



Central High School

PARENT HANDBOOK

“A Tradition of Excellence”

2025-2026 School Year



306 South Bellevue Blvd.
Memphis, TN 38104
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Ms. Amy Epps, Principal



Central "The High" School
"A Tradition of Excellence"

Ms. Amy Epps, Principal
Central High School

306 South Bellevue
Memphis, Tennessee 38104
901.416.4500

August 4, 2025

Greetings Warriors,

Welcome to the 2025-2026 school year. I hope that you had a restful summer and the chance to read a good book. We are excited about all that this new school year has to offer, we also are looking forward to working with our students and families as we focus on continuous improvement in teaching and learning, and all areas of our school environment.

This year we will renew our commitment to "A Tradition of Excellence" in all that we do, with a resolute expectation that all students can learn and succeed. We will continue to provide students with opportunities to address academic deficiencies, to build numeracy and literacy skills, to make up missing credit, to be college or work force prepared, and to have the opportunity to participate in advanced academic classes. We will continue to implement initiatives to promote teaching and learning, and to engage all our stakeholders in the process of educating our students. The Central High School family will commit to continuous improvement in all aspects of our organization. I invite you to continue to invest in your student by making sure they attend school daily, by arriving on time, and staying on task.

Finally, I look forward to working collectively as a family to ensure that our students are provided with the best educational experience possible to be critical thinkers, responsible citizens, and prepared to be successful in their endeavors after high school. A collaborative effort will enable us to reach our collective and individual goals and celebrate the achievements of our students. The pages of this handbook are filled with important information regarding school policy and procedures. The students will have their own agenda books to help them plan for school every day as well as the student handbook. Parents and students should review the contents of these two documents together. I encourage you to become an active member of the PTSA and the Warrior family. I look forward to seeing you on campus for academic and extracurricular functions for an amazing year.

Thank you,

Amy Epps, Principal

CENTRAL HIGH SCHOOL



MISSION

The mission of Central High School is for each student to achieve the academic and social skills necessary to be competitive in a global environment and to be successful workers, citizens, and lifelong learners through the completion of all graduation requirements and participation in co-curricular and extracurricular learning experiences.

VISION

It is the vision of Central High School to be the high school of choice through the achievement of the highest levels of academic, personal, and professional standards for all students. By enhancing our tradition of excellence, the faculty and staff of Central High School help our graduates become successful citizens and leaders of tomorrow. The school communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

- Each student is unique with individual worth.
- Student achievement is the nucleus around which all decisions are made.
- Students are successful in a safe, supportive environment that promotes student achievement and aids them in developing to their full potential.
- Research based; data-driven decisions facilitate the continuous improvement of student achievement which will lead to the elimination of the achievement gap.
- Students achieve best when instruction and assessment techniques are varied and when consideration is given to each students' individual needs.
- The policies and procedures of Central High School enhance students' academic achievement and social skills and enable them to become successful citizens.
- Student achievement is the focus of communication, shared decision-making and collaboration between parents, students, school personnel, and the community.

Committed to an

Ethical and

Nurturing

Traditional experience building

Relationships,

Academic excellence and

Leadership

ADMINISTRATIVE TEAM

2025 – 2026

Amy Epps, Principal

Minnie Blackmon, Vice Principal/11th grade

Greg Howard, Assistant Principal/10th grade

Demetrius Leach, Assistant Principal/12th grade

Frederick Thorns, Assistant Principal/9th grade

Jodie Higgs, PLC Coach/Title I Coordinator

Lauraetta Lockridge, Instructional Facilitator

Rashad Haynes, Administrative Assistant



PROFESSIONAL SCHOOL COUNSELORS

Tranese Nelms, Optional, Co-Dual Enrollment, College and Career Coordinator

Tanya Ayers, 11th and 12th grades (A-M)

Cynthia Dowdy, 11th - 12th grades (N-Z)

Lance Allred, 10th grade/ Co-Dual Enrollment and AP Coordinator

Kadie Jones, 9th grade and Co- Optional Recruiter

SUPPORT STAFF

Georgia Askew, Main Office Secretary/Student Withdrawals/Student Accident Reports

Monica Blake, Financial Secretary

Corey McCaster, PowerSchool Coordinator/Student Records

Nicholas Hayes, Attendance/Parking Permits/Parent contact for absentees

Cassandra King, Attendance/Parking Permits/Parent contact for absentees

Ophelia Cole, Discipline Office/Parent contact for absentees

Pauletta Black, Attendance Liason



Central High School's Family Engagement Plan 2025-2026

Central High 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. Serve on the Central High School Based Decision-Making Council, become active members 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 on Thursday, August 21st 6:00 PM or at the alternate meeting on Friday, August 22nd at 8:00 AM.**
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.
7. Provide parents with a copy of the Family Engagement Plan, Student Code of Conduct, Parents' Right-To-Know, and RTI²-B Plan.
8. Provide parents with a description and explanation of the curriculum used at Central High, 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 CHS 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 with 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 acquiring 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 CHS 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, Power Teacher, flyers, Teacher websites, PTSA Website, Central's Website, Central's marquee, and Central PowerPoints.

