The Main Street Academy

Governing Board Meeting

Date and Time

星期一 八月 4, 2025 at 9:00 上午 EDT

Location

The Main Street Academy
2861 Lakeshore Dr.
College Park, GA 30337
or
Remote

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**9:00 AM**
A.	Record Attendance		Sharmaine Mercer	1 m
B.	Call the Meeting to Order		Kanetha Stephens	1 m
C.	Approval of the Agenda	Vote	Kanetha Stephens	1 m
D.	Public Comment	Discuss	Kanetha Stephens	10 m

- Public comment opportunities are available for the TMSA Governing Board to hear from interested members of the community.
- Board members do not provide responses or engage in direct conversation during public comment.

		Purpose	Presenter	Time
	• Public comments are meant to be school specific/overall student bodycentered, civil, respectful, issues-oriented, factual, and free from individual personal attacks of any sort.			
II.	**Staff Reports/Presentations**			**9:13 AM**
A.	Presentation and Recommendation to Approve the 2025-2026 Budget	Discuss	Dr. Chaddrick Owes	10 m
B.	Vote to Approve the 2025-2026 School & Operational Budget	Vote	Kanetha Stephens	1 m
C.	Vote to Approve the 2025-2026 Student & Family Handbook	Vote	Dr. Chaddrick Owes	5 m
III.	**President's Announcements**			**9:29 AM**
A.	Updates from the Governing Board Chair	FYI	Kanetha Stephens	5 m
IV.	**Closing Items**			**9:34 AM**
A.	Adjourn Meeting	FYI	Kanetha Stephens	1 m

Coversheet

Presentation and Recommendation to Approve the 2025-2026 Budget

Section: II. Staff Reports/Presentations
Item: A. Presentation and Recommendation to Approve the 2025-2026 Budget
Purpose: Discuss
Submitted by:
Related Material: TMSA ED Finance Presentation 7-29-25.pdf

The Main Street Academy

Finance Committee Meeting

Executive Director's Report

Meeting Date: July 29, 2025

Presented By: Dr. Chad Owes, Executive Director

Agenda

- ❑ Presentation of the FY26 (2025-2026) Budget

Funding Comparison FY24 to FY25

FY24 Funding	FY25 Funding	FY26 Funding
Title I – $539,295	Title I – $291,634	Title I – $0.00
Federal Allocations – $694,268	Federal Allocations – $352,713	Federal Allocations – $370,205
State Allocations – $9,462,618	State Allocations – $9,894,129	State Allocations – $9,959,503
Other Supplemental – $149,985	Other Supplemental – $0	Other Supplemental – $0
3% FCS Admin Cost – ($259,106)	3% FCS Admin Cost – ($282,170)	3% FCS Admin Cost – ($282,170)
Total – $10,587,061	**Total – $11,365,224 (year end)**	**Total – $10,625,872**

- Per pupil funding decreased by approximately $672
- Title I Ineligible

Budget Comparison FY25 to FY26

The Main Street Academy Budget Overview: SY_2024_2025 - FY25 July 2024 - June 2025	
Revenue	**Total**
10-0000 REVENUE	
Total 10-1220 DONATIONS	$ 11,182.00
Total 10-1225 FUNDRAISING / MISC SALES	$ 20,700.00
10-1340 TUITION FROM OTHER SOURCES-ASP	320,000.00
10-1500 INVESTMENT INCOME	11,000.00
10-1611 STUDENT-BRKFST & LUNCH PROGRAM	30,900.00
10-1910 RENTAL OF PROPERTY	2,000.00
10-3120 TOTAL QBE FORMULA (STATE & LOC)	9,611,959.00
10-4520 OTHER FED GRANTS VIA GA DOE	352,713.00
10-5995 OTHER SOURCES	16,567.00
10-6100 CAPITAL OUTLAY REVENUE	0.00
Total 10-0000 REVENUE	$ 10,377,021.00
10-1700 STUDENT ACTIVITIES-CENTRALIZED	150,000.00
40-4000 SPECIAL FUNDS	0.00
40-4520 FEDERAL REVENUE - TITLE IA	463,634.00
42-4156 ESSER-ARP	0.00
47-4750 SCHOOL NUTRITION SERVICE GRANT	308,638.00
49-4520 FEDERAL REVENUE-FACILITY GRANT	80,000.00
60-4535 SUPPLY CHAIN ASSISTANCE GRANT	0.00
Total 40-4000 SPECIAL FUNDS	$ 852,272.00
Total Revenue	$ 11,379,293.00
Gross Profit	$ 11,379,293.00
Expenditures	**Total**
10-6000 FUNCTION EXPENSES - GEN FUND	
Total 10-1000 INSTRUCTION	$ 6,020,054.00
Total 10-2100 PUPIL SERVICES	$ 647,585.00
Total 10-2210 IMPROVEMENT OF INSTRUCT SERVICE	$ 170,083.00
Total 10-2220 EDUCATIONAL MEDIA SERVICES	$ 220,803.00
Total 10-2230 FEDERAL GRANT ADMINISTRATION	$ 15,000.00
Total 10-2300 GENERAL ADMINIISTRATION	$ 72,270.00
Total 10-2400 SCHOOL ADMINISTRATION	$ 1,683,005.00
Total 10-2500 SUPPORT SERVICES - BUSINESS	$ 161,484.00
Total 10-2600 MAINT & OPER - PLANT SERVICES	$ 1,060,775.07
Total 10-2800 SUPPORT SERVICES - CENTRAL	$ 15,000.00
Total 10-2900 FUNDRAISING ACTIVITIES	$ 5,000.00
Total 10-3100 SCHOOL NUTRITION PROGRAM*	$ 472,787.00
Total 10-3300 ASP OPERATIONS	$ 117,684.00
Total 10-4000 FACILITIES ACQ & CONST SERVICES	$ 275,000.00
Total 10-5000 OTHER OUTLAYS	$ 8,602.00
Total 10-6000 FUNCTION EXPENSES - GEN FUND	$ 10,945,132.07
Total 40-6000 FUNCTION EXPENSE - TITLE IA	$ 230,446.00
Total Expenditures	$ 11,195,728.07
Net Operating Revenue	$ 183,564.93
Net Revenue	$ 183,564.93

The Main Street Academy SY_2025_2026 - FY26 July 2025 - June 2026	
10-0000 REVENUE	
Total 10-1220 DONATIONS	$ 8,457.25
Total 10-1225 FUNDRAISING / MISC SALES	$ 20,400.00
10-1340 TUITION FROM OTHER SOURCES-ASP	250,000.00
10-1611 STUDENT-BRKFST & LUNCH PROGRAM	40,000.00
10-1910 RENTAL OF PROPERTY	4,000.00
10-3120 TOTAL QBE FORMULA (STATE & LOC)	10,625,872.00
10-4520 OTHER FED GRANTS VIA GA DOE	2,000.00
10-5995 OTHER SOURCES	30,000.00
Total 10-0000 REVENUE	$ 10,980,729.25
10-1700 STUDENT ACTIVITIES-CENTRALIZED	150,000.00
40-1690 SCHOOL SAFETY GRANT	50,000.00
47-4750 SCHOOL NUTRITION SERVICE GRANT	220,000.00
Total 40-4000 SPECIAL FUNDS	$ 220,000.00
Total Revenue	$ 11,400,729.25
Expenditures	
10-6000 FUNCTION EXPENSES - GEN FUND	
Total 10-1000 INSTRUCTION	$ 6,457,160.65
Total 10-2100 PUPIL SERVICES	$ 525,625.25
Total 10-2210 IMPROVEMENT OF INSTRUCT SERVICE	$ 128,664.64
Total 10-2220 EDUCATIONAL MEDIA SERVICES	$ 145,712.53
Total 10-2300 GENERAL ADMINIISTRATION	$ 85,500.00
Total 10-2400 SCHOOL ADMINISTRATION	$ 1,722,083.35
Total 10-2500 SUPPORT SERVICES - BUSINESS	$ 161,084.36
Total 10-2600 MAINT & OPER - PLANT SERVICES	$ 1,080,567.26
Total 10-2900 FUNDRAISING ACTIVITIES	$ 9,000.00
Total 10-3100 SCHOOL NUTRITION PROGRAM*	$ 509,383.63
Total 10-3300 ASP OPERATIONS	$ 184,011.29
Total 10-5000 OTHER OUTLAYS	$ 14,368.35
Total 10-6000 FUNCTION EXPENSES - GEN FUND	$ 11,023,161.31
Total Expenditures	$ 11,173,235.68
Net Operating Revenue	$ 227,493.57
Net Revenue	$ 227,493.75

Tentative Budget FY25

10-0000 REVENUE	
Total 10-1220 DONATIONS	$ 8,457.25
Total 10-1225 FUNDRAISING / MISC SALES	$ 20,400.00
10-1340 TUITION FROM OTHER SOURCES-ASP	250,000.00
10-1611 STUDENT-BRKFST & LUNCH PROGRAM	40,000.00
10-1910 RENTAL OF PROPERTY	4,000.00
10-3120 TOTAL QBE FORMULA (STATE & LOC)	10,625,872.00
10-4520 OTHER FED GRANTS VIA GA DOE	2,000.00
10-5995 OTHER SOURCES	30,000.00
Total 10-0000 REVENUE	$ 10,980,729.25
10-1700 STUDENT ACTIVITIES-CENTRALIZED	150,000.00
40-1690 SCHOOL SAFETY GRANT	50,000.00
47-4750 SCHOOL NUTRITION SERVICE GRANT	220,000.00
Total 40-4000 SPECIAL FUNDS	$ 220,000.00
Total Revenue	$ 11,400,729.25

Expenditures	
10-6000 FUNCTION EXPENSES - GEN FUND	
Total 10-1000 INSTRUCTION	$ 6,457,160.65
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Total Expenditures	$ 11,173,235.68
Net Operating Revenue	$ 227,493.57
Net Revenue	$ 227,493.75

Recommendations requiring Board Action

- It is recommended that the TMSA Governing Board vote to approve the Tentative 2025-2026 Budget as presented by the Executive Director.



Coversheet

Vote to Approve the 2025-2026 School & Operational Budget

Section: II. Staff Reports/Presentations
Item: B. Vote to Approve the 2025-2026 School & Operational Budget
Purpose: Vote
Submitted by:
Related Material: TMSA FY26 Draft Budget.pdf

The Main Street Academy SY_2025_2026 - FY26 July 2025 - June 2026	
10-0000 REVENUE	
Total 10-1220 DONATIONS	**$ 8,457.25**
Total 10-1225 FUNDRAISING / MISC SALES	**$ 20,400.00**
10-1340 TUITION FROM OTHER SOURCES-ASP	250,000.00
10-1611 STUDENT-BRKFST & LUNCH PROGRAM	40,000.00
10-1910 RENTAL OF PROPERTY	4,000.00
10-3120 TOTAL QBE FORMULA (STATE & LOC)	10,625,872.00
10-4520 OTHER FED GRANTS VIA GA DOE	2,000.00
10-5995 OTHER SOURCES	30,000.00
Total 10-0000 REVENUE	**$ 10,980,729.25**
10-1700 STUDENT ACTIVITIES-CENTRALIZED	150,000.00
40-1690 SCHOOL SAFETY GRANT	50,000.00
47-4750 SCHOOL NUTRITION SERVICE GRANT	220,000.00
Total 40-4000 SPECIAL FUNDS	**$ 220,000.00**
Total Revenue	**$ 11,400,729.25**
Expenditures	
10-6000 FUNCTION EXPENSES - GEN FUND	
Total 10-1000 INSTRUCTION	**$ 6,457,160.65**
Total 10-2100 PUPIL SERVICES	**$ 525,625.25**
Total 10-2210 IMPROVEMENT OF INSTRUCT SERVICE	**$ 128,664.64**
Total 10-2220 EDUCATIONAL MEDIA SERVICES	**$ 145,712.53**
Total 10-2300 GENERAL ADMINIISTRATION	**$ 85,500.00**
Total 10-2400 SCHOOL ADMINISTRATION	**$ 1,722,083.35**
Total 10-2500 SUPPORT SERVICES - BUSINESS	**$ 161,084.36**
Total 10-2600 MAINT & OPER - PLANT SERVICES	**$ 1,080,567.26**
Total 10-2900 FUNDRAISING ACTIVITIES	**$ 9,000.00**
Total 10-3100 SCHOOL NUTRITION PROGRAM*	**$ 509,383.63**
Total 10-3300 ASP OPERATIONS	**$ 184,011.29**
Total 10-5000 OTHER OUTLAYS	**$ 14,368.35**
Total 10-6000 FUNCTION EXPENSES - GEN FUND	**$ 11,023,161.31**
Total Expenditures	**$ 11,173,235.68**
Net Operating Revenue	**$ 227,493.57**
Net Revenue	**$ 227,493.75**

Coversheet

Vote to Approve the 2025-2026 Student & Family Handbook

Section:	II. Staff Reports/Presentations
Item:	C. Vote to Approve the 2025-2026 Student & Family Handbook
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 TMSA Student & Parent Handbook FINAL.pdf









Revised July 1, 2025

The Mission of The Main Street Academy (TMSA) is to offer all students a challenging and enriching education from a dedicated and student-focused staff in partnership with highly involved parents.

2861 Lakeshore Drive, College Park, GA 30337

Phone Number: (404) 768-0081
Website: www.tmsa.org
School Hours: 7:45 a.m. – 3:00 p.m.
Front Office Hours: 7:30 a.m. – 4:00 p.m.

Student and Family Handbook

2025 – 2026

The purpose of this handbook is to inform students and their families of the policies, procedures, and operations of The Main Street Academy (TMSA). It presents information highlighting policies and guidelines necessary for the academic achievement, safety, welfare, and well-being of our students. The parent/guardian is required to review the contents of this handbook and share appropriate information with their student. Parent/guardian and students are required to sign the Handbook Acknowledgment, which indicates that both the Parent/guardian and student understand and agree to abide by the directions of this handbook. Each Parent/guardian and student will receive a copy of the Handbook Acknowledgment from their School to complete. The Main Street Academy is not responsible for omissions in the handbook. The Main Street Academy reserves the right to amend the contents and reissue this handbook at any time. Final authority on all matters rests with the school administration and the TMSA Governing Board, when applicable. It is the responsibility of the student and the Parent/guardian to review and adhere to this Handbook.

Note: Every aspect related to the policies and procedures of TMSA cannot be covered in this Handbook; any situation not specifically referred to in this Handbook, or in a separate policy adopted by TMSA, will fall under the Policies and Procedures set forth by TMSA or the Fulton County Schools Board of Education.

