

DANIEL MCLAUGHLIN THERRELL HIGH SCHOOL &
INTERNATIONAL BACCALAUREATE WORLD SCHOOL

Faculty Handbook
2019-2020



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Ms. Shelly H. Powell
Principal

Dr. Rodney R. Ray
School Business Manager

Dr. Byron White
9th Grade Assistant Principal

Dr. Terrell Green Awak
10th Grade Assistant Principal

Mrs. Christina Rogers
11th /12th Grade Assistant Principal

Think

Think of the deepest emotions you have –

the feelings that make you explode.

Well, each of the children you have in your class

carries that same mother load.

What is the role that you play in their lives?

The feelings you daily inspire?

Do you nurture ambition and make their eyes wide?

Do the things you teach build their desire?

Yours is the power to nurture bond fires

that fuel great ambitions and goals

So endeavor to do all you can to inspire

your students to be great and bold.

There will soon come a day when you'll look up with pride

and know that you did all you could

when you see them on wings way up high in the sky

'cause you taught them and they understood!!

Ronald F. Ferguson, Ph.D

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Shelly H. Powell, Principal
Dr. Rodney Ray, Business Manager
Dr. Terrell Green, Assistant Principal
Ms. Christina Rogers, Assistant Principal
Dr. Byron White, Assistant Principal



August 5, 2019

Dear Faculty and Staff:

We want to welcome each of you back for a new and exciting year at Daniel McLaughlin Therrell High School. This includes a special welcome to our new faculty members. We are honored to be associated with such a talented group of faculty, staff, and students. We are very fortunate to work in a profession that allows us the opportunity to inspire, and be inspired, on a daily basis. Educating D.M. Therrell High School students is a wonderful privilege and responsibility.

Our students have accepted our challenge to them to be cooperative yet competitive learners. We are preparing our Panthers to contend with the rigorous, high standards set across the nation. As Panther teachers, you have accepted the challenge to raise the expectations for our students as well as improving on the methods of teaching and assessing the individual accomplishments of the young people entrusted to our care.

Our administrators have accepted the challenge of dealing with each student fairly and making available to them the courses and choices necessary for becoming successful and productive citizens in this global, technological society.

This faculty handbook has been prepared for the purpose of keeping faculty and staff members informed concerning administrative procedures and assignments at D.M. Therrell High School. Realizing that there are unique and unpredictable situations associated with life in a public school, we encourage you to contact our office staff for answers that may not be addressed within these pages.

We wish you the very best for a successful school year.

D.M. Therrell Administrative Team

Instructional Leadership Team

DMTHS is a professional learning community united in the belief that all students can learn. Learning is the primary purpose of our school and collaboration is the surest way to increase student achievement. As leaders, the ILT believes strongly that when instructional leaders commit themselves to the improvement of relationships between all people in the school, when they ensure the relevance of the high school experience through the academic pathways, and when they monitor the teaching rigor of the curriculum, the excellence and achievement of all students will improve.

Principal	Shelly H. Powell
School Business Manager	Dr. Rodney R. Ray
9 th Grade Assistant Principal	Dr. Byron White
10 th Grade Assistant Principal	Dr. Terrell Green
11 th /12 th Grade Assistant Principal	Christina Rogers
Instructional Coach	Dr. Uma Subramanian
Master Teacher Leader	Lori Miller
Master Teacher Leader	Cheryl Jenkins
Master Teacher Leader	Daniel Daniels
Master Teacher Leader	Sean Bethune
9 th (11 th A-J) Grade Counselor	MacArthur Randolph
10 th (11 th K-Z) Grade Counselor	Yolonda Jones
12 th Grade Counselor	Tamolyn Galloway
Special Education Lead Teacher	Tracilin Davenport-Oliver
SST/504 Specialist	Demonica Banks
Graduation Coach	Kimberly Thomas
International Baccalaureate Coordinator	Sarah Talluri (CP/DP)
International Baccalaureate Coordinator	Vincent Tolbert (MYP)

1.0 Overview

1.1 School History

Daniel McLaughlin Therrell High School was established in 1960. The school's personnel include one principal, three assistant principals, and over 100 faculty and staff members. The majority of the teachers have more than eight years of teaching experiences.

Daniel McLaughlin Therrell High School is working towards offering every student the opportunity for intellectual and personal growth. Through active engagement in dialogues and interactions, students are encouraged to develop academic leadership, values, morals, tolerance, personal responsibility, and an appreciation for the diversity within both the school and society. Daily we strive to nurture and challenge students. We expect our graduates to be prepared to meet the world of the twenty-first century as global citizens with a solid education and a strong sense of values and self-respect.

1.2 School Vision & Mission

Vision

Daniel McLaughlin Therrell High School is committed to instilling hope through maximizing the potential of every student by increasing academic rigor, instructional relevance and nurturing meaningful relationships to prepare students for a diverse and changing world.

Mission

Through rigorous and relevant instruction, we will create an environment that fosters pride in self, school and community, reinforces love for life-long learning and encourages students to realize their college and career goals.

Colors

Red and Black

School Mascot

Panther

Alma Mater

Hail to thee, dear Therrell High;
Black and red we wear with pride.
Hail to thee, dear Panther Crew;
Honor and respect to you.
We're believing and achieving,
Striving hard to reach the top.
We will praise thee forever more!
Therrell High, we do love you so.

1.3 Daniel McLaughlin Therrell High School Academic Programs

With its emphasis on excellence, Daniel McLaughlin Therrell High School truly prepares its ethnically, culturally and economically diverse students for the twenty-first century. Through faculty support, our students develop their intellect, athleticism, scholarship, and leadership skill that prepare them to excel in their endeavors.

In order to advance our vision and mission, Daniel McLaughlin Therrell High School offers a range of academic courses of study. The features that make Daniel McLaughlin Therrell High School unique

amongst other public schools are the number of career pathways and AP course offerings for a school with a population of approximately 800 students. Notably, we offer students to ability to choose from eight pathways: Culinary Arts, Nursing, Law and Justice, Entrepreneurship, Engineering, JROTC, Fine Arts and Audio-Video Technology and Film.

1.4 District Vision – Mission –Strategic Goals

In December 2014, the Atlanta Board of Education approved a five-year strategic plan for APS. The guiding principles of the strategic plan are the Four E’s:

- EXCELLENCE**...In Everything We Do
- EQUITY**...In the Distribution of District Resources
- ETHICS**...To Protect Our Integrity
- ENGAGEMENT**...With Our Community

The strategic plan also includes our updated district mission, vision, and strategic goals:

Mission

With a caring culture of trust and collaboration, every student will graduate ready for college and career.

Vision

A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

Strategic Goals

1. Academic Program – Our students will be well-rounded individuals who possess the necessary academic skills and knowledge and are excited about learning.
2. Talent Management – We will retain an energized and inspired team of employees who are capable of advancing ever-increasing levels of achievement for students of all backgrounds.
3. Systems and Resources – We will improve efficiency (productivity, cost, etc.) while also making decisions (including resource allocations) that are grounded in a strategic academic direction and data.
4. Culture – We will build trust with the community and we will have engaged stakeholders (employees, students, parents, community members, partners, etc.) who are invested in the mission and vision and who support the creation of student-centered learning communities.

2.0 Operations

2.1 Attendance and Sign-in Time

The regular school day for teachers is **8:00 AM to 3:45 PM**. All staff members are to clock-in by 8:00 AM daily. **Tuesday** afternoons should be reserved for faculty or departmental meetings, floor meetings, and conferences. Teachers will also have to stay after school for an hour on at least one day of the week to offer tutorials to students.

Official Work Day for Most Certified Staff Members

Most certified staff workday is a MINIMUM of 7 hours 30 minutes (please refer to the board policy). All other staff members must submit their work time and work days in writing to the Principal by the second day of the school year.

Definitions

1. Absence – any time away from duty/work.
2. Tardy – arrival at work at any time after the official start-time of the workday for the work site.

ABSENCE CODES (Do not use codes 5, 12, or 14 unless it has been approved by the principal (or designee))

- 1 – Illness, personal – PAID (Refer to paycheck stub for number of days available).
- 3 – Death, in family – PAID (APS allows up to 3 days, additional days should be coded 1 or 12)
- 4 – Death, other than in family – NOT PAID
- 5 – Educational meeting or official school business (outside APS) – PAID**
- 6 – School athletics – PAID
- 8 – Transportation delay - NOT PAID
- 10 – Military duty – PAID
- 11 – Jury duty – PAID (A copy of the summons must be submitted to the principal before attending jury duty.)
- 12 – Personal business – PAID (APS allows up to 3 days per year; however, these days are deducted from the sick days.**
- 13 – Illness in immediate family – charged to sick leave – PAID
- 14 – In-service workshop (APS) – PAID**
- 18 – Personal business – NOT PAID
- 19 – Injured on job – PAID (with APS approval)
- 20 – Unexcused absence – NOT PAID

Sign-In Procedures

1. Upon entering the work site, all staff members are required to clock-in / KRONOS in the main office.
2. Employees are considered on time if they sign-in by or before **8:00 AM**.
3. The Principal's designee will closely monitor staff members signing in at work. This action will be documented and included in the staff's evaluation file. All times are reported based on the time of the punch (KRONOS).
4. Employees are considered tardy for work if they clock-in or arrive at school after 8:00 AM. **There is no grace period.** Chronic tardiness to work or absenteeism from work will result in disciplinary action.

Sign-Out Procedures

1. All regular employees leaving early and not planning to return to the work site must request permission from the principal or designee and sign-out on the daily register.
2. All regular employees leaving early (i.e., lunch, doctor's appointment) and planning to return must request permission from the principal or designee and sign-out on the daily register.
3. All regular employees leaving early on official school business must sign out on the "**School Business Sign-Out Form**", which is located in the Main Office and inform their appropriate assistant principal.

Reporting an Absence

1. All regular employees must **call the Automated Substitute Assignment Program (Sub-Finder)** to report an absence and, if necessary, to secure a supply/substitute teacher. **This responsibility is left solely up to the employee.** If a teacher has not registered to use the Sub-Finder, please contact your floor administrator (Office clerk).
2. All employees must inform the Principal or designee of any pending absences. In the event of an emergency, contact the **Assistant Principal** via cell before 10:00 pm the night before or after 6:00 am the morning of the absence.
3. Anticipated absences should be scheduled as soon as possible, at least one day in advance, **and the employee should contact the Automated Substitute Assignment Program (Sub-Finder).** Inform your floor supervisor of pending absences by completing an "**Online Request for Leave Form**". A copy of this form with the approval signatures must be electronically submitted to the Principal's designee at least five (5) days prior to date of leave. Teachers must leave a substitute teacher folder complete with meaningful lesson plans for the substitute teacher to implement.
4. All regular employees planning to attend an educational meeting should obtain and submit a copy of the approved "**Atlanta Public Schools Travel Request Form**" to principal's designee (floor AP) as per district policy.

Procedures for Creating Substitute Teacher Folders

All teachers are expected to prepare a substitute teacher folder. The department chair may provide additional information. Each folder must contain the following information:

1. Lesson plans: Plans should provide students with a minimum of three days of meaningful instructional activities. There should be ample copies of materials needed by the supply teacher located in the classroom with that location noted in the plans.
2. Class rosters: Teacher should update class rosters as students withdraw or are added to the class.
3. Instructions for recording absences.
4. Daily schedule period by period, including duty assignments.
5. Lunch schedule and procedures including supervisory duties (time and location)
6. Bell schedule
7. Names of at least two reliable students in each class the substitute may call on for assistance
8. Fire/tornado drill procedures

2.2 Morning Procedures

Faculty and staff members will be assigned morning duty to monitor the cafeteria, gymnasium or buildings. Persons assigned to morning duty are expected to be in place by 8:00 AM.