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.

Central High School is a federally funded school. Memphis-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.

Revised August 2025

CENTRAL HIGH SCHOOL'S HOME-SCHOOL COMPACT

2025-2026

Central High School has jointly developed with parents a home-school compact that will be reviewed during parent conferences. This compact outlines how parents, the entire school staff, and students will share the responsibility for improving student academic achievement and how parents will develop a partnership to help children achieve the State's high standards.

PARENT'S AGREEMENT

It is important that I take a more responsible role in supporting my child's learning. Therefore, I shall strive to do the following:

- **See that my child is punctual and attends school regularly**
- Support the school in its efforts to maintain proper discipline
- Establish a time for homework and review it for completion
- Provide a quiet, well-lit place for studying, and limited screen time
- Volunteer to work at my child's school in various capacities
- Make certain that my child wears the required dress code
- Participate in decisions related to education, parent meetings, conferences, and workshops
- Communicate with the teachers frequently to discuss my child's progress and behavior
- Encourage my child to be respectful
- Develop a partnership with the school to help my child achieve the state's high standards

Parent's Signature _____

STUDENT'S AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- **Attend school regularly**
- **Arrive at school on time and attend all classes daily**
- Wear dress code everyday
- Come to school each day with a pen, pencil, paper and other necessary tools for learning
- Perform at my highest level of learning each day
- Complete and return homework assignments on time
- Observe regular study hours
- Respect others
- Follow all rules that govern student conduct at my school
- Observe and follow classroom policies and procedures
- Take responsibility for my actions, grades, and cooperate with others in order to receive a quality education

Student's Signature _____

TEACHERS' AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide instructions that foster high academic expectations and provide challenging and exciting class assignments
- Encourage and maintain ongoing communication with parents by providing information about student progress (phone calls, emails, texts, conferences, parent meetings, parent visitations)
- Determine the student's educational needs and adjust the instruction to accommodate those needs
- Provide meaningful homework assignments for students
- Inform parents of homework, classroom policies, and procedures

Teachers' Signatures:

Homeroom Teacher _____
Period 1 Teacher _____
Period 2 Teacher _____
Period 3 Teacher _____
Period 4 Teacher _____
Period 5 Teacher _____
Period 6 Teacher _____
Period 7 Teacher _____

SCHOOL'S RESPONSIBILITY

I support this form of parental involvement. Therefore, I shall strive to the following:

- Provide a supportive, safe, and effective learning environment that allows for positive communication between the teacher, parent, and student
- Provide time to listen to students and parents' concerns
- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables children to meet Tennessee's academic achievement standards
- Encourage teachers and students to have high expectations academically, socially, emotionally, and physically
- Make expectations widely known to all stakeholders
- Maintain open communication with parents (phone calls, emails, texts, conferences, parent meetings, parent visitations)
- Provide multiple/flexible opportunities for parent-teacher conferences and reasonable access to staff, to volunteer, participate, and observe in their child's class.

Principal's Signature _____

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Revised August 2025

2025-2026 Family Engagement Nights

FAMILY NIGHTS	DATE	TIME	LOCATION
Annual Fall Title I Meeting/Open House	August 21, 2025	6:00 PM	Auditorium
Annual Fall Title I Morning Meeting	August 22, 2025	8:00 AM	Room 207/TEAMS
Senior Night/ Mini College Fair	August 28, 2025	6:00 PM	Auditorium
Parent Teacher Conferences	September 4, 2025	4:00PM-7:00 PM	Classrooms
Exceptional Children Night		6:00PM	Library
PTSA Meeting	September 9, 2025	6:00 PM	Library
Freshmen and Sophomore Parent Workshop	October 2, 2025	6:00 PM	Library
PTSA Meeting	October 21, 2025	6:00 PM	Library
Fine Arts Night	October 28, 2025	6:00 PM	Auditorium
PTSA Meeting	November 18, 2025	6:00 PM	Library
PTSA Meeting	December 9, 2025	6:00 PM	Library
PTSA Meeting	January 13, 2026	6:00 PM	Library
PTSA Meeting	February 10, 2026	6:00 PM	Library
Parent Teacher Conferences	January 22, 2026	4:00 PM-7:00 PM	Classrooms
Junior Parent Workshop	February 19, 2026	6:00 PM	Library

FAMILY NIGHTS	DATE	TIME	LOCATION
PTSA Meeting	March 10, 2026	6:00 PM	Library
PTSA Meeting	April 14, 2026	6:00 PM	Library
Awards Night/Academic Signing/Spring Title I Meeting	April 28, 2026	6:00 PM	Auditorium
PTSA Meeting	May 13, 2026	6:00 PM	Library

Interactive Financial Aid Night

Parents needing assistance with completing the 2025-2026 FAFSA, counselors will be on available during the following date listed below:

DAY	DATE	TIME	LOCATION
Thursday	November 6, 2025	6:00 PM	Auditorium
Other Financial Nights for the district and Central High School will be announced as they become available.			