All references to Fulton County Schools Board policies and to the Georgia Education Code contained herein are hereby incorporated by reference and may be located in their entirety at the following websites:

Fulton County Schools Board policies: http://www.boarddocs.com/ga/fcss/Board.nsf/Public

Georgia Education Code Section: http://law.justia.com/georgia/codes/20/20-2.html

Welcome Letter from the Executive and Administrative Team

Greetings Students, Parents/Guardians, Teachers, and Stakeholders:

We are overjoyed that you have chosen The Main Street Academy (TMSA) to nurture and educate your most prized possession, your child(ren). Welcome to the 2025-2026 school year! The administrators and staff are excited about the prospect of meeting and working with you this school year. As we prepare our scholars to become leaders in the 21st Century with skills in (Science, Technology, Engineering, Arts and Mathematics) (STEAM) and Career, Technical, and Agricultural Education (CTAE). TMSA will provide a safe learning environment that fosters students' risk-taking, inquiry, and independent thinking skills. Our mission is for all students to receive a challenging and enriching education from a dedicated and student-focused staff in partnership with highly involved families. Students will leave TMSA with high expectations of themselves as they prepare for further education and become positive contributors to their diverse communities. Our TMSA staff is dedicated to ensuring that scholars work each day to acquire knowledge, concepts, and skills to succeed in their choice of college and career; to positively contribute to both their local and global communities. As student academic growth is our definitive objective, we look forward to providing extraordinary learning opportunities to students inside and outside of the classroom. As the improvements of our school continue to take shape, we remain focused on our Strategic Improvement Plan and future goals. We encourage you to take a moment to review the Strategic Improvement Plan and identify ways that you might support the mission that is ahead. The stakes are high, but with relentless dedication, we have no choice but to succeed together as a TEAM. Please join us in ushering TMSA into the future.

Have a great school year!

The TMSA Executive and Administrative Team

TMSA reserves the right to modify or edit the information contained within this handbook at any time

2025-2026 School Calendar

JULY 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Independence Day
24-29 Pre-Planning
30-31 Professional Development Day

Instructional Days – 0
Staff Days – 6

AUGUST 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Pre-Planning
4 First Day of School

Instructional Days – 20
Staff Days – 21

SEPTEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day

Instructional Days – 21
Staff Days – 21

OCTOBER 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13-17 Fall Break

Instructional Days – 18
Staff Days – 18

NOVEMBER 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 Teacher Workday/Election
24-28 Thanksgiving Break

Instructional Days – 14
Staff Days – 15

DECEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Last Day of First Semester Early Dismissal

22-31 Winter Break

Instructional Days – 15
Staff Days – 15

1-2 Winter Break
5 Teacher Workday
6 First Day of Semester
19 MLK Holiday

Instructional Days – 18
Staff Days – 19

JANUARY 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 Teacher Workday (Remote)
17 Professional Development Day

Instructional Days – 18
Staff Days – 20

FEBRUARY 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 Professional Development Day

Instructional Days – 21
Staff Days – 22

MARCH 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

6-10 Spring Break

Instructional Days – 17
Staff Days – 17

APRIL 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

19-21 Early Dismissal
21 Last Day of School
22 Post Planning
25 Memorial Day

Instructional Days – 15
Staff Days – 16

MAY 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Preplanning/Post-Planning/Teacher Workday (no students)
First/Last Day of Semester
Professional Development Day (students off)
Break (schools closed for staff and students)

The 2025-2026 School Calendar includes a total of 177 instructional days for students: 88 days for First Semester and 89 days for Second Semester.

Please note: Due to unforeseen circumstances including weather, the Executive Director may deem it necessary to adjust this calendar.

The Main Street Academy • 2861 Lakeshore Drive. • College Park, Georgia 30337 • 404-768-0081 • tmsa.org

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Introduction

The Main Street Academy (TMSA) is a Kindergarten through 8th grade public charter school located in College Park, Georgia. TMSA began servicing various cities in the South Fulton community in 2010. In August 2015, TMSA relocated from two small educational buildings on E. Main Street to the former Lakeshore High School and Harriet Tubman Elementary School campuses. Nestled in a historic College Park neighborhood amongst tall oak and magnolia trees, the 38-acre campus encompasses a 140,000-square-foot educational building with a media center, art and music rooms, gymnasium, baseball diamond, and Innovation Center. Today, TMSA is a thriving and dynamic charter school that serves over 800 scholars.

The school's mission focuses on providing a challenging and enriching curriculum that centers on developing the whole child - intellectual, artistic, character, and health. Led by highly qualified teachers, students receive a unique and rigorous curriculum. TMSA's innovative **Project-Based Learning** approach with an integrated **STE(A)M** (Science, Technology, Engineering, Arts/Agriculture, and Mathematics) framework helps our diverse base of students become 21st-century leaders.

TMSA is also a community for committed families who want their students to be grounded in character and inspired by academic advancements to thrive in a competitive, evolving world.

Vision Statement

To operate a world-class school that prepares scholars to become leaders in the 21st Century.

Mission Statement

At The Main Street Academy, all students will receive a challenging and enriching education from a dedicated and student-focused staff in partnership with highly-involved families. Students will leave The Main Street Academy with high expectations of themselves as they prepare for further education and to become positive contributors of their diverse communities.

Belief Statements

- We believe each student can and will learn.
- We believe each student needs and deserves academic support and enrichment.
- We believe in the Leader in Me 7 Habits.
- We believe students are best served through relationships with adults in their lives, particularly those at school and in their homes.
- We believe effective educators use data to inform instruction.
- We believe students are motivated by having choices in their learning.
- We believe strategies should be adjusted to ensure appropriate challenges for each student.
- We believe that students rise to meet expectations they care about and understand.
- We believe that, in productive school cultures, every person (adults and students) is an active and enthusiastic learner whose creativity is perpetually nurtured.

Leader in Me: The 7 Foundational Principles

TMSA has adopted and is incorporating Leader in Me and The 7 Habits of Highly Effective People by Dr. Stephen Covey:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to be Understood
6. Synergize
7. Sharpen the Saw

Administrators and School Staff

Executive Office

Executive Director: Dr. Chad Owes
Principal: Ms. K.C. Revere
Information Technology Manager: Mr. Yon Baker
Technology Support Specialist: Mr. Reggie Wright
Human Resources Manager & Title IX Coordinator: Ms. Richara Hughley
Data Manager/Registrar: Mrs. La'Shonda Liptrot
Director of Operations: Ms. Eve Nealy
Family Engagement & Extended Care Programs: Mrs. Jamil Pearson
Director of Communications: Mrs. Jon'a Solomon
Accountant & Bookkeeper: Ms. Tracey McIntosh

Assistant Principals

Assistant Principal of Grades K – 4: Ms. Yuvonka Avery
Assistant Principal of Grades 5 – 8: Mr. Adam Adebisi

Student Support Services

Director of Student Support Services: Ms. Stephanie Taylor
School Counselor: Mrs. Marchketa Smallwood
School Social Worker: Ms. Priscilla Lee

Administrative Support

Administrative Assistant (School Secretary): Ms. Lacey Nabors
Administrative Assistant (School Secretary): Ms. Tasha Shipman
Administrative Assistant to the Principal: Ms. Chakeisa Blanton
Administrative Assistant to the Executive Director: Ms. Cheryl Reid

Staff

School Nurse: Ms. Vanessa Jackson, RN
Family Engagement & Extended Care Programs: Mrs. Jamil Pearson
Food Services Coordinator: Mr. Rodrick Members
Athletic Director: Mr. Raimon Williams

Governing Board

TMSA's Governing Board is responsible for collaborating with the Executive Director to develop the mission, vision, and strategy for the school, as well as supporting the school leaders and staff as the leaders oversee and implement key areas of finances, culture, policy, and academics.

Governing Board of Directors

Kanetha Stephens, President; Executive Committee
Tangi Bush, Esq., Vice Chair; Governance Committee Chair
Tangie Warrior Treasurer; Finance Committee Chair
C. Jade Rutland, Secretary
Michael Glanton, Board Member
Yvonne King-Dixon, Board Members, Academic and School Performance Committee Chair
Sharmaine Mercer, Board Member
K.C. Revere, Ex Officio Board Member, Principal
Dr. Chad Owes, Ex Officio Board Member, Executive Director

Board Meeting Schedule 2025-2026
Special Called and Other meetings may be held through the year

Month	Date	Time
September	9/30/25	6:00 pm
November	11/18/25	6:00 pm
January	1/27/26	6:00 pm
March	3/31/26	6:00 pm
May	5/26/26	6:00 pm

Important Handbook Highlights for Parents/Guardians

- Please carefully read this handbook.
- Memorize the Leader in Me 7 Habits and follow them – lead by example to your children.
- Be respectful of school staff and other parents/guardians – in carline, on school grounds, at any school events, at all times.
- Ensure that your child(ren) is sent to school with the appropriate required school uniform (See uniform section for guidelines)
- An online TMSA Faculty and Staff Directory with contact information is posted on the school website.

- Email Student Attendance at student.attendance@tmsa.org if you know your child will be absent (See Attendance Policy for more information on the tmsa.org attendance webpage)
- Ensure that enrollment information including contact phone number, home address, email address, emergency contacts, and the names and telephone numbers of adults who may pick up their children is up to date. Changes should be made through the Infinite Campus Parent/guardian Portal. Information regarding Infinite Campus can be found Infinite Campus Information
- Parent/guardian conferences will be scheduled by the classroom teacher. Parent/guardian may not go to teachers' classrooms before, during or after school unannounced. These times are reserved for teachers to work withstudents or prepare lessons. The front office will confirm if a parent/guardian has a pre-arranged meeting with a teacher prior to providing a visitor's badge and allowing the parent/guardian to enter the school.
- Conferences with the Principal and/or Assistant Principals should be scheduled through the school's appropriate administrative assistant to the Principal/Assistant Principals, Ms. Chakesia Blanton. Please do not expect to meet with an administrator without an advance scheduled meeting. To expedite the process, please complete the TMSA Meeting Request Form.
- Have your child(ren) read or read with your child(ren) – 20 minutes or more. Research proves that the best path to academic success is READING! Also, practice Numeracy for a minimum of 20 minutes every day of the week (Addition/Subtraction/Multiplication/Division Tables).
- Students in grades K-8: All Parents/guardians, guardians, and/or adults authorized to pick up and drop off are expected to utilize the carline for drop-off (7:15 a.m. – 7:45 a.m.) and pickup (3:00 p.m. – 3:45 p.m.). Under no circumstances should a student be dropped off or picked up on Lakeshore Drive. The carline map and directions is available on the school website and at the main office.
- Students may not be dropped off or picked up unaccompanied by an adult by Uber, Lyft, or any other ridesharing transportation company. A list of private transportation providers is available on the TMSA Extended Care Program website.

Important Handbook Highlights for Students

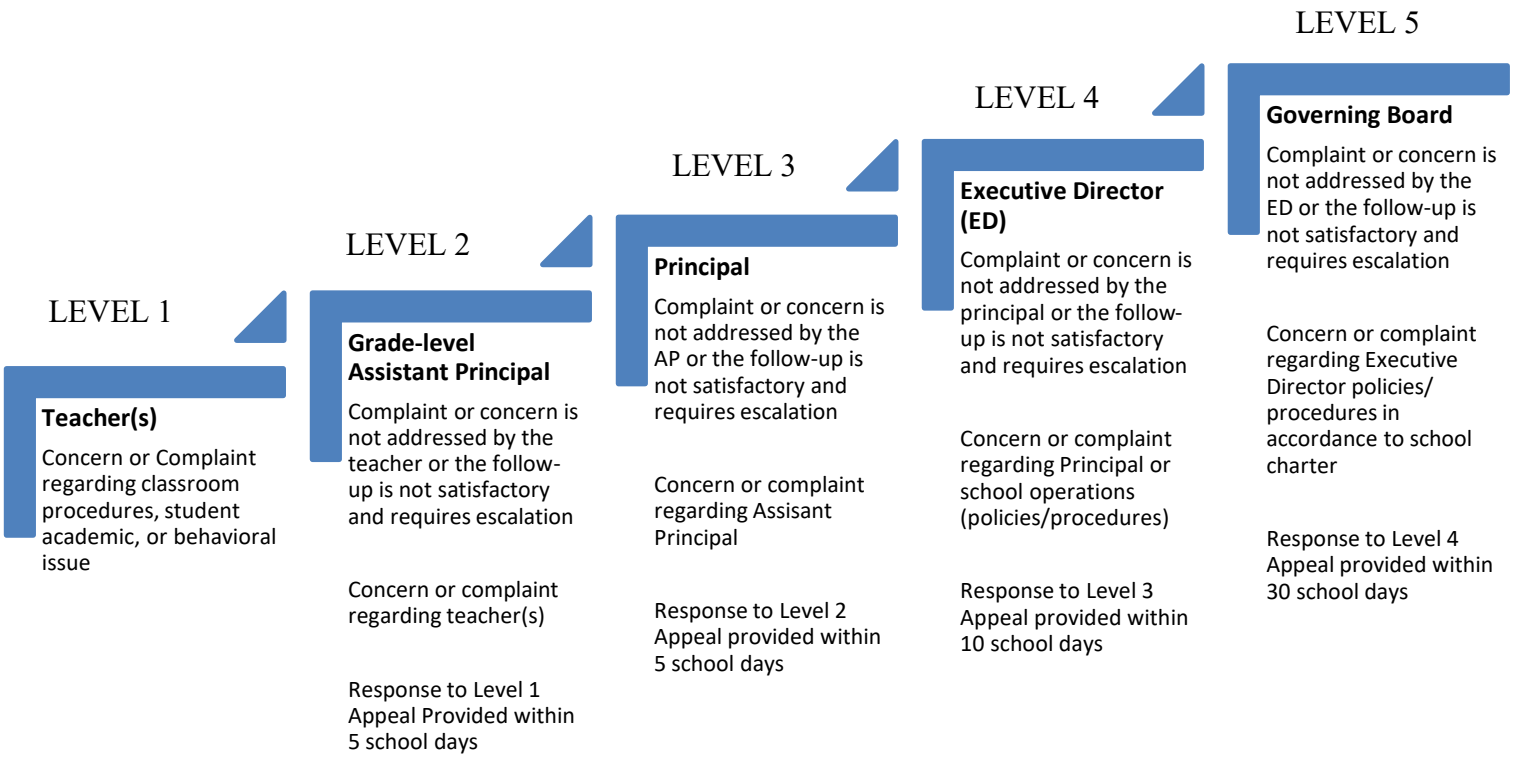
- Please carefully read this handbook.
- You should memorize the Leader in Me 7 Habits within the first week of school and practice the habits throughout the year.
- Faculty and staff may ask you to explain our school's 7 Habits at any time during the school year.
- Dress in the correct uniform each school day (See page for Uniform requirements).
- Avoid behavior or disciplinary consequences. Be respectful and considerate to your teachers, your peers, school staff, and your parent/guardian at all times.
- Be a serious, dedicated student – every TMSA student has the opportunity to be educated and well-prepared for high school, college, careers, and beyond.