When the bell rings for students to enter, students will be given five (5) minutes to report to class. Teachers are strongly urged to hold students accountable for arriving to class on time.

2.3 Faculty/Professional Meetings

Tuesday afternoon should be reserved for faculty and/or departmental meetings. Your attendance is **mandatory** for all staff meetings. **If a staff member misses a meeting, a plan to makeup the time must be submitted to the Assistant Principal and implemented within one week.** Meetings may be called at other times, and in those cases, every attempt will be made to provide 24-hour notice. **The Assistant Principal must approve absences from a regularly scheduled faculty or departmental meeting.**

2.4 Food Services Hours of Operation

Food will be served to students, faculty, and staff only during the regular breakfast and lunch serving times. Teachers are not to ask to be served at any other time. Staff should not send students to the cafeteria to pick up meals for adults. Vending machines and selling of food, snacks, and candy can only operate at certain times of the school day. No student should use them when they should be in class.

Staff should not operate unsanctioned fundraising events. Staff should not operate individual vending during instructional time. Doing so is a violation of educator professional ethics and the Board of Education.

2.5 Bell Schedule

Our school operates on a **4x8 period bell schedule**. Throughout the school year the bell schedule will be adjusted to accommodate the needs of the school and students. When this occurs, a bell schedule will be posted in the Main Office and copies of the schedule will be available for staff.

2.6 Advisory Period

Every student will be assigned an advisory period that will meet every school day. School attendance for students will be reported at the end of this period.

2.7 Announcements

All announcements will be made at designated times during the school day. Most announcements will be made when teachers report students' attendance to school. When requesting permission for announcements to be read, staff members must sign the announcement before it is presented to the front office designee. Only school related announcements will be made. Announcement slips are available in the main office and each floor office.

Announcements must be submitted to the Main Office clerk by 2:00 PM the day prior to the day the announcement is to be posted. Announcements must be written using proper English and legible writing. They will be presented in an appropriate manner. **No one except the regularly assigned school announcers or faculty may use the public address (PA) system.**

2.8 Bulletins and Memorandums

In order to keep faculty and staff informed and to enable them to plan effectively, bulletins, memorandums, or reminders are issued regularly via paper copy or e-mail. It is advisable to keep a notebook or an electronic log of all administrative correspondences. Also, the Principal will send weekly Instructional Reminders. Teachers and staff are responsible for the information therein.

2.9 Checklists: End of Semester, Year, Employment

There are a number a routine matters that must be accomplished at the end of each semester and school term. The administration will provide the appropriate checklists for these. They are to be completed and returned to the Principal's designee as instructed.

2.10 First Day Checklist

Advisory Teacher

1. Call roll and record attendance.
2. Distribute student packets. Tell students that the following items must be returned signed by a parent or guardian: Atlanta Public Schools Student Code of Conduct, and the emergency green card. Every student should return these items and it is the Advisory teacher's responsibility to ensure they are returned.
3. Give students generalized directions (hall passes, restroom, lunch, dismissal, bell schedule, etc.).
4. Instruct students about procedures for school lockers.
5. Begin review of the student handbook.

Classroom Teacher

1. Call roll and record attendance.
2. Identify the class to the students and make sure that all students are in the class for which they are registered.
3. Check Infinite Campus for any updates to the class roster. If a student is in your class, but is not on your class roll, check his or her schedule to make sure the student is assigned to you. If not, send the student with his or her schedule to the correct classroom or to see his or her grade-level counselor.
4. Students with schedule errors should be sent to their grade level counselors. Students who need a schedule change should remain in your class until the schedule change process has been completed.
5. Check the student count for each class to be sure that there are enough books available for each student. All books should have a number, the teacher's name, and the student's name before they are issued. Use the textbook form when distributing books.
6. Enter students' attendance in the computer to indicate they reported to class.
7. Provide students with a copy of a course syllabus. Review academic and behavioral expectations, grading method, and general course content.

Sample First and Second Day of School Plan

1. Introduce yourself. Give the appropriate title and your last name. Students should not call staff members by their first name.
2. Call roll, pronounce each student's name carefully, and avoid nicknames.
3. Make eye contact with each student.
4. Distribute and review the course syllabus. Give students a general understanding of your expectations for the semester by discussing the following:
 - a. A description of the course
 - b. The major objectives of the course
 - c. A brief overview of the course content
 - d. Introduce texts and materials
 - e. Discuss planned reports
 - f. Discuss specific grading procedures
5. Give an overview of your plans for the remainder of the week.
6. Give students an opportunity to ask questions and offer suggestions about the course content and classroom procedures, respectively.

7. Establish and publicize firm, fair, consistent expectations for student behavior. All rules should be enforceable and consequences for violations should be clear.
8. Know your subject and be prepared.
9. Be patient. Be kind, but firm. Be consistent. Be organized.
10. Start INSTRUCTIONAL DELIVERY on Day 1

2.11 End of Day Checklist

Additional information will be given during pre-planning and post-planning.

2.12 Textbooks

Each teacher is to keep an accurate accounting of all textbooks issued to him/her. Lost textbook reports are to be submitted to the department chairpersons.

Occasionally teachers will be asked to conduct a textbook audit and to enter information into an electronic database. Teachers must complete the audit in a timely manner according to the requestor's guideline.

Each teacher is asked to write the student's name in his/her book. Each student should receive a textbook. Each book should contain a book number. As textbooks are issued, students will sign a book receipt form, giving number and condition of the book. For lost textbooks, teachers will complete a Lost Property form, which is available electronically, and will give to the registrar at the end of the semester or when the student withdraws.

Periodically and on exam day, conduct a book check in class. If a student loses a book, he or she should pay for the book and take his payment receipt, which is obtained from the Principal's secretary, to his/her classroom teacher. **The teacher should issue another textbook to the student, following the same procedure as stated above regardless of whether the student pays for the lost book. Fees for lost school property must be before the student's official records are released.**

If a student withdraws from school and fails to return his/her textbooks, this should be noted on his/her withdrawal form. The transfer of all student records will be withheld until the books are returned or the charge is paid. In case a pupil transfers from one class to another, the teacher who releases him/her should collect his/her textbook and indicate the date the student returned the textbook on the Textbook Distribution form.

2.13 Interruption of Regular School Schedule

In the event the regular school schedule must be interrupted, an administrator will give notification to each staff member via the intercom or a schedule sent through e-mail or print.

2.14 Procedures for Assemblies

1. Prior to each assembly discuss with students expected decorum and behavior.
2. Inform students to sit only in the areas identified for their grade level section or floor.
3. A designee will announce over the PA system which grade levels or floors should move to the assembly. Students and teachers should remain in their classrooms until the announcement.
4. When going to the assembly, students should leave their books in the classroom/Advisory and cannot bring book-bags to the auditorium unless otherwise specified.

5. Teachers must escort their students to the assembly. Teachers should bring their rosters to each assembly and check attendance. Note that some students may be participating in the program or have checked out early; report missing/absent students to the administration.
6. Teachers should sit with their students in a location where they can easily monitor the students.
7. Teachers without students should also attend the assembly and assist in monitoring students.
8. All monitors should closely watch students and urge students to remain quiet and attentive.
9. Refer students with discipline problems to an administrator.
10. When leaving the assembly, all students and teachers should quickly return to their designated classroom and *remain in place until further notice*. Students should not go to their lockers. Once students are released from class, they may go to their lockers and move quickly to their next class.

Anticipated Assembly Programs

Throughout the school year, mandatory assembly programs will be held. These assemblies will be scheduled in a way to minimize school disruption.

1. August – Grade Level Back-to-School Meetings – Counselors
2. August – Fall Sports Kick-Off – Athletic Director and Coaches
3. September – Homecoming – Student Government Association
4. December – Winter Holiday Celebration – Student Government Association
5. January- Fall Awards Ceremony
6. February – Black History Celebration – English and Fine Arts Departments
7. March – Georgia Milestones Assessment Kick-Off – Counseling and Science Department
8. April – Winter/Spring Sports Celebration – Athletic Director and Coaches
9. May- Spring Awards Ceremony

2.15 Building/Campus Security

Teachers are to lock their classrooms whenever they are not in use. Students are not permitted in unsupervised classrooms before, during or after school. All students not under the direct supervision of a staff member are to **be off campus by 3:45 PM**. Teachers should immediately report any unauthorized persons seen on campus.

School Security System and False Alarms

To aid in the security of the campus, there is an alarm system that is activated after school activities have ended and students and faculty have exited the buildings. If doors are opened and the system is not deactivated, an alarm sounds and police are dispatched. Each time that this happens and there is not an emergency situation, the school is assessed a fee. Any staff member that is found at fault for setting off the alarm will be responsible for the false alarm fee.

2.16 Visitors

The safety and security of our school is paramount. All Therrell visitors will be expected to follow the visitor's protocol. **ALL GUESTS MUST BE ESCORTED BY AN EMPLOYEE THROUGHOUT THE BUILDING!!** If you see a visitor that is unescorted and/or does not have a visitor's pass, please engage and redirect them to the main office.

1. All visitors must enter through the front of the building during school hours. All minors must be accompanied by a parent/guardian.
2. Visitors must first report to the Main Office.
3. Visitors must present a valid picture I.D.
4. Visitors must register in the Visitor's Log Book once identification has been verified by the Main Office staff.
5. Office staff.
6. Visitors must specify the exact nature of their visit and the name of the person/office to be visited.
7. Visitors will be issued a Visitor's Pass that must remain visible and be worn at all times.
8. Visitors must be escorted to their campus destination by a school employee.
9. Visitors must report to the Main Office after their visit is completed, sign out and return their Visitor's Pass.
10. Visitors are prohibited from visiting any office other than the office indicated on the Visitors' Pass. If further assistance is needed, visitors must report back to the Main Office.
11. Visitors in violation of these procedures or whose conduct jeopardizes the safety of students and staff, interferes with programs in the school or endangers property are subject to immediate removal.

2.17 Bomb or Weapons Alert Procedure

Evacuation

The safety and well-being of students and staff is critical. In the event of an emergency situation, all staff members are to take an active part in the supervision of students. For example, in the event of evacuation of classrooms or the entire building, teachers who are on planning periods are also responsible for the supervision of students and carrying out required tasks.

In the event of an evacuation follow these general guidelines:

1. Teachers should maintain direct supervision of students and follow them outside, unless instructed otherwise by school administrators.
2. Do not touch any item that may appear out of place or suspicious; report such items to a school administrator.
3. Proceed to the designated safety area with class rolls. Keep the class together and call roll immediately upon evacuation.
4. Do not dismiss any students from under your supervision unless directly instructed to do so by administrators.
5. When given the "all clear" to reoccupy areas after evacuation, classroom teachers and students must report to class. Classroom teachers should call roll a second time. All teachers on planning periods should go to the office for duty assignments.

Civil Disturbance

If a staff member encounters a situation in which a weapon may be involved, hostages taken or any other acts of violence, notify a school administrator immediately. Only adults should handle such notifications; do not entrust a message of this nature with students.

Most acts of violence/terrorism/civil disturbance call for a general lockdown of the campus. The following Intruder Alert Procedure will be used when unauthorized persons gain access to the building and threaten the safety of school personnel and/or students.