For additional information, please contact your child's counselor at (901) 416.4500.



DID YOU KNOW?

Central High School is a federally funded, school-wide Title I School. Title I is part of Every Student Succeeds Act. 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.

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PARENTS' RIGHT TO KNOW

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 is not 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

Derecho De los Padres 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 Título de graduación del maestro, campos de especialidad, experiencia previa
- La calificación del profesional
- Garantía que los datos de su hijo como nombre, dirección, número 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

Para información adicional visita el sitio de web del Departamento de Educación de TN en <http://www.state.tn.us/education/reportcard/index.shtml>

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Parents' Right to Know

Military Recruiters

The Every Student Succeeds Act requires schools to release your child's name, address, and telephone number to military recruiters unless you request in writing to not provide this information for your child. If you would like for your child's name to be omitted from this list, please complete the information below and return to your child's principal. Students eighteen or older may complete the form on their own.

_____ As a parent, I am exercising the right to request that you do not give the name, address and telephone number to the Armed Services, Military Recruiters, or Military Schools of the following student.

_____ As a student, I am requesting my own name, address and telephone number not be released to the Armed Forces, Military Recruiters or Military Schools.

Student Name: _____

Name of School: _____

Print Name: _____
(Parent's name and signature if student is under 18. Student's name and signature if over 18)

Signature: _____

Date: _____

Parents/Students: Return this form to your school principal or office.

Principals: Return this form to the Office of Student Enrollment.

TITLE I PARENTAL INVOLVEMENT

Memphis-Shelby County Board of Education

5010

Issued Date: 08/26/10

Revised: 08/22/17

MSCS Title I Parental Involvement

The Memphis-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 the Every Student Succeeds Act proficiency standards.

The MSCS 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 MSCS school that is served by Title I of the Every Student Succeeds 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 MSCS school that is served by Title I of the Every Student Succeeds Act and MSCS as a whole -

1. 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;
2. 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;
3. 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;
4. 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;
5. 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;
6. shall involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
7. 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;

8. 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
9. 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 the Every Student Succeeds Act, 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

MSCS 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:
 1. 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 Every Student Succeeds 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
 2. 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;
 - a. frequent reports to parents on their children's progress; and
 - b. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 3. provide that parents are invited and encouraged to participate in developing the Tennessee Comprehensive System-wide Planning Process.

Accessibility to All Families

MSCS 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



CELL PHONES/PERSONAL COMMUNICATION DEVICES

I. PURPOSE

To set forth guidelines regarding student possession of cell phone and personal communication devices.

II. SCOPE

This policy applies to Shelby County Schools students.

III. POLICY STATEMENT

The increase in use of cell phones and personal communication devices by students during the school day has become far more than a distraction in the school environment. These devices are being used by students as a means of cheating on tests, taking inappropriate pictures and video of students and staff for sharing and posting across the internet, threatening and/or bullying other students, and engaging in an excessive amount of social interaction during instructional time.

Therefore, **all students are banned from possessing any type of phone or personal communication device that is turned on or in visible/audible use at any time during the regular school day.** For the purpose of this policy, possession means being found in any article of clothing, purse, book bag, carry bag, or in any location on school property other than the approved storage location as written and approved by school officials. Students who wish to carry a cell phone with them to and from school must keep the device turned off and stored (e.g., kept in the student's assigned locker, automobile, or other school approved location at all times during the entire school day), unless otherwise determined by the principal. District security officials may, if they

have reasonable suspicion to do so, search any cell phone brought onto any SCBE property, which includes but is not limited to parking areas. For the purposes of this policy the school day includes the entire day from the school start time or bell that indicates the start of the school day until the final dismissal time of the school day. The school is not responsible for any loss or theft of the device while on school property.

A student found in unauthorized possession of any type of cell phone or communication device during the school day shall have the device taken from him or her and kept by the school Principal or designee until the parent is notified. The parent may pick up the device at a the time and location designated by the principal at the close of the next school day following the day that the parent received notification or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment.