Grievance Policy

The Main Street Academy takes all complaints or grievances from any member of the public, parent, guardian, or person in legal parental relations very seriously. It is also mindful, however, that many disputes are best resolved at the lowest possible level, in many cases, which is with your scholar's teacher. Accordingly, the grievance process and sequence of grievances are outlined below (see the chart). To the extent a complaint or grievance is submitted without prior compliance with the process set forth below, the recipient of the complaint or grievance shall inform the complainant of the policy in place and direct that person to submit his or her complaint or grievance consistent with this Policy.

All complaints and grievances shall be submitted to the appropriate person, as identified in this Policy, via email. The TMSA Governing Board expects that a person will comply with the procedures stated below, in the below-stated sequence, prior to filing a written complaint with the Board.

The TMSA staff will recognize and address complaints in an orderly and timely manner. Complaints made by family and community members should be resolved with the parties most directly involved as amicably, expeditiously, and satisfactorily as possible. **Fulton County Schools, Departments within Fulton County Schools, and the Superintendent of Fulton County Schools <u>will not</u> address or attempt to resolve TMSA student/parent complaints, grievances, or concerns. TMSA is an independently operated public charter school with its own governance structure that does not fall under the oversight or purview of the local school district.** FCS respects the autonomy of the charter school and will <u>not</u> become involved in school-level day-to-day matters.


LEVEL 1
Teacher(s)
Concern or Complaint regarding classroom procedures, student academic, or behavioral issue
LEVEL 2
Grade-level Assistant Principal
Complaint or concern is not addressed by the teacher or the follow-up is not satisfactory and requires escalation
Concern or complaint regarding teacher(s)
Response to Level 1 Appeal Provided within 5 school days
LEVEL 3
Principal
Complaint or concern is not addressed by the AP or the follow-up is not satisfactory and requires escalation
Concern or complaint regarding Assisant Principal
Response to Level 2 Appeal provided within 5 school days
LEVEL 4
Executive Director (ED)
Complaint or concern is not addressed by the principal or the follow-up is not satisfactory and requires escalation
Concern or complaint regarding Principal or school operations (policies/procedures)
Response to Level 3 Appeal provided within 10 school days
LEVEL 5
Governing Board
Complaint or concern is not addressed by the ED or the follow-up is not satisfactory and requires escalation
Concern or complaint regarding Executive Director policies/ procedures in accordance to school charter
Response to Level 4 Appeal provided within 30 school days

Non-Discrimination

- TMSA does not discriminate on the basis of race, religion, gender, age, national origin, sexual orientation, mental status, or disability. If students believe they have been discriminated against for any reason, they should report it to the Principal's or Assistant Principal's office immediately.
- TMSA's Governing Board abides by educational policy and does not discriminate on the basis of race, color, national origin, sex, religion, age or individuals with disabilities in any of its programs, services or activities. Prohibited actions include, but are not limited to, harassment, denial of opportunities or benefits for discriminatory reasons, and retaliation for complaints filed.
- TMSA acknowledges its responsibility under the Americans with Disabilities Act/Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.
- The Board will implement a procedure for providing prompt and equitable resolution of any allegations of discrimination made by students, Parent/guardians/guardians, employees, and the school community.

Student Support Services and Special Education

It is the goal of TMSA to provide appropriate educational opportunities for all students. It is the school's obligation to provide appropriate educational opportunities to all students with suspected disabilities or disabilities, as defined under the Individuals with Disabilities Education Act ("IDEA"), state, and Fulton County School regulations.

Americans with Disabilities Act/Child Find

The Individuals with Disabilities Education Act includes a Child Find Mandate. Child Find requires all school districts to locate, identify, and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade…" A parent/guardian who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting their child's teacher as well as either the school principal or the director of Student Support Services, providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parent/guardian's request into consideration and provide a response consistent with State and Federal special education requirements. If a disability is not suspected, an evaluation may be refused. If there is a refusal of the evaluation, the parent/guardian will be given a written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The Parent/guardians then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 - Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions, please contact the school's principal who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the school's principal or the Student Support Services director. The school does not discriminate against

individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation in order to do so, they should contact the school's principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact your child's teacher as well as the school's principal or Student Support Services director to begin the referral process. Upon initiation of the Section 504 referral process, parent/guardian will be provided with a copy of the Section 504 Procedural Safeguards and Parent/guardian /Student Rights which contains complaint and due process procedures.

Notice: Programs for students with Disabilities falls under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The Response to Intervention Team

The Response to Intervention Team (RtI) is a committee of school personnel set up by the principal to ensure ongoing and effective support for students and classroom teachers. Parent/guardian are informed if their child is being considered for referral to the RtI for behavioral and/or academic support. The RtI is a general education intervention process, and team membership will generally include: a building administrator, the student's general education teacher, and a staff member knowledgeable in accommodations and interventions. Parent/guardian may also be invited to participate in this meeting. The team provides a forum to discuss the student's academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes the use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic and behavioral performance. The RtI may serve as the pre-referral intervention planning team for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the RtI may refer a student to the Director of Student Support Services to recommend a formal, special education evaluation. Parent/guardians should be informed if the RtI is considering a referral of their student. Prior to initiating a special education evaluation, written parent/guardian consent/permission must be obtained. Information gathered through the implementation of interventions identified by the RtI will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent/guardian, educational staff, and others as deemed appropriate. The RtI's review of documentation of intervention strategies, the student's response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

TMSA will comply with the IDEA and state regulations, and every student identified as having a disability will be provided with an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student's present level of academic achievement and functional performance including disability-related needs, goals and objectives, supplementary aides and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to ensure that eligible students receive a Free Appropriate Public Education (FAPE) and specialized instruction delivered by highly qualified special education staff. Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents/guardians are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participants which minimally includes general and special education providers,

administrators, and the parent/guardians. The IDEA includes specific rights for parents/guardians of children with disabilities. This information is contained in the document commonly referred to as the Procedural Safeguards. We encourage parents/guardians to review this document carefully, so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from your school office or by contacting the state's Department of Education.

TMSA also utilize specialized student support such as RethinkEd – a Multi-Tiered System of Support (MTSS) platform and resources that allow educators to learn about MTSS concepts, develop academic, behavioral, and social-emotional learning plans, provide meaningful interventions, and analyze the effectiveness of their entire MTSS framework. Additionally, high-quality universal behavior support optimizes learning and well-being. Fostering positive behaviors, decreasing behaviors that interfere with learning, and maximizing both student and educator success requires a holistic approach.

- Foster a sense of safety and well-being
- Increase time spent on meaningful instruction
- Improving academic performance

Family & Student Involvement

Parent/guardians are their children's first teachers. Without firm parent/guardian guidance, students cannot succeed.

If we want TMSA to stand apart, we must have our families perform and participate at an unprecedented level. The expectation is that you will focus on: literacy, instructional support through meaningful homework activities, initiatives that involve our children after school, discipline, compliance, project-based learning, and interactions in our classrooms.

You are encouraged to participate in the learning process in your child's classroom(s) This includes knowing: the look and feel of the classroom(s), your child's teacher(s), where to locate instructional materials, how to access our technology resources, and important upcoming events/celebrations/field trips, etc. We want you to have a direct, positive impact on the educational progress of your child.

Each TMSA Parent/Guardian is expected to:

- Read to or monitor reading each school day.
- Practice numeracy (adding, subtracting, multiplication, division, identifying numbers, etc.)
- Work with your child to complete your child's homework requirements each day.
- Make all efforts to review news, correspondence, and information from the school or teacher.
- Support the school's efforts to prevent violent/inappropriate behavior in the school.
- Support the school by ensuring that your child complies with all policies outlined in the Student and Parent/Guardian Handbook and Code of Conduct.
- Attend all teacher/parent/guardian conferences.
- Strongly encouraged to volunteer their time and talents to The Main Street Academy. Click here to view a listing of volunteer opportunities. Parents/guardians are encouraged to volunteer 10 to 20 hours per school year.
- Strongly encouraged to join the Parent/Guardian Teacher Organization (PTO) and commit to attending a minimum of three PTO meetings throughout the school year.
- Purchase and maintain the necessary school uniform components for each child and ensure that your child is dressed in compliance with the dress code policy.
- Ensure your child arrives at school each day by 7:45 a.m. (unless legitimately excused) until the last scheduled school day.
- Ensure that your child is not dropped off to school prior to 7:15 a.m. (if they are not enrolled in before-care) and ensure thatyour child is picked up from school by 3:45 p.m. daily if not participating in after-school programs, or by 6:00 p.m. if participating in after-school programs.
- Sign the Learning Compact and Device Usage Agreements.

Meal Service Plan

TMSA provides a healthy and nutritious breakfast and lunch for all students on a daily basis.

Payment for meals may be made online only via www.ezschoolpay.com. Visit tmsa.org for additional information.

The breakfast and lunch menus and information for payment for the first day are available to review and access on tmsa.org. Monthly menus for breakfast and lunch will be posted on our school website as well as posted in each school office and cafeteria.

The daily cost for a full price student breakfast is $2.10 and lunch $3.35; an adult breakfast is $3.50, and lunch is $4.50. The daily cost for a reduced cost student breakfast is $.40 and lunch $.50. Extra milk is $.75. TMSA participates in the National School Lunch and Breakfast Program, sponsored by USDA.

Free and Reduced Meal applications will be available at www.ezmealapp.com. All information provided on the Free and Reduced Meal application is kept strictly confidential. We strongly encourage all families to complete an application. If you participated in the Free & Reduced Meal Program for the prior school year, your status is valid for the first 30 school days. Prior to the 30th day, a Free & Reduced Meal Application for the school year must be completed and returned for processing.

When a lunch account is delinquent, the maximum charge limit allowed for a full-priced or reduced student will be 3 days of breakfast and lunch charges. A full-priced student's maximum charge limit dollar amount is $9.75, and a reduced student's maximum charge limit dollar amount is $2.10. Due to limited funds, the student will receive an alternate meal, which consists of a cheese sandwich, fruit, and milk (students do have the right to refuse an alternative meal). If a student received an alternate meal due to non-payment for more than 10 consecutive school days, the household may be reported to local authorities. Households that have been determined able to pay, but who do not pay or do not provide a meal from home for their children may be considered guilty of neglect.

Meals brought from home must be ready to eat and be peanut-free. TMSA does not provide microwave ovens for the students to use to heat food. Scheduled meals will still be available when class parties/celebrations are offered. Meal and food items from home should not contain peanuts/peanut butter due to students or staff who may have peanut allergies.

Students may not have fast food delivered to the school by the parent/guardian or any meal/food delivery services (e.g., Uber Eats, Door Dash, Grubhub, etc.). Carbonated drinks/sodas and/or glass containers are not allowed at school. Any outside food delivered will be confiscated and held until the end of the day and may be picked up by the parent/guardian.

TMSA is a sponsor of the U.S. Department of Agriculture (USDA) Food and Nutrition Services (FNS) Child Nutrition Programs, including the list all applicable programs: National School Lunch Program (NSLP), School Breakfast Program (SBP), Seamless Summer Option (SSO) of the NSLP, Special Milk Program (SMP), Afterschool Snack Program (ASP), and Fresh Fruit and Vegetable Program (FFVP).

TMSA provides benefits to all eligible individuals without discrimination in accordance with Federal civil rights laws and USDA policy, as governed by FNS Instruction 113-1. The USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, age, sex, and disability. Program participants who feel they have been discriminated against while participating in the Child Nutrition Programs, including during the serving of meals, will be instructed to contact Eve Nealy, Director of Operations, at 404-768-0081 ext. 105 for procedures to voice their complaint. All complaints alleging discrimination on the basis of race, color, national origin, age, sex, or disability, either written or verbal, must be processed within the established time frames.

Right to File
Any person or representative alleging discrimination based on a prohibited basis has the right to file a complaint within 180 days of the alleged discriminatory action. Only the Secretary of Agriculture may extend this time under special circumstances. The complainant must be advised of confidentiality and Privacy Act applications. The Director of Operations, Eve Nealy, will not attempt to resolve the complaint themselves, without first providing the complainant with information on how they can file a complaint.

Forms
The Food Service Coordinator will provide all persons wishing to file a complaint, instructions on where to obtain the USDA Program Discrimination Complaint Form online or where they can obtain a hard copy. A complainant may also be directed to the USDA online complaint form. An English copy of the online complaint form is available at: https://snp.gadoe.org/Regulations/Documents/CivilRights/USDAComplaintFormEnglish6812.pdf.

A Spanish copy of the online complaint form is available at: https://snp.gadoe.org/Regulations/Documents/CivilRights/USDAComplaintFormSpanishVersion.pdf. However, the use of this form will not be a prerequisite for acceptance of the complaint. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish) for assistance in filing a complaint.

Filing a Complaint
The Food Service Coordinator will provide instructions to the complainant on where to forward the completed USDA Program Discrimination Complaint Form by:

- mail: 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
- fax: (202) 690-7442; or
- e-mail: program.intake@usda.gov.

Verbal Complaints
In the event a complainant wishes to make the allegations verbally or in person and refuses or is not inclined to place such allegations in writing, the Director of Operations will write up the elements of the complaint for the complainant utilizing the USDA Program Discrimination Complaint Form.

Acceptance of Written or Verbal
All complaints received by the Food Service Coordinator, written or verbal, will be forwarded to the U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights (OCR) within 5

calendar days of receipt of the complaint. Anonymous complaints will be handled as any other complaints, to the extent feasible, based on available information. Complaints will be forwarded to OCR via:
• mail: 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410;
• fax: (202) 690-7442; or
• e-mail: program.intake@usda.gov.

The Main Street Academy will:
• maintain a copy of any correspondence regarding the complaint for at least four years after the date the complaint is closed;
• make its employees available to the FNS Civil Rights Director (CRD) to be interviewed as necessary during investigations;
• provide necessary documents as requested by the FNS CRD or the Georgia Department of Education (DOE) within the timeframes established by FNS guidance;
• participate in attempts to resolve the complaint

State Agency Notification
If the SFA is notified that a program participant has filed a Civil Rights complaint, or they have filed a complaint on behalf of a program participant, they will notify their county consultant at the GA DOE. The SFA will provide information as requested by the CSDE during the OCR investigation of the complaint.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at https://snp.gadoe.org/Regulations/Documents/CivilRights/USDAComplaintFormEnglish6812.pdf and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:
(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

The Main Street Academy is an equal opportunity provider.

Wellness Policy

TMSA is committed to providing a school environment that enhances learning and development of lifelong wellness practices.

To accomplish these goals:

- TMSA's Child Nutrition Programs will comply with federal and state requirements and will be accessible to all children.
- Students will be exposed to patterns of meaningful physical activity that connect to their lives outside of physical education class.
- All school-based activities will be consistent with local wellness policy goals.
- All foods and beverages made available on campus (including concessions, student stores, parties and fundraising) will be consistent with the current Dietary Guidelines for Americans.
- All Foods Prepared on Campus will adhere to Food Safety Guidelines
- The school environment will be safe, comfortable, pleasing, & allow ample time and space for eating meals.
- Food and/or physical activity should not be used as a reward or punishment.

