



**Trion Middle
School**



Employee Handbook

*A Guide to Our Culture, Values,
and Workplace Policies*

2026-2027



2026-2027 Faculty & Staff Directory

Administration

Superintendent: Dr. Howard Hughes
Principal: Eric Brock
Assistant Principal: Lauren Mason

Office & Student Support Staff

Administrative Assistant: Kelsey Brown
Administrative Assistant: Abby Willingham
Counselor/ Social Worker: Elizabeth Williams
Media Specialist: Carlie Hegwood
Paraprofessional: Lindsay Crabtree

Faculty

Becky Allen	Tyler Edgeman	Sierra Smith
Morgan Allen	Lexi Fountain	Matt Swanson
Matt Brooks	Ashley Henry	Marcia Thompson
Dusty Brown	Tashia Knapp	Leslie Tucker
Joey Browning	Thomas Moore	Hagen Willingham
Joey Canada	Madicyn Morrisette	Jarod Willingham
Sharon Chisenall	Casey Payne	
Selena Conley	Chelsea Roach	
Kimberly Connell	Jennifer Skelton	

Board of Education

Johnny Brimer
Darriel Broome
Randy Henderson
Kari Maddux
Laura Chesley

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Trion Middle
School

Vision, Mission, & Beliefs

>> Vision

*Cultivating a community of lifelong learners who pursue excellence
and contribute positively to a changing world.*

>> Mission

*The mission of Trion Middle School is to provide a rigorous, in-depth, diversified education
which empowers all students to become contributing members of society.*

>> Beliefs

We believe that...

- All students can learn, achieve and succeed.
- A safe and comfortable environment promotes student learning.
- Positive relationships and mutual respect between students and staff enhance a student's self-esteem.
- Students learn to make appropriate decisions when given a supportive and challenging learning environment.
- Developmentally appropriate learning activities enhance learning at all levels.
- Teachers, parents, and the community share the responsibility for the support of the school's mission.
- Cultural diversity increases student understanding of different cultures.
- Challenging expectations increase individual student performance.
- Students learn best when given appropriate opportunities for success, accommodations for different learning styles, and engaging learning opportunities.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students should be able to use a variety of forms to communicate and a wide range of communication skills.



Schoolwide Expectations

-  **Put students first.**
-  **Maintain professionalism.**
-  **Support one another.**
-  **Communicate respectfully.**
-  **Follow district policies.**
-  **Maintain confidentiality.**
-  **Promote a positive school culture.**

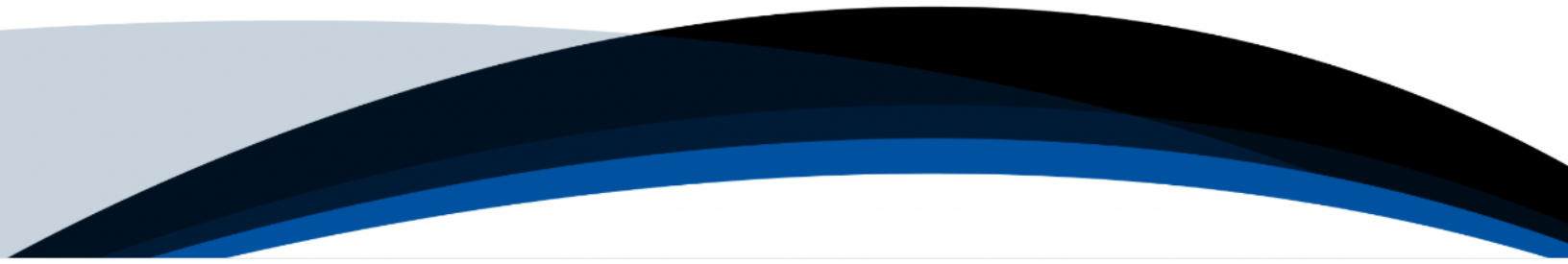
Purpose of this Handbook

The Trion City School System Employee Handbook contains the policies, procedures, and responsibilities that guide our actions as we work with students, parents, colleagues, and the community. Our intent is for this handbook to be a valuable resource in helping you perform your job duties and responsibilities in a high-quality, professional manner. System policies may change periodically to align with changes in Georgia law and State Board of Education rules. Additional information is included in the Student Handbook as well.

A complete list of policies and procedures as adopted by the Trion City Board of Education is open for public inspection during regular school hours. Copies of the board policies are located in the superintendent's office, principal's office, and on the Trion City Schools website.

Discrimination Policy

Trion City Schools does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, or any other category protected by federal or state law.



Professional Expectations

Job Description and Guidelines

Education: Bachelor's degree, Master's degree preferred: T4, T5, T6 certificate in appropriate teaching field and successful experience student teaching.

Performance Standards

1. **Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
2. **Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
3. **Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
4. **Differentiated Instruction:** The teacher challenges and supports each student's learning by providing appropriate content and developing skills that address individual learning differences.
5. **Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
6. **Assessment Uses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content, and delivery methods, and to provide timely and constructive feedback to both students and parents.
7. **Positive Learning Environment:** The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
8. **Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
9. **Professionalism:** The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
10. **Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Professional Guidelines

1. Follow the proper chain of command for problems that arise in school. Take problems to the principal first for corrective action.
2. Channel all official school business through the office to the administration.
3. Work cooperatively and respectfully with the administration and other staff members in matters affecting the program of the school. Employees are expected to maintain professional communication and address concerns through appropriate channels.
4. Seek assistance in problems of instruction and student behavior from the administration, colleagues, and professional consultants.
5. Be punctual and prepared on school days and professional learning days. Do not leave the school during work hours without first making arrangements with the administration. Always sign in and sign out in the office.
6. Be present, prepared, and engaged in all assigned classes regardless of role (lead teacher, co-teacher, paraprofessional).
7. Set an example of high moral and ethical standards. All staff members are required to participate in annual ethics training.
8. Gain control of the classroom and assume responsibility for equipment, facilities, and students under your care.
9. Monitor students at all times.



Faculty Meetings

Faculty meetings are an important component of school communication, collaboration, and professional learning. Employees are expected to attend all required faculty meetings and arrive on time.

Whenever possible, meetings, training, collaborative planning sessions, and professional learning opportunities will be scheduled during the contractual workday to maximize employee time and support work-life balance. However, circumstances may occasionally require meetings outside of the regular instructional day.

Wednesday afternoons are reserved for faculty meetings and professional learning activities as needed. Employees should plan accordingly and remain available during this time.

Any employee who is unable to attend a required meeting must obtain prior approval from the Principal or Assistant Principal and make arrangements to receive any information, materials, or assignments shared during the meeting.



Employee Conduct & Workplace Expectations

Trion Middle School is committed to fostering a positive, professional, and collaborative work environment. Employees are expected to conduct themselves in a manner that reflects the values of Trion City Schools and promotes a culture of respect, trust, teamwork, and professionalism.

Professional Interactions

Employees are expected to maintain positive and professional relationships with colleagues, students, families, administrators, and community members.

Staff members should:

- Treat others with courtesy, dignity, and respect.
- Support a collaborative and team-oriented work environment.
- Demonstrate professionalism in all verbal, written, and electronic communications.
- Assume positive intentions and work collaboratively to solve problems.
- Contribute positively to the culture and climate of the school.

Respectful Communication

Open, honest, and respectful communication is essential to maintaining a productive workplace.

Employees are expected to:

- Communicate concerns professionally and constructively.
- Address issues directly with the appropriate individual whenever possible.
- Utilize the established chain of command when concerns cannot be resolved.
- Listen respectfully to differing viewpoints and opinions.
- Refrain from disrespectful, confrontational, or unprofessional communication.

Professional disagreements should be handled respectfully and with a focus on finding solutions that support students and the school community.

Workplace Gossip

Employees are expected to maintain professionalism and avoid participating in gossip, rumors, or discussions that negatively impact individuals, teams, or the school environment.

Staff members should:

- Refrain from spreading rumors or unverified information.
- Avoid discussing confidential personnel, student, or family matters.
- Address concerns through appropriate channels rather than informal conversations.
- Promote a positive and supportive workplace culture.

Employees are encouraged to be part of the solution rather than contributing to negativity or division within the school community.

Conflict Resolution

Conflict is a natural part of any workplace and should be addressed professionally and respectfully.

When conflicts arise, employees should:

- Address concerns promptly and professionally.
- Seek to resolve issues directly with the individual involved whenever appropriate.
- Focus on facts, solutions, and professional responsibilities.
- Avoid involving unnecessary parties in workplace disagreements.
- Seek assistance from administration when additional support is needed.

Employees are expected to work collaboratively toward resolution while maintaining professional relationships.

Professional Use of Planning Time

Planning periods and non-instructional work time are intended to support instructional preparation and professional responsibilities.

Employees should utilize planning time for activities such as:

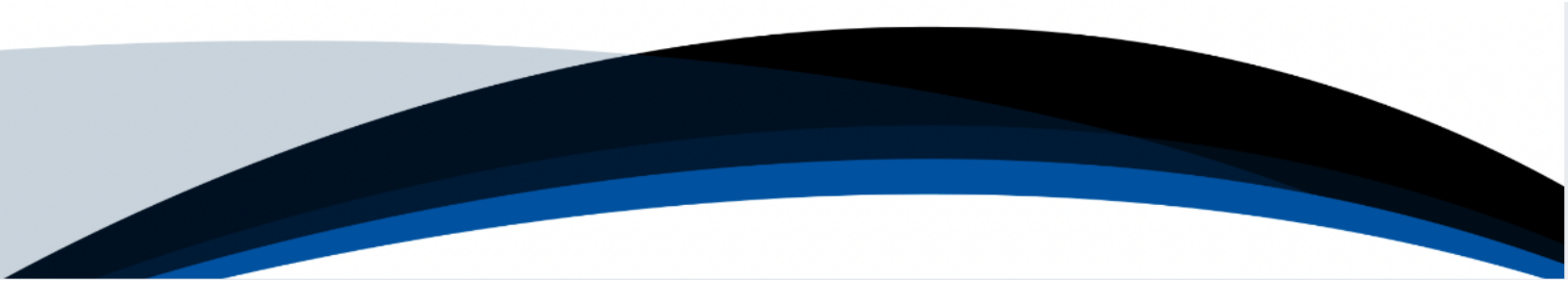
- Lesson planning and instructional preparation
- Data analysis and student progress monitoring
- Parent communication
- Grading and feedback
- Professional collaboration and PLC work
- MTSS documentation and intervention planning
- Professional learning and curriculum development
- Other school-related responsibilities

While employees may occasionally attend to personal matters during planning periods, school-related responsibilities should remain the primary focus of this time.



Professional Responsibility

Every employee contributes to the culture, climate, and success of Trion Middle School. Employees are expected to demonstrate professionalism, integrity, accountability, and respect in all interactions and to support a positive work environment that prioritizes student success.



Confidentiality & FERPA

Confidentiality and FERPA

Trion Middle School is committed to protecting the privacy and confidentiality of all students and employees. Staff members are entrusted with sensitive information and are expected to maintain the highest standards of professionalism, confidentiality, and ethical conduct. All employees are required to comply with the Family Educational Rights and Privacy Act (FERPA), district policies, and all applicable state and federal laws regarding student privacy.

Student Records

Student educational records are confidential and may only be accessed by school personnel who have a legitimate educational interest in the information. Student records may not be shared, discussed, copied, photographed, or distributed to unauthorized individuals.

Examples of confidential student records include, but are not limited to:

- Grades and academic performance
- Assessment and testing data
- Attendance records
- Discipline records
- Individualized Education Programs (IEPs)
- Section 504 plans
- Medical information
- Counseling records
- Student schedules
- Personally identifiable information

Staff members should take appropriate precautions to ensure that student records are secure at all times and are not accessible to unauthorized individuals.