Any subsequent violation shall result in the device being taken from the student and retained until the close of the next school day following the day that the parent received notification or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment. Moreover, for such subsequent violation of this policy, the student shall receive additional consequences in accordance with the district-wide discipline policy.

The District does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the District.

IV. RESPONSIBILITY

The Superintendent (or designee) is responsibility for administering this policy.

MEMPHIS-SHELBY COUNTY SCHOOLS 2025 – 2026 CALENDAR

2025-26 Student Calendar



2025

First Semester-87 days

AUGUST	
4	First Day for Students Beginning of Q1
SEPTEMBER	
1	Labor Day (Students Out)
4	Parent/Teacher Conferences (High) (4-7 p.m.)
9	Parent/Teacher Conferences (Middle) (4-7 p.m.)
11	Parent/Teacher Conferences (Elementary) (4-7 p.m.)
OCTOBER	
3	End of Q1
6	Beginning of Q2
13-17	Fall Break (Students Out)
20	Students Return
NOVEMBER	
10	Inservice (Students Out)
11	Veterans Day (Students Out)
24-28	Thanksgiving Break (Students Out)
DECEMBER	
1	Students Return
17-19	Semester Exams
19	End of Q2/S1
22-31	Winter Break (Students Out)

JULY 2025				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST 2025				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2025				
M	T	W	Th	F
1	2	3	4 th	5
8	9 th	10	11 th	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER 2025				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2025				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER 2025				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

2026

Second Semester-88 days

JANUARY	
1-5	Winter Break (Students Out)
6	Students Return Beginning of Q3/S2
19	Dr. Martin Luther King Jr. Day (Students Out)
22	Parent/Teacher Conferences (High) (4-7 p.m.)
27	Parent/Teacher Conferences (Middle) (4-7 p.m.)
29	Parent/Teacher Conferences (Elementary) (4-7 p.m.)
FEBRUARY	
13	Stockpiled PD (Students Out)
16	Presidents Day (Students Out)
MARCH	
13	End of Q3
16-20	Spring Break (Students Out)
23	Students Return Beginning of Q4
APRIL	
3-6	Spring Break II (Students Out)
MAY	
19-21	Semester Exams
21	Last Day for Students End of Q4/S2

JANUARY 2026				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22 nd	23
26	27 th	28	29 th	30

FEBRUARY 2026				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2026				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2026				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY 2026				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE 2026				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

LEGEND: ■ 1st Day of School/Students ■ Students Out (Full Day) ■ Parent/Teacher Conferences (H = High, M = Middle, E = Elementary) ■ Start of Quarter ■ End of Quarter Semester Exams



2:30-3:30

Central High School

TUTORING SCHEDULE (25-26)



2:30-3:30

English

Beasley, English IV, Mondays
Bolden, English II, Mondays
Fitzgerald, CLUE, Tuesdays & Thursdays
Goodnight, Inclusion, Tuesdays
Guy, AP Lang/AP Lit/English II, Mondays & Tuesdays
Hartsfield, English II/IV, Tuesdays
L. Jones, English I, Tuesdays
Miah, Pre-AP/English I, Mondays
Neely, ESL, Tuesdays
Norman, Inclusion, Tuesdays
Palmer, ESL, Tuesdays
Taylor, Reading Intervention, Mondays
Townsend, English III/IV, Mondays
Turner, English III, Mondays
Ward Lane-Lacy, Exceptional Children, Tuesdays

Mathematics

Bonds, Algebra I, Tuesdays
Mason, Algebra I, Thursdays
Mensah, Algebra II, Mondays
Nsadha, Pre-AP/Algebra II, Tuesdays
Oklu, Geometry, Tuesdays
Patton, Geometry, Tuesdays
Smith, BC/AB/AP Pre-Cal/Pre Cal/Calculus, Tuesdays
Wright, Math Reasoning, Thursdays

Social Studies

Allen, Economics/AP Micro, Mondays
Boyer, Sociology/AP Seminar/FHAO, Thurs.
Cooper, History, Mondays
Cox, World History, Thursdays
Fortney, World History/Geography, Mondays
Johnson, US History, Fridays
Johnston, US Gov't., US History, Tuesdays
Lee, Psychology/AP Research, Thursdays
McCurdy, Personal Finance, Tuesdays
Pippen, History, Mondays & Thursdays
Walford, Government, Tuesdays
Working, APUSH/AP Euro/HTWP, Tuesdays

Lifetime Wellness

Annable, Lifetime Wellness, Tuesdays
Haynes, Individual & Team Sports, Mondays
Q. Jones, Adv. Team Sports, Tuesdays