Signal - Threat

“Staff, please secure your rooms.” will be stated over the PA system.

Procedure

1. Clear the halls of students by bringing them quickly into a classroom.
2. Ensure that all doors to the classrooms are locked from outside.
3. Do not issue hall passes.
4. Remain calm.
5. Place the appropriately colored folder outside the classroom door to signal classroom status.
6. Open classroom door for law enforcement personnel or school administrators only.
7. Evacuate only at the announcement of an administrator or law enforcement personnel; disregard all other announcements.

All Clear Signal

“Staff, please unlock your doors.” will be announced over the PA system.

Procedure

1. Unlock classroom doors.
2. Resume normal activities.

If a situation has occurred in the building of a severe or exceptional nature, an explanation to the faculty and/or student body will be issued by the administrators. In some cases, the announcement may be over the PA, and other cases it may be via an e-mail or letter.

2.18 Fire Drill Information

Fire drills will be conducted monthly. **The Safety Committee will provide staff members more information.**

1. At the sound of the fire alarm, everyone will stop talking, leave their books, and move in a single-file from the room to the designated area. **THE NO-TALKING RULE WILL BE STRICTLY ENFORCED DURING THE DRILLS.**
2. Fire drill routes to be followed are posted in each room.
3. Students will evacuate to their designated area with their teachers, line up and answer roll call.
4. At the sound of the bell, which represents “all clear”, students and staff will move quietly back into the building and return directly to their classroom.
5. Check roll once the class has arrived to its destination.

Duties for Fire Monitors

Teachers are to assign one student and one student alternate as Fire Monitors for each class to:

1. Close all doors.
2. Check the room to make sure it is clear of students.
3. Be the last person in line to the designated area.

2.19 Tornado Drill Procedure

Tornado drills will be conducted throughout the school year. **The Safety Committee will provide staff members with more information.**

Tornado Watch

When weather conditions favor the development of a tornado in the area, review tornado plans and be prepared to respond to a warning. At the sound of the tornado alarm, everyone will stop talking, leave their books, and listen to instructions. **THE NO-TALKING RULE WILL BE STRICTLY ENFORCED DURING THE DRILLS.**

Tornado Warning

When a tornado has been sighted in the area, the following emergency plans will go into effect immediately.

1. Tornado warning alarm will sound.
2. The teacher should escort the students into the halls as far as possible from those corridors that contain glass and take attendance to account for all students.
3. If doors leading to tornado resistant areas contain glass, doors should be opened against the adjacent wall.
4. Students should be given the command “assume the protective position.” They are to drop to their knees and elbows while covering the backs of their necks and heads with their hands. (Teachers who are designated as monitors will help supervise students.)
5. If students have coats or jackets with them, those should be used as blankets to provide additional protection for their heads, necks, and bodies.
6. If there is not time to move students, have them assume the protective position under their desks or other heavy furniture.
7. No one should leave the shelter area until the “all clear” is sounded. This is important because a storm may spawn more than one tornado funnel, and a single funnel may behave erratically.

All Clear Signal

“All clear.” will be announced over the PA system.

Procedure

1. Return to the classroom.
2. Unlock classroom doors.
3. Resume normal activities.
4. Review what happened and discuss needed improvements.

2.20 Calendars and Facilities Request

Facilities Request

All school activities must be included on the master calendar, which will be maintained by the Assistant Principal over facilities. Before an activity is placed on the calendar, a request form must be filled and submitted to the designee. **Requests for use of the school’s facilities must be completed at least 3 weeks in advance.**

Calendars

Staff members should submit announcements of activities to the calendar designee at least 3 weeks before the events. **If the deadline for submission is missed, the Principal must approve the activity prior to the event.** At the beginning of each month, all school activities posted on the school calendar will be distributed to the staff via e-mail. Staff is requested to pay attention to upcoming events, announce them in class, and post the calendar in classrooms or work areas.

2.21 Classroom Care

The custodial staff makes every effort to keep your classroom clean. Teachers and students share the responsibility for cleanliness. Teachers should see to it that their students clean up and straighten up after each activity. Teachers should have their students clean up their areas at the end of the period.

2.22 Communication to Parents and Others

Teachers are required to communicate regularly, especially with parents. **When a student falls behind in homework, is excessively tardy or absent, or when he is achieving at a level beneath his ability, that child's parent MUST be called by the teacher.** A positive teacher-parent relationship is essential in order to achieve excellence. A parent contact log must be maintained in Infinite Campus.

Parent Conferences

You are encouraged to enlist the support of parents in providing the education of their child by scheduling parent conferences. Conferences by phone or in person are effective means by which this aim is accomplished. Parental requests for conferences may be scheduled through the counseling office or with teachers.

Whenever a conference is scheduled, the members of the staff involved are expected to arrive at the designated place on time and should be prepared to answer questions related to the student's academic and behavioral progress. It is important for you to offer your best professional recommendation in writing regarding what the student and parents can do to promote and to help the student achieve academic success. A computer-generated grade report (progress report) MUST be given to the parent.

If an unavoidable conflict arises on the day of the conference, **the teacher must call the parent and reschedule the conference within two days of the originally scheduled conference.** The counselor and/or administrator who requested the conference must be notified. If an emergency arises and a conference cannot be rescheduled, the teacher must prepare and give the required documentation for the conference as requested to the counselor and/or administrator.

Phone Calls

Staff members, especially teachers, are expected to return all phone calls within **24 hours of receiving a request to return a phone call.** Phone calls must be documented on the call log in Infinite Campus.

2.23 E-mails

Staff members are expected to read e-mails daily and to respond to them within 48 hours if they require a response. Caution should be exercised when responding to e-mails. Use the following suggestions to ensure proper and responsible use of e-mail.

1. Be concise and to the point	2. Be careful with formatting
3. Answer all questions, and pre-empt further questions	4. Be careful with rich text and HTML messages
5. Use proper spelling, grammar and punctuation	6. Use care when requesting delivery and read receipts
7. Please be personable	8. Use care when recalling a message
9. Use templates for frequently used responses	10. Do not copy a message or attachment without permission from the author
11. Answer promptly	12. Do not use e-mail to discuss confidential information
13. Do not attach unnecessary files	14. Always use a meaningful subject in the RE: area
15. Use proper structure and layout	16. Use active instead of passive voice
17. Do not over use the high priority option	18. Avoid using urgent and important
19. Do not write in CAPITALS	20. Avoid using long sentences

21. Do not leave out the message thread	22. Do not send or forward e-mails containing libelous, defamatory, offensive, racist, or obscene remarks
23. Add disclaimers to your e-mails	24. Do not forward virus hoaxes and chain letters
25. Read the e-mail before you send it	26. Keep your language gender neutral
27. Do not overuse Reply to All	28. Do not reply to spam
29. Use the bcc: field or do a mail merge	30. Use the cc: field sparingly
31. Monitor the use of abbreviations and emoticons	

2.24 Mail: Inter-Office and US

US Mail

If a staff member needs to conduct official school business (the mail should have the school’s address as the return address) through the US mail, he/she must place the envelope in the basket designated “US Mail” if the school is to pay for the postage. The school is not responsible for paying postage for personal mail. Stamped mail should be placed in the basket designated “Stamped”.

Inter-Office Mail

If a staff member needs to send information to another school or department within the system, he/she must use a brown mailer envelope (found in the Main Office). The mailer is addressed and placed in the basket designated “Interoffice”. If a staff member receives an item in a county mailer envelope, he or she should return the envelope to the Main Office for re-circulation.

2.25 Telephone Use

Cell phones for students should not be visible and turned off. Students have access to school phones before and after school. **Students may not be excused from class to use the phones unless there is a bona fide emergency. If so, send the student to the Assistant Principal.** Staff members should not use cell phones in students’ presence unless they are calling the students’ parents or guardians.

School phones are for school business. Teachers are not able to make long distance calls without administrative approval.

2.26 Media Center

Additional Details and training will take place with the new Media Center.

It is the aim of the Media Center to serve as an integral support component of the total educational program as a resource center, a learning laboratory, a teaching agency, a service agency, a guidance agency as well as a center for reading, viewing and listening with learning as our first priority. The Media Specialists should be informed of classroom assignments, objectives, and materials to be used to give proper guidance.

Audio/Visual Materials (A/V)

A variety of A/V materials and equipment is available from the Principal’s designee. Teachers are encouraged to make use of the available technology in the delivery of instruction. Teachers will be held responsible for equipment and materials in their possession. The teacher must pay replacement cost for lost or damaged equipment and material before the end of the school year.

Laptops

All classroom teachers are given a laptop computer by the Atlanta Public Schools Board of Education. The teacher is responsible for his or her laptop and its peripherals. Replacement of the computer or any part of the computer due to negligence is the teacher's responsibility. If the teacher transfers, the teacher must complete a transfer request form this is found in the Media Center. If the teacher leaves Atlanta Public Schools, the teacher must return the computer and its peripherals to the Media Center.

Laptop Carts

Laptop carts are available for student use. Staff members checking out carts must complete a request form. Teachers who are assigned a laptop from Atlanta Public Schools are not allowed to checkout or to use individual student laptops for personal or school use.

Photocopying and Printing

Staff members may use the copier in the teacher workrooms. Teacher must inform the front desk office if the copier is broken. Printing is very limited because each office and classroom has a printer from which printing can be done.

Usage

The Media Center should be used throughout the school day. It will open at 8:00 AM and will close at 4:15 PM. Students are allowed to work in the Media Center before and after school providing a classroom teacher or media specialist gives them a Media Center pass. Students may also go to the Media Center during their lunch period; however, the student must obtain a pass from a media specialist.

Teachers who take classes to the Media Center must complete a **Media Center Usage Form** five (5) days prior to bringing the class to the library; otherwise, the teacher and class will not be allowed entry. If students are to use computers, the teacher must provide a written document that outlines what students should know and be able to do. If students are to visit websites, the sites must be included in the document. The assignment must be given to a media specialist the day the teacher reports to the Media Center.

Staff members are to leave the library clean, neat and organized after use. Staff members are not allowed to use library computers when students are using them. Students have first priority to all library resources.

Videos

Any use of a video requires prior approval from the department chair and must be written into the weekly lesson plan. A copy of the listening guide must accompany the lesson plan. The title and rating of the video must be stated in the lesson plan. Any video with a rating higher than "PG" must have the approval of the Principal Refer to information copyright laws available in the media center.

Turning lights off during the showing of videotape is not permissible. Teachers must move among students to ensure students are attentive and alert. The showing of videos is not allowed during the last two weeks of each semester or the Friday before a break.

2.27 Policy on Accepted Computer Use

D.M. Therrell High School maintains a computer network, Internet connections, and e-mail system to assist employees and students in carrying out their duties and/or academic activities.

Computer and Network Use

1. All school computer systems and related peripherals may be used only for school-related purposes.
2. Students and teachers shall not attempt to access other users' accounts, files, e-mail or data. Nor shall students or teachers attempt to alter software or configuration of any school computer.

Monitoring of Activities

Computer systems and the information, including electronic files and e-mail contained on them, are the sole property of the school. The school district monitors the use of the computer network, Internet, and e-mail at all times.

2.28 Personal Property

Staff

Staff should refrain from bringing to school personal or valuable property as well as large sum of money. The school's resource officer recommends that teachers leave valuables locked in their car trunks or at home. Teachers are encouraged to properly secure all personal belongings including but not limited to their laptops and cellphones.