Confidential Information

Employees may have access to confidential information regarding students, families, staff members, school operations, and district matters. Confidential information should only be discussed with individuals who have a legitimate need to know the information in order to perform their job responsibilities.

Confidential information shall not be discussed:

- In hallways, common areas, or public spaces
- In front of students
- In restaurants, community settings, or public events
- Through personal email accounts or unsecured communication platforms
- With individuals who do not have a legitimate educational or professional interest



Employees are expected to exercise professional judgment and discretion when handling sensitive information.

Social Media Restrictions

Employees shall not post, share, or discuss confidential student, employee, or district information on social media platforms, websites, blogs, or other online forums.

Staff members shall not:

- Post student grades, attendance, discipline, or academic information
- Share student photographs without proper authorization
- Discuss confidential personnel matters
- Post information that violates FERPA or district policy
- Use social media to communicate with students in a manner that creates inappropriate professional boundaries

Employees are expected to maintain professional conduct online and understand that social media activity may reflect upon the employee, school, and district.

Privacy Expectations

All employees are expected to respect the privacy and dignity of students, families, and fellow employees.

Employees shall:

- Maintain confidentiality regarding student and employee information.
- Secure documents containing sensitive information.
- Log out of computer systems when leaving workstations unattended.
- Protect passwords and access credentials.
- Dispose of confidential documents using approved procedures.
- Report any suspected breach of confidentiality or unauthorized disclosure immediately to the administration.

Confidentiality obligations continue beyond the school day and remain in effect after employment with Trion City Schools ends.

Violations

Failure to maintain confidentiality or comply with FERPA requirements may result in disciplinary action, up to and including termination of employment, and may subject the employee to legal consequences under applicable state and federal laws.



Mandatory Reporting

Purpose

The safety and well-being of students is the highest priority of Trion Middle School. In accordance with Georgia law, all school employees are considered mandatory reporters and are required to report suspected child abuse, neglect, exploitation, or human trafficking.

Employees are not responsible for determining whether abuse or neglect has occurred. Employees are responsible for reporting reasonable suspicions so that appropriate authorities may investigate.

Mandatory Reporters

The mandatory reporting requirement applies to all school employees, including but not limited to:

- Teachers
- Administrators
- Counselors
- Paraprofessionals
- Clerical staff
- Custodians
- School nutrition employees
- Bus drivers
- Coaches
- Volunteers acting in an official school capacity

Reportable Concerns

Employees must report when they have reasonable cause to believe that a child may be experiencing:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Exploitation
- Human trafficking
- Inadequate supervision
- Any condition that places a child's health, safety, or welfare at risk

Reasonable suspicion may be based on direct observation, student disclosures, behavioral indicators, physical signs, or information received from another credible source.

Reporting Process

When an employee has reasonable cause to suspect abuse, neglect, exploitation, or trafficking, the employee shall:

1. Ensure the immediate safety of the student if there is an urgent concern.
2. Notify the school counselor, principal, or assistant principal immediately.
3. Provide all known information regarding the concern.
4. Cooperate fully with the administration and investigating agencies.
5. Maintain confidentiality throughout the reporting and investigation process.

Employees should not conduct their own investigation, interview witnesses, contact alleged perpetrators, or attempt to verify allegations independently.

Reporting Timelines

Reports shall be made immediately or as soon as reasonably possible after the employee becomes aware of the concern.

Employees should never delay reporting in order to:

- Gather additional evidence
- Verify allegations
- Contact parents or guardians
- Seek opinions from colleagues

When required by law, reports to the appropriate agency shall be made within 24 hours of the concern becoming known.

Timely reporting is essential to ensure student safety and compliance with state law.

Confidentiality

Information regarding suspected abuse or neglect is highly confidential.

Employees shall:

- Share information only with individuals directly involved in the reporting process.
- Avoid discussing reports with unauthorized individuals.
- Refrain from discussing reports with students, parents, or staff members not involved in the process.
- Maintain student privacy throughout any investigation.

Protection from Retaliation

Employees who make reports in good faith are protected by law from retaliation or adverse employment action. Staff members are encouraged to report concerns whenever reasonable suspicion exists.



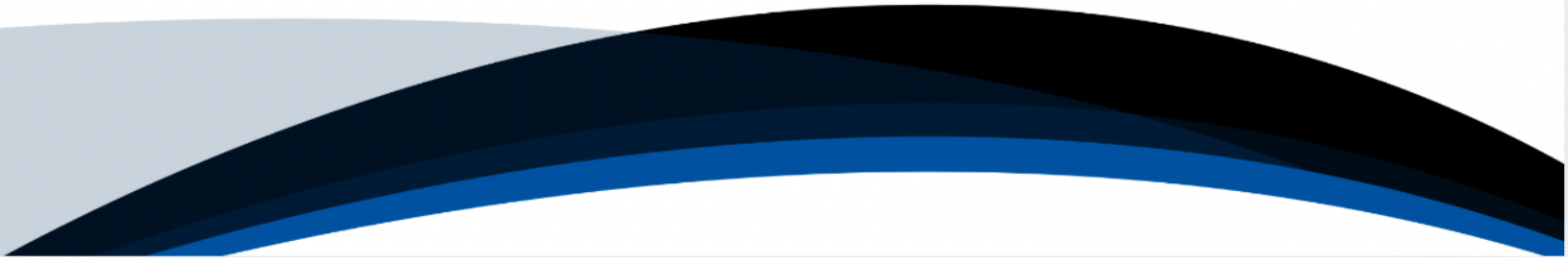
Consequences for Failure to Report

Failure to fulfill mandatory reporting responsibilities may result in:

- Disciplinary action by Trion City Schools
- Written reprimand
- Suspension
- Termination of employment
- Referral to the Georgia Professional Standards Commission (GaPSC)
- Civil or criminal penalties as provided by Georgia law

All employees are expected to complete required annual training regarding child abuse reporting procedures and maintain awareness of their legal responsibilities as mandatory reporters.

Protecting students is a shared responsibility, and all employees play a critical role in ensuring the safety and well-being of every child entrusted to our care.



Social Media

Senate Bill 93

In accordance with Georgia Senate Bill 93, state employees are restricted from installing, using, or visiting, on state-owned equipment or networks, any social media platform that is owned, controlled, or influenced by a foreign adversary as defined by state law. Employees are expected to comply with all district technology guidelines regarding the use of social media applications and websites on district devices and networks.

Professional Boundaries

Employees are expected to maintain appropriate professional boundaries with students at all times, including in digital and online environments. Communication with students should occur through approved district communication platforms and for educational purposes only.

Employees should avoid interactions on personal social media accounts that could compromise professional relationships or create the appearance of favoritism, impropriety, or an inappropriate relationship.

Student Communication

Communication with students should be professional, transparent, and related to school-sponsored activities or educational purposes.

Employees shall:

- Utilize district-approved communication platforms whenever possible.
- Include parents, guardians, or administrators when appropriate.
- Maintain records of communications when required.
- Avoid private or secretive communications with students.

Employees shall not use social media platforms, personal messaging applications, or personal accounts to engage in communication with students that is unrelated to school activities.

Confidentiality

Employees shall not post, share, discuss, or disclose confidential information regarding students, families, employees, or district operations through social media, websites, blogs, podcasts, or other online platforms.

Confidential information includes, but is not limited to:

- Student academic records
- Attendance information
- Discipline matters
- Medical information

- Individualized Education Programs (IEPs)
- Section 504 Plans
- Personnel matters
- Sensitive school or district information

Employees must comply with FERPA, district policies, and all applicable privacy laws when using social media and other digital communication platforms.

School Representation Online

Employees should recognize that their online activity may reflect upon Trion Middle School and Trion City Schools. Staff members are encouraged to exercise sound professional judgment when posting content on public platforms.

Employees should:

- Maintain a professional online presence.
- Ensure that posts do not disrupt the educational environment.
- Avoid content that could reasonably undermine public confidence in the school system.
- Clearly distinguish personal opinions from official school or district positions.

Only authorized individuals may create, manage, or post content on official school or district social media accounts unless approval has been granted by administration.

Violations

Failure to comply with social media expectations, confidentiality requirements, professional standards, district policy, or applicable laws may result in disciplinary action, up to and including termination of employment and referral to appropriate agencies when warranted.

The Code of Ethics for GA Educators

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission (GaPSC) has adopted standards that represent the conduct generally accepted by the education profession.

The Code of Ethics is clearly defined on the GaPSC website:

<https://www.gapsc.com/Ethics/CodeOfEthics.aspx>

Dress & Professional Appearance

Trion City Schools expects all employees to maintain a professional appearance that reflects positively on the school system and supports a productive educational environment. Employee dress and personal appearance should demonstrate professionalism, good judgment, and pride in our school community.

Staff members are expected to dress in a manner appropriate for their position and responsibilities while ensuring that their appearance promotes a safe, respectful, and professional learning environment for students, families, colleagues, and visitors.

The administration reserves the right to determine whether attire is appropriate for the workplace and consistent with professional expectations.

General Expectations

Employees should:

- Wear clean, neat, and professional attire.
- Select clothing that is appropriate for an educational setting.
- Ensure that clothing does not create a safety concern or significantly disrupt the learning environment.
- Exercise professional judgment when selecting attire for special events, field trips, and school activities.

Casual Dress Days

Jeans may be worn on Fridays, designated spirit days, field trips, and other administratively approved occasions. Jeans should be clean, neat, and free of excessive rips, tears, or holes.

Prohibited Attire

The following items are not considered appropriate professional attire:

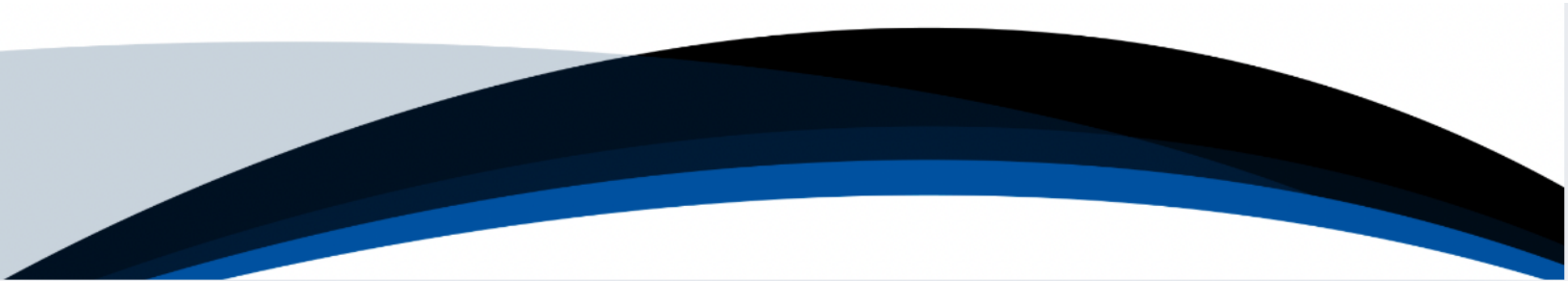
- Clothing that is excessively revealing or distracting.
- Clothing containing inappropriate language, images, symbols, or messages.
- Athletic wear, workout attire, or sleepwear unless approved for a specific school activity or event.
- Clothing that creates a safety concern or interferes with the employee's ability to perform assigned duties.



Special Circumstances

Certain positions, activities, or school events may require attire that differs from the standard professional dress expectations. Employees should consult with administration regarding attire for special events, field trips, spirit activities, or other unique circumstances.

