



Mission

At Germantown Middle School, we will prepare our students to achieve their maximum intellectual, emotional, and social potential by creating a safe, nurturing, and challenging environment through cooperation, enthusiasm, and assistance.

Shared Vision

The vision of Germantown Middle School is to provide a stimulating learning environment that continually challenges its students to achieve their fullest potential and to understand the value of doing so.



Germantown Middle School is a federally funded school wide Title I School. Title I is part of No Child Left Behind. Title I requires that schools create a positive and supportive learning environment that results in high levels of achievement for all students. Funds are available for academic programs and strategies, additional teachers and other personnel, staff development, materials and supplies, technology and parent training.

We look forward to working with you and your child to make this a rewarding school year.



PARENTS' RIGHT to KNOW



Germantown Middle School is a federally funded NCLB School. Shelby County Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age. For more information, please contact the Office of Equity Compliance at (901) 416-6670.

All parents have the right to request the following:

- A teacher's professional qualifications, which includes: state qualifications, licensure, grade/s certification, waivers
- A teacher's baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience
- A paraprofessional's qualifications
- An assurance that their child's name, address, and telephone listing not be released to military recruiters

All parents will receive information on the following:

- Their child's level of achievement in each of the state academic assessments
- Their option to request a transfer to another school within the district if their child is the victim of a violent crime at school
- Their right to timely notification that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified

NINGUN NINO SE QUEDA ATRAS Derecho De los Padres de Familia a saber

Todos los padres tienen derecho a solicitar lo siguiente:

- Las calificaciones profesionales de un maestro, que incluye: Calificaciones del Estado, Licenciatura, grados de la certificación, Renuncia a derecho
- El Bachillerato a Titulo de graduación del maestro, campos de especialidad, experiencia previa
- La calificaciones del profesional
- Garantía que los datos de su hijo como nombre, dirección, numero de teléfono, no se entregan a los reclutadores militares

Todos los padres recibirán información sobre lo siguiente:

- El nivel de rendimiento de su hijo en cada una de las evaluaciones académicas del estado
- Su opción de solicitar un traslado a otra escuela del distrito si su hijo/a es víctima de un crimen violento en la escuela
- Su derecho a aviso con tiempo anticipado que su hijo/a ha sido asignado o ha estado bajo la enseñanza durante cuatro semanas consecutivas o más, de un maestro que no está altamente cualificado

For additional information visit the TN Department of Education website at <http://www.state.tn.us/education/reportcard/index.shtml>



Title I School/Family Engagement Plan 2020-2021



The Purpose of Parental Engagement Plans

Germantown Middle School encourages parental involvement in the educational process and has established an expectation for parental involvement at our school. In order to promote student success, our parents will work with the school by acting as advisors, resource persons, and coordinators in the following ways:

1. Become school advocates and offer support
2. Utilize their talents and/or resources to enhance the instructional programs at our school
3. Become active member of the PTSA and join booster clubs when appropriate
4. Respond to questionnaires, surveys, and memos expressing thoughts, suggestions, and concerns
5. Attend school events and serve as advisors to various organizations.

Title I Involvement

The administrators, faculty, and staff will provide a strategic plan and implement Title I requirements according to the guidelines set forth in the law, which include the following:

1. **Inform parents of Title I requirements and our school's participation at the annual Title I meeting.**
2. Allow parents to observe the school's programs and visit classrooms, therefore supporting classroom instruction.
3. Provide parents with student information and send home progress reports in the middle of each nine weeks.
4. Provide two-way communication between parents and the school.
5. Provide information in a language that parents can understand.
6. Provide parents with assessment results.
6. Provide parents with a copy of the Family Engagement Plan, Student Code of Conduct, NCLB Parents' Right-To-Know, and PBIS Plan.
7. Provide parents with a description and explanation of the curriculum used at Germantown Middle School, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

To ensure that our parents participate in the development and implementation of our school's program, we will do the following:

1. Inform parents of their rights to be involved in their child's education
2. Encourage parental involvement in an organized, on-going, and timely way in the planning, reviewing, and improvement of programs for family engagement and GMS Family Engagement Plan
3. Provide flexible times for our parents to attend parent meetings, with opportunities to attend regular meetings at night and alternate meetings in the morning of that same week.
4. Provide parents training that will support our students' education.
5. Jointly develop with parents a school/parent compact showing how parents, schools, and students have shared responsibilities, by distributing and acquire appropriate signatures of all stakeholders (parents, students, and teachers).
6. Encourage parents to visit our school regularly and to take an active role in school planning by serving on the School Improvement Plan committee
7. Support our Parent/Teacher/Student Association as they conduct regular meetings each month
8. Parents will serve on the Family Engagement Plan Committee, and the document created will be presented to parents for input and approval before distribution to GMS families and the community.
9. Provide access to community and support services
10. Develop programs that enable parents to actively participate in their child's education
11. Provide training to staff to promote parental involvement
12. Provide timely information about programs under family engagement through Blackboard, ClassDojo, Power Teacher, flyers, Teacher websites, PTSA Website, and Germantown Middle School's website.

***Note: Parent can also mean a guardian or person who has custody of the child, or it may refer to an individual who has care-giving authority.**



Title I Parental Involvement Shelby County Board of Education



5010

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SCS Title I Parental Involvement

The Shelby County Board of Education recognizes and encourages the involvement of parents at the school and district level. As a school district, we recognize that parents are key stakeholders and serve as partners in the academic achievement of all students to meet or exceed Every Student Succeeds proficiency standards.

The SCS parental involvement policy includes input from parents, community members, school and district personnel. The purpose of this policy is to comply with all pertinent mandates of state and federal regulatory standards which require that all parents have access to various levels and types of parental involvement activities with no person excluded based on race, religion, creed, gender, socio-economic status, physical impairment or age.

Each SCS school that is served by Title I of the Elementary and Secondary Education Act shall:

- Offer opportunities for parents to provide input and participate in meaningful consultation in the planning, design and implementation of the Title I Program.
- Offer district level administrators, local school administrators and teachers formal training to increase knowledge and skills in working with families of children receiving Title I services.
- Conduct an annual meeting at flexible times with parents to discuss the school's participation in Title I programs such as Free and Reduced Lunch, Migrant Education, SES, Public School Choice, and other offerings.
- Provide parents of participating children with explanation of district curriculum, students' assessments and reports, and accurate explanations of their child's progress.
- Provide multiple opportunities for parents to provide input for developing and revising policies relating to parent involvement, including the use of school and district level Parent Involvement funds, and on policies at the school level. Parents will also be asked to share suggestions for improving target participation in student learning. Formal parent complaints concerning school plans will be submitted to the school district when the school makes the plan available publicly.
- Develop a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve high standards.
- Conduct, with the involvement of parents and community members, an annual evaluation of the content and effectiveness of the school parent involvement policy, including



identification of barriers to greater participation by parents of diverse backgrounds.

Findings will be utilized to design additional effective strategies for parental involvement.

- Allow parents of students receiving Title I service to participate in deciding how Title I funds for family engagement activities are allotted.
- Provide information such as parent letters, newsletters, and website documentation concerning programs or activities in a language that all parents understand.
- Provide parents, community members, and school stakeholders a copy of this Parental Involvement Policy in a timely manner.