World Languages

Ballenger, Russian, Mondays & Tuesdays (By appt.)
Hamad, Spanish, Tuesdays
Jacobsen, Latin/AP Art History, Mondays
Tankersley, French, Mondays
Washington, Spanish, Mondays

Sciences

Dorsey, Physical Science/Biology, Tuesdays
Dozier, Physical Science, Mondays
Jenkins, Chemistry, Mondays
Levy, AP and Pre-AP Biology, Tuesdays
Luck, Chemistry, Mondays
Mathews, Anatomy & Physiology, Thursdays
Miller, Biology/Environmental Sci., Tuesdays
Simmons, Chemistry, Mondays

Career and Life Skills

Bailey, JROTC, Thursdays
Fernandes, Dietetics & Nutrition, Tuesdays
King, STEM, Tuesdays & Thursdays
Mitchell, AV Production, Thursdays
Newman, Comp Sci. Fundamentals, Mondays
Potts, Functional Skills, Fridays
Ransfer, Comp Sci./Coding I & II, Mondays
Sims, Business Technology, Tuesdays
Cpt. Smith, JROTC, Tuesdays & Thursdays

Fine Arts

Forrester, Visual Art, Tuesdays
Liddell, Band/AP Music Theory, Mondays
Snoke, Visual Art, Tuesdays
Wall, Visual Art, Tuesdays
Wilensky, Orchestra, Tuesdays & Thursdays
Wood-Bowien, Theatre, Tuesdays
Wilson, Choir, Mon, Tues., Thurs.

MYTHS ABOUT BULLYING

1. Bullying only occurs in big city schools and is often related to gangs.
2. Caused by large class size.
3. Occurs on way to/from school.
4. Occurs chiefly among poor/disadvantaged students.
5. More pervasive in upper grades.
6. All bullies are anxious and insecure with low self-esteem.
7. Bullying is a result of poor grades or of failures at school.
8. Bullies are only aggressive to peers and fellow students.
9. Only boys are victims of bullying.
10. Girls are usually bullied by girls.
11. Bullies can change by treating them kindly or punishing them.
12. Peer mediation is effective with bullies.
13. Bullying disappears with age.
14. Bullies are unpopular kids.
15. Bullying is more likely to be done to kids who “look funny” or are “physically deviant or different” than others.
16. 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

PARENT'S GUIDE TO SCHOOL CONFERENCES

PARENT-TEACHER CONFERENCE GUIDE

Conferences are a valuable tool to help you and your child's teacher(s) work together for your child's school success. Parent-Teacher conferences are valuable and effective because you and the teacher(s) can communicate face-to-face. The conferences provide an opportunity for you to discuss your child's problems and progress directly with teachers. Most important of all, they are a chance for parents and teachers to work together to ensure student's academic achievement.

Well-conducted parent-teacher conference can accomplish several goals:

- ❖ You and the teacher(s) get to know each other.
- ❖ You can find out for yourself what is being taught and how your child is progressing academically, socially, and emotionally.
- ❖ You and the teacher(s) can share what each of you see as the child's strengths and areas for growth.
- ❖ You and the teacher can discuss information about your child's home learning environment.
- ❖ You and the teacher(s) can agree on a plan to ensure your child's success in school.

TALK WITH YOUR CHILD FIRST

Spend a few minutes talking with your child before the conference. Tell him or her that you need help preparing for the conference. Some questions you might ask are:

1. Is there anything special that you would like for me to talk about with the teacher(s)?
2. Is there anything you want me to know before I speak with your teacher(s)?
3. What do you really like or dislike about the class (es)?
4. In what classes are you experiencing the most success?
5. Are you having problems in any areas?
6. What previous effort have you personally made to remove any problems? Have you spoken with your teacher?

PARENT – TEACHER CONFERENCE GUIDE

YOUR CHECKLIST FOR CONFERENCING WITH YOUR CHILD'S TEACHER

Parent-Teacher conferences will be successful if both you and the teacher(s) prepare for them. Here is a checklist to help you before, during, and after your conference with your child's teacher(s).

Before the Conference

- Find out how your child's school schedules parent-teacher conferences.
- Use any materials given to you to prepare for the conference.
- Talk with your child about his/her school (discuss successes, achievements, favorite subjects, problem area, etc).
- Review work that your child has brought home.
- Think about your child's level of achievement and your expectations for your child. Are they the same?
- Write down your concerns and questions about your child's work, classroom or school programs.

Some information you may want to share with your child's teacher(s) might include:

1. Favorite subjects
2. Outside interests and hobbies
3. Any medical or health needs
4. Things happening at home that may affect schoolwork (divorce, death, moving, etc.)

