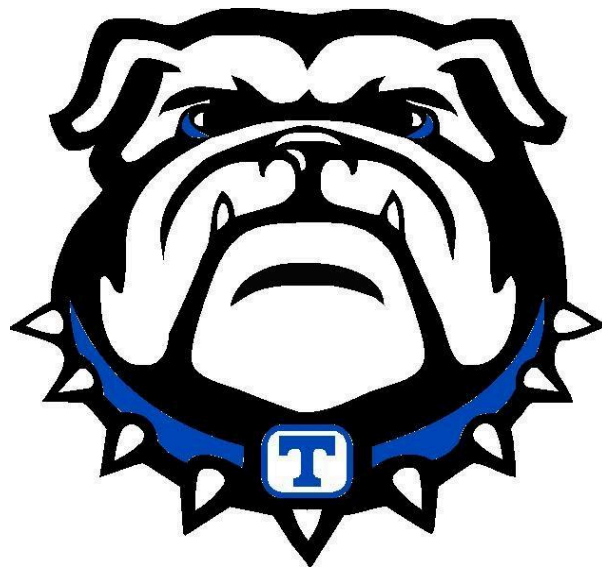


Trion Middle School

2024 - 2025

Faculty & Staff

Handbook



Eric Brock - Principal
Lauren Mason - Assistant Principal

Trion Middle School
919 Allgood Street
Trion, GA 30753
Phone: 706-734-7433
Fax: 706-734-7517
www.trionschools.org



Trion Middle School Faculty and Staff

Becky Allen
Morgan Allen
Dusty Brown
Joey Canada
Sharon Chisenall
Selena Conley
Kimberly Connell

Adam Cordell
Gina Crabtree
Rayven Davenport
Ashley Henry
Tashia Knapp
Thomas Moore
Madicyn Morrisette

Chelsea Roach
Ashley Sanford
Jennifer Skelton
Sierra Smith
Marcia Thompson
Leslie Tucker
Hagen Willingham
Jarod Willingham

Superintendent:
Dr. Phil Williams

Principal:
Eric Brock

Assistant Superintendent:
Dr. Howard Hughes

Assistant Principal:
Lauren Mason

Media Specialist:
Dr. Rebecca Cooper

Administrative Assistant:
Baylee Tudor

Media Center Paraprofessional:
Abby Willingham

Administrative Assistant:
Kelsey Brown

Counselor:
Christy Brown

Trion City Schools Board Members:

Johnny Brimer
Darriel Broome
Randy Henderson
Kari Maddux
Laura Chesley

Trion Middle School Mission Statement

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.

Trion Middle School Vision Statement

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

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 Middle School does not discriminate between students or employees, either individually or collectively, in matters regarding **race, sex, religion, national origin, political or other social beliefs, or developmental challenges.**

I. Introduction

Trion Middle School 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.

II. Certified Personnel Job Description and Guidelines

Education:

Bachelor's degree, Master's degree preferred: T4, T5, T6 certificate in appropriate teaching field

Experience:

Successful student teaching experience at minimum

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 which 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.

III. Other Duties and Responsibilities

Professional Guidelines

1. Follow the proper chain of command for problems that arise in school. Take problems to the principal first for corrective actions.
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. Gossip and murmurings have no place in a professional institution.
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.

Social Media

Senate Bill 93

State employees are restricted from installing, using, or visiting, on state equipment a social media platform that is controlled or influenced by a foreign adversary.

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/Wthics/CodeOfEthics.aspx>

Professional Dress Code

Trion City Schools expects all employees to dress in a professional manner. The school system has high standards concerning dress code and personal appearance, as this is an important element of providing a good impression to students, parents, and all stakeholders. Dress should be appropriate for the teaching or staff position, as determined by the administration. Piercings, body art, hairstyles, or other adornments that are not conducive to a positive learning environment, or causes a disruption to the educational environment, are not permitted. Employee dress and personal appearance while on the job at Trion City Schools, and while representing the school system in connected activities, should reflect dignity and pride

in our school.