Wellness Policy Goals

Nutrition Goals:

- Meals and snacks served in the National School Lunch and Breakfast Programs will meet or exceed USDA nutritional requirements.
- We will strive to offer a variety of whole foods including fresh fruits and vegetables to students and to limit the service of highly processed foods.
- Low-fat (1% or less) or fat-free milk products will be served in the lunch and breakfast programs.
- At least 100% of the grains served will be whole grain products.
- Vending machines are not provided for student use

Nutrition Education Goals:

- Nutrition education will be integrated into other areas of the curriculum, such as math, science, language arts, and social studies, where appropriate.
- Nutrition awareness materials will be available in the cafeteria.
- Nutritional content of menu items will be available upon request from the food service company.
- Nutrition education opportunities will be provided to parents/guardians on at least an annual basis.

Physical Activity Goals:

- Health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities.
- TMSA will strive to provide opportunities for supervised physical activity for all students through a combination of physical education classes, structured and unstructured play at brain break, and in the classroom setting when appropriate.

- Opportunities for physical activity will be incorporated into other subject lessons when appropriate, and classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.
- Information on elements of a healthy lifestyle will be provided to staff on a routine basis.

Other School-Based Activities and Goals:

- TMSA supports Parent/guardians' efforts to provide a healthy diet and daily physical activityfor their children.
- TMSA encourages Parent/guardians to pack healthy lunches and snacks and to refrain from includingbeverages and foods with minimal nutritional value.
- TMSA will encourage behaviors to prevent the spread of germs, including frequent handwashing, and proper techniques for covering mouth and nose when sneezing or coughing.

Implementation and Monitoring:

- This Wellness Policy will be implemented throughout TMSA.
- Food service staff will ensure compliance with the school's food service areas.
- The principal or designee will ensure compliance with the wellness policy

Tardy Policy - Late Arrivals - Early Checkouts

The school day begins at 7:45 a.m.; any student arriving after 7:45 a.m. is considered tardy. A student is tardy when he/she arrives to school after the beginning of the official school day or is not in the assigned class at the beginning of the class period.

Late Arrival

Any time a student arrives after the beginning of the instructional day.

- Late arrivals follow the same rules for excused and unexcused
- Late arrivals follow the same rules for documentation

Early Checkout

Any time a student leaves school before the end of the instructional day.

- Early Checkouts follow the same rules for excused and unexcused
- Early Checkouts follow the same rules for documentation

Tardy

Any time a student arrives after the beginning of a specific class period.

- Tardies will be handled at the school level with guidance from the principal

A student tardy may be classified as excused or unexcused based on the circumstances defined in this policy. The Principal may develop additional guidelines concerning tardies.

Five (5) unexcused tardies result in a referral to the school social worker. Parent/guardians will be required to sign an attendance contract after five (5) unexcused tardies.

To be considered in attendance for a school day, a student must be present for at least one-half of the school day, excluding the lunch period. Students leaving school before meeting this requirement will be considered absent for a school day.

Early dismissal ends at 2:00 p.m. To ensure proper safety, students will not be released after 2:00 p.m.

A parent/guardian or guardian may be required to bring appropriate documentation for early checkout at the time the student is released from school or late arrival at the time the student arrives at school.

Excused Absences

"A hold harmless absence that has been documented and relates to one of the following circumstances in accordance with State Board of Education Rule 160-5-1.10 and Georgia State Code, O.C.G.A. 20-2-690.1."

The following is a list of all excused absences:

- Personal illness or when attendance in school would be detrimental to the health of the student or others
- A serious illness in the student's immediate family necessitating absence from school
- A death in the student's family necessitating absence from school
    - Student are excused for up to 4 days due to a death in immediate family
    - Students are excused for up to 2 days due to a death in non-immediate family
- Observance of religious holidays necessitating absence from school
- Compliance with a court order or an order issued by a governmental agency mandating an absence from school
- Visitation with an immediate family member who is on leave from or is being deployed to military service
- Important family events/celebrations for an immediate family member (graduation, wedding, religious ceremony, etc.)
- Compliance with an order for a pre-induction physical examination for service in the armed forces
- An absence for registering to vote or participating as an active voter in a local, state, or federal election
- A verified interview for college admission or a documented college visit
- A specialized, supplemental, or extracurricular program/event
- Other absences pre-approved by the principal

Unexcused Absence:

"Any absence not accompanied with a note or documentation or any absence that does not relate to the circumstances listed above is considered unexcused."

The following non-exhaustive list includes examples of unexcused absences:

- Bad weather
- Missing the school bus
- Car trouble
- Shopping
- Babysitting
- Oversleeping

Parent/guardian Notification/Involvement

It is the responsibility of the classroom teacher to take attendance and notify the school administration of absences via Infinite Campus. Local school administrators shall establish effective means of communicating with parent/guardians about students regarding individual student attendance.

Early Dismissal

Parent/guardians are expected to make every effort to adhere to regular dismissal times.

STUDENT(s) CANNOT BE PICKED UP FOR EARLY DISMISSAL AFTER 2:00 P.M. IF A PARENT/GUARDIAN ATTEMPTS TO HAVE A STUDENT DISMISSED BETWEEN 2:00 P.M. - 3:00 P.M., THE PARENT/GUARDIAN WILL BE REFERRED TO THE CARLINE TO PICK UP SUCH STUDENT AT REGULAR DISMISSAL TIME.

If a child needs to be checked out or dismissed early, the parent/guardian must change the dismissal plan within the SchoolPass app by 12:00 noon.

Only authorized adults whose names are on file in the main office may pick up the child. All adults must be prepared to present a valid ID.

The students may not be dropped off or picked up by Uber, Lyft, or any other ridesharing transportation company.

Parent/guardians must ensure that enrollment information includes the names and telephone numbers of adults who may pick up their children and update the information if their family situations change.

It is understood that on occasion, it may be necessary for a parent/guardian to pick up his/her child before the end ofthe school day. It is critical that these occurrences are kept to a minimum.

Dismissal Procedures

Students are dismissed beginning at 3:00 p.m. Parents/Guardians must download and use the SchoolPass dismissal app to dismiss students or to make alternate pickup arrangements or changes.

Students not participating in after-school programs must be picked up in carline. Carline maps are available on the school's website.

The students may not be picked up or dropped off by Uber, Lyft, or other ridesharing transportation company.

All students are to be picked up between 3:00 p.m. and 3:45 p.m. unless they are enrolled in the After School Program, an after-school enrichment activity, or receiving authorized academic support. Students not participating in one of the prior stated activities must be picked up by 3:45 p.m. or the end of carline, whichever is later. Students participating in one or more of the prior stated activities must be picked up by the activity's end times. TMSA does not have the resources necessary to supervise students after these times and assumes no liabilities for students who are not picked up at the appropriate time.

When a student is picked up late, the student must be properly signed out and the Late Pick-Up Policy will apply.

The **FIRST** time a student is not picked up on time, the parent/guardian will receive a letter or verbal warning indicating a **FIRST OFFENSE** of the Dismissal Policy.

The **SECOND** time a student is not picked up on time, the parent/guardian will be charged the After School Program drop-in daily rate of $25.

The **THIRD** time a student is not picked up on time, the parent/guardian will be charged the After School Program drop-in daily rate of $25. In addition, a referral to the school counselor, social worker, and Georgia Division of Family and Children Services (DFCS) will be notified.

At any time and in addition to the above-stated procedures, if a student is not picked up by 6:00 p.m., the College Park police and/or DFCS will be immediately contacted to pick up the student.

If the penalty fee(s) is not paid and/or the behavior is not corrected, TMSA reserves the right to prohibit the student from participating in any school-related extracurricular activity.

Early Morning Drop Off/ Before School Extended Care Program

Early Morning Drop-Off is from 6:30 a.m. to 7:10 a.m. Students should not be dropped off prior to 7:10 a.m. unless they are enrolled in the Early Care Program. Students are not allowed to stand outside the entrance prior to being admitted to the building at 7:10 a.m. Students who arrive after 7:45 a.m. are considered tardy and Parent/guardians must park and sign their child in at the main office.

After-School Extended Care Program

The After School Program is from 3:30 p.m. to 6:00 p.m. Before and After School care information can be found on the TMSA school webpage.

Enrollment for Returning Students

Intent to Return forms will be provided to families in January after returning to school from the holiday break. To ensure your child's seat for the following year, Intent to Returns must be completed by the date provided by the school administration. Siblings of returning students who wish to enroll for the following school year may also enroll during this pre-enrollment period.

Returning students may only secure their seats in the Intent to Return / Pre-Enrollment process. After the deadline or the date provided by the administration, all seats remaining will be available to all qualifying applicants during Open Enrollment. An Open Enrollment period will follow the intent to return period.

Student Withdrawals

Withdrawal procedures are handled through the Data Manager/Registrar office. Parent/guardians wishing to withdraw a studentfrom TMSA must complete the following steps:

1. The parent/guardian or legal guardian must communicate to the school that the student will be withdrawn.
2. Complete and submit the Withdrawal Form along with a copy of your ID to the School Data Manager.
3. Have the Withdrawal Form signed by the Data Manager.
4. Return or pay for all outstanding schoolbooks, property, or fees.
5. Return the form to the Data Manager/Registrar's office for final clearance and dismissal

Academic Guidelines

The students and faculty at TMSA strive for academic excellence, a challenging curriculum, and high achievement. Maintaining this standard is the responsibility of the entire school community.

Student Responsibility – All students should enter TMSA with the desire to learn, the willingness to take anactive part in their learning, and an understanding of the need to respect all individuals.

Parent/guardian Responsibility – Parent/guardians should support their sons/daughters in achieving their highest potential in all aspects of school life, honor the contract they sign, and follow the policies set by the school.

Student Rights and Responsibilities

As citizens and members of the school community, students have a right to an education and basic security. Students have the right to choose how to behave and to know the consequences that will follow. Students have a responsibility not to interfere with the learning of others.

Staff Protection

Students who assault and/or harass teachers or other school employees are in violation of the FCS Code of Conduct and Criminal Code of the State of Georgia and will be suspended or expelled and possibly prosecuted to the fullest extent of the law. See also: FCS Student Conduct & Discipline Code.

Confidentiality

In accordance with Federal and Georgia law, with the exception of Parent/guardians and school district personnel, as appropriate, no one, including step Parent/guardians or other relatives, will be allowed access to student records without a consent form on file at TMSA that has been signed by the custodial Parent/guardian. TMSA staff will adhere to all Family Educational Rights and Privacy Act (FERPA) policies. FERPA is a federal law that affords Parent/guardians the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the Parent/guardians to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Report Cards and Grading

Fulton County Schools grading scales will be applied to all student work completed at TMSA. Grade-Level teams and individual teachers will collaborate to develop consistent grading policies in order to provide students and parent/guardians with timely accurate information regarding their progress on the Georgia Standards of Excellence. Report cards will be distributed quarterly to notify parents/guardians of student progress. Parent/guardians will also be notified of student progress through mid-quarter progress reports and quarterly Student Learning Contracts (SLCs) and Parent/guardian - Teacher-Student Conferences. Parent/guardians seeking additional information are encouraged to contact the appropriate teacher and the school directly.

- Progress Reports will be issued every 4.5 weeks. Report cards will be issued at the end of each semester
- Parent/guardian-teacher-student conferences, also known as Student Learning Conferences. Parent/guardians are required to attend to develop and discuss their child's learning progress
- Parent/guardians can always check their child's progress via the Infinite Campus parent/guardian portal

TMSA will grade students in K-2nd using the following scale:

EM	Exceeding Mastery	90-100
M	Mastering	80-89
AM	Approaching Mastery	70-79
NYM	Not Yet Demonstrating Mastery	69 and Below
NG		No Grade
Grading Weights		
45% - Major Category		
40% - Minor Category		
15% Practice Category		

- Exceeding Mastery: The student is *flexible in their ability to apply and adapt their knowledge* of the current standards introduced in this course. The student *consistently and independently demonstrates mastery* in the knowledge and skills necessary at this grade level/course of learning, as specified in the standards. (EM)

- Mastering: The student is *proficient and/or skilled* in the current standards introduced in this course. The student demonstrates a *strong understanding* of the knowledge and skills necessary at this grade level/course of learning, as specified in the standards. (M)

- Approaching Mastery: The student displays partial mastery but *needs additional academic support* to address all current standards introduced in this course. The student is *developing an understanding* of the knowledge and skills necessary at this grade level/course of learning, as specified in the standards. (AM)

- Not Yet Demonstrating Mastery: The student *needs substantial academic support* to address the current standards introduced in this course. The student has *not yet demonstrated an understanding* of the knowledge and skills necessary at this grade level/course of learning, as specified in the standards. (NYM)

TMSA will grade students in grades 3rd-8th using a 100-point grading scale as follows:

A	90 and Above
B	80-89
C	70-79
F	69 and Below
W/(1-100)	Withdrawn
P/F	Pass or Fail
NG	No grade
I	Incomplete
CR	Credit
NC	Non-Credit
Grading Weights	
50% - Major Category	
40% - Minor Category	
10% Practice Category	

Academic Integrity

Violations of policy JCD Student Academic Integrity will be handled as violations of the student code of conduct and addressed via the progressive discipline guidelines in the Student Handbook.

Grading Assignments, Assessments, and Tasks

All assignments, assessments, and/or tasks should be aligned to domains, standards, learning targets, or a set of standards to be used in calculating a student's grade.

Report Cards and Progress Reports

All schools will provide students and parents/guardians with a progress report that measures their academic progress on a 4.5-week basis throughout the school year. This can be done electronically or by sending a paper copy home.

At the end of each semester, students will be issued a formal report card to represent the student's final semester average.

At each 9-week reporting period, students' grades should reflect the following grade minimums:

K-8th

- All students in grades K-8th will receive, at a minimum, eight grades per subject within 9 weeks.
    - Assignments, assessments, and/or tasks should be aligned to the prioritized and supporting standards for the course. AP or IB will follow those set of standards for that course.
    - Multiple practice opportunities should be provided to students before and after assessments to ensure student mastery.
    - At a minimum, two grades should be major
    - At a minimum, three grades should be minor
    - At a minimum, three grades should be practice

- For K-5 classes that only meet once or twice a week (Art, Physical Education, Health, Music, etc.), students will receive a minimum of four--- opportunities to- demonstrate mastery on standards within each 9 weeks.
    - At a minimum, one grade should be major
    - At a minimum, one grade should be minor
    - At a minimum, two grades should be practice

- For K-5 Science and Social Studies, students will receive a minimum of five opportunities to demonstrate mastery on standards within each 9 weeks.
    - At a minimum, 1 grade should be major
    - At a minimum, 2 grades should be minor
    - At a minimum, 2 grades should be practice

- For 6-8 courses that are only 9 weeks long, students will receive a minimum of six opportunities to demonstrate mastery on standards within each 9 weeks.
    - At a minimum, two grades should be major
    - At a minimum, two grades should be minor
    - At a minimum, two grades should be practice

Non-Academic Skills

Feedback provided to students and/or Parent/guardians/ guardians in areas beyond academic mastery.