At the Conference

- Find out how much time has been allotted and decide what is important to discuss in the time available.
- Arrive on time
- Say something positive to the teacher to help both feel more comfortable.
- Decide with the teacher what is most important to talk about.
- Refer to your notes and questions so you will not forget important issues.
- Ask to see your child's work.
- Take notes during the conference.

After the Conference

- ✓ Ask questions and make sure you understand all the teacher is saying.
- ✓ Summarize what has been said.
- ✓ Write down a plan of action that says what you need and the teacher will do.
- ✓ Let the teacher know how best to reach you and decide how you will communicate with the teacher (call, notes, e-mail, future conferences).
- ✓ Thank the teacher for his/her time and concern.

"A Tradition of Excellence"

¿Lo sabía?

La escuela secundaria Central es una escuela federal financiada por Título I “school-wide”. El Título I es parte de la ley Cada Estudiante Triunfa. El Título I requiere que las escuelas creen un ambiente de aprender positivo y comprensivo que resulta en altos niveles del logro para todos los estudiantes. Los fondos están disponibles para los programas y las estrategias académicas, los profesores y otras personas adicionales, desarrollo de la facultad, materiales, tecnología y el entrenamiento de los padres.

Esperamos a trabajar con usted y su niño para tener un año exitoso.

FAMILIA COMPROMISO PLAN 2025-2026

La High School secundaria central anima la implicación parental en el proceso educativo y ha establecido una expectativa para la implicación parental en nuestra escuela. Para promover éxito del estudiante, nuestros padres trabajarán con la escuela actuando como consejeros, personas con muchos recursos, y coordinadores de las maneras siguientes:

1. Abogados de la escuela y ayuda convertidos de la oferta.
2. Utilice sus talentos y/o recursos para realzar los programas educacionales en nuestra escuela.
3. Sirva en el consejo de liderazgo central de la High School secundaria, haga miembros activos del PTSA, y ensamble a clubs del aumentador de presión cuando es apropiado.
4. Responda a los cuestionarios, a los exámenes, y a las notas que expresan pensamientos, sugerencias, y preocupaciones.
5. Atienda a los acontecimientos y al servicio de la escuela como consejeros a las varias organizaciones.

Implicación del título I

Los administradores, la facultad, y el personal proporcionarán un plan estratégico y pondrán requisitos del título en ejecución I según las pautas dispuestas en la ley, que incluyen el siguiente:

1. **Informe a los padres requisitos del título I y la participación de nuestra escuela en el título anual I que satisface los días jueves, 21 de agosto, a las 6:00pm o en la reunión alterna el viernes, 22 de agosto a las 8:00 am.**
2. Permita que los padres observen los programas de la escuela y que visiten las salas de clase, apoyando la instrucción de sala de clase.
3. Provea de los padres la información del estudiante y envíe los informes sobre la marcha de los trabajos caseros el centro de cada nueve semanas.
4. Proporcione la comunicación de dos vías entre los padres y la escuela.
5. Proporcione la información en una lengua que los padres puedan entender.
6. Provea de los padres resultados del gravamen.
7. Provea de los padres una copia del plan del contrato de la familia, código del estudiante de la conducta, los padres de NCLB' Derecho-A-Saben, y plan de la cinta azul.
8. Provea de los padres una descripción y se espera que la explicación del plan de estudios usado en el colmo central, las formas de gravamen académico usadas para medir progreso del estudiante, y los estudiantes de los niveles de la habilidad satisfaga.

Para asegurarse de que nuestros padres participen en el desarrollo y la puesta en práctica del programa de nuestra escuela, haremos el siguiente:

1. Informe a los padres la su derecha de estar implicado en la educación de su niño.

2. Anime la implicación del padre de una manera organizada, en curso, y oportuna en el planeamiento, la revisión, y la mejora de los programas para el contrato de la familia y el plan central del contrato de la familia de la High School secundaria.
3. Proporcione las épocas flexibles para nuestros padres de asistir a reuniones del padre, con oportunidades de asistir a reuniones regulares en la noche y a reuniones alternas por la mañana de esa misma semana.
4. Proporcione el entrenamiento del padre que apoyará educación a nuestros estudiantes'.
5. Desarrolle en común con los padres una demostración compacta de la escuela/del padre cómo los padres, las escuelas, y los estudiantes han compartido responsabilidades. Distribuya el acuerdo a todos los estudiantes, padres, y profesores y adquiera las firmas apropiadas.
6. Anime a padres que visiten nuestra escuela regularmente y tomen un papel activo en el planeamiento de la escuela sirviendo en los comités del plan de la mejora de la escuela.
7. Apoye nuestra asociación del padre/del profesor/ del estudiante como conducen reuniones regulares cada mes.
8. Los padres desempeñarán servicios en el comité del plan del contrato de la familia, y el documento creado será presentado a los padres para la entrada y la aprobación antes de la distribución a las familias altas centrales y a la comunidad.
9. Proporcione el acceso a los servicios de la comunidad y de ayuda.
10. 10. Desarrolle los programas que permiten a padres participar activamente adentro educación de su niño.
11. Proporcione el entrenamiento al personal para promover la implicación parental.
12. Proporcione la información oportuna sobre programas bajo contrato de la familia a través de ParentLink, de los aviadores, Web site de los profesores de los', Web site del Web site de PTSA, de la central, marquee, y boletín de noticias.