Jeans are only permitted on Fridays, special events such as field trips, and administratively approved days. Pants should not be ripped or have holes. Shorts are only permitted for field trips. Tight-fitting “yoga” or exercise-type pants should not be worn. Leggings are not permitted unless covered by a dress or a tunic-style top that is long enough to be worn without leggings. Dresses should be an appropriate length. Tank tops should not be worn.

Student Supervision and Duty Rosters

For the safety and well-being of students, proper supervision is crucial. A duty roster is developed each year indicating teacher and paraprofessional responsibilities. It is the responsibility of each staff member to be aware of his/her assigned location and time. If the staff member is unable to fulfill the duty, it is his/her responsibility to arrange for coverage.

Students should always be supervised during class transitions. Teachers are to be at the classroom door during transitions.

Daily Information

1. Teachers are required to be on duty for the work hours of 7:45am (sign in) – 3:45pm (sign out) with the exception of early duty. Tardies will result in administrative action. Teachers are responsible for keeping up with their duty schedule to ensure student supervision.
2. Teachers will follow a duty schedule for student supervision in the mornings, at lunch, and at dismissal. Monitors MUST be present in all assigned areas. Tardies will result in administrative action.
3. Official student school time: 8:00 am – 03:10 pm
4. Following dismissal of students and fulfillment of any assigned afternoon duties, staff must use the time in a professional manner such as lesson planning, team/committee meetings, parent conferences, etc.
5. Wear an ID badge daily and take key/fob during transition times. Notify Howard Hughes immediately if the entry fob has been misplaced.
6. Staff members who would like to vote early for elections may do so but must give administration prior notice.

Breakfast and Lunch

Teachers are responsible for communicating behavior expectations in the cafeteria. (*See Bulldog cafeteria behavior expectations chart included in this document.) Teachers will accompany their students to the cafeteria to provide additional support and enforce behavior expectations for the two weeks of school, as well as any time after that on an as-needed basis.

TCS Cafeteria Charge Policy

Students and adults will have an account with Trion School Cafeteria so they may deposit money by cash or check or through MySchoolBucks.com, as often as needed to pay for their meal or a la carte purchases. There will be no maximum or minimum deposit amount. The deposit should be placed in an envelope with the name, account number, amount, and either cash or check written on the envelope. The deposit may be turned in to the cafeteria manager or a cashier, the school office, or placed in the lock box outside the cafeteria entrances. These boxes will be checked daily during school so the money can be credited to the account. The cafeteria will keep the deposit envelopes for reference for at least 90 days. Once the money is deposited into the account, the student cannot withdraw this money. Parents can request a refund in writing or in person. A link to the MySchoolBucks.com website is on the Trion City Schools web page so that account balances and purchases may be checked or deposits made. MySchoolBucks does charge for transactions.

Adults charging meals should not exceed more than \$20.00. Letters concerning negative balances will also be sent out to adults. Adult accounts can be created by the cafeteria manager, if one does not already exist. However, an account is not necessary to make a purchase in the cafeteria.

Any questions can be directed to Ericka Young, Nutrition Manager at Trion City Schools, at 706-734-2638 or email ericka.young@trionschools.org.

First Period/Homeroom Responsibilities

1. Be in the classroom by 7:45 am each morning and be prepared for the class.
2. Post student attendance on PowerSchool by 8:15 am.
3. Collect and write a receipt of all money and submit it to the office with a complete "Money Verification Form".
4. Keep accurate documentation regarding field trips, t-shirt sales, etc.

Faculty Meetings

Each Wednesday afternoon is to be reserved for possible faculty meetings. Meetings are called on an as needed basis. Teachers are expected to be present and on time to all faculty meetings. Any reason for not attending a faculty meeting must be cleared by the principal prior to the meeting time and arrangements made to receive missed information.

IV. Instructional Practices

Curriculum

Trion Middle School follows the state adopted and approved curriculum, the Georgia Standards of Excellence (GSE). Teachers are expected to access standards and other curricular resources via www.gadoe.org, on the Georgia Department of Education website.