Employees are expected to represent Trion City Schools in a manner that reflects dignity, professionalism, and pride both during the school day and while participating in school-sponsored activities.



School Safety & Security

Commitment to Safety

The safety and security of students, staff, and visitors is a shared responsibility of all employees. Trion Middle School is committed to maintaining a safe, secure, and supportive learning environment where students can learn and thrive. All employees are expected to remain vigilant, follow established safety procedures, and promptly report concerns that may impact the well-being of the school community.

Centegix Crisis Alert System

All staff members are required to wear their Centegix Crisis Alert lanyard and badge at all times while on campus and during school-sponsored activities when applicable.

Employees are expected to:

- Wear their Centegix badge daily and keep it readily accessible.
- Utilize the Centegix system appropriately during emergencies or safety incidents.
- Immediately report lost, damaged, or malfunctioning badges to administration.
- Participate in all required safety drills and training related to the Centegix system.

The Centegix system is an important component of the school's emergency response plan and should be treated as essential safety equipment.

Employee Identification Badges

All employees are required to wear their school-issued identification badge while on campus.

Identification badges help ensure campus security and allow students, staff, parents, and visitors to easily identify school personnel.

Lost badges should be reported to administration as soon as possible.

Building Security

Employees play a critical role in maintaining a secure campus.

Staff members are expected to:

- Ensure classroom and exterior doors remain secured according to district safety procedures.
- Never prop open exterior doors.
- Monitor entrances and exits when assigned.
- Keep classroom keys and access fobs secure.
- Report damaged locks, doors, gates, or security concerns immediately.
- Follow all established lockdown, evacuation, shelter-in-place, and emergency procedures.

Reporting Unfamiliar Individuals

All employees are responsible for helping maintain a secure campus.

Staff members should:

- Politely greet unfamiliar individuals and offer assistance.
- Verify that visitors are wearing an approved visitor badge.
- Direct visitors without proper identification to the main office.
- Immediately notify administration if an individual refuses to comply with visitor procedures or appears suspicious.

Employees should never assume that someone belongs on campus simply because they are inside the building.

Visitor Procedures

To ensure the safety of students and staff, all visitors must enter through the designated main entrance and report directly to the school office upon arrival.

Visitors are required to:

- Sign in through the front office.
- Present identification when requested.
- Obtain and wear a visitor badge while on campus.
- Remain in approved areas unless accompanied by authorized personnel.

Employees should not permit visitors to enter secured areas, classrooms, or student spaces without following established check-in procedures.

Reporting Safety Concerns

Employees are expected to immediately report any safety concerns, threats, suspicious behavior, security breaches, or hazardous conditions to administration.

Examples include:

- Threats of violence
- Suspicious packages or items
- Unauthorized individuals on campus
- Unsafe facilities or equipment
- Bullying, harassment, or intimidation concerns
- Any situation that could compromise the safety of students or staff

When in doubt, employees should report the concern and allow administration to determine the appropriate response.



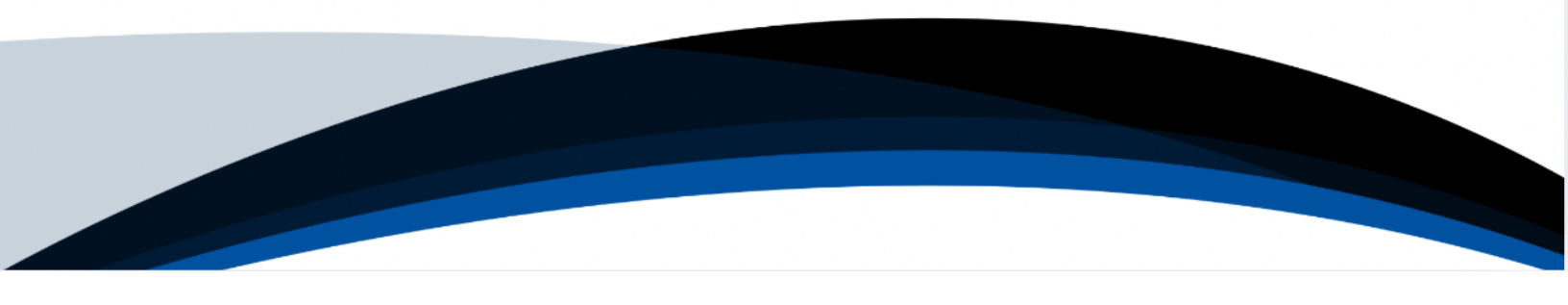
Safety Drills and Emergency Preparedness

All employees are required to participate in safety drills and emergency preparedness activities throughout the school year.

Employees should:

- Maintain familiarity with emergency procedures.
- Review emergency plans regularly.
- Follow administrative directions during drills and emergencies.
- Assist in maintaining a calm and orderly environment during emergency situations.

School safety depends upon the awareness, preparedness, and cooperation of every member of the Trion Middle School community.



Student Searches and Metal Detector Procedures

Purpose

Trion Middle School is committed to maintaining a safe and orderly learning environment for all students and staff. School administrators may conduct student searches when there is reasonable suspicion that a student possesses items that violate school rules, district policy, or the law, or when a search is necessary to protect the safety and security of the school community.

Reasonable Suspicion Standard

School officials may conduct a search when there is reasonable suspicion that a student is in possession of prohibited, dangerous, stolen, or illegal items, or evidence of a violation of school rules.

Reasonable suspicion may be based on, but is not limited to:

- Personal observation by school personnel
- Information provided by students, staff, parents, or law enforcement
- Student behavior or actions
- Visible evidence of prohibited items
- Safety concerns or threats

Searches shall be conducted in a manner that is reasonably related to the circumstances and not excessively intrusive in light of the student's age, gender, and the nature of the suspected violation.

Backpack and Personal Property Searches

Administrators may inspect backpacks, purses, bags, athletic bags, electronic device cases, or other personal belongings when reasonable suspicion exists.

Students may be asked to:

- Open backpacks or bags for inspection.
- Remove items from personal belongings.
- Display contents of pockets or other storage compartments.

Whenever practical, another school employee should be present during the search.

Locker Searches

Student lockers remain school property and are subject to inspection by school administrators.

Students should not expect privacy regarding items stored in school lockers. Administrators may inspect lockers at any time when there is reasonable suspicion of a violation of school rules, district policy, or safety concerns.

Lockers may also be inspected periodically to ensure school safety and proper maintenance of school property.

Metal Detector Wand Procedures

School administrators or designated personnel may utilize a handheld metal detector wand when there is reasonable suspicion that a student may possess a weapon, dangerous object, or other prohibited item, or when circumstances warrant additional safety screening.

The use of a metal detector wand is considered a minimally intrusive safety measure and may be utilized:

- During investigations involving potential weapons or dangerous items.
- When responding to specific safety concerns.
- Following reports of prohibited items.
- During school events or activities when additional screening is deemed necessary by administration.

Whenever possible, wand screenings should be conducted in a private setting by an administrator or designated staff member.

Student Cooperation

Students are expected to comply with lawful search requests and safety screening procedures.

Refusal to cooperate with a search, inspection, or metal detector screening may result in disciplinary action and may lead to additional administrative investigation.

Documentation Requirements

Administrators shall document searches when appropriate, particularly when prohibited items are discovered or when disciplinary action may result.

Documentation should include:

- Date and time of the search
- Student name
- Reason for the search
- Individuals present during the search
- Items discovered, if any
- Actions taken as a result of the search

Documentation shall be maintained in accordance with district procedures and student discipline records requirements.

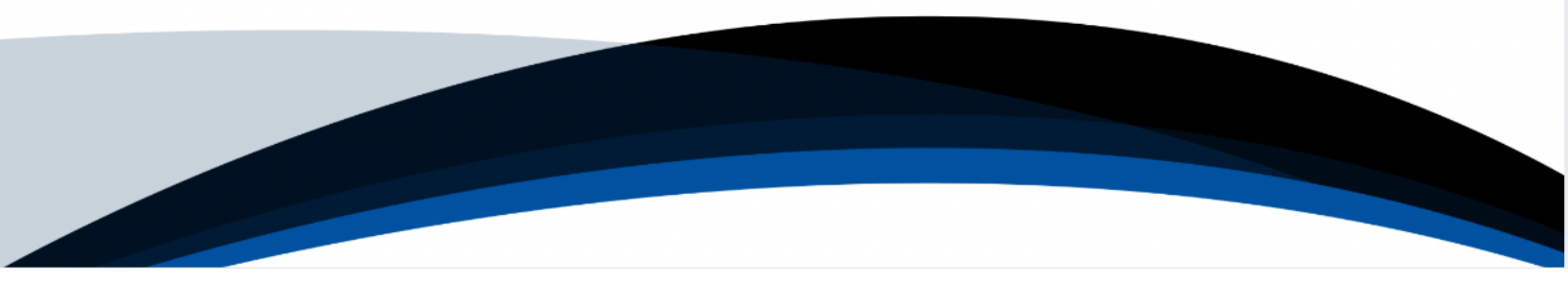


Prohibited Items

Items that may result in a search include, but are not limited to:

- Weapons or weapon-like objects
- Tobacco, vaping devices, or related products
- Alcohol or controlled substances
- Stolen property
- Fireworks or explosive devices
- Items that threaten school safety
- Any item prohibited by school rules or district policy

The safety of students and staff shall remain the primary consideration in all search procedures.



Emergency Procedures

Purpose

Trion Middle School is committed to maintaining a safe and secure learning environment for all students, staff, and visitors. All employees are expected to be familiar with emergency procedures and to respond promptly and appropriately during emergency situations. The safety of students is the primary responsibility of all staff members during any emergency event.

Employees are expected to participate in all required safety training, drills, and emergency preparedness activities throughout the school year.

Centegix Crisis Alert System

Trion Middle School utilizes the Centegix Crisis Alert System as a component of its emergency response plan.

All employees are required to:

- Wear their Centegix Crisis Alert badge and lanyard at all times while on campus.
- Maintain immediate access to their Centegix badge during the school day.
- Participate in Centegix training and safety drills.
- Report lost, damaged, or malfunctioning badges immediately to administration.
- Utilize the system appropriately during emergencies and safety incidents.

The Centegix system allows staff to quickly communicate emergencies and request assistance when immediate intervention is needed.

Fire Drills

Fire drills will be conducted throughout the school year in accordance with state and local requirements.

During a fire drill or fire emergency, employees shall:

- Follow the designated evacuation route posted in the classroom.
- Escort students to the assigned evacuation location.
- Take attendance and account for all students immediately upon arrival.
- Maintain supervision of students at all times.
- Report any missing students or concerns to the administration immediately.
- Remain in the designated area until directed to return to the building.

Employees should review evacuation routes regularly and ensure students understand expectations during drills.

Severe Weather Procedures

In the event of severe weather, including tornado warnings or other weather-related emergencies, employees will follow established shelter procedures.

Employees shall:

- Escort students to designated shelter areas immediately upon notification.
- Ensure students remain calm, quiet, and seated when appropriate.
- Take attendance and account for all students.
- Remain with students until an all-clear announcement is provided.
- Follow all directions from administration and emergency personnel.

Staff should be familiar with designated shelter locations and procedures for all instructional and common areas.

Lockdown Procedures

A lockdown may be initiated when a threat exists inside or near the school campus.

During a lockdown, employees shall:

- Immediately secure and lock classroom doors.
- Move students away from doors and windows.
- Turn off lights and maintain a quiet environment.
- Account for all students present.
- Refrain from opening classroom doors until authorized by administration or law enforcement.
- Follow all directions provided through emergency communication systems.