Nota: El padre puede también significar a un guarda o a una persona que tenga custodia del niño, o puede referir a un individuo que tenga autoridad caregiving.

**ESCUELAS DEL CONDADO DE MEMPHIS-SHELBY
2025 ~ 2026**

TÍTULO I DE PADRES / MAESTROS / ESTUDIANTES / CONVENIO DE LA ESCUELA

Este compacto ha sido desarrollado conjuntamente y aprobado por el personal Central High School, los padres y los estudiantes para delinear cómo todos compartirán la responsabilidad de mejorar el logro académico de los estudiantes y se desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares del estado.

Padre / Guardián Acuerdo

Quiero que mi hijo de lograr. Por lo tanto, voy a ser responsable de apoyar el aprendizaje de mi hijo, comprometiéndose a lo siguiente:

- * Ver que mi hijo sea puntual y asista regularmente a la escuela con los materiales necesarios.
- * Apoyar a la escuela en sus esfuerzos por mantener la disciplina apropiada.
- * Establezca un horario para hacer la tarea y revisar con regularidad.
- * Proporcionar un lugar tranquilo y bien iluminado para estudiar.
- * Fomentar esfuerzos de mi hijo y estar disponible para preguntas y apoyo.
- * Manténgase al tanto de lo que mi hijo está aprendiendo, haciendo visitas periódicas y el voluntariado en la escuela de mi hijo.
- * Asistir a las conferencias de padres y maestros.
- * Proporcionar una tarjeta de biblioteca para mi hijo.
- * Fomentar una asociación con la escuela para ayudar a mi hijo a alcanzar un alto nivel del Estado.
- * Proveer un ambiente seguro y amoroso y ser un modelo positivo.
- * A mi hijo a ser un buen oyente.
- * A mi hijo a verbalizar sus / sus problemas y malentendidos.
- * Proporcionar una hora fija para acostarse que le da a mi niño duerma suficiente para funcionar en la escuela.

Firma del Padre / Tutor: _____

Acuerdo del Estudiante

Es importante que yo trabajo con lo mejor de mi capacidad. Por lo tanto, voy a tratar de hacer lo siguiente:

- * Venir a la escuela a tiempo todos los días con los suministros necesarios para el trabajo en el aula.
- * Escucha, seguir instrucciones, completar y entregar las tareas, completar todos los proyectos, ensayos y otras tareas de trabajo en clase.
- * Llevar uniforme y usarlo correctamente cada día.
- * Dar mi celular y todos los dispositivos electrónicos en mi armario durante el horario escolar .
- * Respetar a los demás y seguir las reglas de conducta y normas de Ridgeway alta de toda la escuela para estudiantes.
- * Problemas de ataque, no personas.
- * Asumir la responsabilidad de mis actos y grados y cooperar con los demás en todas las situaciones de aprendizaje.

Firma del Estudiante: _____

Responsabilidad de la Escuela Secundaria Central

Acuerdo Maestro

Es importante que los estudiantes alcancen. Por lo tanto, voy a tratar de hacer lo siguiente:

- Proporcionar un ambiente acogedor y apropiado para el desarrollo que favorezca a todos los estilos de aprendizaje.
- * Proporcionar una educación de alta calidad y plan de estudios que fomenta altos académicos y expectativas, y las asignaciones que sean significativos, interesante, estimulante, pertinentes, ya un ritmo adecuado para mis estudiantes.
- * Proporcionar tareas para los estudiantes, en su caso.
- * Anime a los estudiantes y padres de familia, proporcionando información frecuente sobre el progreso de los estudiantes.
- * Proporcionar asistencia necesaria a los padres para que puedan ayudar con las tareas.
- * Realizar conferencias de padres y maestros para discutir Compacto de Padres de la Escuela.
- * Dedique tiempo a recibir formación profesional para adquirir conocimientos que asegure el logro del estudiante.