Trion Middle School utilizes instructional strategies that optimize teacher and student interactions, student practice of tasks, and assessments of understanding. Lessons are to include the following essential elements, but are not limited to:

1. Initial Activity (quick start task)
2. Opening Instruction
3. Student Work Time
4. Cooperative Learning Groups
5. Differentiation
6. Closing

The allotted times and details for each lesson element is at the discretion of the teacher.

Instruction

It is the expectation that teachers should utilize active engagement teaching strategies. There should be a balance with the following instructional strategies:

- Technology Integration
- Hands-On Learning
- Whole Group Instruction
- Small Group Instruction
- Project-Based Learning Tasks
- Paper Pencil Assignments

Teachers will utilize the following research-based instructional resources with fidelity.

Math

- Carnegie Learning (Tier I)
- Georgia Standards: Instructional Units & Learning Plans
- MyPath (Tier II and Tier III)

Reading/ELA

- HMH: Into Literature (Tier I)
- Georgia Standards
- MyPath (Tier II and Tier III)

Web-Based Resources

Trion Middle School purchases web-based instructional resources. These resources should be utilized in balance with hands-on learning tasks, whole group and small group instruction, and project-based assignments.

Instructional/Curricular Documentation

Instructional/Curricular documentation will include:

1. Lesson plans
2. Course Syllabus
3. Daily posting of assignments, etc. on classroom boards.
4. Posting of assignments on Google Classroom (when directed)
5. Yearly curriculum map
6. Quarterly Exams

Lesson plans: Teachers submit lesson plans to administration electronically by Monday morning of each week (TMS Teacher Resource Room).

Lesson plans will be monitored through TKES evaluations and should include the following documentation:

- Curriculum standard being taught
- Learning Target, Essential Question, or Content Objective
- Differentiation of instruction to meet and challenge all students at their learning level.
- Assessment of student learning (formative and summative)

Course syllabus will be made available to students and parents at the beginning of the school year, which will include, but not limited to, classroom expectations and grading policies.

Yearly curriculum maps will be submitted to administrators at the beginning of the school year, and reviewed periodically.

Evaluations

All teacher evaluations will be based on the Teacher Keys Effectiveness System (TKES) in accordance with the Official Code of Georgia 20-2-210. Classified employees will be evaluated based on job performance. Counselors and Media Specialists will be evaluated based on criteria determined in a pre-evaluation conference.

FLEX Time

FLEX time is noted on the school's master schedule. Teachers will utilize this time to provide additional reading and math support to provide individualized instruction to all students.

Professional Learning

Professional learning will be determined and implemented based on school-wide student assessment data to address areas of highest need, as well as the school improvement needs assessment completed by the staff. Professional learning community meetings occur during common planning times, after school, and on established planning days.

Data Analysis Procedures

MAP- Following each administration of the MAP assessment, teachers will meet as a team to disaggregate the data, identify students in need of interventions/acceleration, and plan differentiated and targeted instruction accordingly.

MTSS- Teachers will meet monthly for MTSS purposes during Professional Learning Communities. Current student data will be utilized to track student progress and target learning gaps through the use of differentiated instruction and research-based interventions.

Extended Learning Time

Teachers will identify students performing below grade level in reading and math based on MAP, Milestones, and other assessment data. Teachers will provide additional academic support to these students before or after school through the utilization of MyPath, Study Island, or other research-based resources.

Assessments

Teachers will utilize a variety of formal and informal assessments for student learning.

Assessments include:

- MAP (three times per year)
- Georgia Milestones

Promotion/Retention Guidelines

In order to be promoted, a student must pass with a grade of 70 or higher in both English/Language Arts, and Math for the year. Students must also pass for the year with a grade of 70 or higher in two of the three subjects of social studies, science, and connection classes. In addition, all 8th grade students must pass the Georgia Milestones in reading and math in order to be promoted to the 9th grade.

Students at risk of retention for academic reasons should be progress monitored through the MTSS process.