Employees should remain calm and provide reassurance to students while maintaining safety procedures.

Evacuation Procedures

An evacuation may be required due to fire, hazardous materials, utility failures, structural concerns, or other emergencies.

Employees shall:

- Escort students to the designated evacuation location.
- Take attendance immediately.
- Maintain supervision and accountability for students.
- Bring emergency information when possible.
- Follow administrative directions regarding relocation or reunification procedures.

Employees should remain prepared to relocate students to alternate locations if necessary.

Crisis Response

A crisis may include medical emergencies, safety threats, student behavioral crises, accidents, natural disasters, or other unexpected events.

Employees shall:

- Remain calm and prioritize student safety.

- 
- Notify administration immediately.
 - Utilize the Centegix Crisis Alert System when appropriate.
 - Follow established emergency response procedures.
 - Cooperate with first responders and emergency personnel.
 - Maintain confidentiality regarding sensitive information.

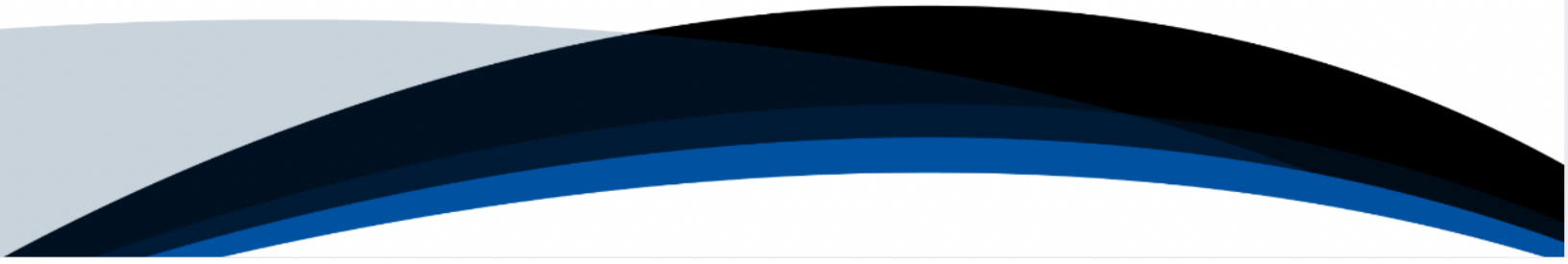
Following a crisis event, employees may be required to assist with documentation, student support, parent communication, or recovery efforts as directed by administration.

Employee Responsibilities During Emergencies

All employees are expected to:

- Maintain active supervision of students.
- Follow established emergency procedures.
- Participate in required drills and training.
- Report safety concerns immediately.
- Remain flexible and responsive during emergency situations.
- Support a calm and orderly environment for students.

The effectiveness of any emergency response depends upon the preparedness, cooperation, and professionalism of all staff members.



Student Supervision & Duty Rosters

The safety and well-being of students is a shared responsibility of all employees. Active supervision is essential to maintaining a safe, orderly, and positive learning environment. A duty roster is developed annually that identifies teacher and paraprofessional responsibilities for morning arrival, transitions, lunch, dismissal, and other supervision assignments.

Employees are responsible for knowing their assigned duty location and reporting to duty on time. If an employee is unable to fulfill an assigned duty, it is the employee's responsibility to secure coverage and notify administration when necessary.

Active Supervision Expectations

All staff members are expected to actively supervise students throughout the school day. Active supervision includes monitoring student behavior, maintaining visibility, circulating through assigned areas, and addressing concerns promptly.

Employees shall:

- Supervise students at all times while they are under their care.
- Be present at their classroom door during class transitions.
- Monitor hallways and common areas during transitions and assigned duty times.
- Maintain visibility and awareness of student activity.
- Intervene appropriately when safety, behavior, or disciplinary concerns arise.
- Report concerns to administration when additional support is needed.

Classroom Supervision

Students should never be left unsupervised. Employees are expected to remain with their students unless appropriate coverage has been arranged.

If a teacher must leave the classroom for any reason, the teacher must:

- Arrange for supervision through a neighboring teacher, administrator, or designated staff member.
- Notify the office when assistance is needed.
- Ensure students remain supervised at all times.

Classrooms should not be left unattended during instructional time.

Duty Coverage Procedures

Employees are expected to report to all assigned duties on time and remain at their assigned location for the duration of the duty period.

If an employee is unable to fulfill a duty assignment due to illness, meetings, field trips, or other approved activities, the employee should:

- Arrange coverage when possible.
- Notify administration of any conflicts.
- Ensure that assigned supervision responsibilities are covered.

Consistent supervision is critical to maintaining a safe and secure school environment.

Daily Information

Work Hours

Teachers are required to be on duty during contractual work hours of 7:45 a.m. to 3:45 p.m., unless assigned to an alternate duty schedule. Employees are expected to sign in and out according to school procedures.

Punctuality is essential. Employees are expected to arrive on time and be prepared to fulfill their professional responsibilities. Excessive tardiness may result in administrative action.

Duty Assignments

Teachers and staff members will follow assigned duty schedules for student supervision before school, during lunch, during transitions, and at dismissal. Employees must report to assigned duty locations on time and remain actively engaged in student supervision throughout the duty period.

School Day

Official student school hours are 8:00 a.m. to 3:10 p.m.

Following student dismissal and completion of assigned duties, employees should utilize remaining work time in a professional manner, including lesson planning, grading, parent communication, committee/team work, professional learning, and other school-related responsibilities.



Cell Phone Expectations

Employees are expected to consistently enforce schoolwide student cell phone procedures.

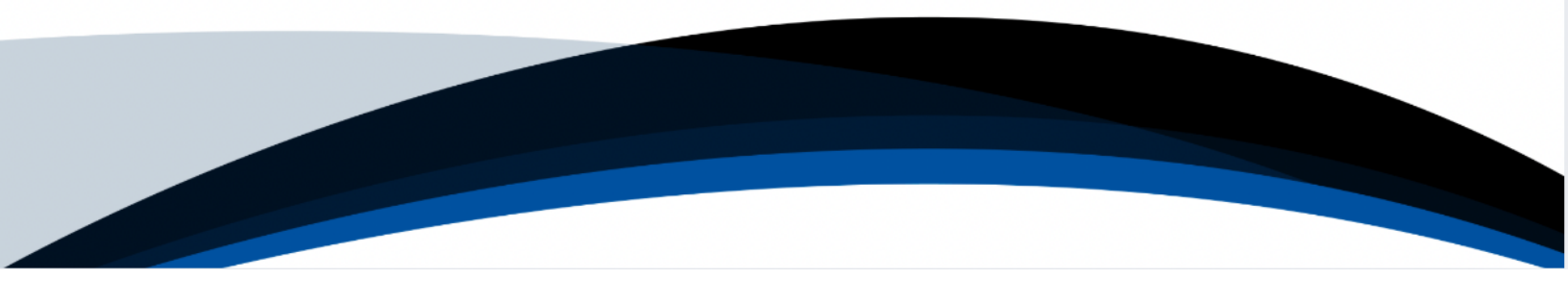
Teachers should:

- Follow established school procedures for student device collection and storage.
- Monitor student compliance with cell phone expectations.
- Ensure devices are distributed according to school procedures at the end of the school day.
- Report repeated violations to administration.

Consistency among all staff members is essential to the success of schoolwide cell phone expectations.

Voting and Civic Responsibilities

Employees who wish to participate in early voting or other civic responsibilities during the workday should notify administration in advance and follow established leave procedures.



Attendance & Leave Procedures

Regular attendance is essential to maintaining continuity of instruction, supporting school operations, and ensuring the safety and supervision of students. Employees are expected to be present and punctual each day and to use leave responsibly.

Personal and Sick Leave

Employees are provided leave in accordance with Trion City Schools Board Policy and district procedures.

Employees should review district personnel policies for additional information regarding leave accrual, extended leave, and other leave provisions.

Requesting Planned Leave

When requesting planned leave, employees must complete the Attendance Request Form located in the school office and submit it to the Principal or Assistant Principal for approval as far in advance as possible (at least 3 days in advance preferred).

Requests for leave immediately before or after a school holiday, school break, or student holiday will be reviewed by the Principal or Assistant Principal and forwarded to the Superintendent for final approval.

Approval of leave requests is subject to staffing needs, school operations, and district guidelines.

School Events and Activities

Employees are asked to be mindful of important school events when requesting leave. These events often require additional supervision and support to ensure the safety and success of students.

Whenever possible, employees should avoid requesting leave on days involving:

- State and local assessments
- Awards Day programs
- Field trips
- Incentive trips and celebrations
- Open House
- Parent Nights and Family Engagement Events
- School dances and special activities
- Professional Learning Days
- Beginning-of-school and end-of-school activities
- Other major school events identified by administration

While emergencies and unavoidable circumstances occur, employees are encouraged to make every effort to be present during these important events to support students and school operations.

Unplanned Absences and Sick Leave

In the event of an unexpected illness or emergency, employees should notify the Principal and/or Assistant Principal as soon as possible and prior to the beginning of the school day whenever feasible.

Employees are responsible for securing a substitute through the district-approved substitute management system and ensuring that all absence procedures are followed.

Prompt communication allows administration to ensure adequate supervision and instructional coverage for students.

Substitute Expectations

Teachers are responsible for maintaining current emergency substitute plans that are easily accessible in the classroom.

Emergency substitute information should include:

- Class schedules
- Seating charts
- Classroom procedures and expectations
- Emergency procedures
- Duty assignments
- Student medical alerts or accommodations as permitted
- Instructional materials and lesson plans

Teachers should make every effort to provide meaningful instructional activities for substitutes when absences are planned.

Payroll Documentation

Employees who utilize leave during a pay period must sign the payroll verification log maintained by the school bookkeeper. This process ensures accurate documentation of leave usage and payroll records.

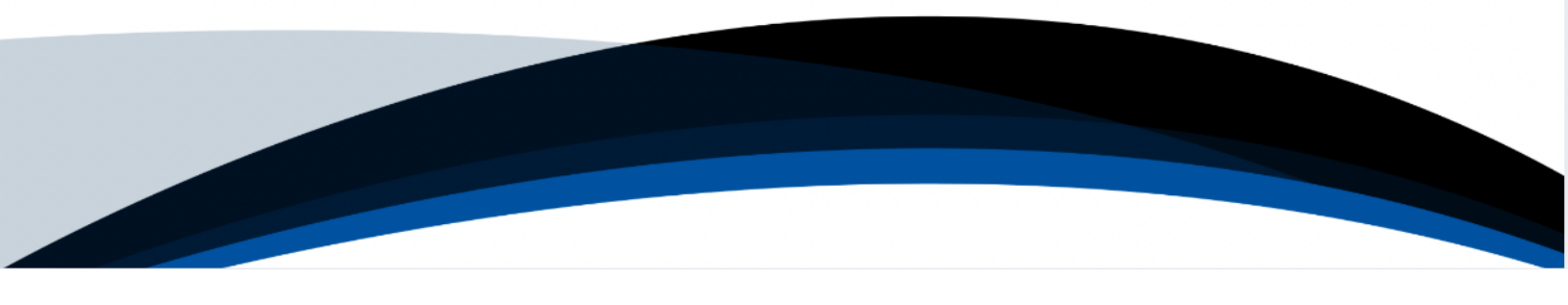
Failure to complete required payroll documentation may result in delays or discrepancies in leave accounting.



Professional Responsibility

Regular attendance contributes directly to student success, school safety, and the overall effectiveness of the school community. Employees are expected to use leave appropriately and communicate absences in a timely and professional manner.

The administration reserves the right to deny leave requests when necessary to ensure adequate staffing, student supervision, and the successful operation of the school.