Students

Students should not bring personal property to school unless needed for a specific approved activity (e.g. for a class project). Students should have a signed note from the teacher indicating how the equipment is to be used. Even if the student has the appropriate permission, the items are not to be displayed or used on the school bus or on school property. Administrators and teachers will confiscate such property until the students' parents/guardians come to the school for a conference and to pick up the confiscated item. The school cannot be held responsible for stolen items.

Administrators and teachers will confiscate unauthorized property from students. The student's parents can come to the school for a conference and pick up the confiscated property. The school will take reasonable and necessary precautions to secure confiscated property. However, the school cannot be held responsible for stolen items.

Reporting Lost Property

All acts of theft and vandalism involving a student or staff's personal property or school property should be reported at once to an assistant principal and or the school resource officer. The school or school district will not make restitution for stolen personal items. Students or staff found possessing stolen property will be turned over to the school detective.

Lost and Found

In the event that students or staff members misplace personal belongings during the school day, they should check with Lost and Found, located in the Main Office.

2.29 Keys

All keys are the property of the Atlanta Public Schools Board of Education. Staff members who have requests for keys should make those requests to the assistant principal. All keys must be returned at the end of the assignment. **Lost keys will be replaced at a cost of \$20.00 per key.**

2.30 Student Indebtedness

Staff and students who owe money to the school for any reason must pay their debts in a timely manner. **Checks will not be accepted.** Seniors will not be allowed to participate in graduation or awarded diplomas until all indebtedness is cleared. All students' records will be withheld until debts are paid.

2.31 Staff Parking

Staff parking is available in the front of the school building. Staff members are required to register their automobiles with the designated staff member to address this issue. **No parking in fire and emergency**

zones, visitors spaces, handicapped spaces without displaying a handicapped sticker/tag, and along the yellow striped curbs.

2.32 Extra Curricular Activities/Sponsors

Staff members who sponsor extra-curricular activities must follow the school's guidelines for extra-curricular activities, clubs, and organizations.

2.33 Organizations and Clubs

Daniel McLaughlin Therrell High School offers a wide variety of clubs, athletic activities, and organizations. Some clubs have requirements specific to the organization. It is the teacher/sponsor's responsibility to certify that student members meet the requirements. **For students to participate in any club or organization, parents or guardians must grant their permission.**

All officers must be elected by club members and approved by the administration. All clubs must have an adult sponsor present at all meetings. Meeting dates must be submitted for the school calendar. Meetings may be held before or after school. Special meetings that require meeting during the instructional day must be approved by the administration through the club sponsor.

Fund raising activities will be conducted following Atlanta Public Schools' Board policies. All requests for fund-raising by organizations must be submitted to the principal in advance for approval. No student should be engaged with unsanctioned fundraising or fundraising for personal profit.

2.34 Establishing Clubs

The establishment of a club should be either to meet a curricular need or to respond to a student or staff interest. The following procedure will need to be followed to establish any new clubs:

1. Establish a need:
 - a. Nine or more students signing a statement of interest letter which must document students' interest, mission/goal, admission requirements, and name of sponsor.
 - b. Faculty advisor(s) must be willing to work with the students during the club's formation period (at least one semester or until the end of the year, whichever is longer).
2. Procedure:
 - a. File a **Club Interest Form**, with the Principal.
 - b. Submit a roster of students to the Principal.
 - c. Obtain permission from the parent or guardian for the student to participate.
 - d. Conduct regular meetings to:
 - i. Develop a constitution
 - ii. Develop a purpose clause and budget
 - iii. Develop and carry out a plan to recruit members
 - iv. Elect officers
 - v. Plan activities and/or fund-raisers
 - vi. Establish activities calendar for meetings and activities
 - vii. Operate the club successfully for one semester and at least nine meetings
3. Annual Evaluation:
 - a. Submit an **Advisor's Semester Report** to the Principal or designee. The Principal will review the report with the club advisor.
 - b. Submit sign-in log sheets to the Principal or designee.

2.35 Athletic Department Information

At Daniel McLaughlin Therrell High School, we develop the whole student, the intellectual as well as the physical. Our athletics department focuses on physical development through many team sports for girls and boys at both Varsity* and Junior Varsity* levels. We encourage all students to try out for one or more sports or athletic-sponsored programs. Therrell High School is a member of the Georgia High School Association and competes in Region 6-AA

***Note:** Based on the Georgia High School Association rules, both Varsity and Junior Varsity can be played at all grade levels (9th, 10th, 11th, and 12th).

- ❖ DMTHS Athletic Department sponsored program:
 - THS Student Trainers in collaboration with Health Occupations

- ❖ Competitive sports offered at Daniel McLaughlin Therrell High School

Season	Sport	Boys or Girls	Varsity or Junior Varsity
Fall	Softball	Girls	Varsity
	Football	Boys	Both
	Cross Country	Both	Varsity
	Cheerleading	Both	Both
	Volleyball	Girls	Varsity
Winter	Basketball	Both	Both
	Wrestling	Boys	Varsity
	Cheerleading	Girls	Both
Spring	Soccer	Both	Both
	Track	Both	Both
	Tennis	Both	Varsity
	Golf	Both	Varsity
	Baseball	Boys	Both
	Swimming	Both	Both
	Lacrosse	Both	Club

- ❖ Philosophy
 - “What we want is to have the child come to school with a whole mind and a whole body and leave school with a fuller mind and even healthier body.”

Interscholastic athletics are an integral part of the school’s program, offering students a means to develop self-discipline, accept responsibility, and make decisions in the present and the future. The Department of Athletics advocates for healthy mind and body. It supports scholar athletes by helping integrate their athletic ambitions with college and career goals.

❖ Responsibilities

1. Achieving academically by first being a good student.
2. Exhibiting high standards of social behavior.
3. Displaying sportsmanship.
4. Respecting other athletes, cheerleaders, officials, spectators, and those in authority.
5. Being cooperative.
6. Maintaining Panther Pride through cleanly and respectable grooming. Using language that reflects well on family, school, and staff.
7. Being a positive leader by example, words, and/or actions.
8. Complying with the rules and be in good standing at the completion of the season.

❖ Eligibility

As outlined by the GHSA, the student must have completed a school-approved physical examination, insurance waiver, and have documentation of Concussion awareness before the first practice. The student athlete must be in good academic standing: have passed five (5) classes for the previous grading period, be enrolled in six (8) classes, and be “on track” for graduation.

To be “on track” for graduation a student must have completed the following number of classes/hours:

10th grade	6 credits
11th grade	12 credits
12th grade	18 credits
Graduation	24 credits

❖ General Rules

The Principal shall enforce all rules and regulations for Daniel McLaughlin Therrell High School. The rules stated herein are in addition to the school rules and pertain to members of the Therrell Athletic Department. The following general rules have been established:

1. A participant shall not violate local and state law, GHSA regulations, and all rules governing Therrell High School students.
2. Each participant must carry health insurance. This should be insurance carried by the participant’s parents or guardian but may be a separate plan just for the student athlete.
3. An insurance waiver form must be completed.
4. A participant must attend at least one half day of school on the day they participate in competition, performance, or practice unless excused by the Principal or designee.
5. A participant shall not possess or use tobacco products.
6. A participant shall not consume or be in possession of alcoholic beverages or illegal drugs.
7. A participant must act and behave in a manner that does not embarrass the school or the school district.

3.0 Curriculum/Academic Policies

3.1 The Syllabus

Each teacher will provide a syllabus for each course to be taught. Copies of all syllabi are to be submitted to the respective assistant principal for approval prior to the end of the first week of the semester. Syllabi are to contain the following as minimum requirements, which will be discussed and defined more clearly in departmental meetings.

1. Course name
2. Teacher's name, school phone number, work email address, room number, and link to teacher website, tutorial days & times
3. Course description
4. Academic and behavioral expectations
5. Methods of Instruction
6. Materials
7. Content weights
7. Instructional unit outline (to include major content/assignments, projects, etc. with due dates)
8. Course standards
9. Specific, comprehensive grading procedures, including extra credit and bonus points
10. Assessment information
11. Make-up policy
12. Academic integrity policy

Teachers must have parents and students sign the syllabus receipt form and return a copy to the teacher. Any amendments to the syllabus during the course of the semester must have the assistant principal's approval and be published for the class and parents. *In the case of a grade appeal or administrative parent conference, the Principal will request a copy of the syllabus and the signed receipt form.*

3.2 Lesson Plan Policy

It is the policy of the Atlanta Public Schools that all teachers develop instructional plans on a long term and daily basis. **All teachers are required to print and post a copy of the weekly lesson plan in their classrooms no later than 8:00 AM of the first day of each workweek. All teachers must use the designated lesson plan format.**

Daily agendas should be exhibited on the classroom board. Included in the agendas are the daily student objective, the Common Core Georgia Professional Standards (CCGPS), and daily assignments.

Lesson plans must reflect curriculum requirements specified by the Atlanta Public Schools' Board of Education Course Guides (Core Curriculum, Scope and Sequence, etc...). Teachers should see their department chair for the appropriate course guide for all courses they are assigned to teach.

- All teachers using the district's Core Curriculum are expected to use the supplied lesson planning materials in accordance to the prescribed scope and sequence. All other teachers in non-Core Curriculum courses are expected to develop written daily lesson plans for each course assigned. Within the lesson plans, all non-traditional activities must be highlighted.
- All teachers are expected to maintain a current observation folder/notebook in a readily accessible place in the classroom. This folder will contain the course syllabus for each course taught with the current week's lesson plan and any tests, quizzes, handouts, worksheets, and other materials being used that week.
- Instructional coaches will review each department member's lesson plans weekly and to make recommendation when necessary. Copies of the lesson plan evaluations must be made available

to the teacher and the Principal. Any serious problem should be reported to the Principal immediately.

Lesson plans, which should be posted in the classroom, on the back of the classroom door must contain the following items.

1. Instructional objectives stated in behavioral terms
2. Lesson content
3. Instructional methods
4. Instructional materials and /or equipment
5. Methods of evaluation (formative and summative)
6. Homework

A daily agenda should be on the board in every classroom. It should include your standards, essential questions, warm up activities, instructional method, homework assignments and assessment methods.

A behavioral objective is a goal for, or a desired outcome of, learning that is expressed in terms of observable behavior or performance of the learner. Behavioral objectives should reflect low levels to high levels of learning (Depth of Understanding).

Test or evaluation items must be easily matched to the objectives they measure. These items should be comprised of a variety of questions: essay, multiple-choice, short answer, etc. Items should vary in levels of difficulty.

3.3 Extra Help Days

Teachers are required to remain after school at least one day per week until at least 4:30 PM to provide extra help for those students in need of extra assistance. The day to remain will be decided within each department, and the day will be published on the school's website and the main school calendar.

Teachers who for any reason are not able to attend the scheduled tutorial day should rearrange the date and time and inform the students and parents to ensure students have access to help after school. The respective assistant principal should be aware of the change of day.

3.4 Instructional Time on Task

Teachers should pay systemic attention to the way time is used in the classroom. Consider the following information from the research literature on this subject. Teachers are expected to participate in staff/professional development activities that will hone their instructional methodology skills.

Summary of research on effective classroom characteristics and practices indicates:

1. Instruction is guided by a pre-planned curriculum.
2. There are high expectations for student learning.
3. The focus for the lesson is clearly established.
4. Instruction is clear and focused on achievement of lesson objectives.
5. The learning process is monitored closely.
6. Feedback is immediate, meaningful, and constant.
7. When students do not understand, they are re-taught. Results of formative and summative evaluations indicate the students' level of mastery.
8. The entire class time is used for learning.
9. There are smooth and efficient class routines and transitions between activities.
10. Instructional groups formed in the classroom fit instructional needs.
11. Standards for classroom behavior are explicit.