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

BULLDOG Behavior Expectations & Incentives

TMS BULLDOG behavior expectations will be taught and enforced school-wide. (*See Bulldog behavior expectations and charts included in this document.)

Behavior incentives include BULLDOG class parties, Positive Office Referrals, Student of the Month, and TMS Spotlight Students.

- **BULLDOG Classroom Wars:** TMS classes participate in Bulldog Classroom Wars as a classroom management strategy and friendly competition among students to foster positive behavior, engagement, and teamwork. Classroom wars are used to promote positive behavior and academic engagement among students to foster a classroom environment where students earn points, rewards, and recognition based on their participation, teamwork, and adherence to classroom rules.
- **Bulldog Spotlight Students:** TMS highlights exemplary behavior, achievements, and/or positive contributions that a student has made. Students can earn the Spotlight Student award through a positive office referral system. Referrals can be made for academic achievement, leadership, showing kindness and respect, displaying citizenship, having a positive attitude, exhibiting teamwork, and showing strong character skills.
- **Student of the Month:** Our counselor, Mrs. Christy Brown, will determine a character word of focus each month. Teachers will select a student who has consistently demonstrated that character word. The student will be recognized and will receive a certificate.

V. Communication

Bulldog Daily Dish

The Bulldog Daily Dish is a student-led news show that is aired daily under the direction of Mrs. Selena Conley. It is the expectation that all students and staff watch the Bulldog Daily Dish each morning at 8:00 for important announcements and information. If you would like to make a school-wide announcement, please contact Mrs. Selena Conley 24 hours prior to the announcement date.

Family Data Nights

We will have three Family Data Nights per year. Data Nights are designed for teachers to share current academic data with families, as well as ways to assist students with being academically successful at home. Teachers will present reading and/or math data in the form of a bar graph. They will also provide a skill-related activity that will impact student growth in the specific content area of reading and/or math.

Class Dojo

Trion Middle School is a ClassDojo school. This is our primary platform for parent and family communication. Teachers are expected to utilize ClassDojo to connect with families in order to share information regarding learning, progress, assignments, behavior, and special events in a consistent and timely manner.

Employee 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 ethically 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.

Internet 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.

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 Mr. Brock
- ____ 3. Cost Analysis Form – turn in to Mr. Brock
- ____ 4. Complete the Parent Permission form (Put map and directions on back of the parent information letter) – turn in a copy to Baylee Tudor or Kelsey Brown.
- ____ 5. Notify cafeteria of the field trip date (1 week prior)
- ____ 6. Turn in lunch list and numbers with milk preference to 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 Baylee Tudor 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
- ____ 13. Medication for specific students
- ____ 14. Parent sign-out sheet – get from Kelsey or Baylee
- ____ 15. Clean and dry cooler, then return to Kelsey Brown
- ____ 16. Return completed check off list and field trip receipt to Baylee Tudor

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

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: ¼ ½ ¾ Full **DEF FLUID** _____

UPON RETURN Fuel: ¼ ½ ¾ 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) **REMAND 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 1/2 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 1/2 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.				<input type="checkbox"/> 504 <input type="checkbox"/> ELL <input type="checkbox"/> SWD <input type="checkbox"/> Gifted <input type="checkbox"/> 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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Content Area</th> <th style="width: 50%;">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> <p>*Attach previous years' state assessment score reports for review.</p>	Content Area	Score/Level	Reading		Math		Science		Social Studies		If applicable, indicate grade(s) and school year(s) below. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Grade</th> <th style="width: 50%;">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" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Current School Year</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">2023-2024</td></tr> <tr><td style="text-align: center;">Days Absent</td></tr> <tr><td> </td></tr> <tr><td style="text-align: center;">Days Present</td></tr> <tr><td> </td></tr> </tbody> </table>	Current School Year	2023-2024	Days Absent		Days Present		Check if documentation is applicable and available. <input type="checkbox"/> Discipline Record <input type="checkbox"/> Total Number of Discipline Reports: _____ <input type="checkbox"/> Total Number of Suspensions: _____ <input type="checkbox"/> Parent Conference(s) Date(s): _____ <input type="checkbox"/> Additional behaviors that may impact performance: _____
Content Area	Score/Level																										
Reading																											
Math																											
Science																											
Social Studies																											
Grade	School Year																										
Current School Year																											
2023-2024																											
Days Absent																											
Days Present																											

Concerns
Describe student concerns below.