Field Trip Expectations

Field trips provide valuable opportunities to extend classroom learning and enrich student experiences. All field trips are considered school-sponsored activities and are subject to Trion City Schools policies and procedures. Employees are expected to ensure the safety, supervision, and well-being of all students while participating in field trips.

Field Trip Approval Process

All field trips must receive administrative approval prior to being scheduled or communicated to students and families.

Teachers planning a field trip should:

- Submit required field trip request forms within established timelines.
- Provide educational objectives and a clear connection to the curriculum when applicable.
- Coordinate transportation needs with administration.
- Secure approved chaperones as needed.
- Ensure all required permission forms and documentation are completed prior to departure.
- Communicate trip details, expectations, and itineraries to students and parents.

Field trips are subject to administrative approval based on educational value, student safety, staffing, transportation availability, and budget considerations.

Student Eligibility

Participation in field trips may be contingent upon academic, behavioral, attendance, and financial obligations as determined by administration and school procedures.

Students participating in field trips are expected to follow all school rules, district policies, and behavioral expectations throughout the duration of the trip.

Chaperone Expectations

All chaperones serve as representatives of Trion City Schools and are expected to maintain appropriate supervision and professional conduct at all times.

Chaperones shall:

- Follow all directions provided by school personnel.
- Maintain active supervision of assigned students.
- Assist with enforcing school rules and behavior expectations.
- Refrain from tobacco, vaping, alcohol, or other prohibited substances while supervising students.
- Immediately report concerns, accidents, injuries, or disciplinary issues to school personnel.
- Maintain confidentiality regarding student information.

The school reserves the right to approve or deny chaperone participation based on school needs and student safety considerations.

Student Supervision Expectations

Student safety is the highest priority during all field trips.

Teachers and chaperones are expected to:

- Maintain active supervision of students at all times.
- Conduct frequent student headcounts.
- Monitor student behavior and whereabouts.
- Ensure students remain with assigned groups unless otherwise directed.
- Follow all established check-in and accountability procedures.
- Address safety concerns immediately.

Students should never be left unsupervised during any portion of a field trip.

Transportation Procedures

Transportation arrangements shall be approved by administration and coordinated through district procedures.

While traveling:

- Students must follow all school and transportation rules.
- Employees and chaperones are responsible for monitoring student behavior.
- Seat assignments may be utilized when appropriate.
- Attendance should be verified before departure, upon arrival, and prior to leaving any location.
- Emergency contact information and student medical information should be readily available to supervising personnel.

Only approved transportation methods may be utilized for school-sponsored trips.

Emergency Procedures

The lead teacher or trip sponsor is responsible for carrying emergency information for all participating students.

Emergency information should include:

- Student emergency contacts
- Medical alerts and health information
- Parent/guardian contact information
- School contact information
- Trip itinerary and transportation information

In the event of an emergency, accident, injury, illness, or behavioral concern, school personnel should:

1. Ensure the immediate safety of students.

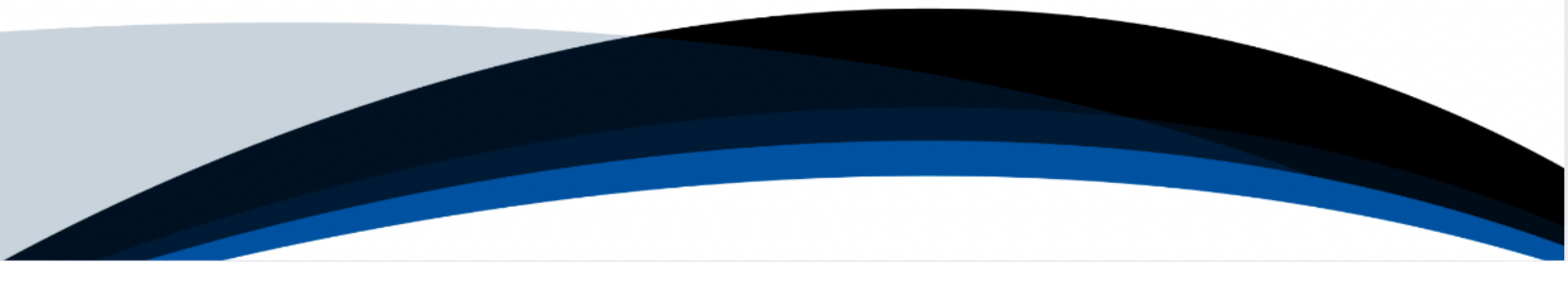
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2. Contact emergency services when necessary.
 3. Notify administration as soon as possible.
 4. Contact parents or guardians when appropriate.
 5. Complete any required documentation upon return to school.

Employee Responsibilities

The trip sponsor is responsible for ensuring that all field trip procedures are followed and that students are supervised appropriately throughout the activity. This includes adequate supervision on school buses.

Employees are expected to exercise sound judgment, maintain professionalism, and prioritize student safety at all times.

Field trips should reflect the values and expectations of Trion Middle School and provide students with safe, meaningful, and educational experiences.



Instruction & Curriculum

Trion Middle School is committed to providing a rigorous, engaging, and student-centered instructional program aligned to standards set by the Georgia Department of Education. Teachers are expected to utilize state-adopted standards, district curriculum resources, and research-based instructional practices to ensure all students have access to high-quality learning opportunities.

Instruction should be designed to promote critical thinking, problem solving, collaboration, communication, and student engagement while meeting the diverse learning needs of all students.

Teachers are expected to access curriculum standards, instructional resources, and support materials through the Georgia Department of Education and district-approved curriculum resources.

Instructional Expectations

Effective instruction at Trion Middle School includes purposeful planning, active student engagement, ongoing assessment, and differentiated support for all learners.

Lessons should incorporate the following components as appropriate:

- Learning Targets and Success Criteria
- Standards-Based Instruction
- Explicit Teaching and Modeling
- Student Collaboration and Discussion
- Independent Practice and Application
- Differentiation and Scaffolding
- Formative Assessment
- Reflection and Closure

Instructional delivery should include a balanced use of:

- Whole Group Instruction
- Small Group Instruction
- Individualized Learning Opportunities
- Hands-On Learning Experiences
- Technology Integration
- Collaborative Learning Structures
- Project-Based and Performance-Based Tasks
- Written and Verbal Communication Activities

Teachers are expected to utilize instructional strategies that actively engage students in the learning process and promote academic growth for all learners.

Instructional Resources

Teachers are expected to implement district-adopted instructional resources with fidelity.

Mathematics

Tier I Instruction:

- Carnegie Learning
- Mathia
- Georgia Standards-Based Instructional Resources

Tier II and Tier III Support:

- Progress Learning / Liftoff
- Georgia Numeracy Project
- Additional research-based intervention resources approved by administration

English Language Arts

Tier I Instruction:

- HMH Into Literature
- Georgia Standards-Based Instructional Resources

Tier II and Tier III Support:

- Lexia
- Progress Learning / Liftoff
- Additional research-based intervention resources approved by administration

Additional Content Areas

Teachers will utilize district-approved instructional materials and resources aligned to the state adopted standards for all content areas.

Technology and Web-Based Resources

Trion Middle School utilizes a variety of web-based instructional resources to support teaching and learning. Technology should be used intentionally to enhance instruction and student engagement while maintaining a balance between digital learning, hands-on learning experiences, collaborative activities, and teacher-led instruction.

Teachers are expected to monitor student technology use and ensure resources are used appropriately and effectively.

Instructional Documentation

Teachers are responsible for maintaining instructional documentation that reflects curriculum implementation and instructional planning.

Required instructional documentation includes:

- Weekly Lesson Plans
- Course Syllabus
- Yearly Curriculum Maps
- Assessment Information
- Student Data Documentation
- Google Classroom Updates (when directed)
- Other documentation required by administration

Lesson Plans

Lesson plans shall be submitted electronically according to school procedures and administrative expectations.

Lesson plans should include:

- Georgia State Standards
- Learning Target, Essential Question, or Content Objective
- Instructional Activities
- Differentiation and Accommodations
- Assessment of Student Learning
- Opportunities for Student Engagement

Lesson plans may be reviewed through classroom observations, walkthroughs, and the TKES evaluation process.

Course Syllabi

Teachers will provide a course syllabus at the beginning of each school year. Syllabi should include:

- Course overview
- Classroom expectations
- Grading policies
- Required materials
- Communication procedures

Curriculum Maps

Teachers are expected to develop and maintain yearly curriculum maps aligned to district pacing expectations and state standards. Curriculum maps shall be submitted to administration at the beginning of the school year and reviewed periodically.

Teacher Evaluation

Certified personnel will be evaluated using the Teacher Keys Effectiveness System (TKES) in accordance with state requirements and district procedures.

Classified personnel will be evaluated based on job performance expectations. Counselors, media specialists, and other specialized personnel will be evaluated using the appropriate state-approved evaluation instrument.

FLEX Time and Intervention Support

FLEX Time is embedded within the Trion Middle School master schedule and serves as an opportunity to provide targeted intervention, enrichment, acceleration, and individualized student support.

Teachers will utilize FLEX Time to:

- Provide targeted reading and math interventions
- Address learning gaps identified through assessment data
- Enrich and extend learning opportunities
- Support student goal setting and academic growth
- Monitor progress toward academic standards

Student placement and instructional decisions during FLEX Time should be driven by data and student need.

Professional Learning

Professional learning at Trion Middle School is designed to improve instructional effectiveness and student achievement.

Professional learning opportunities will be determined through:

- Student achievement data
- School Improvement Plan goals
- Classroom observation data
- Staff needs assessments
- District and state initiatives

Teachers are expected to actively participate in professional learning opportunities, Professional Learning Communities (PLCs), and collaborative planning activities.

Data Analysis and MTSS

Data-driven decision making is an essential component of the instructional process.

MAP Assessment Data

Following each administration of the MAP assessment, teachers will meet collaboratively to:

- Analyze student performance data
- Identify strengths and areas of need
- Determine intervention and enrichment needs
- Set instructional priorities
- Develop action plans to support student growth

MTSS Process

Teachers will actively participate in the Multi-Tiered System of Supports (MTSS) process.

MTSS meetings will focus on:

- Reviewing student performance data
- Monitoring intervention effectiveness
- Identifying academic and behavioral supports
- Tracking student progress
- Developing instructional plans to address learning needs

Extended Learning Opportunities

Teachers will identify students requiring additional academic support based on assessment data, classroom performance, and MTSS recommendations.

Students may participate in additional intervention opportunities through:

- FLEX Time
- Lexia
- Progress Learning
- Before- or After-School Academic Support
- Other research-based intervention programs

Assessment Practices

Teachers will utilize a variety of formative, benchmark, and summative assessments to monitor student learning and inform instruction.

Assessment data should be used to:

- Guide instructional decisions
- Monitor student progress
- Differentiate instruction
- Identify intervention needs
- Communicate progress with students and families

Schoolwide assessments include:

- MAP Growth Assessments
- Georgia Milestones Assessments
- Classroom Formative Assessments
- Common Assessments
- Benchmark Assessments

Promotion and Retention

Student promotion and retention decisions shall be made in accordance with Trion City Schools Board Policy and current district procedures.

To be promoted to the next grade level, a student must earn a final yearly average of 70 or higher in both English Language Arts and Mathematics. In addition, a student must earn a final yearly average of 70 or higher in at least two of the following content areas:

- Science
- Social Studies
- Connections Courses

Students identified as academically at risk should be monitored through the Multi-Tiered System of Supports (MTSS) process. Appropriate interventions, progress monitoring, and parent communication should occur throughout the school year to support student success.