12. Personal interactions between teachers and students are positive.
13. Incentives and rewards for students are used to promote excellence.
14. Differentiated instructional strategies aligned with UDL (Universal Design for Learning) principles.

Use the recommendations below to improve the use of instructional time-on task:

1. Start the lesson on time.
2. Do not finish the lesson before the dismissal bell rings.
3. Vary the method used to present the lesson within the class periods.
4. Encourage student-to-students interaction with clear purpose and instructions.
5. Use seatwork activity with care.
6. Gauge the level of assigned tasks. A task that is too easy wastes time; too difficult a task can frustrate.

3.5 Grade Books

All mid-semester and end-of-semester grades should be calculated in accordance with the procedures published in the syllabi and the Atlanta Public Schools grading policy. Only scores recorded in the grade book should be included in the calculations. **Individual students are not to be awarded “additional” or “compensatory” points without reason.** In order to document grades appropriately, **roll books** must be maintained in a uniform manner. The grade book, electronically maintained via Infinite Campus, must include the following components. A minimum of two grades weekly is a non-negotiable at DMTHS)

1. The teacher’s name, period, semester, course name, and course number.
2. Students’ name, contact information, and book number (if possible).
3. Each grade recorded should be clearly labeled, stating the possible number of points and the name of the assignment. Separate categories for daily grades/ classwork grade, homework, quizzes, tests, and projects should be distinguishable. **Grades must be recorded as numbers rather than letters and marks.** Numerical averages, not letter grades, are used are grade reporting periods.
4. Each student’s absence should be recorded under the corresponding day with an indication whether the absence is excused or unexcused. Class periods missed due to school activities and/or alternative instructional activities are not counted as absences; however, do note that the student was not in class. Arrangements to make-up assignments may be made in advance for school-sponsored activities.
5. At the end of each semester, print the summary of grades for each class and bind the pages. Turn in the summaries, textbook distribution forms, and parent contact logs to the Principal’s designee.

3.6 Evaluating and Grading Students

A progress report will be prepared for each student nine times during the academic year. Parents and students have access to individual students’ grades via the internet; therefore, all grades must be maintained electronically and updated weekly so that the grades are kept current.

Since any grading system is dependent upon sufficient and adequate sample student work to aid in establishing the validity of the grade, **the semester grade is to be based on an average of about two grades per week. Teachers MUST provide students a minimum of two grades per week. This is a non-negotiable.**

Though it is recognized that the number of grades may not alter the grade for most students, it does help to establish that the grade for the student is based on a very comprehensive sample of the semester’s work.

Since corrective feedback is vitally important to students’ academic progress, all graded assignments should provide students with an assessment of how to improve or to enhance their performance in the

class. Use rubrics wherever possible. These should be made available to students with the assignment instructions. Also, students are to receive feedback on their tests, papers, project, and etcetera before a new assignment is given. **For example, a test must be graded and returned before another test is given. Teachers must consider giving students an opportunity to redo their work allowing for them to make the suggested corrections or to retake their tests (before or after school only) for an improved grade.**

Differentiating Instruction by Ability and Learning Style

When students of more than one intellectual or ability level are enrolled in a class, lesson plans should reflect an adjustment of the workload and a modification of the grading and instructional procedures to meet the students' needs and abilities. Furthermore, the learning styles of students should be determined early in the school year and that information should be recorded and used when planning. Lesson plan modifications should be evident for the varying learning styles.

3.7 Grades for Late Entry Students

When students enter from another school after a semester has begun, each of the student's teachers will receive an electronic copy of the students' current transfer grades from the counselor or registrar. The notification will indicate the time period covered by the grades. The inclusion of student's transfer grades should be made in such a manner that it is fair and equitable.

If a student transfers within to the school during an exam period, the student must take the teacher's exam. **The weight of the exam should not exceed 10% unless it is an end-of-course test.**

3.8 Extra Credit and Bonus Points

All assignments that are truly worthwhile should be part of the course requirements rather than extra credit. However, there may be occasions when extra credit assignments are appropriate. This will be left to each department/teacher. If a teacher/department does elect to offer extra credit assignments, the offer must be made to all students. **At no time should students have to purchase items or donate money to receive extra credit.**

3.9 Conduct Grades

At each grading period, the teacher will award each student the academic grade and the conduct grade he/she has earned. The conduct grade is a measure of how well the student conformed to the published rules of the classroom and **does not influence the student's academic grade.**

3.10 Grading Scale and Quality Points

Grading Scale

A = 90 - 100 Excellent achievement
B = 80 - 89 Above average achievement
C = 70 - 79 Average achievement
F = 0 - 69 Failure to achieve (Parents must have been called and letter mailed home)

Georgia Milestones Assessments

Students enrolled in 9th and 11th Grade Literature, Algebra 1, Geometry, US History, Economics, Physical Science and Biology must take the associated Georgia Milestones Assessment when they are eligible to receive 1.0 (0.5 credit first semester and 0.5 credit second semester) credit for the courses.

Advanced Placement

College freshmen level courses designed by the College Board are offered in several areas. They are a part of the regular curriculum and are counted with other courses toward graduation requirements.

Students desiring to enroll in the Advanced Placement (AP) program should talk to the AP teacher and his or her counselor. Students enrolled in AP courses are expected to take the AP exams.

Students who earn a “C” or above in an AP class earn one additional quality point for computing their grade point average. Students whose final semester averages are 70 or above are awarded an additional 10 points to their final grade. Students who earn a grade below 70 during first semester may be moved out of the AP course for second semester.

For additional information about AP courses, visit www.collegeboard.org. Teachers who want to teach AP course should tell his or her department chair or the Principal.

Quality Points

Regular Courses		Advanced Placement	
A	=	4	A = 5
B	=	3	B = 4
C	=	2	C = 3
D	=	1	D = 1
F	=	0	F = 0

Grade Book Requirements:

The descriptors in the grade-book must identify the standard or the unit that will be evaluated and or assessed.

3.11 Due Dates and Deadlines

It is important that teachers meet all due dates. Failure to meet established due dates and deadlines may result in an unsatisfactory evaluation.

3.12 Monitoring Progress/Informing Parents

Data Wall

Daniel McLaughlin Therrell High School teachers are required to monitor student progress and to report that progress to the appropriate people, the student, and his or her parent. To keep students abreast of their progress, teachers are **expected to discuss the progress with each student in their class**. Teachers may post progress charts or graphs, however, without making a direct reference to the student or his/her social security number.

Parent Notification

Any time a student is not performing up to his or her ability, the teacher is to telephone the parent and log the phone call on the parent contact log sheet and in Infinite Campus. Early intervention is always preferable to late explanations.

3.13 Daily Assignments and Make-Up

Students who miss daily assignments due to excused absences, which are supported by written documentation, are allowed to make the work up **within three class periods upon his/her return to school. All inquiries and arrangements for making up tests, class work, and other assignments after**

absences are the responsibility of the student, not the teacher. Students who fail to inquire about or arrange for make-up will receive no credit, zeros, for missed assignments.

3.14 Grade Appeals

Occasionally, a student will believe that he or she was not fairly awarded the grade that he or she earned in a class. In such instances, the student should follow the grade appeal process. The appeal should proceed as follows in a timely manner:

1. Discuss the grade appeal with the teacher.
2. The student will complete the grade appeal form and will write an explanation for the request of a change and submit it to the teacher.
3. If the teacher does not approve of the appeal, he or she must provide a short written explanation explaining why the appeal is denied. The form is signed by the teacher, assistant principal and then forwarded to the Principal.
4. If the teacher approves of the grade change request, he or she will complete the grade change form, secure the signatures of the assistant principal and principal, and then submit it to the student's counselor. The counselor will process the grade change.
5. If a grade change is needed because the teacher did not properly notify the parent and student that the student was failing or was in jeopardy of failing, then the following procedures are followed. **The teacher and student will enter into a contract that outlines how the student can earn at least a grade of 70. The student will complete the assignments and will give the work to the teacher to evaluate. The teacher will evaluate the student's work and will include the new grades to determine the student's final grade for the course. The new grade is the grade that is reported on the grade change form, which is obtained from the counselors.** The teacher will complete the request for grade change form and will follow step 4 outlined above.

3.15 Homework

Students are to be given homework in accordance to the policy. The homework assignments may be written and/or reading assignments. Homework is to be factored into the student's final grade as described in **Section 3.6**. Teachers are to assign and grade homework on a regular basis. **If a student is inconsistent with homework or if the student is doing poorly on homework assignments, the parent should be notified immediately in order to be able to monitor the student's homework at home.**

If students need assistance, they may use the homework hotline. This is a useful technological tool to help students complete their homework. Teachers should familiarize students and themselves with the procedures involved in using the homework hotline system. [Availability of Homework Hotline is dependent upon the school district.]

3.16 Plagiarism/Cheating

Cheating and plagiarism are considered very serious academic offenses. Any student who plagiarizes or cheats is to be referred to the administration along with the supporting evidence. The teacher must contact the parent for a conference and refer the student to the grade level administrator. The student will be given a "0" for that assignment, and a parent conference with the teacher must be held. The student may also be suspended from school.

3.17 Report Cards

Atlanta Public Schools progress report and report cards are issued throughout the school year. See the district's grade reporting calendar.

All teachers use Infinite Campus to maintain students' grades. When grades are electronically maintained on Infinite Campus, grades are automatically uploaded to the Student Information Management System.

Teacher must weekly update grades to inform parents and students of students' performance. Teachers are required to verify that students who will receive a grade of 'F' have been given proper notification and parents have been contacted via mail or phone calls. **Teachers with numerous grading errors or failures to follow proper procedures related to students' grades will be placed on a Professional Development Plan (PDP).**

Each progress report and report card should reflect an accurate accounting of student attendance, conduct, and academic performance. Except for the final report card, these reports will be distributed through Advisory. Advisory teachers should obtain student signatures indicating that these reports have been received by students.

Teachers are also reminded to distribute individual student progress reports every fourth Friday. When students are earning a grade of 'C' or below, teachers must contact parents. Evidence of parent contact must take place within ten days of a student falling between 73% - 70%. The parent contact must take place by way of the following methods:

1. Telephone Contact
2. Email- You must copy your department chair, and the counselor
3. Parent Conference

3.18 Mid-term and Final Exams

Cumulative exams are required at mid-semester and end of semester for all students. A special exam schedule will be posted for these exams. Furthermore, Core Curriculum Benchmark assessments will be administered; however, the results ARE NOT included in the students' overall average.

3.19 Field Trips

Update will be provided to the faculty.

3.20 Guest Speakers/Lecturers

Teachers are encouraged to invite experts into the classroom for guest lectures, seminars, etc. These events should be relevant to the unit currently being taught and should be part of the lesson plan for that week. **All teachers must have prior approval of the Principal before inviting a guest speaker to campus.**

3.21 Permanent Records

Permanent records for all students are housed in the Counseling and Guidance Department's office. Teachers are encouraged to make use of these in planning course work, assessing progress, and assisting individual students. Teachers may not remove these records from the office. Students may not handle permanent record cards for any reason.

3.22 Promotion Requirements

In order for students to be promoted to the next grade level, students must have the following minimum hours. A one-semester course that is passed with a grade of 'C' or above is equivalent to 7.5 hours or one-half unit.

