



Mountain Education Charter High School

"The first choice for a second chance to build a better future through education"

Student Handbook

Dr. Wayne Lovell, Superintendent

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Established by the Georgia Board of Education in 1992

Established as a State Chartered School in 2007

MECHS is a Title 1 School

Accredited by the Southern Association of Colleges and Schools

Mountain Education Charter High School is an equal opportunity employer.

(Revised March 2020)

Dear Students/Parents/Guardians/Caregivers,

Welcome to the Mountain Education Charter High School. We would like to welcome back those students returning to complete their educational requirements and those students enrolling to meet their requirements for graduation. We are eager to help you prepare for a life of personal success and service to your community.

It is essential for you to understand the contents of this handbook. It contains important information regarding school policies, procedures, regulations, opportunities, and services that students are expected to know and observe. Our ultimate goal is to help students graduate from high school.

The administration and staff of the Mountain Education Charter High School are committed to helping every student grow, learn the skills, and obtain the knowledge necessary to be successful in the 21st century. Please feel free to call us anytime. Parents, guardians, and caregivers are encouraged to visit the school and remain involved.

Best wishes for a successful school year. It is never too late for an education and an opportunity to better yourself in order to experience a more rewarding and productive life.

Sincerely,

Dr. Wayne Lovell
Superintendent

**Mountain Education Charter High School
Superintendent
Dr. Wayne Lovell**

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Cleveland, GA 30528
706-219-4664**

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738 Grassdale Road
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770-606-5185

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86 Adams Circle
Bowman, GA 30624
706-213-4300

CHATTOOGA COUNTY SITE
302 Maple Drive
Summerville, GA 30747
706-230-8937

CHEROKEE COUNTY SITE
6565 Putnam Ford Road
Woodstock, GA 30189
xxx-xxx-xxxx

DAWSON COUNTY SITE
175 Tiger Circle
Dawsonville, GA 30534
706-216-5820

FANNIN COUNTY SITE
4560 Hwy 76
Blue Ridge, GA 30513
706-632-6100

FORSYTH COUNTY SITE
1130 Dahlonega Hwy.
Cumming, GA 30040
678-965-4971

GILMER COUNTY SITE
1860 South Main Street #5407
Ellijay, GA 30540
706-229-4444

HABERSHAM COUNTY SITE
901 Fairview School Road
Demorest, GA 30535
706-754-4461

HALL COUNTY SITE
2723 Tumbling Creek Road
Gainesville, GA 30504
770-531-2330

HILL CENTER SITE
136 Almon C. Hill Street
Cumming, GA 30040
678-965-4971

LUMPKIN COUNTY SITE
123 Mountain View Drive
Dahlonega, GA 30533
706-725-8174

MURRAY COUNTY SITE
2568 Mt. Carmel Church Rd.
Chatsworth, GA 30705
706-686-3500

PICKENS COUNTY SITE
339 West Church Street Suite C
Jasper, GA 30143
706-253-1750

RABUN COUNTY SITE
963 Tiger Connector Road
Tiger, GA 30576
706-212-4390

STEPHENS COUNTY SITE
50 Eastanollee Livestock Rd. Suite 100
Eastanollee, GA 30538
706-886-3114

UNION COUNTY SITE
218 School Street
Blairsville, GA 30512
706-745-9575

WHITE COUNTY SITE
328 Old Blairsville Road
Cleveland, GA 30528
706-348-4599

MECHS System Personnel

Dr. Wayne Lovell School Superintendent 706-219-4664

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About Mountain Education Charter High School

Mountain Education Charter High School (MECHS) is a collaborative effort of Bartow, Dawson, Elbert, Fannin, Forsyth, Gilmer, Habersham, Hall, Lumpkin, Murray, Pickens, Rabun, Stephens, Towns, Union and White County school systems. MECHS is an academic, self-paced, individualized, evening high school that serves students who are seeking a non-traditional school environment and who desire a Georgia high school diploma. MECHS also serves students who need to make up missed credit from their regular high school, enabling them to stay on academic track and graduate with their peers.