Non-academic skills will be reported in a separate section from academic performance. Feedback will be given to students and parent/guardian every 9 weeks on the progress report/report card for K-8th students.

Fulton County Schools will use the following key to report non-academic skills critical to student success.

- Consistently demonstrates
- Often demonstrates
- Sometimes demonstrates
- Rarely demonstrates

K-2

- Self-Direction: The student follows directions and procedures, can work independently, and/or acts safely.
- Collaboration: The student is considerate of others, asks for help when needs it, and/or offers to help others.
- Problem Solving: The student can describe a problem, finds more than one way to solve a problem, and is aware that all actions have outcomes.
- Work Habits: The student follows directions, participates in class, and/or completes tasks or assignments.

3–5

- Self-Direction: The student follows directions and procedures, works with focus, and/or resists distractions.
- Collaboration: The student works well with others, asks for help when needs it, and/or demonstrates appropriate social interactions.
- Problem Solving: The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have outcomes.
- Work Habits: The student is organized, participates in class, and/or stays on task.

6-8

- Self-Direction: The student follows directions and procedures, sustains attention during class, and/or resists distractions.
- Collaboration: The student works well with others, asks for help when needs it, and/or shares ideas.
- Problem Solving: The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have outcomes.
- Work Habits: The student comes prepared for class, manages time and materials, and/or stays on task.

Make-up Work

1. Teachers will ensure procedures are in place for the timely provision of make-up work.

2. Make-up work may be requested before, during or after the student's absence. However, availability of make-up work prior to an absence will be provided at thediscretion of the teacher.
3. Students who are assigned a suspension/expulsion for ten (10) school days or less are permitted to make up theirwork pursuant to the provisions of this policy.

4. Make-up work must be completed by the student within the specified time by the teacher. Work missed during the last week of the semester must be made up by the fifth school day of the next semester.

5. Grades for make-up will be earned per the following:

a) Elementary Students will receive the actual grade earned on any make-up work submitted on time, regardless of whether the absence is excused or unexcused.

b) Final course grades of middle students shall not be penalized because of absences if the following conditions are met

(1) the absence is for one of the reasons listed as excused previously;
(2) a written excuse has been submitted in accordance with school policy; and
(3) the make-up work has been completed satisfactorily within the time specifiedby the teacher.

6. Student Misses Work Due to Absence (Excused/Unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task(s) for full credit.
- After the deadline of an equal number of days a student was absent, teachers may begin deducting points from a late/missing assignment, assessment, and/or task(s) (maximum 25% deduction).
- If a student fails to turn in a late/missing assignment, assessment, and/or task(s), then a zero may be entered in the grade book.

Missing/Late Work

- Schools and teachers will make a good-faith effort to have structures in place to clear late/missing assignments before grades are impacted.
- When a student has missed instruction, the teacher should work with the student to ensure the delivery of content before the student is assessed.

- Should there be an extenuating circumstance for a prolonged absence and/or missing assignments/assessments and/or tasks, the teacher and student will create an appropriate plan to deliver content and assess student learning.

Student Present but Fails to Turn in Assignment, Assessment, and/or Task(s)

- Teachers may begin deducting points from a late/missing assignment, assessment, and/or task(s) (maximum 25% deduction).
- If a student fails to turn in a late/missing assignment, assessment, and/or task(s), then a zero will be entered in the grade book.
- Students will be given the opportunity to recover during the present grading period.

Principal's List and Honor Roll

TMSA recognizes those students with outstanding academic achievement in many ways, including publication of an honor roll and principal's list based on report cards. Awards programs and recognition ceremonies are conducted at the discretion of TMSA administration and staff.

Principal's List: includes those students who have achieved all A's for the entire school year on report cards in all courses and content areas.

Honor Roll: includes those students who have achieved all A's and no more than two B's on the report cards for the entire school year in all courses and content areas.

Talented and Gifted (TAG)

Authorities, Parent/guardians, and educators have long recognized that intellectually gifted students require specialized educational experiences that promote the development and expression of their potential. If gifted individuals—as children, youth and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals' uncommon potentials, an educational program must be structured to develop more fully their exceptional and varied abilities, interests and talents.

The Main Street Academy gifted program is a response to the need to address the unique learning characteristics, interests, personal needs and capabilities of gifted children. The program emphasizes the gifted students' need for interaction with intellectual peers. Emphasis on the individual highlights the fact that there are differences among gifted students and a need for specialized educational experiences to meet these differences.

Basic to the philosophy of this program is the idea that no one teacher, resource, or instructional method can meet the needs of gifted students. Education for the gifted is viewed as a cooperative endeavor characterized, facilitated, and realized by the efforts of numerous individuals in the schools and community.

K-5 Resource

Scholars in grades K-5 receive enrichment services weekly from the TAG resource teacher. During their weekly experience, they are given advanced content instruction in all areas, participate in exercises to build higher-level thinking and creativity, and explore and learn through different experiences. All identified TAG and High Potential students are pulled 4 hours every week for enrichment.

6 - 8 Resource

Scholars in grades 6 - 8 will receive TAG instruction as 1/6 of the instructional day. During their time in the TAG classroom, students will complete independent projects that will engage them in higher-order thinking and broaden their research skills. Our scholars will have the opportunity to explore topics that interest them while simultaneously building 21st-century skills.

Schoolwide Enrichment Model (SEM)

At the core of TMSA's core and STEAM curriculum is the adoption of the Renzulli **Schoolwide Enrichment Model (SEM)**. The SEM model seeks daily enrichment in the core curriculum by connecting students with internal & external experts and community leaders who guide learning experiences that are further connected to real-life problems and experiences. Students collaborate with individuals who work in industries such as engineering, medical technology, agriculture design, e-commerce sales and marketing, social media design, mechanical engineering, cosmetology, sports production and management, finance, culture, arts, history, and more! Furthermore, industry experts partner with TMSA teachers and staff to sponsor student-driven projects that further explore interest, academic, and real-world interconnected relationships.

A key component of TMSA's SEM model is the student cluster experience. SEM clusters are similar to academic electives on special topics. Clusters are faculty/staff or expert-driven and change from semester to semester. TMSA students meet once a week for their selected cluster during the course of the academic school year and combine both interest and academic study with the goal of producing a deliverable such as a product, performance, or community service learning project by the end of the semester. SEM clusters are offered in grade bands (K; 1-2; 3-5; 6-8) to offer students more choice in their selection of clusters.

Students also have the opportunity to propose their own cluster projects. Student-led clusters function the same way as faculty/staff or expert-driven clusters. The only difference is students take the lead in designing their subjects, laying out research plans, and producing their own end product.

National Honor Society

The National Elementary Honor Society (NEHS) provides students in grades 4–6 a place to develop and apply their passion for service, while obtaining the skills to be confident young leaders for years to come. NEHS membership is centered on recognizing students for their accomplishments while challenging and equipping them to develop further as leaders through service to their school and community.

The National Junior Honor Society (NJHS) elevates a school's commitment to the values of scholarship, service, leadership, character, and citizenship and helps middle-level students develop the knowledge and skills to become well-rounded student leaders in their school, community, and beyond.

To be considered for membership into either the National Elementary Honor Society or National Junior Honor Society, you must meet the following criteria:

- Enrolled and completed at least one semester at TMSA
- For the Fall Induction, students currently in grades 5-6 for the National Elementary Society (NEHS) or grades 7-8 for the National Junior Honor Society (NJHS) are eligible.
- For the Spring Induction, students currently in grades 4-5 for the National Elementary Society (NEHS) or grades 6-7 for the National Junior Honor Society (NJHS) are eligible.
- Please note that when a student is inducted into the NEHS, they must be reconsidered for NJHS and go through the induction process again.
- High scholastic achievement is required, meaning a cumulative grade average of 85 or higher in core classes.
- Each member must demonstrate not only good grades, but also strength in each of the remaining criteria for the **NEHS**—responsibility, service, and leadership.
- Responsibility can be demonstrated in the student's behavior at school, at home, and in the community. A responsible student demonstrates many positive qualities.
- Service is generally considered to be those actions undertaken by the student that are done with or on behalf of others without any direct financial or material compensation.
- Leadership roles within the classroom and effective participation in positions of responsibility in other activities offered on campus such as athletic team captains, section leaders in band and chorus, committee chairs in student groups will be considered. Leadership roles in both the school and community will be considered.
- Each member must demonstrate not only good grades, but also strength in each of the remaining four criteria for the **NJHS**—leadership, service, character, and citizenship.
- Leadership roles within the classroom and effective participation in positions of responsibility in other activities offered on campus such as athletic team captains, section leaders in band and chorus, and committee chairs in student groups will be considered. Leadership roles in both the school and community will be considered.
- Service is generally considered to be those actions undertaken by the student that are done with or on behalf of others without any direct financial or material compensation.
- A person of character demonstrates the following six qualities: trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- A student who demonstrates citizenship understands the importance of civic engagement, has a high regard for freedom and justice; and demonstrates involvement through activities such as community organizations.

Homework Guidelines

Purposes of Homework:

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom. These assignments should complement classwork and be relevant to the curriculum. The

Main Street Academy believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge. Homework is a natural extension of the school day and an important part of a student's educational experience. Homework encourages self-discipline, pride in one's work, positive self-esteem, and an interest in learning. Homework reinforces the TMSA home/school connection.

Research-Based Homework Guidelines:

Research provides strong evidence that, when used appropriately, homework benefits student achievement. Tomake sure that homework is appropriate, teachers should follow these guidelines:

- Assign purposeful homework. Legitimate purposes for homework include introducing new content, practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunitiesfor students to explore topics of their own interest.
- Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignmentschallenging enough to be interesting.
- Involve Parent/guardians in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring Parent/guardians to act as teachers or to police students' homework completion.
- Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels anddoes not take too much time away from other home activities.

Types of Homework:

- Homework may be assigned in preparation for upcoming lessons or as an extension of class work.
  - Preparation Homework is given to prepare a student for upcoming lessons.
  - Practice Homework is designed to reinforce lessons already taught in class.
  - Extension/Creative Homework is intended to provide challenging learning opportunities for enrichment, an extension of the lesson.
  - These assignments reinforce the Georgia Standards of Excellence and promote inquiry, problem solving, discovery, analysis, and application of essential concepts.

Teacher's Responsibilities:

- Within a week of the start of class, inform parents/guardians and seek their support for the expectations for homework.
- Provide for students' individual differences and acknowledge varied learning styles by varying homework assignments when applicable.
- Establish guidelines, appropriate to each assignment, for the assessment of homework.
- Give clear, concise directions, allowing time for students' questions.
- Review the progress of long-term projects periodically.
- Provide adequate time for students to prepare for tests.
- Record all homework assignments and collect assignments as appropriate.
- Contact parents/guardians if assignments are not completed.

Student's Responsibilities:

- To understand all homework assignments by listening to directions, asking questions when something is unclear, and reading directions.
- To gather all materials necessary to complete assignments before leaving the classroom.
- To complete all assignments to the best of his/her ability.
- To return materials and assignments on time
- To make up any missed homework that the teacher requires.

Family's Responsibilities:

- To provide a routine and environment that is conducive to doing homework (i.e. a quiet and consistent place and time, necessary materials, etc.)
- To offer assistance to the student, but not to do the actual homework.
- To check that your child has edited his/her homework for spelling, punctuation, neatness, etc.
- To notify the teacher when homework presents a problem.
- To read school notices and respond in a timely manner. Homework and school notices will travel home with students, be posted to the school's website, or via ClassDojo.

Academic Dishonesty

Cheating on tests, quizzes, copying papers, lying to school personnel, forging signatures of teachers or Parent/guardians, orplagiarism will not be tolerated. The consequences will be a disciplinary referral that may result in academic penalties such as a reduction in grades or loss of academic credit. Disciplinary action may result in accordance with the Student Code of Conduct.

Promotion/Retention

Placement, promotion, retention, and acceleration shall be made in the best interest of the student after a careful evaluation of all the factors. The educational program shall provide for the continuous progress of children from grade to grade. A student's achievement of the skills for the grade to which he/she is assigned and his/her readiness for work at the next grade level shall be required before he/she is assigned to the higher grade.

The board recognizes that the rate of physical, social, emotional, and academic growth will vary among individualstudents. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming.

After a student has successfully completed a year of study at a specific grade level, they will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level.

In evaluating student achievement, each teacher shall make use of all available information, including results of a teacher-made test and other measures of skill and content mastery, standardized-test results, and teacher observation of student performance.

For a student to advance to the next grade level, competency in the following subjects will be considered: reading, math, science, social studies, and writing. Lack of competency in one subject area will notbe grounds for retention; however, failure in two subject areas could be grounds for retention if there are no extenuating circumstances.

The procedure to be used is as follows:

- The classroom teacher informs the Assistant Principal or Principal that a particular student is not progressing satisfactorily. The teacher and Assistant Principal or Principal will determine if a conference with the Parent/guardians is necessary at that time. If necessary, Parent/guardians are contacted, and a conference will be set to discuss additional interventions that can be tried in the classroom and at home. Steps are taken to provide additional help for the student if not done so already (i.e. Title I reading and math, extended reading and math, extra classroom support, tutoring). The possibility and consequences of retention must be discussed.
- If deemed necessary, a conference could be held at the mid-term of each grading period and at the end of each grading period after the difficulty is identified.

- The conference should involve the teachers, principal, Parent/guardians, and student.
- During the conference, the expectations and responsibilities of all parties need to be explained and understood. Parent/guardians will be advised on how they might assist the student during the balance of the schoolyear.
- At the end of the school year, the parent/guardian, Assistant Principal or Principal, and teacher will again meet to review the latest progress and determine if promotion or retention would best serve the needs of the student.
- The ultimate goal is to keep all children at grade level and in the age-appropriate grade. The following factors should be carefully studied when individual retention or promotion is being considered: physical maturity; social maturity; emotional maturity; age; academic achievement and mental maturity.
- Similarly, acceleration or double promotion will be used only after consultation with all staff membersinvolved with the child and with the Parent/guardians. The Principal shall make the final decision.
- Every effort shall be made to identify special needs and talents of children early in their school careers so appropriate placements can be made.
- The final decision whether or not to retain or promote a student shall be made by the Principal afterconsultation with the Assistant Principal, Parent/guardians and teachers.

TMSA believes that education is a shared responsibility of school, home, and community. Each student must be accepted on the level at which he or she is functioning and should be challenged to move through the curriculum at a rate commensurate with the student's capabilities. It shall be the school community's responsibility to ensure that each student receives an appropriate education by teaching basic academic skills as well as assisting each student to grow in the development of self-direction and self-evaluation.