Trion City Schools Discipline Referral Form

Student Name: _____ Student Number: _____ Grade: _____

Referred By: _____ Location of Incident: _____ Date of Incident: _____

Event Identifier: (Use when multiple students are involved in the same incident): _____ Time of Incident: _____

INCIDENT CODES: Indicate Severity Level 1, 2, or 3 on line provided

_____ 01 Alcohol	_____ 18 Tobacco	_____ 33 OTHER-Student Incivility
_____ 02 Arson	_____ 19 Trespassing	_____ 33.01 Disruption Ed Process
_____ 03 Battery	_____ 20 Vandalism	_____ 33.02 Unprepared for Class
_____ 03.01 Violence on Staff	_____ 20.01 Destruction of Property	_____ 33.03 Violation Teacher/Class Rules
_____ 03.02 Violence on Student	_____ 22 Weapons-Knife	_____ 33.04 Not Following Directions
_____ 03.03 Physically Aggressive	_____ 23 Weapons-Other	_____ 33.05 Exceed Classroom Disc Plan
_____ 03.04 Pushing/Shoving	_____ 24 Other	_____ 33.06 Uncooperative
_____ 04 Burglary	_____ 24.01 Driving/Parking Violation	_____ 33.07 Defiance
_____ 05 Computer Trespass	_____ 25 Weapons-Handgun	_____ 33.08 Disrespectful
_____ 06 Disorderly Conduct	_____ 26 Weapons-Rifle/Shotgun	_____ 33.09 Arguing with Student
_____ 07 Drugs	_____ 27 Serious Bodily Injury	_____ 33.10 Inappropriate Behavior
_____ 08 Fighting	_____ 28 Other Firearms	_____ 33.11 Dishonesty
_____ 09 Homicide	_____ 29 Bullying	_____ 33.12 Horseplay
_____ 10 Kidnapping	_____ 30 OTHER-Attendance	_____ 33.13 Profanity/Vulgar Gesture
_____ 11 Larceny/Theft	_____ 30.01 Excessive Tardies to Class	_____ 33.14 Harassment
_____ 11.01 Stealing-Minor	_____ 30.02 Excessive Tardies to School	_____ 33.15 Gambling
_____ 12 Motor Vehicle Theft	_____ 30.03 Excessive Unexcused Absences	_____ 34 OTHER-Possess Unapproved Item
_____ 13 Robbery	_____ 30.04 Skipping Class	_____ 34.01 Cell Phone
_____ 14 Sexual Battery	_____ 30.05 Skipping School	_____ 34.02 Chewing Gum
_____ 15 Sexual Harassment	_____ 30.06 Skipping Detention/Mandatory	_____ 35 Gang Related
_____ 16 Sex Offenses	_____ 30.07 Leaving School w/o Permission	_____ 36 Repeated Offenses
_____ 16.01 Inapprop Display of Affection	_____ 30.08 Out of Assigned Area	_____ 40 Other (Only for Physical Restraint)
_____ 17 Threat/Intimidation	_____ 30.09 Leaving Class w/o Permission	_____ 42 Electronic Smoking Devices
_____ 17.01 Threatening Staff	_____ 31 OTHER-Dress Code Violation	_____ 44 Violence Against Teacher
_____ 17.02 False Fire Alarm	_____ 32 Academic Dishonesty	

INCIDENT COMMENTS: _____

ACTION CODES:

_____ 02 Detention (2 or More Days)	_____ 61 *Assigned to Alt School	_____ 80.06 Suspend Computer Privileges
_____ 02.01 After School Detention	_____ 62 Assigned to Other Alt School	_____ 80.07 Suspend Break Privileges
_____ 02.02 Work Before School	_____ 63 Assigned to Alt School by Judge	_____ 80.08 Restitution
_____ 02.03 Work After School	_____ 70 Juvenile/Court Referral	_____ 80.09 Written Assignment
_____ 10 Corporal Punishment	_____ 80 Other Action for State Incident	_____ 80.10 Eat Lunch in Designated Area
_____ 20 In School Suspension (ISS)	_____ 80.01 Conference with Admin	_____ 80.11 Other for Non-State Incident
_____ 20.01 Time Out	_____ 80.02 Parent Conference	_____ 90 Removed from Class
_____ 30 *Out of School Suspension (OSS)	_____ 80.03 Letter to Parent	_____ 95 Physical Restraint (Only w/Act 40)
_____ 40 *Expelled	_____ 80.04 Reprimand/Warning	
_____ 50 Bus Suspension	_____ 80.05 Suspend Driving/Parking	

Action Begin Date: _____ Action End Date: _____ Total Days Assigned (If Applicable): _____

*If Action Code 30 (Greater than 10 days), 40; or 61 enter Discipline Process 1-Tribunal; 2-Waiver; or 3-Neither

*If Action Code 30 or 40 did student receive services? _____ Yes _____ No

ACTION COMMENTS: _____

Teacher Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Your signature signifies that you have reviewed this form

Form Revised: August 2014

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	<p>Minor consequences and/or strategies are determined by the teacher and are based upon grade level, number of previous infractions, and individual student needs.</p> <p>Examples are, but not limited to:</p> <ul style="list-style-type: none"> ● Preferential seating ● Loss of privileges ● Teacher conference ● Silent lunch ● Parent contact ● Counselor referral 	Vandalism: Intentional and malicious destruction of property	<p>Major consequences and/or strategies are determined by the administrator and are based upon grade level, number of previous infractions, and individual student needs.</p> <p>Examples are, but not limited to:</p> <ul style="list-style-type: none"> ● 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/or 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.”



Bulldog Classroom Wars

TMS classes participate in **Bulldog Classroom Wars** as a classroom management strategy and friendly competition among students to foster positive behavior, engagement, and teamwork. Classroom wars are used to promote positive behavior and academic engagement among students to foster a classroom environment where students earn points, rewards, and recognition based on their participation, teamwork, and adherence to classroom rules.

Key Elements:

- 1. Team Formation:** Students are divided into teams based on their homeroom
- 2. Point System:** Points are awarded to teams for positive behaviors (set by the TMS admin and teachers). Positive behaviors include the following, but are not limited to:
 - No Dress Code Violations for the Week
 - Returned Forms, Report Cards , etc.
 - Attendance/Tardies
 - Map Growth
 - Participation in events
 - Cafeteria behavior
 - Hallway behavior (No office referrals)
 - Bathroom behavior (No office referrals)
- 3. Competition:** The school becomes a competitive environment where teams strive to accumulate the highest number of points weekly and quarterly.
- 4. Rewards and Recognition:** Teams with the most points eachh week earn the Bulldog RISE to the Challenge belt. Teams with the most points at the end of each 9-weeks earn a reward such as, but not limited to: popcorn party, pizza party, etc. Once a class has filled their “RISE” chart, the homeroom teacher may also provide the class with a small reward such as, but not limited to: extra break is rewarded.
- 5. Motivation:** Classroom Wars serves as a motivational tool to encourage students to stay on task, participate actively, support each other, and adhere to classroom expectations. It can also be used to reinforce specific values or skills such as teamwork, responsibility, and respect.
- 6. Teacher Guidance:** The teachers at TMS play a crucial role in managing the competition, tracking points, and ensuring fairness. They may also use Classroom Wars to teach lessons on sportsmanship, goal setting, and the importance of collaboration.

*** Quarterly Pep Rallies will be held to recognize students and teams who have demonstrated positive behavior throughout the nine weeks. Games will be held during the pep rallies for students and teams to earn additional points.

**“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."**