Firmas de los Maestros:

Homeroom _____

Cuarta clase _____

Primera clase _____

Quinta clase _____

Segunda clase _____

Sexta clase _____

Tercera clase _____

Septimaclase _____

Responsabilidad Escolar

Como director de la Central High School, voy a apoyar el aprendizaje del estudiante y comprometerse \ a lo siguiente:

- * Proporcionar un ambiente de aprendizaje seguro y de apoyo, y eficaz que permita la comunicación positiva entre el maestro, el padre, y el estudiante.
- * Proveer un currículo de alta calidad e instrucción en un ambiente de aprendizaje propicio y eficaz que permite a los niños cumplen con los estándares de desempeño académico del estado.
- * Necesidades educativas de los estudiantes serán determinados y la instrucción ajustarse para adaptarse a esas necesidades.
- * Proporcionar múltiples oportunidades para las conferencias de padres / maestros para discutir Pacto en lo que respecta a los logros de sus hijos.
- * Proporcionar a los padres acceso razonable al personal, a los voluntarios, participar y observar en la clase de su hijo.
- * Proporcionar un ambiente que apoya la importancia de la comunicación positiva entre el estudiante, el maestro y los padres.
- * Dar reportes de progreso frecuentes a los padres.

Firma del Director: _____



SMOKING PROHIBITED

SMOKING IS PROHIBITED BY LAW IN ALL ENCLOSED PUBLIC PLACES INCLUDING SEATING AREAS AND RESTROOMS

Additionally, smoking and/or the use of all tobacco products, including smokeless tobacco, are prohibited in all Board of Education buildings (schools and other facilities); in any public seating areas, including but not limited to, bleachers used for sporting events, or public restrooms; and in all vehicles, owned, leased or operated by the district at all times.

T.C.A. § 39-17-1803(5) (13); T.C.A. § 39-17-1604(6)(10); T.C.A. § 39-17-1605; T.C.A. § 39-17-1606

Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.



NO FUMAR

FUMAR ESTÁ PROHIBIDO POR LA LEY EN LAS ÁREAS DE ASIENTOS Y EN LOS BAÑOS

Adicionalmente, fumar y el uso de productos de tabaco, incluyendo el tabaco que no se fuma, están prohibidos en todos los edificios del Consejo de Instrucción Pública (colegios y otros); en todas las áreas de bancos públicos, incluyendo bancos para los eventos-actividades de deportes, o baños públicos; y en todos los vehículos propios, rentados o operados todo el tiempo por el distrito.

T.C.A. § 39-17-1803(5) (13); T.C.A. § 39-17-1604(6)(10); T.C.A. § 39-17-1605; T.C.A. § 39-17-1606

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WEAPONS PROHIBITED ON SCHOOL PROPERTY

The carrying of any weapon 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.

Amendment: New Tennessee State Law

(a) Notwithstanding § 39-17-1309, § 39-17-1311 or § 39-17-1359, unless expressly prohibited by federal law, the holder of a valid handgun carry permit recognized in Tennessee may transport and store a firearm or firearm ammunition in the permit holder's privately owned motor vehicle, as defined in § 55-1-103, while on or utilizing any public or private parking area. To view policy § 39-17-1313 in its entirety visit the State of Tennessee website at www.tn.gov.

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ARMAS PROHIBIDAS EN LA PROPIEDAD ESCOLAR



El transporte de cualquier arma en propiedad escolar es prohibido y puede ser como un crimen definido en el Código Anotado de Tennessee 39-17-1309. Una multa de hasta \$3,000 dólares y/o el encarcelamiento de hasta seis (6) años puede ser impuesto.

Enmendadura-Reforma: Nueva Ley del Estado de Tennessee

a) No oponerse 39-17-1309, 39-17-1311 o 39-17-1359 al no ser que se haya descrito prohibición por la ley federal, el dueño de una pistola llevando un permiso reconocido en Tennessee puede transportar y guardar un arma y amunicion con permiso privado del dueño de un vehículo de motor, como definido en 55-1-103-mientras encendido o utilizado en un area de garaje privado. Para ver la poliza 39-17-1313 entera visite la pagina del Estado de Tennessee en www.tn.gov

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Division of



Family & Community Engagement



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

FACE Division

160 South Hollywood Rm 164
Memphis, TN 38112
901.416.7600

Dr. Roslind Stevenson, Director
Gary Hannah, Chief of Staff

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 and is feasible.
 - * 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.



Vequitia Barnes
901-416-9875

Vanessa Waters
615-917-3750

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 • www.serve.org/nche

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 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 y es factible.
 - * 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

Vequitia Barnes
901-416-9875

Coordinador estatal

Vanessa Waters
615-917-3750

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 • www.serve.org/nche

SCHOOL INFORMATION

Central High School
306 South Bellevue Boulevard
Memphis, TN 38104
901.416.4500 (direct line)
901.416.4506 (fax line)

<https://schools.scsk12.org/central-hs> (website)

@MemCentralHS (twitter)

Memphis Central (THE) High School (Facebook)