TMSA Retention Criteria

K-8 Retention is the re-assignment of a student to the current grade level during the next school year may be determined by multiple data points including but not limited to:

- NWEA MAP assessments (Reading, Mathematics, Science*)
- Interim/Summative Assessments (Mid-Term included)
- Write Score Assessments
- Georgia Milestones Assessments (if applicable)
- GKids 2.0 (if applicable)
- Progress/Summative Course Grades and Progress

**historical perspective is also considered*

Students meeting the following can be recommended for retention

Kindergarten

1. Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) Performance Levels in ELA and Mathematics: 50% or more than one level below (indicates failing grade)

2. Readiness level is below grade-level mastery on approved district assessments:

- Reading/ELA **(Read Well) assessments** - one or more grade levels below
- NWEA MAP Assessment: Beginning RIT or Developing RIT**

3. Write Score Assessment: Raw Score less than 3

4. Attendance

5. Progress/Summative Course Grades and Progress

6. Teacher recommendation

1st Grade - 8th Grade

1. Readiness level is below grade level mastery on approved school and/or state assessments (NWEA MAP Assessments, Content Interim Assessments, WriteScore, Georgia Miles Assessments) in the areas of Language Arts, Mathematics, Science, and/or Social Studies:

- Reading/ELA - three or more grade levels below

AND

- Interim/Summative Assessments Performance: **average** of 50% or below

AND

- NWEA MAP Assessments (Reading, Mathematics, and/or Science*): Beginning RIT or Developing RIT***

AND

- WriteScore Assessment: Raw Score less than 3

AND/OR

- Georgia Milestones Assessments: Beginning Mastery Level (if applicable)

2. Attendance
3. Progress/Summative Course Grades and Progress

4. Teacher Recommendation

APPEALS OF RETENTION DECISIONS GRADES KINDERGARTEN THROUGH GRADE 8

In the event a parent of a student in Kindergarten through Grade 8 disagrees with the Retention or Placement Decision and wishes to appeal such decision, the parent must notify the student's Principal in writing of their appeal of the Retention or Placement Decision **within 10 days of receiving written notice of the Retention or Placement Decision.** A Student Support Team (SST) meeting will be

convened. The SST team will determine retention or placement. The SST team's decision shall be final. If the Principal does not receive a written appeal from the student's parent/guardian within 10 days of receiving the school's written notice of the Retention or Placement, all rights of the appeal process will be waived and the school's Retention or Placement Decision shall be final**.**

Bookbags and Backpacks Policy

TMSA students are only permitted to carry clear or mesh book bags. Female students are permitted to carry small handbags or clutch purses no larger than 7 x 5 inches in length and width.

Dress Code & Uniform Policy

Uniform Standards

THE UNIFORM STANDARDS AND DRESS CODE APPLY AT ALL TIMES DURING THE SCHOOL DAY, INCLUDING EARLY MORNING AND AFTER SCHOOL PROGRAMS, UNLESS ANOTHER DRESS CODEIS DEFINED FOR SUCH PROGRAM.

- Uniforms must be neat and clean. All students should practice good hygiene.
- Clothing may not have holes or tears.
- All shirts must be tucked in at all times.
- Undershirts may be worn (both short-sleeve under short-sleeve polo shirts, and long-sleeve under short-sleevepolo shirts). Undershirts must be solid white, red, or navy blue (no graphic tees).
- Hooded sweatshirts/jackets are not allowed to be worn inside the building or classroom. Students may wear jackets, coats, and outerwear to school during winter months, however, the outerwear must be placed inside the locker or placed in the designated area inside the classroom/locker. Outerwear must be plain navy blue in color with no creative logos or print.
- All students must be dressed in school uniform that fits appropriately and comfortably (no-low rise bottoms).
- Logo embroidery and logo heat-press are available at approved vendors: J&R Uniforms, French Toast, Prestige Apparel, and Lands' End.
- TMSA school plaid is available at approved vendors Prestige Apparel. All skirts and shorts must be no shorter than 3 inches from the knee.
- Chino-style uniform pants and shorts may be purchased from any vendor. Pants and shorts may not have any embellishment, including, but not limited to, logos, appliqués, stripes, polka dots, or other embroidered designs.Suggested styles include the following: Cherokee brand at Target, George brand at Wal-Mart, Old Navy and GAP uniform options, Lands' End, French Toast, etc.
- Pants and shorts must be worn at the waist. Pants must be appropriately sized for the student. A belt must beworn at all times with pants, shorts, skirts, and skorts that have belt loops.
- Students may not wear cargo pants, capri (or short) pants, leggings (including tight-fitting jean leggings), stirruppants or wide-leg, baggy pants.

- Students only may wear modest, single-pierced earrings; hoop earrings may not be larger than a quarter.Students may not show visible body piercings; and no self-made graffiti will be tolerated.
- Shoes must be closed-toe that are black, brown, navy, gray, blue, red or white (solid color or a combination of black, navy, gray, blue, red or white). Closed-toe shoes can include the following: Athletic style, dress style or boots and must be school-appropriate (NO slides, flip flops, sandals, crocs, slippers, or shoes with an open back).
- P.E. Uniforms are required on P.E. days. P.E. Students may also change their shoes, if necessary, before attending P.E. classes. No spirit wear or other T-shirts may be worn in lieu of the official TMSA P.E. uniform.

Dress Uniform (Middle School)

Middle School students must wear the TMSA plaid tie and light blue Oxford button shirt on designated days when requested. Middle School students may also be asked to wear the Dress Uniform for events, performances, field trips, or for any other reason at the direction of a TMSA teacher or administration.

TMSA Uniform Styles and Apparel

Standard Uniform Requirements	**Kindergarten through 5th Grades**	**6th, 7th and 8th Grades**
Shirts	Knit collared polo shirt (long or short sleeve) in solid **red** with TMSA embroidered logo. Official TMSA Spirit shirts (when made available) may be worn only on designated spirit days.	Knit collared polo shirt (long or short sleeve) in **light blue** with TMSA embroidered logo. Oxford cloth button-up shirt in light blue (long or short sleeve) with embroidered TMSA logo on the pocket. ***Middle School students may be asked to wear the Dress Oxford Uniform for events, performances, field trips, or for any other reason at the direction of a TMSA teacher/administration or other designated days as requested.*** ***Dress Oxford uniform shirt and tie may be optionally worn Monday through Friday without penalty.*** Official TMSA Spirit shirts (when made available) may be worn only on designated spirit days.
Tie	Plaid A60 Necktie is optional and not required.	Plaid A60 Necktie required on designated days as requested.
Pants	Chino-style pants in solid navy blue (flat front or pleated).	Chino-style pants in solid navy blue (flat front or pleated).
Shorts	Chino-style shorts in solid navy blue (flat front or pleated).	Chino-style shorts in solid navy blue (flat front or pleated).
Skort/Skirt	School plaid A60, style # 104 or 143 ***with privacy shorts*** in solid navy blue.	School plaid A60, style # 104 or 143 ***with privacy shorts*** in solid navy blue.
Jumper	Jumper in school plaid A60, style # 194 with privacy shorts in solid navy blue.	

Outerwear, Sweater Fleece, Cardigan or Vest (OPTIONAL – may be worn inside the classroom)	Fleece zip-up, TMSA Spirit Sweater (when made available), cardigan sweater, or vest sweater in solid navy blue with TMSA embroidered logo*. (Hooded sweatshirts and jackets/coats are not allowed to be worn inside the building or classroom) Plain navy-blue outerwear with no creative logos or print may be worn to school, in the classroom, or building. However, all outerwear should be stored in the student's locker or classroom until necessary to be worn (i.e. low indoor temperatures, outdoor activities, recess, PE, field trip, arrival/departure to school, etc. Outerwear that is not plain navy blue may not be worn inside the classroom or building and should be stored until necessary to be worn (i.e. outdoor activities, recess, PE, field trip, arrival/departure to school, etc.)	Fleece zip-up, TMSA Spirit Sweater (when made available), cardigan sweater, or vest sweater in solid navy blue with TMSA embroidered logo*. (Hooded sweatshirts and jackets/coats are not allowed to be worn inside the building or classroom) Plain navy-blue outerwear with no creative logos or print may be worn to school, in the classroom, or building. However, all outerwear should be stored in the student's locker or classroom until necessary to be worn (i.e. low indoor temperatures, outdoor activities, recess, PE, field trip, arrival/departure to school, etc. Outerwear that is not plain navy blue may not be worn inside the classroom or building and should be stored until necessary to be worn (i.e. outdoor activities, recess, PE, field trip, arrival/departure to school, etc.)
Belt	Solid black or brown belt.	Solid black or brown belt.
Shoes	Closed toe shoes that are black, brown, navy, gray, blue, red, or white (solid color or a combination of black, brown, navy, gray, blue, red, or white). Closed toe shoes can include the following: Athletic style, dress style or boots and must be school appropriate (NO slides, flip flops, sandals, crocs, slippers, or shoes with an open back).	Closed toe shoes that are black, brown, navy, gray, blue, red, or white (solid color or a combination of black, brown, navy, gray, blue, red, or white). Closed toe shoes can include the following: Athletic style, dress style or boots and must be school appropriate (NO slides, flip flops, sandals, crocs, slippers, or shoes with an open back).
Socks/Tights	Socks in solid color or a combination of black, brown, navy, gray, blue, red, or white.	Socks in solid color or a combination of black, brown, navy,

	Tights in solid white or navy blue.	gray, blue, red, or white. Tights in solid white or navy blue.
P.E. Uniforms	**P.E. (Physical Education) uniforms are required** **P.E. attire may only be worn on P.E. days. Uniform violations will be issued to students who wear P.E. uniforms on non-P.E. days.**	**P.E. (Physical Education) uniforms are required** **P.E. attire may only be worn on P.E. days. Uniform violations will be issued to students who wear P.E. uniforms on non P.E. days.**
P.E. - Shorts	Mesh athletic shorts or cotton shorts in solid navy blue.	Mesh athletic shorts or cotton shorts in solid navy blue.
P.E. - Pants	Athletic pants in solid navy blue. No tights or spandex.	Athletic pants in solid navy blue. No tights or spandex.
P.E. – Shirts	Athletic t-shirt in solid heather-gray with heat-press TMSA logo*.	Athletic t-shirt in solid heather-gray with heat-press TMSA logo*.
P.E. – Fleece or Sweatshirts (optional and – may be worn in the classroom)	Fleece zip-up in solid navy blue with embroidered TMSA logo* or Sweatshirt in solid navy blue with heat-press TMSA logo.*	Fleece zip-up in solid navy blue with embroidered TMSA logo* or Sweatshirt in solid navy blue with heat-press TMSA logo.*
P.E.- Sweatshirts Style #6133	Half zip-up in solid navy with TMSA embroidered logo*	Half zip-up in solid navy with TMSA embroidered logo*
P.E. – Shoes	Athletic closed toe shoes that are black, brown, navy, gray, blue, red, or white (solid color or a combination of black, brown, navy, blue, gray, red, or white).	Athletic closed-toe shoes that are black, brown, navy, gray, blue, red, or white (solid color or a combination of black, brown, navy, blue, gray, red, or white)

*Embroidered TMSA logos, heat-press logos, and school plaid may be purchased at TMSA approved vendors

Approved TMSA Uniform Vendors

French Toast Online Store: www.frenchtoast.com	**Lands' End** Online Store: www.landsend.com	**J&R Uniforms** (TMSA plaid is available) 600 W. Lanier Ave. Suite 109 Fayetteville, GA 30214 770-461-3440 Online Store: http://www.jandrclothing.com/	**Prestige Apparel** (TMSA plaid is available) 2841 Greenbriar Parkway SW Atlanta, GA 30331 404-349-3100 Online Store: prestigemexpress.store

TMSA Dress Code & Uniform Policy Discipline Matrix

Discipline Consequence Matrix for Dress Code, Uniform, & Improper Dress Tier I: Minor Acts of Misconduct 13a.I: Improper Dress 18e.I: Cell Phone/Electronic Devices/Recording Devices	
Elementary	**Middle Grades**
Parent Conference & Supportive Discipline Management Techniques (SDMT) (*refer to Code of Conduct for Supportive Discipline Techniques*) In School Suspension	Parent Conference & Supportive Discipline Management Techniques (SDMT) (*refer to Code of Conduct for Supportive Discipline Techniques*) In School Suspension

Telephone Calls & Cell Phones

In accordance with the Georgia "Distraction-Free Education Act," Students are prohibited from using or accessing any form of personal communication or electronic device during school hours. Cellphones, personal communication devices, and electronic devices are not permitted and should not be brought to school. Personal electronic device' means any portable electronic device capable of transmitting, receiving, or accessing communications, data, or media. Such term includes, but is not limited to, smartphones, smartwatches, smartglasses, tablets, e-readers, headphones, and other devices with functionalities such as wireless communication, internet access, messaging, video recording, gaming, social media access, or data transmission.

- Students who bring cell phones or other devices to school, the device will be confiscated and returned to the parent/guardian at the end of the school day.
- Confiscated devices may be pickup at the front office between 3:00 p.m. - 5:00 p.m.
- Confiscated devices can only be picked up by a registered legal parent or guardian. If students fail to comply with turning over a cell phone or other device, the Parent/guardians will be notified, and the schoolwide discipline policy will be enforced.
- Students are prohibited from connecting personal devices to the school's Wi-Fi network.
- TMSA is not responsible for student devices that are lost, damaged, or stolen
- If a parent/guardian needs to contact a student, they may call and leave a message at the Front Office

Discipline Consequence Matrix for Cellphones/Electronic Devices Tier II: Minor Acts of Misconduct 18f.II: Cell Phone/Electronic Devices/Recording Devices	
Elementary	Middle Grades
Supportive Discipline Management Techniques (SDMT) (*refer to Code of Conduct for Supportive Discipline Techniques*) < 2 Days In School Suspension < 8 Days of Out of School Suspension	Supportive Discipline Management Techniques (SDMT) (*refer to Code of Conduct for Supportive Discipline Techniques*) < 5 Days In School Suspension < 10 Days of Out of School Suspension

Illness

If a student complains of nausea, vomiting, diarrhea, headache, stomachache, or sore throat, or has a temperature of 100.0 or greater, the school will call the parent/guardian for immediate pick-up.

To avoid the spread of illness, a student may not return to school until such student is (1) fever-free for 24 hours off a fever-reducing medication AND behaving normally; (2) on an antibiotic for 24 hours if being treated for a contagious illness (like strep throat or pink eye); (3) free of vomiting and diarrhea for at least 12 hours; and (4) free of excessive coughing or sneezing.

Medication

When possible, medication should be taken at home, including all non-essential medications like vitamins and herbals. However, if a medication must be taken at school, the following must apply:

1. The parent/guardian must complete a Medical Authorization and Instruction form (available in the main office). For prescription medication, a physician must also sign the form. All Medical Authorization Forms are good for one school year. An emailed or faxed copy of the form from your doctor's office is acceptable after the parent/guardian's signature. A separate form must be submitted for each medication.
2. All medication that comes into the school must be turned at the main office. Any medication sent to school without a completed instruction form WILL NOT be given. Please instruct your student that under NO circumstances should medication be shown or shared with another student! No medication, even non-prescription medication, may be brought to school and taken by students without written permission fromthe parent/guardian and supervised by the school staff.
3. Only medication in its ORIGINAL container from the store or pharmacy is accepted. The medication in the bottle must match the label, match the student, match the authorization form and have a current prescription label on the bottle. The school cannot alter dosages without a new authorization form from you and/or your doctor.
4. Unused medication should be retrieved from the school/office within one week after the medication is discontinued and at the end of the school year. Otherwise, TMSA will dispose of the medication.

