSONAL VEHICLE FOR ANY REASON.

EYE PROTECTION DEVICES

In areas requiring eye protection, such as Technology Education and science, an adequate number of eye protection devices shall be available for students, teachers, and visitors. Safety should always be at the forefront.

THEATER

The theater is one of Hephzibah Middle School's outstanding facility features. Its uses are numerous and only as creative as its users. Teachers are encouraged to use the theater for planned student activities, both instructional and extra-curricular. Use of the theater will be scheduled through the principal. The teacher should conduct a check of the theater before the students leave to insure that paper is picked up and that equipment, seats, etc. are intact and in proper order. Damaged property should be reported to the office immediately. Students are not to operate equipment unsupervised. Should the services of the media staff or music department be required, the teacher will be expected to coordinate need **two (2) days in advance** of the activity with the appropriate person following approval from the principal. If needs are not coordinated in advance, they **will** not be provided. See Appendix for theater use form.

OFFICIAL SCHOOL CORRESPONDENCE

All written materials that a teacher intends to use as correspondence with parents, the public, and any other individuals outside of HMS must be typed. This includes all reports to the central office. One exception would be the discipline referral form. Please keep in mind this form becomes part of the student's school records. It should be neat, accurate, and legible.

LUNCHROOM

The lunchroom provides lunches at a nominal cost to teachers. **Teachers are expected to pay for all food items and drinks.** Please avoid having large bills. Teachers are expected to supervise their students while in the lunchroom. Please keep in mind that others are in classrooms surrounding the commons area. Students who misbehave should be isolated or seated with the teacher. **Two students should be assigned to cleanup after the class leaves the commons area.** Tables should be wiped and paper removed from the tables and floor. Please clean spills immediately. The food service staff will be happy to assist you with problems. Classes should sit in their assigned area of the lunchroom. The team will determine table assignments. Lunch times will be contained in a handout provided prior to the opening of school. Please be in the serving line on time.

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.

FUND-RAISERS AND HANDLING OF MONEY

The principal must approve ALL PURCHASES and all FUND RAISING PROJECTS.

All money must be handled through the Hephzibah Middle School general account and checks must be written for payment of all items purchased. **NO** purchases or payments can be made from cash collected.

A deposit summary sheet must be completed for each deposit and turned in to Mrs. Coburn. Money is to be verified by the club sponsor. It should be turned in to Mrs. Coburn with the amount to be deposited written on the money envelope and the

club account number noted. Currency is to be sorted into the appropriate denominations. All bills need to be facing the same direction. Coins are to be wrapped whenever possible. Checks are to be totaled and identified as to the club and from whom the check was received.

A school receipt will be written for all money given to Mrs. Coburn.

Sponsors are responsible for requesting checks **in writing three days prior to needing the check**. All invoices, sales slips, etc. should be given to the bookkeeper for payment and will be kept as records for audit purposes. Fundraiser reports must be completed **at the end** of the fundraiser when the money is turned in for deposit.

TORNADO SAFETY RULES

Tornado safety drills are required and the action taken is much different from fire drills. The following action should be taken during a tornado drill:

SIGNAL: Three loud bells and an announcement will signal the warning.

MEANING: A tornado has been sighted and you should move to the designated area.

WHAT TO DO: Students should exit the classroom. Line up along the interior wall outside the classroom. Upon specific directions, assume the protective posture of facing the interior wall, crouching on elbows and knees, and placing hands over the back of the head. Everyone should remain in this position until the signal of return to the normal condition is given – an announcement signal of “all clear.”

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. Do not lock the door. Female teachers are encouraged to take their purses with them when leaving the building. 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. No student should be allowed to go into the hall restrooms without a monitor being present. Discipline problems, damage to restroom facilities and loss of instructional time occur when students are allowed to go unattended to the restroom. 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. Jeffcoat should you need to order one.

School Wires

Each teacher has access to a school based website for purposes of homework and other announcements for both students and parents. Our school website and teacher pages are the primary vehicle for parent communication. Therefore, it is imperative that your page be up-to-date. **All SchoolWires pages are to be updated (at a minimum) each week.**

RELEASE OF DIRECTORY INFORMATION

The Richmond County Board of Education, in compliance with the Privacy Act concerning personnel files, will release as directory information without the consent of the employee or student the following information:

- Name of the employee or student.
- Address of same.
- How long employed or where enrolled.
- The date and place of birth.
- The height and weight.
- The grade level of the student.

Any employee and/or student or parent who objects to the release of the directory information may file an objection in writing to the Assistant Superintendent for Personnel, Richmond County Board of Education, 864 Broad Street, Augusta, Georgia, 30901, clearly stating what directory information they do not wish to have released. If a student or parent wishes to file an objection, an indication of the student's current school enrollment must be made.

Upon written consent of the employee or student, specific information not listed above may be released provided the signed consent form is on file in the employee or student's personnel file.

In accordance with the Privacy Act, certain governmental institutions have access to student and/or employee's personnel files without prior consent for disclosure. The Richmond County Board of Education will notify any employee or student of the release of any information to any agency for which prior consent is not require