Course Requirements

Area of study	Units required for Ninth-graders entering in 2013-2014 and beyond <i>Required courses in italics</i>
English/Language Arts	4 <i>1 unit Ninth Grade Literature/Composition</i> <i>1 unit American Literature/Composition</i> <i>2 units English/Language Arts Core, including AP/IB courses</i>
Mathematics	4 <i>1 unit Mathematics 1, GSE Algebra, or equivalent</i> <i>1 unit Mathematics 2, GSE Geometry, or equivalent</i> <i>1 unit Mathematics 3, GSE Advanced Algebra, or equivalent</i> <i>1 additional unit Mathematics Core, including AP/IB courses</i>
Science	4 <i>1 unit Biology 1</i> <i>1 unit Physical Science or Physics 1</i> <i>1 unit Chemistry 1, Earth Systems, Environmental Science or an AP/IB course</i> <i>1 unit Science Core, including AP/IB courses</i>
Social Studies	3 <i>1 unit United States History</i> <i>1 unit World History</i> <i>½ unit Economics/Business/Free Enterprise</i> <i>½ unit American Government/Civics</i>
Modern Language/Latin	2 <i>2 units of the same modern language, Latin, American Sign Language, or computer science</i>
Career, Technical and Agricultural Education, Modern Language/Latin or Fine Arts	1
Physical Education	1 <i>½ unit Personal Fitness</i>
Health	½ <i>½ unit Health</i>
Community Service	½
Required	20
Electives	4 <i>3 units related to the same state-defined thematic pathway</i>
Total	24

4.0 Student Attendance and Accounting

4.1 Attendance Reporting

Checking Students' Attendance

School begins for students at 8:30 AM. **Attendance is to be taken daily in each class within the first fifteen minutes of class using Infinite Campus.** All teachers are required to check attendance daily. State policy prohibits allowing any student to take the roll. It is the sole responsibility of the teacher. Advisory and classroom teachers are also to verify absence excuses of students returning to school after an absence, and to code the absence.

1. Take attendance daily. Accuracy is essential.
2. Follow the procedures described in Infinite Campus for marking students absent.
3. Attendance must be completed by **8:45 AM by the students' Advisory teacher.**
4. The attendance clerk will create an attendance bulletin with the names of all students marked absent or tardy. This bulletin will be distributed electronically when it is completed. Read your e-mail. At least one copy will be housed in the Attendance Office.
5. Report to the attendance clerk the names of any students who have been seen on campus yet their names appear on the absentee roster.
6. Infinite Campus will be used to contact parents of absent students. Even though computer technology will be used to phone parents, teachers still should contact parents when students are absent three or more days during the school semester.
7. The attendance office, Advisory teacher, and classroom teacher must attempt to contact the home of each absent student on a daily basis. This still does not excuse the student from bringing an absentee note.
8. A written excuse must be presented to the attendance clerk the day the student returns to school, the excuse must be placed in the student's file. The clerk will give students an absentee form to circulate among teachers. Teachers should ask for the note and sign it. Encourage students to keep the notes on file. Excusable reasons for absence are:
 - a. Illness
 - b. Medical, dental, legal appointments
 - c. Religious absences
 - d. Death in family
9. If a student is absent or tardy three or more days in a semester, the Advisory teacher and classroom teacher must contact the parent. **The contact must be documented on the Parent Call Log and in Infinite Campus.**
10. If the student continues to be absent or tardy to Advisory or class, after the third occurrence, the attendance clerk must send a letter home to the parent. A copy of the letter is enclosed in the teachers' attendance information packet. If a student is absent or tardy five or more days in a semester, the attendance clerk sends letters home and conducts an attendance hearing with the parent and student. **When it has been determined the student has five unexcused absences, the teacher should complete and submit a referral form to the student's grade level counselor. If a student accumulates 10 or more days of unexcused absences, his or her driver's licenses are revoked or, the student becomes ineligible to receive an attendance certificate to get driver's licenses or his or her permit.**

Absentee Verification

When students submit written notification for an absence these notifications should be submitted to the attendance office. **Each teacher is responsible for maintaining up-to-date student attendance records, which includes dates of absence and reasons for the absences.**

For absences of any reason, a note signed by the parent or guardian stating dates and reasons must be presented to the attendance clerk. The attendance clerk must file the excuse in the student's folder. The attendance clerk will give the student an absentee note for circulation. **If the student does not present a written note from the attendance office or the original documentation, the absence is recorded as unexcused.** If a student presents the documentation for his or her absentee to the teacher, collect the documentation, write the absentee note, give the note to the student, and give the original documentation to the attendance clerk.

It is desirable to contact the parents as soon as a student is absent and the reason is not known for the same. It is expected that definite contact will be established after the third consecutive day of absence.

4.2 Late Arrival to Class

Punctuality is a key component to the operational structure at Daniel McLaughlin Therrell High School. **Excessive tardiness to class will not be tolerated.** All teachers will be standing at their classroom door during student transition ushering students to class. At the ringing of the tardy bell, all students must be in class—**no excuses**). Teachers will follow the tardy policy listed below:

D.M. THERRELL HIGH SCHOOL

Tardy To Class Policy

2016-2017

Any student arriving to class after ten (10) minutes is considered skipping. A skipping referral will be written and submitted to the appropriate administrator for disciplinary actions.

1st tardy: Teacher warning

2nd tardy: Teacher and contacts parent

3rd tardy: Teacher issues detention and contacts parent

4th tardy: Student receives office referral, assigned one day after-school detention Wednesday or Thursday (3:35pm – 4:30pm)

5th tardy: Student receives office referral, assigned two days after-school detention Wednesday or Thursday (3:35pm – 4:30pm)

6th tardy: Student receives office referral, assigned one (1) day Saturday detention/work detail (8:30am – 10:30am)

7th tardy: Student receives office referral, assigned one (1) day In School Suspension (ISS).

8th tardy: Student receives office referral, assigned two (2) days In School Suspension (ISS).

9th tardy: Student receives office referral, assigned Three (3) days In School Suspension (ISS).

10th tardy: Student receives office referral, assigned one (1) day Out of School Suspension (OSS).

Tardy To School Policy

1st Period:

Students who arrive to school 5 minutes late (8:30 – 8:40) of class will report to class and the teacher will adhere to the progressive tardy policy.

Students who arrive to school after 9:00 will report to the administrative office to be processed through the Tardy System. A tardy slip will be given to the student who will then be sent to class; the teacher will collect the tardy slip and make sure the student has arrived within six (6) minutes of the time printed on the slip. The teacher will adhere to the progressive tardy policy for unexcused tardies.

1st tardy: Teacher warning

2nd tardy: Teacher and contacts parent

3rd tardy: Teacher issues detention and contacts parent
4th tardy: Student receives office referral, assigned one day after-school detention Wednesday or Thursday (3:35pm – 4:30pm)
5th tardy: Student receives office referral, assigned two days after-school detention Wednesday or Thursday (3:35pm – 4:30pm)
6th tardy: Student receives office referral, assigned one (1) day Saturday detention/work detail (8:30am – 10:30am)
7th tardy: Student receives office referral, assigned one (1) day In School Suspension (ISS).
8th tardy: Student receives office referral, assigned two (2) days In School Suspension (ISS).
9th tardy: Student receives office referral, assigned Three (3) days In School Suspension (ISS).
10th tardy: Student receives office referral, assigned one (1) day Out of School Suspension (OSS).

Note: There will be no hall passes during the first 30 and the last 30 minutes of every class. At the beginning of each class students will be engaged in a warm up learning activity and not in the corridors. At the end of each class, students will be engaged in a culminating learning activity and not in the corridors. No excuses!

All students are expected to report to each class on time. No teacher is to delay a student after class, thus making the student tardy to his or her next class. Classroom teachers are to record all tardies in the roll book as either excused or unexcused.

Tardiness to class will be monitored and controlled by the respective teacher. A student is tardy if he/she is not in the classroom before the ending of the tardy bell. Continuous tardiness will result in referral to the social worker and grade level administrator. **The conduct grade the student earns will also reflect the student's promptness to class.**

Doors should NOT BE LOCKED at any time as a means of keeping students in or out of the classroom. The teacher should take the following measures in dealing with a tardy student:

1. Begin class with a bell ringer activity that may count as credit. The assignment is due at the end of the tardy bell.
2. Tell seniors they will not be eligible for exam exemption (second semester) if they are tardy.
3. Monitor the hall and strongly encourage your students to enter into the classroom and begin working.
4. Enforce the aforementioned policy.

4.3 Tardy to School/Tardy Slip

Class begins at 8:30 a.m. **All students are expected to be physically inside their classroom before the ringing of the bell. No exceptions.** At the ringing of the tardy bell, all teachers will close and commence Advisory activities. Tardy students must report to the designated person on the hallway to be processed. No tardies will be excused unless a student is signed-in by a parent in the administrative office. No students will be allowed to check-in at the attendance office after 9:00 a.m. without being accompanied by a parent listed on the parent information screen or emergency contact card. Parents will only be permitted five opportunities to excuse tardies over the course of the school year. Consequences for excessive tardies to school are as listed above.

4.4 Early Dismissal

Any student checking out of school must present a note from his or her parent or guardian to the attendance clerk. Early dismissal notes must be brought to the attendance office between 8:00 AM and 9:00 A.M. All requests to leave school must include the student's name, reason for leaving, departure

time, return time, and parent/guardian contact information. **Students will not be allowed to leave campus if the clerk cannot verify the request.**

Once the student has been approved to leave school, the student will sign-out in the attendance office. The clerk will complete the check-in/check-out form for the student to present to his or her teachers when he or she returns to school.

4.5 Enrolling Students in Class

The only way a student can enroll in class is for the student to present an official schedule, which is prepared by the counselor, to the teacher. At that time, the student is officially enrolled in class. By the time a student enters class his or her name should appear in Infinite Campus. Check Infinite Campus daily for updates.

The teacher at no time can deny students access to his or her class if the student presents a schedule. If the class is overcrowded or overloaded, inform the counselor. Do not insult or offend the student by sending the student out of class.

4.6 Withdrawal from Class Once Enrolled

After a student enrolls in class, that teacher is responsible for the student until he or she officially withdraws from that class. **If a student is absent from class five consecutive days, check with the Registrar to determine if the student has withdrawn from class and follow attendance reporting procedures.** Check Infinite Campus for updates. There are only two ways a student can officially withdraw from class:

1. The student may have his or her schedule officially changed. Check to see the student's new schedule to determine if the student is enrolled in the class. Also, check Infinite Campus to see if the student's name has been added or deleted.
2. The student withdraws from school: a withdrawal form will be circulated and teachers are notified via e-mail. Teachers are to complete the form, collect the textbook, and indicate the withdrawal date on the textbook distribution form. If the student does not return textbooks or school property, complete and submit a lost property/debt obligation form. **Attach the form to the withdrawal form.**

5.0 Student Discipline Procedures

5.1 Classroom Discipline

Each teacher is responsible for the discipline of his or her students. Teachers who have well-planned and engaging lessons rarely experience discipline problems. Teachers who have class rules clearly posted, and who have an orderly learning environment characterized by fairness and consistency generally have well-disciplined students and well-managed classrooms. Occasionally, teachers have students who fail to respond to the most brilliant lesson plan and most nurturing environment, and elect to act out in ways that disrupt the instruction. It is expected that each teacher will deal with these behaviors before they get out of hand. Teachers may keep students after school or assign other appropriate penalties for acting out. Experience and research show that telephoning the parent and holding mandatory conferences with the parent are the most effective strategy in correcting student misbehavior. Should these efforts fail, the administrator and counselor are able to recommend other strategies that the teacher may find effective.