If your child requires an emergency medication that requires self-administration (such as an inhaler for respiratoryproblems), the parent/guardian must complete an Authorization to Carry Medication form available in the school office. This form requires a physician, the parent/guardian, and student's signatures. You are strongly encouraged to keep a backup supply of any emergency medication in the school nurse's office. Parents/guardians should make sure the child's name is on the emergency medication in case of loss.

Medication is a parent/guardian responsibility; therefore, TMSA employees and the school nurse will not assume any liability for supervisingor administering medication, and TMSA retains the privilege of refusing to supervise/assist in administering medication, except where otherwise required by law.

We ask for your cooperation, as we are primarily concerned with the safety and health of your child.

Inclement Weather

For school closing, early dismissal or late start due to inclement weather, TMSA will follow Fulton County Schools (South Fulton). In localized situations, the school administration can make the decision to close independently of the Fulton County School decision. In this event, parents/guardians will be contacted via email, text alerts, Robo Calls, the school's website and/or WSBTV will be notified and broadcast our intentions.

Please check local weather and news stations for current information on TMSA and FCS school closures.

Lost and Found

Students and parents/guardians are responsible for the safeguarding and labeling of all clothing and supplies. Lost and found items whose ownership cannot be readily identified will be held in a designated "Lost and Found"area for a reasonable time. At the end of such a period, any unclaimed clothing items will be turned over to the Uniform Exchange for sale, donation, or be discarded.

Classroom Parties

Birthday and other classroom parties are not allowed on campus. Parent/guardians must make arrangements outside of school for birthday celebrations. The school will host incentive celebrations to support positive behavior and school culture. Students will earn points towards attendance at school-hosted celebrations that support school and family culture. Parent/guardians should expect information from their teacher or the school about when these celebrations are approved and will take place. If food or snack items are permitted, items should always be store-bought and sealed for safety. Snack and food items should not contain nuts. Parties and celebrations that are not approved by the school administration are not permitted and should not occur.

Field Trips

TMSA offers field trips for students to participate in educational, cultural, and intellectual enrichment activities. Some field trips may require payment by parent/guardians to participate, and all off-campus field trips require written permission from parent/guardians. Participating in field trips is a privilege. The school administration reserves the right to deny participation infield trips to students who violate the Code of Conduct. While participating in a field trip and school activities, Students are expected to conduct themselves in a proper manner to protect the reputation of the school and provide safety. Students who violate school or FCS rules may lose the privilege of participating in field trips or other school activities. Students will be transported to, from and during the field trip in a school-provided transportation. School employees are prohibited from using their private cars to transport students under any circumstances. Parent/guardians may transport their children, subject to the rules above. Parent/guardians who wish to have their student ride with another parent/guardian or adult driver must provide their written request and permission to the teacher in charge of the field trip by no later than Noon on the school day before the date of the field trip, otherwise the student will be expected to use the school-provided transportation. Parent/guardians who permit their children to be transported by private transportation do so at their own risk. The school will not be responsible, legally or otherwise. There shall be no deviation from this rule. All students participating in a school-sponsored trip are expected to remain at the scene of the activity and not leave at any time. If any of the above rules are not observed by the participants, the individual may be removed or restricted from participating.

Visitors

All visitors will be required to register at the front office upon entering the school. Any unauthorized person(s) on school property should be immediately reported to the Front Office, School Resource Officers, Director of Operations, Assistant Principals, or Principal.

TMSA encourages all parents to participate in the educational process and observe their children in their classes. Each observation should be for no longer than 20 minutes. Observations must be requested at least one week in advance. Requests should be submitted via email to the grade-level Assistant Principal. We encourage communication between parents, students, and teachers throughout the school year.

To proceed past the school office, the school office will confirm the nature of the visit and inform the teacher or administrator that a parent/guardian or visitor is present. Be prepared to provide identification and documentation that you are the child’s legal parent/guardian, if requested. In most cases, the parent/guardian or visitor should be escorted to the planned destination. Be a silent observer. Turn off your cell phone while in the classroom. Videography and photography are not permitted under any circumstances. If you have any concerns, please see a school administrator.

Visitors and Parent/guardians may not utilize student-designated restrooms. Visitors or Parent/guardians should use adult-designated restrooms.

All visitors and Parent/guardians must wear a visitor badge at all times. The visitor badge should be returned to the front office at the conclusion of the visit.

No person may visit the school for the purpose of soliciting personal business from any staff member or student. Staff members may receive visitors in the front office or their classrooms during the duty-free lunch hour, free period, or after work hours, but otherwise not during the workday.

Visits to classrooms shall not be to evaluate teachers, teaching methods, or curriculum. Supervision and evaluation of teachers is reserved for the Administrative Team. Please speak to a member of the Administrative Team if you wish to visit the classroom to evaluate instruction. Do not conference with the teachers before, during or after a class/student observation. If you want to confer with the teacher after the observation, please make an appointment.

Volunteers

All volunteers must sign in and out at the front office.

Please view parent/guardian volunteer information on the TMSA Volunteer webpage.

In addition, Georgia Mandated Reporter Law - O.C.G.A. §19-7-5 (2016), school volunteers are also mandated reporters and are required to report any suspected child abuse or neglect.

All approved volunteers will sign in at the school front office and receive a Parent/Guardian Volunteer badge, which must be worn at all times and returned to the front office upon departure.

Confidentiality and student privacy are of importance. Please do not inappropriately or over-engage with students or staff while you are volunteering at school. You should never discuss a student's information, grades, progress, or classroom occurrences with anyone except the staff.

Discipline and/or behavior management should be left to the staff and administrators. If you are experiencing a problem with a student, please consult the teacher. We expect our children to behave according to our Code of Conduct outlined in the Student Handbook, and we also expect all adults to be models of the Code of Conduct.

When volunteering, please dress comfortably and appropriately. Please remember that when you are in the school, you are a role model as well.

Due Process, Students Responsibilities and Rights

All students at TMSA are entitled to the rights guaranteed by the United States Constitution and any applicable state laws. Any student who exhibits any of the unacceptable student behaviors or conduct violations listed in this handbook or the FCS Code of Conduct may face immediate consequences or disciplinary actions. These consequences range from notification of Parent/guardians, timeout, detention, and emergency removal from a school activity, suspension, expulsion from TMSA, and criminal prosecution. In all instances, TMSA's policies and procedures governing due process for suspensions and expulsions will follow Georgia Education Law and the FCS Due Process Proceedings.

All students at TMSA have the right to feel physically, emotionally, and intellectually safe. Therefore, if at any time a student feels that they are the subject of harassment, hazing, threats, or other intimidating behavior, the student should immediately speak to an employee, teacher, or administrator about the problem. The situation will be investigated as soon as possible. All reports are kept completely confidential. Similarly, if you are concerned about the safety of a student who seems to be the subject of

harassment, hazing, or threats, you should immediately speak to an employee, teacher, or administrator about the problem. The situation will be investigated as soon as possible, and reports will be kept confidential.

Student Code of Conduct

TMSA utilizes the FCS Code of Conduct and discipline procedures as a guide for violations of student conduct from minor to major offenses. The entire FCS Code of Conduct and Discipline handbook can be found on the TMSA webpage or FCS webpage.

It is our belief that good discipline supports productive learning environments and further supports the overall educational process. In order to ensure positive behavior and discipline in the schools and classrooms, a close and cooperative relationship must exist between the home and the school. It is our goal to communicate closely with Parent/guardians at the onset of behavior or discipline difficulties so that together we can find solutions for students so they can experience success at home and in school.

For optimal student success, students must understand that they are responsible for their own behavior as well as for their academic performance. Students who make poor choices should not place blame on the environment, Parent/guardians, the school, and/or peers. While the school will help students develop good decision-making skills, students must first take responsibility for their actions and accept any consequences as a result of their actions.

All persons involved in committing, planning, participating, helping, advising, or encouraging a violation of rules or the code of conduct are parties to the violation. The procedures in the discipline program will be followed in a fair and consistent manner.

Responsibility for Individual Actions or Choices

TMSA expects that each individual will accept responsibility for his/her own actions, regardless of their intent to cause harm, harm caused to other persons, or their possessions, or for careless behavior. This, however, does not excuse or diminish the personal responsibility of the student (and/or his/her parent/guardian) to make appropriate restitution. When known and verified by an administrator, any harm caused to another will be reported to parent/guardians. TMSA, its employees, and/or the Governing Board do not assume any liability for the intentional or unintentional harm caused by any student to another individual or his/her possessions.

One of TMSA's goals is to help all students fulfill their intellectual, social, physical, and emotional potential. The school has been designed processes and procedures to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the TMSA administrators and teachers shall not allow inappropriate, distracting, or disorderly behaviors to occur during school, on school property, or at any school-sponsored activities. Students who continuously disregard the code of conduct may be recommended for a due process hearing that could result in expulsion from TMSA.

Our goal is to develop in students a sense of responsibility and self-discipline. Firm but fair is the basis for this system-wide discipline program. Guidelines are provided in order to foster mutual respect and cooperation within the school setting. TMSA takes seriously its responsibility to educate its students in a safe and drug-free school where they are free from fear of harm or intimidation. Weapons, drugs and gang activity will not be tolerated. These rules apply to all students at school or school-sponsored

activities, including field trips and on buses, athletic fields, stadiums, parking lots, official school bus stops, and other sites used for school-sponsored activities.

Students are expected to, but are not limited to the following:

- Act in a responsible manner, exhibiting respect towards others including their peers, teachers, and staff of TMSA.
- Accept responsibility for their behavior.
- Cooperate with the school staff in maintaining safety, order, and a disciplined environment.
- Follow established school and classroom codes of conduct and rules, including safety and school bus rules.
- Attend all classes regularly and on time.
- Maintain an appropriate uniform.
- Respect the rights and property of others.

Parents/guardians are expected to but are not limited to the following:

- Communicate routinely and as necessary with their child's teacher.
- Keep informed about school policies and their child's academic expectations, including homework.
- Ensure that your child attends class, arrives on time, and is prepared for school.
- Alert the school to specific problems or difficulties that may impede the child's learning or well-being.
- Acknowledge and abide by all school rules, policies, and procedures.

Discipline & Consequences Policy

The Main Street Academy will utilize and adopt as necessary the FCS Code of Conduct with the support of positive behavioral support and discipline management techniques when appropriate.

SOARing High Quarterly Celebrations

SOARing High Quarterly Celebrations will occur throughout the academic school year. Students must earn points to attend. Students will earn points and be rewarded based on their behaviors/actions observed that follow TMSA's Code of Conduct and Leader in Me and ReThink Ed principles.

Positive Behavior Supports and Discipline Management Techniques

Where appropriate, Schools should implement positive behavioral supports, as discussed in this code of conduct, and supportive discipline management techniques designed to improve the learning environment by improving student behavior and discipline. This may include the following and is not limited to:

- Classroom Interventions (assigned seats, etc.)
- Reflective Essay or other Reflective Activity
- Written Apology
- Role-Playing/Teaching of Expectations and Skills
- Participation in a School-Service Project
- Confiscation of Devices
- Conference w/Student, Caregiver(s), & Staff in Attendance
- Mediation
- Conference with School Police Officer
- Saturday School
- Before or After School Detention
- Restorative Practices
- Administration Change of Class Schedule
- Behavior Expectation Contract
- Revocation of privilege to participate in social/extracurricular activities/ceremonies
- Create a plan for Increased Supervision of Student
- Revocation of privilege to participate in social/extracurricular activities/ceremonies
- Digital Citizenship Activity
- School Counselor/Social Worker intervention related to the infraction
- Creation or review of a Tier II/Tier III academic/behavior plan
- Referral to Counselor/Social Worker/Psychologist for risk protocol
- Referral to Stopping Acts of Violence Through Education (SAVTE) *MS & HS students only*
- Referral to FCS Drug and Alcohol Education program, Choose 180 *MS & HS students only*
- Modification of FBA/BIP/IEP/504 (if applicable)
- Referral to community agency/provider
- Referral to Harassment Prevention/Intervention Education Program
- Lunch Detention
- Temporary assignment to another classroom
- Time out

**Extracurricular Activities- (Athletes, cheerleaders, band members, drumline, track, volleyball,

track, t-ball, soccer, flag football, etc.) Students with chronic infractions will be dismissed from participating and/or participating. TMSA staff members, teachers, and administrators have the right to recommend that students be removed from participating in the extracurricular activities **

Definition of Consequences:

Administrative Consequences

Administrative Consequence is a formal disciplinary action that can only be assigned by an Assistant Principal or the Principal and requires written correspondence to Parent/guardians. All students under Administrative Consequence are prohibited from participating in after-school activities. Disciplinary Referral Forms resulting in an Administrative Consequence will be recorded on the student's discipline transcript.

Opportunity Room/ISS:

Is the removal of a student from his/her class for at least half a school day by the principal or a designee and assignment to a location supervised by appropriate personnel in another room on the school premises for a period not exceeding ten (10) consecutive school days. A student assigned to in-school suspension will be permitted to work on classroom assignments and will be counted as present on the attendance register using ISS code in the student information system. If a student is removed from regular class assignments for more than one-half of the school day, notice of this assignment to in-school suspension will be provided to the parent/guardian. A copy of the written notice ("suspension letter") must also be sent to the Exceptional Children Department if the student has an Individual Education Plan (IEP) and the visiting teacher/school social worker should be sent a copy of all suspension letters. The letter should clearly indicate that the suspension is "in-school." The administrator should make every effort to have a conference with the parent(s) and student before, or at the time the student returns to regular classes.

Commonly known as In-school suspension (ISS). This room is staffed by a Behavioral Interventionist that will support the students as they prepare to return to the classroom. Administration are the only staff members that may assign a student to OR and determine the duration of time. Time here will involve practices and consequences meant to restore and discourage further infractions. These practices include:

- Completion of a grade-appropriate reflection form.
- The students will copy the Code of Conduct related to the infraction (students will take a copy home for parent/guardians to sign).
- Completion of classwork provided by the classroom teacher.
- Complete an act of service on campus.
- Meeting with the behavior interventionist, counselor, or social worker.
- In some cases, a re-entry meeting with an administrator may be warranted before returning to class.
- A student may not return to class until all processes outlined above have been fulfilled by the student.

School Service Project:

School service projects may include cleaning, polishing, painting, picking up litter, organizing resources, books, and materials, or a similar service inside or around the school campus under the supervision of school employees. All activities will be monitored, and students will be provided protective gear.

Out of School Suspension (Short -Term):
Means the suspension of a student from school for ten (10) school days or less.