Building Capacity for Parental Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each SCS school that is served by Title I of the Elementary and Secondary Act and SCS as a whole -

- shall provide assistance to parents of children served by the school or local education agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of 20 U.S.C.A., § 6318, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- shall involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
- shall involve parents in developing, implementing and evaluating the District-wide Parental Involvement Plan. Strategies and activities of the District-wide Parental Involvement Plan shall be incorporated into the Tennessee Comprehensive System-wide Planning Process;



- shall encourage and support the development and experience of active PTA/PTSA organizations to attend parent school meetings each month to discuss school accomplishments, concerns and needs; and
- shall offer parents opportunities to participate in training sessions addressing state academic and content standards, state/local assessments, monitoring students' progress, literacy program opportunities, home learning activities to strengthen their child's reading and math skills, use of the internet to access information about their child's progress, parental rights under No Child Left Behind, understanding child development, effective volunteer participation, parent leadership, parent organization involvement, High School Redesign, public school choice options, community services, pre-school/ Head Start programs, adult education programs and community education programs.

Shared Responsibilities for Supporting Student Success for Every Child

SCS will continue to support and be responsible for successful student achievement in Title I schools by:

- Jointly developing, with parents and other school stakeholders, a school- parent compact that outlines expectations and responsibilities of all stakeholders. The compact will identify the shared responsibility to improve student academic achievement. School-parent compact shall:
 - describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served by Title I of the Elementary and Secondary Act to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - address the importance of communication between teachers and parents on an ongoing basis through, at a minimum --parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - frequent reports to parents on their children's progress; and
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- provide that parents are invited and encouraged to participate in developing the Tennessee Comprehensive System-wide Planning Process.



Accessibility to All Families

SCS will continue to be accessible for all families being served Title I schools by:

- Providing opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children.
- Providing school environments that are welcoming, informative and providing schools reports and/or displays in a language that parents can understand.
- Providing invitations to parent meetings and/or workshops that are presented in an understandable language. Such meetings and workshops shall be conducted at varied times and dates throughout the school year, and notification will be sent in a timely manner.
- Providing transportation, childcare and translators for parent involvement activities where applicable and where/if funds permit.

20 U.S.C.A. § 6318



Myths About Bullying



- Bullying only occurs in big city schools and is often related to gangs.
- Caused by large class size.
- Occurs on way to/from school.
- Occurs chiefly among poor/disadvantaged students.
- More pervasive in upper grades.
- All bullies are anxious and insecure with low self-esteem.
- Bullying is a result of poor grades or of failures at school.
- Bullies are only aggressive to peers and fellow students.
- Only boys are victims of bullying.
- Girls are usually bullied by girls.
- Bullies can change by treating them kindly or punishing them.
- Peer mediation is effective with bullies.
- Bullying disappears with age.
- Bullies are unpopular kids.
- Bullying is more likely to be done to kids who "look funny" to are "physically deviant or different" than others.
- Teachers can do nothing with bullies or victims.



FACTS ABOUT BULLYING



1. Higher in rural areas/small towns.
2. Size of class is of negligible importance.
3. The school or school grounds are where most bullying occurs.
4. Found in all socioeconomic levels of students.
5. Most pervasive among older students in lower grades.
6. Some bullies have positive view of self with little anxiety.
7. Bullies are within the average range of both marks and competitiveness.
8. Bullies are often aggressive to adults, both parents and teachers.
9. Boys are exposed more to direct forms and open attack. Girls are exposed more to indirect acts.
10. Boys are the chief bullies with both boys and girls.
11. Bullies need consequences, restitution, and activities for learning.
12. Bullies can threaten or con their way out with peers.
13. Bullying behavior can last into adulthood if no intervention is made.
14. Bullies have followers. Victims become shunned and isolated.
15. These conditions may evoke, but do not cause bullying.
16. Teachers can effectively help to stop bullying by using a systematic approach.



MAKE SURE YOU'RE NOT the CLASSROOM BULLY



When kids think of school bullies, we picture students who tease and torment other kids. But a few schools districts are including teachers in their anti-bullying policies.

How can you tell if you're a bully or just a strong classroom manager?