Mountain Education Charter High School is a year-round high school that offers all required courses utilizing the Georgia Standards of Excellence. Course work from MECHS has been reviewed by the NCAA Eligibility Center and meets NCAA Non-Traditional Core Course Legislation. All teachers employed at MECHS are highly qualified and are certified through the GA Professional Standards Commission. The courses offered at MECHS have been approved by the NCAA. We maintain a low student to teacher ratio and are accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS).

The collaborative offers students the choice to attend school at one of sixteen sites: Bartow, Bowman, Dawson, Fannin, Forsyth, Gilmer, Habersham, Hall, Hill Center, Lumpkin, Murray, Pickens, Rabun, Stephens, Union and White County. The educational program serves two categories of students:

1. the credit recovery student (CR) who needs to make up or earn coursework in order to remain in their high school and graduate with their peers, and
2. the full time student (FT) who is no longer enrolled in another school and is seeking a Georgia accredited high school diploma through MECHS.

MECHS operates Monday through Thursday. School hours are from 4:00 p.m. until 9:00 p.m.

Mountain Education Charter High School

Mission Statement

Provide a second chance opportunity for students across North Georgia to earn an accredited high school diploma in a student-centered, self-paced, evening public high school.

MECHS is committed to:

- partnering with local school systems, families, and community members to nurture educational excellence.
- engaging students in meaningful learning with personalized graduation coaching, preparing them for college or career.
- offering opportunities for students to stay on track with credit recovery, reach grade level status through self-paced mastery learning, or move ahead with dual enrollment.
- supporting the physical, social, and emotional wellbeing of every student and employee.

Guiding Principles

We believe in a culture of *excellence*. Therefore, we will hold ourselves accountable while aggressively applying best practices and pursuing continuous improvement to our academic and business models.

We value *servant leadership*. Therefore, we are committed to developing and keeping leaders who are selfless, visionary, and performance driven.

We believe in *empowerment*. Therefore, we will promote an environment of physical, social, and emotional wellbeing for all students and employees so that everyone has the opportunity to pursue success and discover their dreams.

We value *integrity*. Therefore, we will conduct ourselves in a manner that exemplifies honesty, transparency, fidelity, and unity of purpose.

We believe in the strength of *community*. Therefore, we are committed to establishing and fostering productive school-family-community partnerships.

We believe in the power of *human relationships*. Therefore, we are committed to establishing and nurturing meaningful relationships with every student and staff member.

Student Registration and Enrollment

Students who are 9th grade eligible may enroll in the Mountain Education Charter High School (MECHS).

To register, **credit recovery** students need:

- A recommendation form completed by the student's regular high school counselor
- Social security number

To register, **full time** students need to provide:

- Date of Birth
- Physical address

It is helpful in placing students in the most appropriate classes to have:

- Withdrawal form from the last school attended
- Current transcript

The MECHS registrar will request this information from the last school attended if the parent/student does not have it with them at registration.

In addition, the registrar will request the following information from the most recent school attended:

- Current Certificate of Immunization record (Form 3231)
- Eye, ear, dental, and nutritional examination record (Form 3330)
- Date entered 9th grade
- Copy of Social security card
- Copy of Birth Certificate

Registration can occur anytime during the year.

Cost

There is no charge for full time (FT) students.

Students who are jointly enrolled with a regular day school program will pay the following tuition costs:

- one-half Carnegie unit \$75
- one Carnegie unit (block) \$150

Students are required to pay at least ½ the tuition at the time of registration. Tuition may be paid with a money order, certified check, cash, or a personal check. If tuition is paid by personal check, course completion transcripts will not be forwarded to the daytime high school until the bank has notified MECHS the check has cleared (usually 21-30 days).

International Student Enrollment Procedures

When an international student enrolls with MECHS:

- If the student does not provide records from the most recently attended out-of-country school and/or MECHS is not able to obtain records from the most recently attended out-of-country school, MECHS will automatically enroll the student in 9th grade with no previous course credits.