Out of School Suspension (Long -Term):
Means the suspension of a student from school for more than ten (10) school days, but not beyond the current school quarter or semester.

Detention:
Including Saturday school, a teacher or an administrator requires a student to be at school for a limited period other than normal school hours or days. The student's parent or legal guardian should be notified at least on the day prior to the serving of detention or Saturday school.

Expulsion:
Means suspension or expulsion of a student from TMSA beyond the current school quarter, semester, or school year.

Timeout:
Includes the removal of a student from his/her class by the principal or a designee. The timeout is served in a cool-down location supervised by appropriate school personnel in a room on the school premises other than the student's classroom for less than one-half day depending upon the nature of the behavior and the age/grade of the student.

Withholding of Privileges
The student may be denied an opportunity to participate in school-related activities and/or events as deemed appropriate by an administrator.

Academic and/or Behavioral Contract
Students who have failed to follow school or classroom rules will be asked to enter into an academic and behavioral agreement. Failure to sign the agreement by the parent/guardian and/or student will not hinder the school administration from taking any further necessary actions.

Student Communication

Communication between the administration, teachers, and students is important in assuring that students feelcomfortable and informed about their academic experience. Students also should understand that their perspective is valued, and each individual is encouraged to make his or her needs known to adults.

General information will be shared daily through daily announcements. Students are encouraged to speak directly with their teachers as necessary to assure that they anticipate expectations, offer input, and seek clarification when they do not understand.

Students are encouraged to speak directly with the Principal and the Assistant Principal as needed. They may make an appointment or, in appropriate circumstances, and with the permission of their teacher if they must leave class, they may speak with the administrator on a drop-in basis if time permits.

Communication

Teacher Communications: (1st)
Parent/guardians are encouraged to access Infinite Campus, the online grade book, to monitor their children's grades and attendance records. Parents/guardians who have questions about the content of classes, grading,homework, or other classroom-based issues are encouraged to contact the classroom teacher to seek clarification. Teacher contact information is available via tmsa.org. Parents/guardians may contact teachers via their TMSA-issued email account. However, the teacher's TMSA email is recognized as the official method of communication. Teachers are expected to respond within 48 hours during the school week, and by the end of the day Tuesday if contacted after 5:00 p.m. on Friday, Saturday, and/or Sunday.

Parent/guardian /Teacher Conversations or Meetings should be made during non-instructional time. A parent/guardian may request and schedule a conference with a teacher. Parents/guardians should not expect to be able to hold immediate unscheduled conferences with teachers.

Administrator Communications (2nd)
Parent/guardians who are unable to find answers to questions about classroom issues through discussion with the teacher may make an appointment with the appropriate Assistant Principal to seek additional clarification, express their concerns, or seek additional resolution. Parents/guardians who need to meet with the Assistant Principal(s) are encouraged to contact them by telephone or e-mail. Meetings can be arranged with the Assistant Principal or with an administrative assistant at the front desk.
Principal Communications (3rd)
Parent/guardians who are unable to resolve their concerns or issues with the appropriate staff member, teacher, or Assistant Principal may seek additional resolution from the TMSA Principal. Communications to the principal should be in writing or communicated through the Principal's administrative assistant.

Executive Director Communications: (4th)
Parent/guardians who are unable to resolve their concerns or issues with the appropriate staff member, teacher, Assistant Principal, or Principal may seek additional resolution from the TMSA Executive Director. Communications to the Executive Director should be in writing or communicated through the Principal's administrative assistant.

Governing Board Communications: (5th)
Parent/guardians who wish to communicate directly with the Governing Board for general feedback can speak to the Board directly during the public comment portion of the monthly Governing Board meetings. If a parent/guardian or stakeholder wishes to speak during public comment, they should sign up to make public comments in advance of the monthly Governing board meeting. Public comments

may also be submitted to the Governing Board in writing to: tmsa.board@tmsa.org. The board secretary will read the statement or comment during the public comment portion of the meeting.

Schoolwide Communications

The TMSA Communications Department distributes weekly parent/guardian newsletters, publications, and information concerning the school. School communications will also be posted on the TMSA webpage at www.tmsa.org, the TMSA mobile app, shared via Infinite Campus, Class Dojo, on TMSA official social media outlets, and/or on the school's electronic marquee. General inquiries may be directed via email to: info@tmsa.org.

Communication Protocols

Inquiries, Requests, Issues, Concerns, and Points of Contact

The Main Street Academy expects complaints to be recognized and addressed in an orderly and timely manner. The complaint made by family and community members should be resolved with the parties most directly involved as amicably, expeditiously, and satisfactorily as possible. **Fulton County Schools, Departments within Fulton County Schools, and the Superintendent of Fulton County Schools will not address or attempt to resolve TMSA student/parent complaints, grievances, or concerns. TMSA is an independently operated public charter school with its own governance structure that does not fall under the oversight or purview of the local school district.**

TMSA Student & Family Support and Communication Protocol

Area of Concern	First Step	Second Step	Third Step
General Inquiry, School Concern, School Procedures, School Hours	Front Office or Family Engagement Parent Liaison or Principal's Admin Assistant	Assistant Principal	Principal
General Classroom-Related Concern	Teacher	Assistant Principal or Curriculum Coordinator	Principal
Grading or Report Card, Student Retention Concern	Teacher	Assistant Principal	Principal
Teaching Content, Assignments, Assessments, Extra Assistance for Student, Curriculum and Instruction	Teacher	Curriculum Coordinator or Director of Student Support or Assistant Principal	Principal
Athletics	Coach	Athletic Director	Assistant Principal or Principal
Special Education Services IEP, Speech, RTI, SST, EIP	Teacher	Director of Student Support	Assistant Principal

Student Conduct & Discipline, Hearings, Hearing Appeals	Assistant Principal	Principal	Executive Director
Mental Health and Wellness	Counselor or Social Worker	Director of Student Support	Assistant Principal
Medical Needs and Health 504, Accommodations	Teacher or School Nurse	Counselor or Social Worker	Director of Operations
Facility, Building, School Campus	Director of Operations	Principal	Executive Director
Student Chromebook (Student)	Submit help ticket (via email, Student Device, or School Technician)	Teacher	Technology Support Specialist
Student Chromebook (Parent/Guardian)	Submit help ticket (via email, Student Device or School Technician)	Technology Support Specialist	Teacher or IT Manager
Software Programs on Device	Submit help ticket (via email, Student Device or School Technician)	Technology Support Specialist	IT Manager
Access to Parent/Guardian Portal Campus Portal, Infinite Campus, Student Schedule	Data Manager	Principal's Admin Assistant	Assistant Principal
Access to Parent/Guardian Portal (TMSA App, Dojo, Edlio)	Communications Director	Technology Support Specialist	IT Manager
Access to Instructional Software (Progress Learning, MAP, iReady)	Teacher	Curriculum Coordinator	Assistant Principal
Transportation, Carline, Arrival/Dismissal	Director of Operations	Family Engagement Parent Liaison	Assistant Principal
Gifted Education Programs	Teacher or Gifted Teacher Coordinator	Gifted Teacher Coordinator	Curriculum Coordinator
Policy, Regulation, Compliance, Accreditation, School Certification	Communications Director	Executive Director	

Concern Submission
An expedient way of ensuring your concern or complaint is addressed is to raise the concern with your child's Teacher(s) or Assistant Principal. If your concern was not resolved, you may submit it through the **Concern Form**. Submissions will receive follow-up communication from the Principal.

Complaints and Grievances
TMSA encourages all individuals to attempt to resolve grievances at the lowest school or department level before filing a formal complaint. If you are dissatisfied with the outcome of the lower level, submission of a complaint or grievance does not guarantee that the decision will be overturned at the next highest level. Please note, **Fulton County Schools, Departments within Fulton County Schools, and the Superintendent of Fulton County Schools will not address or attempt to resolve TMSA student/parent complaints, grievances, or concerns. TMSA is an independently operated public charter school with its own governance structure that does not fall under the oversight or purview of the local school district.**

Acceptable Use for Internet & Technology

Student Device User Agreement

Purpose: In order to support learning, The Main Street Academy TMSA is providing devices to students. Like a textbook, the device is a resource to support learning.

Students with devices are required to follow the guidelines within this document, as well as all school, classroom, and the TMSA Student Parent/guardian Handbook policies and procedures regarding behavior and technology use.

Receiving the Device: Parent/guardians and students must agree to this document. Students must also complete the digital citizenship curriculum that the school requires.

Returning the Device: Devices will be returned to the school at the end of the school year, unless otherwise communicated by the school. The use of devices provided by TMSA is not transferable to anyone and terminates when a student is no longer enrolled at the issuing school.

Students who transfer, withdraw, are expelled, or terminate enrollment at the school for any reason must return their device on the date of withdrawal/termination. A student who fails to return the device will be subject to paying up to the full replacement cost of the device and any accessories, and may also have grade cards, transcripts, diplomas or certificates of progress withheld until restitution is made.

Damage and Loss: All TMSA-issued devices are the property of TMSA. If a device is damaged, lost, or stolen during the time that it is issued to the student, whether intentionally or due to negligence, the student and the student's parent/guardian will be responsible for paying the fines outlined in this document.

Responsible Device Use: All users of TMSA-issued devices must follow the expectations outlined in TMSA *Student Parent/guardian Handbook* and the Fulton County Schools *Student Discipline/Student Code of Conduct*. Failure to follow these expectations will lead to applicable student disciplinary consequences.

While off school grounds, parents/guardians are solely responsible for monitoring the student's use of the device. Students may not exhibit inappropriate behaviors, or access prohibited materials with the device, at any time, at any location. Students will be subject to disciplinary and/or legal action if they use the device for inappropriate activities, whether on or off school grounds.

Privacy: Nothing done on TMSA-issued devices is private. TMSA staff may, at any point, confiscate and search the contents of any TMSA-issued electronic device. Devices are enabled with GPS locating systems, and in the case of loss or theft, this system will be activated. TMSA recognizes all aspects of the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), and the Family Education Rights and Privacy Act (FERPA).

TMSA does not monitor students' home networks, devices, or Internet connection. TMSA does monitor the use of TMSA-issued devices; however, TMSA only tracks the location of TMSA-issued devices in the event of loss or theft of the device. TMSA will notify Parent/guardians and students if it decides to monitor or track devices contrary to this paragraph.

Applications: TMSA has researched key applications which will be preinstalled on each device. Throughout the year, additional applications may be added to support learning. Purchasing and installing these applications is the responsibility of the TMSA Information Technology Department. No one other than an authorized school official may add or delete applications from a TMSA-issued device. "Jail breaking" and hacking of devices is not permitted.

Fines for Device Damage, Loss, or Theft

If for any reason the device is lost, stolen or damaged during the time it is issued to the student, whether intentionally or due to negligence, the student and the student's parent/guardian are responsible for the following fines during the school year:

Lost and Damaged Devices Replacement Cost:

- Lost/Stolen $250
- Damaged $100
- Accessories – Lost or Damaged $20 for each accessory

***Full replacement cost for devices includes the device, all accessories, software licenses, and setup.*

These fines apply to instances of willful alteration of the device, its operating system, or network functionality either through the download of applications or by other means. Additional disciplinary consequences for this behavior include up to 10 days' out-of-school suspension if such tampering is determined to be part of a habitual pattern of behavior on the part of the student. Please see section Student Issued Devices in the Code of Conduct for further discussion. Payment for fines are due within 60 days of reporting damage, loss, or theft. For instances of theft, the school must be notified within 48 hours of the acknowledgment of theft. Payments should be made to:

Main Street Academy
2861 Lake Shore Drive, College Park, Georgia 30337
Attention: Information Technology Department.

Theft: If the device is stolen during the time that it is issued to the student, the student and the student's parent/guardian will be responsible for filing a police report and submitting it to the school administration.

Failure to Return a Device or Accessories upon Withdrawal from the School: A student who fails to return a device or any accessories without reporting them lost or stolen will be responsible for the full replacement

cost of the items that were not returned.

WARNING: *Students should not attempt to remove anything from, add anything to, or otherwise change the physical structure of any TMSA device in any way. This includes, but is not limited to, altering keys, memory cards, batteries, screens, chargers, ID labels, ports, power cords, cameras, or any other exterior or interior component.* ***Any change to the physical structure (including inserting foreign objects) to any of technology issued by TMSA could result in permanent damage, electrical arcing, or overheating, and may pose a heat, fire, or safety risk****. Students/families should report all device problems to the TMSA Information Technology Department.*

TMSA is not responsible for damage resulting from student misuse of TMSA-issued devices.

Insurance:

Parent/guardians can choose to purchase insurance for the device. Note that insurance companies typically cover theft, but not loss of a device.

This information is provided for convenience only. TMSA does not endorse any particular insurance provider, and each family should carefully verify the services provided by any insurance provider, as a company's policy can change.

While you may purchase insurance for your device or your homeowner's insurance may cover the device, the TMSA will not be responsible for communicating with your insurance provider. You remain solely responsible for paying fines directly to TMSA.

Student Device User Agreement Signature Form

STUDENT PLEDGE

1. I will take good care of my school-issued device.
    a. Cords and cables must be inserted carefully into the device to prevent damage.
    b. Devices must never be left in an unlocked locker, unlocked car, or any unsupervised area.
    c. Report any software/hardware issues to your teacher as soon as possible.
    d. Keep the device in a well-protected, temperature-controlled environment when not in use.
2. I will never loan out my school-issued device to other individuals.
3. I will keep food and beverages away from my device since they may cause damage to the device.
4. I will not disassemble, physically alter, jail break, hack, or insert any foreign objects into any part of my or any school-issued device or attempt any repairs.

5. I will protect my school-issued device by carrying it closed and with both hands or inside of the case, if provided with one.
6. I will use my school-issued device in ways that are appropriate and meet the school's expectations—whether at school, at home, or anywhere else. If I use my device in a way that is inappropriate, I may be disciplined by the school.
7. I will not place decorations (such as stickers, markers, etc.) on the school-issued device. I will not deface the serial number sticker on any school-issued device.
8. I understand that my school-issued device is subject to inspection at any time without notice and remains the property of the TMSA. **Nothing I do with the device is private, and nothing I have on the device is private.**
9. I will not share my password(s) with anyone other than a teacher or adult from my school or my parent/guardian.
10. I understand that if I damage, lose my device, or if the device is stolen, I will have to pay a fine.

My student and I agree to the rules set forth in the Device User Agreement and the Student Pledge.

Internet Safety & Device Care:

- Elementary School Students: https://youtu.be/EFiEWnMO-TQ
- Middle and High School Students: https://youtu.be/JOalWfGeIN4

Parent/Guardian & Student Acknowledgement
Student & Family Handbook

My student and I agree to the rules set forth in the TMSA Student & Family Handbook and Student Device User Agreement.

_____ _____

Parent/guardian / Guardian Signature Student Name / Grade / Homeroom

Please return this page/form to your child's homeroom teacher