Once the teacher has contacted the parent, conferred with the parent, and exhausted other strategies for behavior modification and the problem persists, the student should be referred to the grade level administrator for official sanctions. The teacher should send a referral form and the supporting documentation to the administrator stating the problem, steps that have been taken to correct the problem, and other pertinent information. **TEACHERS ARE NOT TO PUT STUDENTS OUT OF CLASS!**

5.2 Bus Regulations

Buses will leave five (5) minutes after the end of the school day (3:30 P.M.)

Students on school buses are under the jurisdiction of the school. Any misconduct on buses will be considered a major infraction. Misbehavior on buses is subject to indefinite suspension from riding the buses. If warranted, criminal charges will be filed.

5.3 Dress Code

Students are expected to be in uniform designed for their particular grade level. No exceptions! Teachers must encourage students to follow the school dress code.

5.4 Detention

Teachers may detain students after school either as punishment or to make up work missed. A teacher must hold his or her own detention. **In assigning teacher detention, students must be given a 24-hour notice.** The teacher must notify the student's parent(s). A record of attendance must be kept, along with the reason the student was detained. This record is helpful when holding parent conferences or referring the student to the counselors, social worker, administrator and Student Support Team.

If the detention assigned by the teacher is not served, contact the parent and reschedule the detention. If it not served after contacting the parent and rescheduling the detention, refer the student to the appropriate administrator.

5.5 Disciplinary Referrals

If it becomes necessary to refer a student to the administrator for serious misconduct, the teacher should complete a disciplinary referral form on the student indicating the behavior and any pertinent circumstances surrounding the conduct and all previous actions taken. The referral forms, which are housed in the Main Office, should be used judiciously and given to the appropriate administrator. Use the following guideline to determine when to refer a student to an administrator. Daniel McLaughlin Therrell

High School tracks all referrals by staff member and department. This data is used to help craft the school discipline plan and to measure the effectiveness of the staff and the plan.

The school resource officer (SRO) is not to be contacted in the referral process. If an administrator includes the SRO, then the staff member may contact him.

5.6 Return from Suspension

When a student's infraction warrants out-of-school suspension (OSS), the student will be sent home for the required number of days. The student's suspension status will be updated in Infinite Campus.

5.7 Hall Passes

Any student on the hall during class time must have a hall pass. No hall passes should be issued, unless there is an emergency or extenuating circumstances. Talk to the student without the pass to ascertain why he or she is illegally on the hall and then send the student to class. If the student is skipping or truant, refer the student to his or her counselor. **Teachers must not give students permission to leave class unless it is absolutely unavoidable.** Some acceptable reasons to release students from class are: emergency restroom use, student is visibly upset and needs to see a counselor or an administrator, student is summoned by administrators or their designee, or the student is to checkout from school. If the teacher does send the student into the hall, the student must be given hall pass with the teacher's name. Teachers should monitor the time students leave and return to class. **Teachers should follow the 20-20 rule at all times. Students should not be issued hall passes during the first and last 20 minutes of class (No Exceptions).** Teachers may encourage students to refrain from asking to leave by awarding incentives for those who do not request to leave class.

5.8 Transition Policy

Punctuality is a key component to the operational structure at Daniel McLaughlin Therrell High School. All teachers will be standing at their classroom door during student transition ushering students to class. At the ringing of the **tardy bell**, all students must be in class—**no excuses**.

5.9 Lockers

Lockers are distributed and accounted for by the assistant principal. Locker distribution begins the fourth day of school. Lockers are free and will be assigned based on Advisory location. Students are not allowed to use their own pad/combination locks or share lockers. Students who do not follow the rules for using lockers will have a school issued lock placed on the locker until further notice. **Teachers are not to send students to their lockers for any reason once the students are in class.**

Locker Rental Procedures for Advisory Teachers

1. The Principal designee will issue a locker list to each Advisory teacher indicating the lockers allocated to that Advisory. In most cases, these lockers will be located close to the Advisory.
2. Prior to issuing lockers, open each assigned locker to make sure that the listed combination for that locker is correct. If the locker does not function properly, write the number down and a description of the problem and give it to the assistant principal.
3. After the third (3rd) day of school, begin issuing to eligible students lockers.
4. Record the student's name on the locker list when it is rented.

5. Stress to the students proper locker usage and the danger of sharing lockers. Tell students their lockers may be searched.

5.10 Student Use of Alcohol, Tobacco and Drugs

Daniel McLaughlin Therrell High School is a drug-free school zone. Teachers should immediately report to the administration any student who is suspected to be under the influence or have in his or her possession or attempting to sell use or distribute any tobacco product, alcoholic beverage or drugs on the school grounds, school bus, or at any school activity.

5.11 Weapons

Teachers should report to the administrator any student or teacher who is suspected of possessing a weapon or supplying a dangerous instrument on school property or at a school event.

5.12 School Dances and Social Functions

Dance Regulations for Sponsors

1. Submit a written request (Fund-Raising Form) to hold a dance, and discuss plans with the Principal at least four weeks prior to the proposed date of the dance.
2. Arrange for advanced tickets, signed letters from school officials for guests, coat check, etc. D.M. Therrell High students must have picture ID and admission tickets in order to enter the dance.
3. Have approval for the dance, and get it cleared on the calendar at least two weeks before the dance takes place. **The principal reserves the option to cancel any function.**
4. Submit one week prior to the dance the names of at least seven adult chaperones and at least one administrator. Encourage parent chaperones to attend.
5. Arrange for police coverage one (1) officer for every 50 students and assume the cost.
6. No Outside guest(s) will be allowed.
7. Assume the responsibility for custodial cost incurred by the dance. One custodian must be present to open and secure the building. If necessary, custodial overtime will be charged to the sponsoring organization.
8. Select a DJ who is sensitive to certain songs that may be offensive or demeaning to certain groups.
9. Confirm all arrangements at least three (3) school days before the affair.
10. Ensure that all chaperones remain at the dance for the entire time, beginning to end.
11. Remain at the school until all students have left the school grounds.

Dance Regulations for Students

Admission

Only students of D.M. Therrell High School and their administratively approved guests shall be admitted to dances sponsored by school. If the event allows for guests, each student is allowed to bring only one guest to the event.

Every student who attends the dance will be required to show an I.D. card. Guests are not allowed to attend school-site dances. **Tickets for the dance will not be sold three days before the dance or at the door on the day of the dance.**

Hours

All dances must end by 10:00 PM. Parents should make arrangements to pick up their children by 10:30 PM. All students must leave the campus by 10:45 PM to ensure they meet the teenage curfew requirement. Once a person has left any dance, he or she will not be re-admitted. No one will be admitted after 9:30 PM.

Conduct

Students and guests who do not conduct themselves in a satisfactory manner will be requested to leave the dance. Students who bring eligible guests to social functions at Daniel McLaughlin Therrell High School will be held accountable for the actions of their guests.

Dress

Dress for all dances and social functions shall be that which is appropriate to the occasion. Students and guests who are inappropriately dressed will not be admitted into the function and they will not receive a refund.

5.13 Student Parking

Student parking is available in designated areas. All students wishing to park on school property must complete a vehicle registration form, display a parking decal, and park in their assigned place. There is no parking on the streets near the school. Cars improperly parked will be subject to ticketing and/or towing. **Do not send students to their automobiles to retrieve items for themselves or for you.**

6.0 Student Services

6.1 D.M. Therrell Counseling and Guidance Department

The Daniel McLaughlin Therrell High School and Counseling Department provides a myriad of professional and confidential services to our students. Our primary goal is to ensure that our students graduate after experiencing a rich and rewarding high school career at D.M. Therrell High School.

Our counselors take a holistic approach to help students grow and develop, and when needed, the counselors orchestrate referrals and services to assist students in need of additional academic, emotional, developmental, or psychosocial supports. This can include:

1. Orientation Assistance – Helping students adapt to the school’s facilities, procedures and objectives
2. Developmental Assistance – Group guidance or counseling, and individual, family and team conferences
3. Appraisal Assistance – Analysis of student interests and abilities
4. High School Completion – Support to help students complete high school within four years and to ensure they choose and participate in worthwhile activities that help them become positive contributors to society

6.2 The Guidance Committee

The Guidance Committee will consist of school counselors, administrator(s), students, classroom teachers, parents and community representatives. Their primary responsibility will include, but not be limited to:

- a) Establishing policies and providing direction for the program.
- b) Serving on committees in implementing the program and in assisting in the overall evaluation of the program.

6.3 Counselors

The counselors along with the advisory team members are responsible for planning the four-year curriculum. **The counselors assist students with social and personal development to ensure their academic success.**

6.4 Classroom Guidance

The grade level counselor will visit all English classes on his/her grade level to disseminate relevant information to his/her students. This will include test preparation, time management, organizational skills, planning a four-year curriculum, review of credit summary sheets, requirements for graduation, etc.

6.5 Group Guidance

Students with similar problems will be targeted for group guidance when their problems interfere with academic progress. Parents of all students participating in such groups will be notified and their approval received before the student is able to participate. Groups meetings will be held at a time when classes are least interrupted, preferably during academic advisement.

6.6 Individual Counseling

Counseling will be provided to individuals when the need exists. When in-depth counseling is needed, the student will be referred to the appropriate agency in the community. Crisis intervention is available when needed.

6.7 Parent Conferences

To schedule a conference with an individual teacher, parents will contact the teacher directly. If more than one teacher is needed, the parent will schedule a conference through the grade level counselor.

6.8 Teacher Advisors

The advisor helps students plan their four-year program of study, suggests resources or curriculum options that may be appropriate, listens to concerns, and communicates with counselors and parents. The advisor is not expected to personally supply all information concerning the school and its services but serves as a first contact person to help direct students to those who can provide the answers.

6.9 Staff Development

Counselors will conduct workshops with the staff to enable teachers to understand their role in advisement, to clarify the counselor's role in the academic process and the social and personal development of the students to insure academic success.

6.10 Other Helping Professionals

This group will consist of the school psychologist, nurse, school social worker, as well as other community resource personnel. The primary contribution and responsibility of this group will be to provide expert advice and service on an as-needed basis. They will serve as the pool of persons to whom students with special needs will be referred.

6.11 Student Support Team (S.S.T.)

Any time a teacher believes a student needs special attention due to academic, social, or behavioral problems, the teacher should refer that child to the Student Support Team's designee. That team will evaluate the child's performance and recommend intervention strategies for the child. **The student's counselor or Advisory teacher should refer a student who fails three or more classes per semester to the student support team.**

The Student Support Team will consist of two or more professionals and the parent/guardian whose responsibility is to identify, plan, and recommend alternative instructional strategies for a given student prior to or in lieu of placement in a special education program.

If a child has already been referred to the Student Support Team, but no improvement is noted, the student is then referred to the In-School Team for further evaluation and remediation. This team is more formal than the S.S.T. and may bring in resources from outside the school.

6.12 Individualized Educational Plan (IEP)

Many students are members of the special education program. Teachers will receive a roster of students enrolled in special education when these students are enrolled in their regular education classes. Teachers will also receive these students' IEP, which must be implemented. **Its implementation must be documented. If the modifications are not successful in ensuring the students experience success, the students' special education caseworker must be notified.**

Teachers are required to attend IEP and manifestation meetings. This may require teachers to rearrange their schedule to ensure their attendance to the meetings. If the teacher cannot attend, the student's special education caseworker must be notified at least two days prior to the IEP or manifestation meeting.