In accordance with state and district requirements, eighth-grade students must also meet all applicable Georgia Milestones Assessment requirements in Reading and Mathematics for promotion to ninth grade.

Retention recommendations must be supported by documented academic data, intervention records, attendance information, and parent communication. Parent conferences and appropriate documentation shall be completed in accordance with district guidelines prior to any retention decision.

The process of retention must be formally documented and communicated to parents and administration through a parent conference during the school year.

Technology & Communication Expectations

Technology and digital communication are essential tools for supporting instruction, collaboration, and communication within the school community. Employees are expected to utilize technology responsibly, professionally, and in accordance with district policies and applicable laws.

Email Expectations

School email serves as an official method of communication within Trion City Schools. Employees are expected to regularly monitor their district email account and respond to communications in a timely and professional manner.

Employees should:

- Check email daily during the work week.
- Respond to parent, student, and staff inquiries within one business day whenever possible.
- Use professional and courteous communication at all times.
- Maintain confidentiality when communicating electronically.
- Utilize school-issued email accounts for school-related business.

Confidential student or personnel information should only be shared with authorized individuals and in accordance with FERPA and district policies.

Communication Platforms

Employees are expected to utilize district-approved communication platforms when communicating with students and families.

Approved communication methods may include:

- School email
- ClassDojo
- Google Classroom
- District-approved educational platforms
- School websites and communication systems

Employees should avoid using personal accounts or non-approved applications for school-related communication whenever possible.

Communication with Students

Communication with students should always be professional, appropriate, and related to educational purposes or school-sponsored activities.

Employees should:

- Maintain transparency in communications with students.
- Utilize approved school communication platforms.
- Include parents, guardians, or administrators when appropriate.
- Maintain professional records of communication when necessary.

Communication should support student learning, safety, and well-being while maintaining appropriate educator-student boundaries.

Text Messaging and Personal Devices

Employees should avoid using personal phones, personal text messaging, or private messaging applications to communicate individually with students except in emergency situations or when specifically authorized for a school-sponsored activity.

When communication outside of school hours is necessary, employees should utilize district-approved communication platforms whenever possible.

Employees should exercise caution when using personal devices for school-related communication and ensure that all interactions remain professional and appropriate.

Professional Boundaries

Employees are expected to maintain professional boundaries with students in all forms of communication, including electronic communication, social media, messaging applications, and online platforms.

Employees shall not:

- Engage in personal or non-school-related conversations with students.
- Share personal information that is unrelated to educational purposes.
- Communicate with students in a manner that could be perceived as inappropriate or unprofessional.
- Establish relationships with students that extend beyond appropriate educational and professional boundaries.

Professional boundaries should be maintained both during and outside of school hours.

Confidentiality and Security

Employees are responsible for protecting confidential information and maintaining the security of district technology resources.

Employees should:

- Protect passwords and login credentials.
- Log out of devices when unattended.
- Secure student and employee information.
- Report technology concerns, security breaches, or suspicious activity immediately.
- Follow all district technology, FERPA, and confidentiality requirements.

Acceptable Use Policy

The Trion Board of Education recognizes the importance of increased access to advanced technology for students and staff. The Internet is an electronic communications network of computers throughout the world, which provides vast, diverse, and unique resources.

I. Purpose

The goal of providing Internet service to staff and students is to facilitate communications and research by providing access to an electronic depository of information for instructional purposes.

II. Proper and Ethical Use

1. Transmission of any material in violation of United States or state law is prohibited. This includes but is not limited to, copyrighted material, threatening or obscene material, or material protected by patent.
2. Use of the Internet by a student or staff member must be in support of and consistent with the educational objectives of the Trion City School System.

III. Improper and Unethical Use

Some specific improper uses of the Internet include, but are not limited to the following:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting, or attacking others
4. Damaging computers, computer systems, or computer networks
5. Violating copyright laws
6. Using passwords of others
7. Trespassing in others' folders, documents, or files
8. Intentionally wasting limited resources
9. Employing the network for commercial or political purposes
10. Downloading any computer programs without prior approval
11. Violating regulations prescribed by the Trion City School policy

Inappropriate behaviors will be reported to school principals who will take appropriate disciplinary action. Violations may result in a loss of access and/or disciplinary actions. When applicable, law enforcement agencies may be involved.

IV. Procedures for Use

1. Agreement forms for using Internet services must be completed by students and staff members according to school guidelines. Agreement forms are available at the school level.
2. Student users must get permission from a teacher or media specialist before requesting time to use the Internet station.

V. Title XVII - Children's Internet Protection Act

1. In order to ensure that the students and staff at Trion City Schools are not exposed to unacceptable material that is available on the Internet, the school will employ an Internet filtering



system. In accordance with Title XVII Children's Internet Protection Act, Trion City Schools will actively strive to prevent access to websites that contain obscenities, child pornography, other forms of pornography, or materials or information that could be harmful to the health and well-being of our students.

1. Additional specifics and clarification relation to CIPA

- a. Access by minors to inappropriate matters on the Internet and World Wide Web.
A web filter is in place to block access to inappropriate web content.
A spam filter is in place to prevent incoming email from delivering inappropriate spam, and malicious software.
- b. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

A filter appliance is in place to block access to specific chat tools such as AIM, ICQ, and etc. The school system recognizes that due to the rapid changing world of internet-based technologies, the involvement of the school system staff is required in order to monitor and police the use of the internet by students. School system staff is committed to remaining actively involved with its students and their internet usage in order to ensure that internet access is used in an appropriate manner.

A filtering appliance is in place to block access to inappropriate websites.

A filtering appliance is in place to block inappropriate email that could potentially be delivered to the school.

- c. Unauthorized access, including so-called "hacking," and other unlawful activities by minors online.

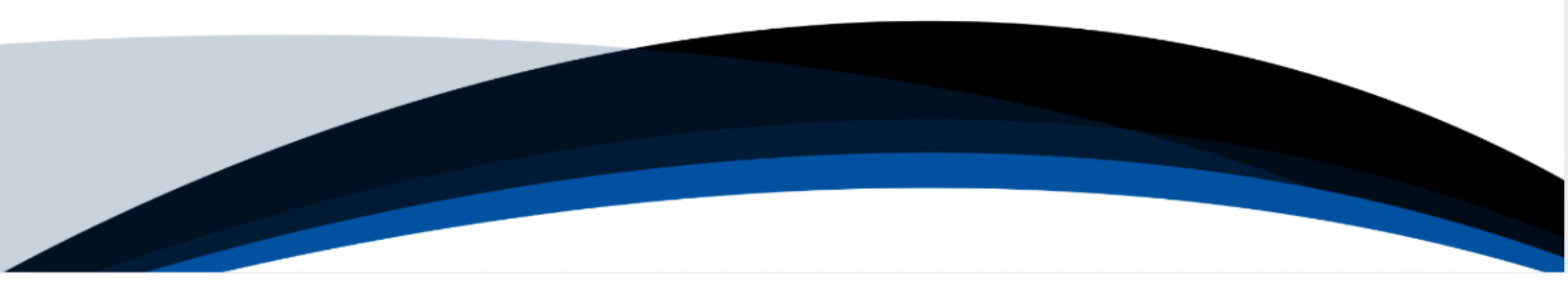
The school system is committed to ensuring that appropriate security is in place to prevent unauthorized access to computers.

Filtering appliances are in place to prevent unauthorized access to inappropriate websites, applications, and ports.

Additional details are addressed in the school system's acceptable use policy.

- d. Unauthorized disclosure, use and dissemination of personal information regarding minors

Students are not to disclose any personal information with regard to themselves, or any other individual with prior approval from an appropriate staff member of the Trion City School system.

- e. Measures designed to restrict minors' access to materials harmful to minors.
The school system will continue to provide tools such as firewalls, filters, and management utilities, which will prevent access by minors to materials, which may be considered harmful.
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Student Discipline & Behavior Incentives

Positive Behavior Expectations

Trion Middle School is committed to fostering a positive, safe, and supportive learning environment where all students are expected to demonstrate respect, responsibility, and good citizenship. Schoolwide behavior expectations are taught, reinforced, and consistently implemented by all staff members throughout the school year.

The TMS BULLDOG Behavior Expectations serve as the foundation for promoting positive student behavior and creating a culture where students can learn and thrive. Staff members are expected to teach, model, reinforce, and consistently apply these expectations in classrooms, common areas, extracurricular activities, and school-sponsored events.

The BULLDOG Behavior Expectations Matrix is included in this handbook and should be referenced when addressing student behavior concerns and teaching expected behaviors.

Positive Behavior Supports and Recognition

Trion Middle School believes that recognizing and celebrating positive behavior is an essential component of student success. Staff members are encouraged to intentionally recognize students who demonstrate positive character traits, academic effort, leadership, citizenship, and responsible behavior.

Schoolwide behavior incentives may include, but are not limited to:

- Bulldog Spotlight Students (Positive Office Referral)
- Student of the Month Recognition
- Grade-Level Incentive Activities
- Academic and Attendance Incentives
- Special Recognition Programs approved by administration

Positive Office Referrals and Bulldog Spotlight Students

Positive Office Referrals provide an opportunity for staff members to recognize students who consistently demonstrate exemplary behavior, leadership, character, citizenship, or academic achievement.

Students nominated through the Positive Office Referral process may be selected as Bulldog Spotlight Students and recognized for making positive contributions to the school community through their actions, attitude, and accomplishments.

Students may be recognized for demonstrating:

- Academic achievement
- Leadership
- Respect and kindness toward others
- Positive citizenship
- Teamwork and collaboration
- Perseverance and resilience
- Responsibility and dependability
- Strong character and integrity

Bulldog Spotlight Students may be recognized through school announcements, social media, newsletters, school displays, certificates, or other schoolwide recognition opportunities.

The Positive Office Referral program is designed to celebrate students who consistently model the values and expectations of Trion Middle School and contribute positively to our school culture.

Student of the Month

Each month, a character trait or theme will be identified by the school counselor and administration. Teachers will select students who consistently demonstrate the identified character trait in their daily actions and interactions.

Students selected as Student of the Month will be recognized for exemplifying the values and expectations of Trion Middle School and will receive school recognition.

Discipline Procedures

Trion Middle School utilizes a progressive approach to student discipline that focuses on teaching appropriate behavior, maintaining a positive learning environment, and ensuring student safety.

Staff members are expected to:

- Implement classroom management strategies consistently.
- Address minor behaviors within the classroom whenever appropriate.
- Utilize schoolwide behavior expectations and interventions.
- Communicate with families regarding significant behavior concerns.
- Document disciplinary incidents as required.
- Refer major infractions to administration according to school procedures.

Student discipline decisions will be based on the nature and severity of the behavior, the student's disciplinary history, safety concerns, and applicable district policies.

The TMS Discipline Matrix outlines procedures for addressing minor and major behavior infractions and should be used as a guide when responding to student misconduct.