You're a good manager and not a bully if you:

- Show students you care. Bullies just show students who's boss.
- Promote student self-control. Bullies wield all the control.
- Have clearly communicated expectations. Bullies rule by whim.
- Use humor to diffuse disruptions. Bullies sarcasm that provokes confrontation.
- Speak with disruptive students privately. Bullies address misbehaviors publicly in order to embarrass students.
- Address the misbehaviors. Bullies assault character.
- Help all students feel successful. Bullies punish students who aren't successful.
- View each student as unique. Bullies stereotype students.
- Accent good behavior. Bullies make examples of misbehaving students.
- Take responsibility for creating an orderly learning environment. Bullies blame students for disruptions.

Source: Linda Start, "Are You a Bully" Education World School Issues Center

www.educationworld.com/a_issues.376.shtml



**WEAPONS AND DRUGS ARE PROHIBITED
ON SCHOOL PROPERTY**



Article I. WEAPONS and Drugs PROHIBITED
Article II. ON SCHOOL PROPERTY

The carrying of any weapons or drugs on school property is prohibited and may be a felony as defined in Tennessee Code Annotated 39-17-1309. A fine of up to \$3,000 and/or imprisonment of up to six (6) years may be imposed.



NO SMOKING



**"SMOKING IS
PROHIBITED BY
LAW
IN SEATING AREAS
AND IN RESTROOM"
(T.C.A. 39-17-1605 (a))**



Shelby County Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age. For more information, please contact the Office of Equity Compliance at (901) 416-6670.

Division of



Parent & Community Engagement



The vision of Shelby County Schools Division of Parent and Community Engagement is to actively engage families and the communities in the educational processes of children.

Germantown Middle School

7925 CD Smith Road
Germantown, TN 38138
901.416.0950



INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter



In a motel or campground due to the lack of an alternative adequate accommodation



In a car, park, abandoned building, or bus or train station



Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
 - * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.



Local Liaison

State Coordinator

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education:

1-800-308-2145 • homeless@serve.org • <http://nche.ed.gov>



INFORMACIÓN PARA LOS PADRES



SI SU FAMILIA VIVE EN CUALQUIERA DE LAS SITUACIONES SIGUIENTES:

En un albergue



En un motel o un sitio para acampar debido a la falta de una alternativa adecuada



En un auto, un parque, un edificio abandonado, o una estación de trenes o de autobuses



Compartiendo la vivienda de otras personas debido a la pérdida de su casa o a una dificultad económica

Sus hijos de edad escolar podrían calificar para recibir ciertos derechos y protecciones bajo la ley federal McKinney-Vento.

Sus hijos elegibles tienen derecho a:

- Recibir una educación pública gratuita y apropiada.
- Inscribirse en la escuela inmediatamente, aunque falten documentos normalmente requeridos para la inscripción.
- Inscribirse y asistir a clases mientras que la escuela obtiene los documentos necesarios.
- Inscribirse en la escuela local; o continuar asistiendo a la escuela de origen (la escuela a la cual su hijo asistió cuando tenía una residencia permanente, o la última escuela en la cual estaba inscrito), si esto es su preferencia.
 - * Si el distrito escolar cree que la escuela escogida por usted no es la mejor para sus hijos, el distrito tiene que darle a usted una explicación escrita de su posición e informarle de su derecho de apelar su decisión.
- Recibir transporte a/de la escuela de origen, si usted lo pide.
- Recibir servicios educacionales comparables a los que están provistos para otros estudiantes, según las necesidades de sus hijos.

Si usted cree que sus hijos podrían ser elegibles, contacte al oficial para la educación de los niños y jóvenes sin hogar de su distrito escolar para averiguar los servicios y ayudas que podrían estar disponibles. También puede haber apoyo disponible para sus hijos de edad preescolar.



Oficial para la educación de los niños y jóvenes sin hogar

Coordinador estatal

Si usted necesita ayuda adicional con las necesidades educacionales de sus hijos, contacte al Centro Nacional de Educación para los Niños y Jóvenes sin Hogar:
1-800-308-2145 • homeless@serve.org • <http://nche.ed.gov>