7.0 Personnel Policies

7.1 Dress Code for Professional Educators

Educators help set the tone of the school by modeling desirable behaviors. Staff members should dress in a manner that creates respect for themselves, the teaching profession, and the school community.

Daniel McLaughlin Therrell High School professional personnel are expected to dress in a manner that reflects attention to personal grooming and that does not interfere with or distract from the learning environment in any manner. The policy allows the principal to be responsible for monitoring staff member's dress. D.M. Therrell High School's staff shall dress according guidelines listed below:

1. **DMTHS staff-members must project a professional image while at work:** It is important for all DMTHS staff to project a professional image while at work by being appropriately attired. This expectation applies to all employees.
2. **Staff members must also be neat, clean and well-groomed:** All DMTHS staff members are expected to be neat, clean and well-groomed while on the job. Excellent grooming standards are to be maintained at all times while at work.
3. **Clothing must be professional and not a distraction:** All clothing must be consistent with the standards for a professional environment and not attract undue attention or serve as a distraction to others. It must also be appropriate to the type of work being performed and take into account the expectations of any customers served. For general office attire, a professional business appearance is required.
4. **Jewelry:** Jewelry that interferes with a staff member's ability to perform his or her job duties is not permitted. Some jewelry has the potential to cause a safety hazard to the staff member and to co-workers, especially if it comes in contact with office equipment.

Acceptable attire includes the following (Board Policy G8RL-R1)

- Business suits/coordinated pants suits
- Collared shirts with and without ties
- Skirts
- Dresses
- Slacks
- Sweaters, blouses, knit tops, jackets
- Coordinated dress shorts ensemble with appropriate shoes and hosiery
- Sweatshirts and tee shirts with school-related insignia
- Appropriate shoes
- Attire in accordance with the environmental requirements for specific job assignment

Sample: Unacceptable casual business attire includes the following:

Shorts
Casual sandals (Flip Flops)
Spandex & Lycra (i.e. biking shorts)
Tank tops
Tube tops
Halter tops
Beach wear
Casual Capri pants
Jerseys

Sample: Unacceptable casual business attire includes the following:

Sweat suits
Cutoffs
Un-kept clothes
Revealing or skin-tight shirts, pants, etc.
Clothes with offensive slogans or pictures
Clothes/hat with political slogans, derogatory words, gang colors, advertisements for unacceptable products, etc.

Non-compliance: The Principal is confident that each staff member will use his or her best judgment when maintaining appropriate attire and appearance. The Principal reserves the right to determine appropriateness. Any DMTHS staff member who is improperly dressed will be counseled, or in severe

cases may be sent home to change clothes. Employees will have the time charged to accrued personal days or taken as leave without pay. If a staff member is warned regarding unacceptable attire and/or sent home three times; a written warning will be issued and placed in the staff member's personnel file. Continued disregard of the policy may be cause for further disciplinary action.

7.2 Evaluation

Teachers

All teachers are formally evaluated annually using the Georgia Teacher Evaluation Process and or the emerging Teacher Keys Evaluation System. The teacher evaluation process will be discussed in the first faculty meeting in August. Observation instruments and other forms will be distributed and reviewed in the faculty meeting. Teachers should be thoroughly familiar with the indicators assessed. Administrators and department chairs will also informally evaluate staff using a variety of assessment instruments. Additional copies of the instrument are available from your department chair, administrators, or in the professional library.

Other Certified and Classified Staff

Other staff members are evaluated on evaluation instruments unique to their roles or job title. These instruments will be shared with the individual employee during pre-conferences, which will be held in August and September.

7.3 Food & Drink in Classrooms

Food and drinks are **not allowed in any classroom or media center**. This rule applies to students and teachers. Teachers are allowed to have food and drinks in their departmental workrooms. The administration supports teachers holding students responsible for their desk and the area around their desk if they have an assigned seat.

7.4 Injury on the Job

Atlanta Public Schools Board of Education policy states that any injury occurring on the job site must be reported to the administration on the day it occurs. The Principal's secretary will provide the injured person with the required forms.

7.5 Protocol for Communiqués

Communiqués written to request the support for Daniel McLaughlin Therrell High School, the students, and staff require approval from the Principal before submission to the addressee. Furthermore, it is expected that staff members serve as positive ambassadors for the school and school district.

7.6 Professional Development Plans

Professional Development Plans (PDPs) are required of educators who show a deficiency on some part of the Teacher Keys Evaluation System. However, there is also an enhancement/growth aspect of PDPs. Administrators and/or department chairpersons should discuss possibilities for PDP activities with each member of his/her department

7.7 Professional Organizations & Associations

There are several types of employee organizations on the local, state, and national levels that serve teachers in a variety of ways. Employees are encouraged to join the organization(s) that they feel best serve their needs.

7.8 Staff Development

Staff development activities are an important part of the growth of a staff. Teachers are encouraged to participate in the planning of these activities by informing the department chairman and/or an administrator of their interest in participating in staff development. Additionally, weekly professional/staff development will be held at the school and staff members are expected to attend.

7.9 Supervision of Students

In Class

The classroom teacher is solely responsible for the supervision of any student in his/her classroom. Students are not to be left in the classroom unsupervised. **Teachers cannot put students out of class onto the hall. However, they may identify a fellow teacher who will keep students for a short time until the issue is resolved.**

Out of Class

ALL teachers share the responsibility for monitoring **ALL** students anywhere on campus and at school activities. **Teachers are to step to their doors between classes in order to maintain decorum in the halls and passageways, and to encourage students to report promptly to class.** Any time a student is observed disregarding school policy, teachers in the area should intervene.

7.10 Teacher Duties & Responsibilities

Teacher may refer to the Board policy and Teacher Keys Standards for more information pertaining to teachers' duties and responsibilities. These duties and responsibilities may vary.

- A. Follows professional practices consistent with school and system policies in working with students, students' records, parents, and colleagues
 1. Interacts in a professional manner with students and parents
 2. Maintains accurate student data (grades, attendance, etcetera)
 3. Is available to students and parents for conferences according to system policies
 4. Facilitates home-school communication by such means as holding conferences, telephoning, and sending written communications
 5. Maintains confidentiality of student and students' records
 6. Works cooperatively with school administrators, special support personnel, colleagues, and parents
 7. Telephones parents as soon as student progress becomes unacceptable
- B. Complies with school, system, and state administrative regulations and board of education policies
 1. Teaches only courses assigned to them using the district's approved curriculum
 2. Conducts assigned classes at the times scheduled
 3. Enforces regulations concerning student conduct and discipline
 4. Is punctual
 5. Provides adequate information, plans, and materials, for substitute teacher
 6. Maintains accurate, complete, and appropriate records and files reports promptly
 7. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
 8. Complies with conditions as stated in contract
- C. Demonstrates professional practices in teaching
 1. Models correct use of language, oral and written
 2. Demonstrates accurate and up-to-date knowledge of content
 3. Implements designated curriculum
 4. Maintains lesson plans as required by school policy
 5. Assigns reasonable tasks and homework to students
 6. Develops and executes effective unit plans

- D. Acts in a professional manner and assumes responsibility for the total school program, its safety and good order
 - 1. Takes precautions to protect records, equipment, materials, and facilities
 - 2. Assumes responsibility for supervising students in and out-of-class settings.
 - 3. Assumes fair share of extra-curricular and operational duties
- E. Maintains fair and consistent discipline in class
- F. Works cooperatively with department chairpersons and other staff to improve curriculum and delivery of instruction.
- G. Performs other duties and assignments as requested by an administrator.

7.11 Sexual and Sex-Based Misconduct

Daniel McLaughlin Therrell High School administrators will follow the APS board policy for Sexual and Sex-Based Misconduct Involving Employees.

7.12 Student Welfare: Child Abuse and Neglect

All Georgia educators must report suspected child abuse and neglect to a counselor or administrator.
Board Policy for Child Abuse and Neglect Reporting.

7.13 Use of Tobacco, Drugs & Alcohol

Teachers are not to come to school or any school activity under the influence of alcohol and drugs. The administration should be notified of any suspected improprieties.

7.14 Work Improvement Plans

Work Improvement Plans (WIPs) are required of classified staff member who show a deficiency on some part of their evaluation. Employees placed on WIPs must show improvement; otherwise, they may be recommended from suspension or termination.

8.0 Fund-raising and Use of School Funds

8.1 Purchasing from Sources Outside APS

Request for purchases from suppliers should be routed through the department chair and then to the Principal. If the Principal approves the purchase, the items will be ordered. **The school will not be responsible for any indebtedness incurred without the Principal's written approval.**

8.2 Fundraising

All fund-raising must conform to Board regulations. No fund-raising efforts may be undertaken without the approval of the Principal. See the school bookkeeper for a fund-raising forms.

8.3 Clubs & Organizations Accounting

All student clubs and organizations must route all funds following DMTHS accounting procedures.

8.4 Handling of Funds

All money collected in the name of the school or any school organization must be turned in to the school clerk and receive a receipt for it. **Under no condition can a school organization have an account in any bank, nor is cash to be kept at the home of students or teachers.**

Any purchase made by a member of a group, teacher or student, must be approved by the group in a regular meeting or by the sponsor and paid for by Atlanta Board of Education check. Small purchases (less than \$50.00) may be made by the sponsor or student from his or her own funds and the person will be reimbursed with a school board check on the presentation of a paid invoice, or paid sales slip, when said reimbursement is pre-approved by the sponsor and Principal.

8.5 Financial Accounting

1. All the student groups or clubs handling funds or monies must deposit their funds with the Principal's secretary.
2. All faculty sponsors must adhere to the following procedure when handling funds or monies for student groups or clubs:
 - a. All income must be deposited and all expenditures must be made by check from the fund. No cash will be disbursed.
 - b. Receipts may be used to pay obligations.
 - c. Deposits should be made in the Principal's secretary office daily.
 - d. Deposit slips should be completed in duplicates.
 - e. Faculty sponsors will be given a receipt book to use when they collect money. The book must be given to the Principal's secretary by May 20.
 - f. A bona fide invoice or statement from the creditor is required before a bill can be paid.
 - g. The situations where an invoice or receipt cannot be secured, the sponsor must complete a payment voucher for reimbursement.
 - h. The payment order form must be attached to the invoice. Completed forms should be given to the Principal's Secretary.
3. The Atlanta Public Schools System will keep an account of funds. A monthly statement will be available as requested.
4. The student treasurer and faculty sponsor should verify the accuracy of the balance each month.
5. The faculty sponsor must clear with the Internal Fund Manager (Principal's secretary) as part of the end-of-year check out procedure.

Donations

If money or gifts are solicited as donations, a form must be completed and turned into the principal for approval. This money must be deposited into an internal account.

Purchasing

Request a purchase order from the bookkeeper and fill it out completely. Submit the form to the Principal for approval. Do not place any order without the Principal's approval. If a cash purchase is necessary, prior approval for the Principal is required. The sales receipt must accompany the request for reimbursement. **Sales taxes cannot be reimbursed.**

Outstanding Debts

The person who created the debt is fully responsible for timely and total payment. All debt incurred must be paid in full by May 15. If debts are not cleared by May 20, a letter written to the Atlanta Board of Education will request garnishment of the employee's wages.