MINOR / MAJOR OFFENSES CHART

MINOR OFFENSES		MAJOR OFFENSES	
Minors Classroom Managed Teacher determines plan of action	Minor Consequences	Majors Administrator Managed Referral Form Completed by Teacher	Major Consequences
<u>Property</u> : Misuse of school, personal, or others' property	Minor consequences and/or strategies are determined by the teacher and are based upon grade level, number of previous infractions, and individual student needs. Examples are, but not limited to: • Preferential seating • Loss of privileges • Teacher conference • Silent lunch • Parent contact • Counselor referral	<u>Vandalism</u> : Intentional and malicious destruction of property	Major consequences and/or strategies are determined by the administrator and are based upon grade level, number of previous infractions, and individual student needs. Examples are, but not limited to: • Loss of privileges • Admin conference • Parent contact • Silent lunch • Counselor referral • Restitution • Detention • In School Suspension • Out of School Suspension
<u>Noncompliance</u> : Refusal to follow a request.		<u>Defiance</u> : Excessive disruption and/or refusal to follow a request where learning has stopped for the student or class	
<u>Inappropriate Language</u> : Disruptive language not suitable for school.		<u>Profanity</u> : Language directed at others or a verbal threat to harm someone	
<u>Put Downs/ Teasing</u> : Using words that make others feel bad		<u>Threat</u> : Verbal or nonverbal intent to harm	
<u>Bathroom</u> : Misuse of bathroom facility other than intended purpose		<u>Bullying</u> : Extreme verbal or nonverbal behavior that is targeted toward a student and repeated over time	
<u>Dishonesty</u> : An act of not telling the truth or cheating		<u>Bathroom</u> : Repeated misuse of bathroom facility or vandalism	
<u>Verbal Interruptions</u> : Talking without permission during times of instruction and/or silent work time		<u>Stealing</u> : Intentional taking of another's property without permission	
<u>Self Control</u> : Inability to keep body and/or materials under control		<u>Intentional Disrespect</u> : Nonverbal and/or verbal actions that are intentionally disrespectful or disruptive	
<u>Personal Space</u> : Refusal to keep hands or body to self		<u>Self Control</u> : Repeated inability to keep body and materials under control after multiple warning and interventions	
		<u>Physical Aggression</u> : Intentionally causing physical harm or inappropriate contact and/or throwing of objects with the intent of physical harm	

Conflict of Interest

PURPOSE

Trion City Schools (TCS) is committed to the highest standards of ethical conduct and professionalism. This regulation sets forth expectations (in addition to those specifically addressed in the Georgia ethics law and Trion City Board of Education Policy BBB, *Ethics*) and clarifies guidelines for TCS employees to avoid conflicts of interest in their conduct and action to be taken in the event of a potential conflict of interest.

ETHICAL CONDUCT

TCS personnel shall treat their position with Trion City Schools as a public trust and shall use the powers and resources of their position to advance the public interest and not obtain personal benefits or pursue private interests. Personnel shall conduct themselves in a manner that justifies the confidence placed in them by the people, at all times maintaining integrity and discharging the high responsibilities of public service.

Personnel shall comply with standards of conduct as outlined in appropriate Board of Education policy, administrative procedural directives, and the Employee Handbook.

POLITICAL ACTIVITIES

Personnel shall not request or receive nor offer a legislator, public official, or public employee any money, thing of value or promise thereof that is conditioned upon or given in exchange for promised performance of their duties as a district employee.

Personnel shall not directly or indirectly coerce or attempt to coerce another district employee to pay, lend or contribute anything of value to a party, committee, organization, agency or person for a political purpose. Trion City Schools shall not discriminate based on any political activity an employee has participated in as a private citizen. Trion City Schools shall not interfere with the private political activities of employees if they are acting as a private citizen. However, Trion City Schools reserves the right to control political activities while using district resources or while acting as an employee.

CONFIDENTIAL INFORMATION

Personnel shall not disclose confidential information acquired by virtue of their position with Trion City Schools for their own or another's private gain.

Employment other than with Trion City Schools District personnel shall disclose any employment held outside of Trion City Schools.

FINANCIAL INTERESTS

Personnel shall disclose all financial interests and shall be aware that substantial interests may affect purchasing and contract agreements with Trion City Schools. Personnel shall abstain from participation in any decision involving businesses or real property for which they hold a financial or substantial interest.

Personnel shall not require or request that subordinate employees, or students, purchase any good specifically and/or solely from a business for which they or their immediate family member has a financial or substantial interest.

GIFTS

Personnel shall not request, receive, or accept gifts or loans over twenty-five dollars (\$25) for themselves or others that may influence or appear to influence them in the discharge of their duties as employees.

Employees who have authority over investing public money or issuing bonds, the revenue for which is used for public projects, shall not knowingly accept anything of value from a business that contracts with Trion City Schools to provide financial services.

CONFIDENTIALITY OF DISCLOSURE INFORMATION

Anyone who becomes aware of a potential conflict of interest should report their suspicion to the Principal. The Principal should report the suspected conflict of interest to the superintendent.

CORRECTIVE ACTION

The conflict of Interest procedure is disseminated to employees through the staff handbook. It is the responsibility of each individual acting on behalf of Trion City Schools to consider whether there may be an actual conflict of interest or the appearance of a conflict of interest in any transaction or proceeding in which they participate. If there is not an actual conflict of interest, but there are circumstances that would create the appearance of a conflict of interest, it is the responsibility of the individual acting for the school system in a transaction or proceeding to ensure that those circumstances are disclosed. Any such disclosures should be made promptly when an appearance of a conflict of interest is recognized.

Employees shall certify that:

1. they indicate through school sign-in sheets that they have been directed to the handbook for the reading and understanding of procedures;
2. to their knowledge they have not participated in any transactions or proceedings where there is an actual conflict of interest;
3. they have disclosed in accordance with this procedure the circumstances regarding any transactions or proceedings where they are aware that there may be the appearance of a conflict of interest.

When any appearance of a conflict of interest comes into existence after employees have made this certification, they are required to follow the disclosure steps in the administrative regulation that go with this procedure.

Appendix A: Operational Procedures and Resources

First Block / Homeroom Responsibilities

Homeroom teachers play a critical role in ensuring an organized and successful start to each school day.

Homeroom responsibilities include:

- Being in the classroom and prepared for students by 7:45 a.m.
- Taking and submitting accurate attendance in PowerSchool by 8:15 a.m.
- Monitoring student arrival and ensuring students are prepared for the instructional day.
- Reviewing and communicating morning announcements and important school information with students.
- Conducting Chromebook checks as needed and reporting technology concerns according to school procedures.
- Collecting funds and issuing receipts when applicable.
- Submitting collected funds and a completed Money Verification Form to the office promptly.
- Maintaining accurate documentation for field trips, fundraisers, t-shirt sales, and other school activities.
- Supporting schoolwide procedures and expectations at the beginning of each day.

Accurate attendance reporting is essential for student safety and accountability. Attendance should be submitted by the established deadline each morning unless otherwise directed by administration.

Trion City Schools Cafeteria Charge Policy

Students and employees may establish and maintain a cafeteria account through Trion City Schools to purchase meals and à la carte items. Funds may be added to an account by cash, check, or through the MySchoolBucks online payment system.

Deposits and Account Funding

There is no minimum or maximum deposit amount for cafeteria accounts.

Payments may be submitted:

- Directly to the cafeteria manager or cashier
- Through the school office
- Via the designated cafeteria lock box

- Online through MySchoolBucks

When submitting cash or check payments, funds should be placed in a sealed envelope labeled with:

- Student or employee name
- Account number (if known)
- Amount enclosed
- Cash or check designation

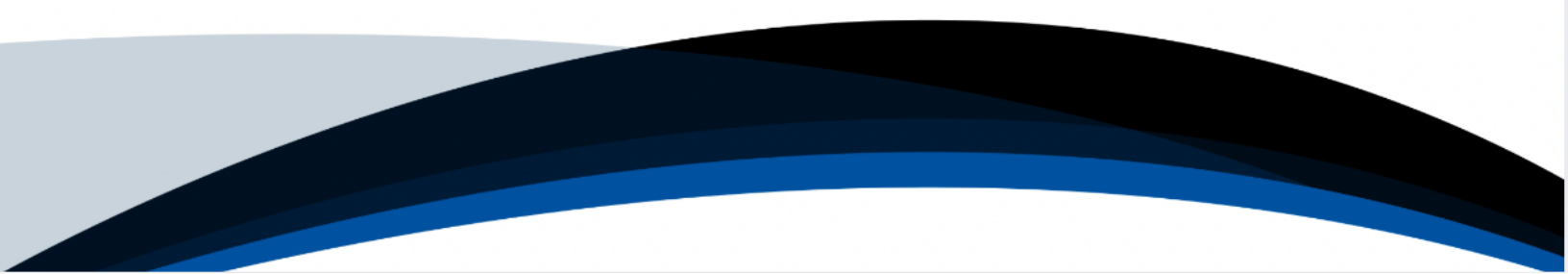
Deposits placed in cafeteria lock boxes will be collected daily and credited to the appropriate account. Deposit envelopes will be retained by the Nutrition Department for a minimum of ninety (90) days for recordkeeping purposes.

MySchoolBucks

Parents and employees may utilize MySchoolBucks to:

- Deposit funds into cafeteria accounts
- Monitor account balances
- Review meal purchases
- Manage account activity

A link to MySchoolBucks is available on the Trion City Schools website. Users should be aware that transaction fees may apply when utilizing the online payment system.





Appendix B: Forms

TRION CITY SCHOOLS
MONEY VERIFICATION SHEET

DATE _____ ACCOUNT/TAG _____
REVENUE CODE _____
(Office Use Only)

EMPLOYEE SIGNATURE _____

PURPOSE OF FUNDS _____

DENOMINATION	AMOUNT	OTHER INFORMATION
PENNIES		
NICKELS		
DIMES		
QUARTERS		
ONE DOLLAR		
FIVE DOLLARS		
TEN DOLLARS		
TWENTY DOLLARS		
FIFTY DOLLARS		
HUNDRED DOLLARS		
OTHER		
TOTAL CASH		
TOTAL CHECKS		
GRAND TOTAL		

RECEIVED
For Office Use Only

BY: _____

DATE: _____

_____ All receipts have been included and equal the grand total
Employee's Initials

_____ Under \$5 collection requires Roster Checklist with receipt for Grand Total
Employee's Initials

TRION CITY SCHOOLS
REQUEST FOR ADMINISTRATIVE APPROVAL
OF FUND RAISING PROJECT

Name of School: _____

Requested by: _____
(Name of Organization)

Description of Project:

A. Selling Project ()

Sale Item _____

Vendor _____

Quantity to be sold _____ Sale Price Per Unit _____

Expected Profit _____

B. Other Type Project ()

Briefly Describe: _____

Date of Project: **Beginning** _____ **Ending** _____

Purpose of Project: _____

Requested By: _____
(Faculty Advisor)

Date of Request: _____

Approval: _____
(Principal) (Date of Approval)

Field Trip Preparation List

Grade Level _____

Date of Trip _____

Destination _____

- ____ 1. Check availability of bus with Sally Bohanon
- ____ 2. Field Trip Request/Bus Request – turn in to Administration
- ____ 3. Cost Analysis Form – turn in to Administration
- ____ 4. Complete the Parent Permission form (Put map and directions on back of the parent information letter) – turn in a copy to Administrative Assistants.
- ____ 5. Notify cafeteria of the field trip date (minimum 1 week prior)
- ____ 6. Turn in lunch list and numbers with milk preference to the cafeteria (2 -3 days prior to field trip)
- ____ 7. Requisition for field trip: form must include **who, what, and where** (green form)
- ____ 8. Requisition for bus driver(s): each bus driver needs to be on a separate form: form must include **who, what, and where** (green form)
- ____ 9. Pick up check for field trip from the TMS Bookkeeper on the day of field trip
- ____ 10. Find available boxes for student lunches
- ____ 11. See Kelsey Brown for coolers
- ____ 12. First Aid Kit/Bus Boxes (Stored in the Office)
- ____ 13. Medication for specific students
- ____ 14. Parent sign-out sheet – get from Office Administrative Assistants
- ____ 15. Clean and dry cooler, then return to Kelsey Brown
- ____ 16. Return completed check off list and field trip receipt to the TMS Bookkeeper

Trion Middle School Field Trip Cost Analysis

This form is to accompany "Field Trip Request Form" before approval is given.

Date of Trip:.....			
Destination(s):.....	1	2	
Distance in miles one way:.....			
Group Name:.....			
Number of Students:.....			

Expenses

1	Total Cost of Activities/Events:-----	1	2
2	Fuel Charge (mileage dependent):-----	0	
3	Other (ex: lunches, sub teacher cost, etc.):		

Bus Driver Expense

5	Driver 1	# hrs:		\$15.00 per hour (we only pay \$10/hr)		0	*TMS will pay bus drivers:	0
6	Driver 2	# hrs:		\$15.00 per hour (we only pay \$10/hr)		0	**C/O will reimburse TMS:	0
7	Driver 3	# hrs:		\$15.00 per hour (we only pay \$10/hr)		0		
				Grand Total of Expenses:		0		
				Cost Per Student: (Rounded up to nearest whole dollar)		#DIV/0!		
				Signature of FT Coordinating Teacher:				
		Approved		Signature of Principal				
		Denied		Signature of Principal				

BUS NUMBER ASSIGNED: _____

Field Trip and Bus Request Form
Trion City Schools

Name of person making request: _____

Name of group attending trip: _____

Date of trip: _____ Date of request: _____

Destination: _____

Time of departure: _____ Time of return: _____

Number of buses/type requested: _____ Approx. # of Students: _____

Ending odometer reading: _____

Beginning odometer reading: _____

Miles traveled: _____

*It is mandatory that the
Pre-Trip/Post-Trip Inspection
Form be completed PRIOR TO
DEPARTURE by the BUS
DRIVER!*

DEPARTURE Fuel: $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Full DEF FLUID _____

UPON RETURN Fuel: $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Full DEF FLUID _____

ONLY Jimmy Prince is allowed to add DEF FLUID.

Name of driver(s): Eric Brock (he will be staying) & Adam Cordell (he will drop off and then come back to pick up)

PROCEDURE:

- (1) **CHECK THE MASTER CALENDAR** to be sure this date is available.
- (2) **CHECK BUS AVAILABILITY** with Ms. Bohanon.
- (3) Fill out "Field Trip and Bus Request Form" completely.
- (4) Get signed approval from your principal on this form.
- (5) **Principals/Asst. Principals:** After approval, please scan this form to Sally Bohanon.
- (6) Notify the teachers, the office, and the cafeteria that students are going on the trip.
- (7) **REMIND YOUR BUS DRIVERS THEY ARE RESPONSIBLE FOR FUELING THE BUS PRIOR TO DEPARTURE AND CHECKING DEF FLUID.**
- (7) Complete an "Expenditure Form" for bus drivers to be paid and give to your principal.

***You must remove all trash from the bus when you arrive back at school!**

***AS SOON AS YOU RETURN TO THE SCHOOL the board and keys must be returned to Ms. Bohanon's office. If you are unable to get in the building, the keys must be returned by 7:15 am. Please do not leave these items on the bus or in your room until your planning period. Others will be waiting on the keys to leave or fuel the bus. If you must leave the keys on the bus, or take home, contact Ms. Bohanon so she knows where the keys are located.**

Approval of principal: _____

Approval of superintendent: (only if overnight) _____

2024 - 2025
Field Trip Permission Form
Trion Middle School
919 Allgood Street, Ste. 2
Trion, GA 30753
706-734-7433

To: Parents/Guardians of _____ Grade: _____

Trion Middle is planning a field trip involving your child. The trip will be educational or incentive in nature, will be well supervised, and transportation will be by school bus. Your child must complete the planned activities in order to receive attendance and/or academic credit.

Trip Destination: _____

Trip Date: _____ Departure Time: _____ am _____ pm

Total cost of trip per child: \$ _____

Special Comments about this trip:

Please send \$ _____ with this completed slip. Checks are preferred. Make checks payable to Trion Middle School and include your child's name in the "note" section of your check.

Note: Your student's lunch account will be charged, and a sack lunch will be provided for your student for any of the following reasons: (1) Cafeteria lunch indicated below, (2) No lunch choice is indicated, (3) No lunch is brought from home on the day of the trip.

Parents/guardians, please complete the section below, cut at the dashed line, and return to your child's teacher by: _____

Child's Name: _____

Grade: _____

Trip Destination: _____

PLEASE CHECK ALL THAT APPLY:

_____ I give permission for my child to go on the field trip.
(For any walking field trip, in the event of rain, I give permission for my child to ride the bus.)

_____ My child CANNOT go on the field trip. Please arrange for him/her to stay at the school and complete alternative assignments.

_____ My child will be signed out from the field trip by _____.

_____ My child will eat a sack lunch from the cafeteria. Lunch #: _____ Milk Choice: _____

_____ My child will bring a lunch from home.

I understand that during the trip my child will be subject to the policies, rules, and regulations of the school and Board of Education.

Parent/Guardian Signature: _____ Date: _____

**Trion Middle School
Faculty Absence Form**

(Please fill out regardless of reason for full day or ½ day absences.)



Teacher: _____

Date: _____

Type of Absence: ☐ **Personal Day # 1 2 3 (3 days advance notice required)**

(Check one) ☐ **Staff Development/Professional**

Title of Workshop _____

Location _____

Time _____

Estimated Cost _____

☐ **Sick Day** _____ **(REASON)**

☐ **Other** _____ **(REASON)**

Circle One: All Day ½ Day AM or PM

Date(s) of Absence: _____ **Week Day(s)** _____

Approved/Disapproved: _____

Reason for Disapproval: _____

Signature of Administration: _____

Substitute: _____

Signature of Person Who Called Substitute: _____

Date: _____

Appeal to the Superintendent:

My request for leave has been denied by the principal; therefore I request an appeal to the superintendent of schools for consideration.

Teacher Signature: _____ *Date:* _____

I approve/disapprove your request for leave.

Superintendent Signature: _____ *Date:* _____

TMS Team Meeting Documentation

Date: _____ Group: _____

Start Time: _____ End Time: _____ Hours: _____

Focus of Meeting: _____

Minutes: _____

Action Plan/Next Steps: _____

Next Planned Meeting: _____

Signatures of Attendees: _____



Trion Middle School

Tier II Parent Conference Form

Student Name: _____ Date: _____ Grade: _____

Course Performance						MAP (Universal Screener)				Special Population	
Indicate recent grades in the table below.						Indicate score and norm for each.				☐ 504 ☐ ELL ☐ SWD ☐ Gifted ☐ Other- (specify)	
Academic Area	Q1	Q2	Q3	Q4	Y1			Fall	Winter		Spring
ELA						Reading	RIT score				
							norm				
Math						Math	RIT score				
							norm				
Science											
Social Studies											

State Assessment	Grade Retention	Attendance	Behavior																								
Date: _____ <table border="1"><thead><tr><th>Content Area</th><th>Score/Level</th></tr></thead><tbody><tr><td>Reading</td><td></td></tr><tr><td>Math</td><td></td></tr><tr><td>Science</td><td></td></tr><tr><td>Social Studies</td><td></td></tr></tbody></table> *Attach previous years' state assessment score reports for review.	Content Area	Score/Level	Reading		Math		Science		Social Studies		If applicable, indicate grade(s) and school year(s) below. <table border="1"><thead><tr><th>Grade</th><th>School Year</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table>	Grade	School Year							<table border="1"><thead><tr><th>Current School Year</th></tr></thead><tbody><tr><td>2025-2026</td></tr><tr><td>Days Absent</td></tr><tr><td></td></tr><tr><td>Days Present</td></tr><tr><td></td></tr></tbody></table>	Current School Year	2025-2026	Days Absent		Days Present		Check if documentation is applicable and available. ☐ Discipline Record ☐ Total Number of Discipline Reports: _____ ☐ Total Number of Suspensions: _____ ☐ Parent Conference(s) Date(s): _____ ☐ Additional behaviors that may impact performance: _____
Content Area	Score/Level																										
Reading																											
Math																											
Science																											
Social Studies																											
Grade	School Year																										
Current School Year																											
2025-2026																											
Days Absent																											
Days Present																											

Concerns
Describe student concerns below.

TRION MIDDLE SCHOOL REQUISITION OF FUNDS

DATE _____

PURCHASE ORDER NO. _____
(OFFICE USE ONLY)

REQUESTING STAFF MEMBER _____
GRADE LEVEL: _____

ACCOUNT _____
(OFFICE USE ONLY)

VENDOR: _____
ADDRESS: _____
ADDRESS: _____
PHONE NUMBER: _____
FAX NUMBER: _____
CONTACT: _____
WEBSITE: _____

SHIP TO: TRION MIDDLE SCHOOL
919 ALLGOOD STREET SUITE 2
TRION, GEORGIA 30753

ATTENTION: _____

PHONE NUMBER: 706-734-7433

FAX NUMBER: 706-734-7517

QUANTITY	ITEM NUMBER	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		PURPOSE OF REQUESTED ITEMS: (REQUIRED FOR APPROVAL)	SUB-TOTAL	
				TAX EXEMPT
			SHIPPING AND HANDLING	
			TOTAL	

APPROVED BY: _____ NOT APPROVED BY: _____

RISE to the Challenge

BULLDOGS

SHOW
RESPECT

EXHIBIT
INTEGRITY

DISPLAY
SERVICE

STRIVE FOR
EXCELLENCE



TMS Discipline Plan

MINOR OFFENSES		MAJOR OFFENSES	
Minors Classroom Managed Teacher determines plan of action	Minor Consequences	Majors Administrator Managed Referral Form Completed by Teacher	Major Consequences
Property: Misuse of school, personal, or others' property	Minor consequences and/or strategies are determined by the teacher and are based upon grade level, number of previous infractions, and individual student needs. <u>Examples are, but not limited to:</u> • Preferential seating • Loss of privileges • Teacher conference • Silent lunch • Parent contact • Counselor referral	Vandalism: Intentional and malicious destruction of property	Major consequences and/or strategies are determined by the administrator and are based upon grade level, number of previous infractions, and individual student needs. <u>Examples are, but not limited to:</u> • Loss of privileges • Admin conference • Parent contact • Silent lunch • Counselor referral • Restitution • Detention • In School Suspension • Out of School Suspension
Noncompliance: Refusal to follow a request.		Defiance: Excessive disruption and/or refusal to follow a request where learning has stopped for the student or class	
Inappropriate Language: Disruptive language not suitable for school.		Profanity: Language directed at others or a verbal threat to harm someone	
Put Downs/Teasing: Using words that make others feel bad		Threat: Verbal or nonverbal intent to harm	
Bathroom: Misuse of bathroom facility other than intended purpose		Bullying: Extreme verbal or nonverbal behavior that is targeted toward a student and repeated over time	
Dishonesty: An act of not telling the truth or cheating		Bathroom: Repeated misuse of bathroom facility or vandalism	
Verbal Interruptions: Talking without permission during times of instruction and/or silent work time		Stealing: Intentional taking of another's property without permission	
Self Control: Inability to keep body and/or materials under control		Intentional Disrespect: Nonverbal and/or verbal actions that are intentionally disrespectful or disruptive	
Personal Space: Refusal to keep hands or body to self		Self Control: Repeated inability to keep body and materials under control after multiple warning and interventions	
		Physical Aggression: Intentionally causing physical harm or inappropriate contact and/or throwing of objects with the intent of physical harm	

“Whether you look for the negative or look for the positive...
You will find what you are looking for.”



"RISE" Points Chart

R RESPECT	I INTEGRITY	S SERVICE	E EXCELLENCE

**"Whether you look for the negative or look for the positive...
You will find what you are looking for."**