If MECHS receives student records from a previously attended out-of-country school or schools, a team of MECHS officials will make a determination regarding the student's eligibility to enroll. If eligible to enroll, the team of MECHS officials will determine the student's credits earned and grade level upon entering MECHS.

New 11th Grade Immunization Requirements

Georgia's immunization requirements for students entering or transferring into the eleventh grade have been revised to align with the current recommendations of the Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP).

Effective July 1, 2020, all students who are new entrants or transfers into a Georgia school in the eleventh grade, will require proof of a booster dose of the meningococcal conjugate vaccine, unless their first dose was received on or after their sixteenth birthday.

Additional Requirements for Certificates of Immunization

- Certificates must be signed by a physician licensed in GA or public health official. A stamp of a Physician's signature is permissible when cosigned by an office staff member.
- Certificates must have a printed typed or stamped name and address of the physician, health department or Georgia Registry of Immunization Transactions and Services (GRITS) official issuing the certificate.
- Certificates must have a complete date of issue with the month, day and year.

Recommended Immunization Schedules

<https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent-shell.html>

Student Attendance

Compulsory Attendance Law: § 20-2-690.1 Mandatory education for all children between the ages of six and sixteen.

Any student enrolled at MECHS under 16 years of age is mandated to meet attendance requirements. Prior to enrollment, students and parents/guardians will meet with administrative staff to review attendance procedures.

- Absences will be classified as excused or unexcused. Excused absences are those due to emergencies such as illness, death in the immediate family, when attendance endangers the student's health or health of others or other extreme circumstances. In addition, the following are also considered excused absences: religious holidays necessitating absence from school, service as a page in the General Assembly, court order or government agency order mandating absence from school, such tests and physical exams for military service and the National Guard, registering to vote or voting in a public election (not to exceed one day), up to five days annually to visit with a parent/guardian prior to military deployment or while on military leave, and/or up to five days per school year not to exceed two school years to attend military sponsored events, foster care students attending court proceedings related to their foster case, student who successfully participate in the Student Teen Election Participant (STEP) program, and school-sponsored activities. Unexcused absences include any failure to attend school without proper documentation.
- Upon returning to school, students must bring documentation stating the date and reason for absence with the signature of a parent/guardian, doctor, dentist, or judge. The student and/or parent have the responsibility to present the written excuse within three (3) school days of the student's return to school. At each school the receptionist will receive and file excuses. The site administrator will resolve any question in determining whether an absence is excused or unexcused.
- Students will be allowed five (5) parent notes per semester. Any absences beyond that will require a written excuse from a doctor, dentist, health center, or court.
- A parent/guardian who violates the Compulsory Attendance Law may be found guilty and subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties at the discretion of the court having jurisdiction. Each day's unexcused absence beyond five unexcused absences constitutes a separate offense. In addition, the school system could make a referral for a Child in Need of Services (CHINS) review.

Student Transportation

Transportation to and from school is the responsibility of the student and parents/guardians/caregivers. All transportation arrangements will be made prior to coming to school. All authorized persons providing transportation to students under the age of 16 are required to report to the office or classroom to pick up students. Students are not allowed to wait in the hallway or outside the building for rides but should remain in the classroom until called. Students are not permitted to remain in or near the automobiles after arriving on campus before, during, or after school. Loitering in the parking lots and hallways will not be permitted.

Curriculum

To better meet the different learning styles of students, MECHS offers a variety of course formats. All methods are correlated to the Georgia Standards of Excellence and provide self-paced, individualized, mastery learning.

MECHS materials, textbooks, and student folders are not to be removed from the school.

Native Language in Lieu of Enrollment Credit Procedure

MECHS may (with consent from parent and/or student) award up to 2 credits of Native Language in Lieu of Enrollment 65.01003 for students whose native language is not English. Students may be eligible to receive credit(s) if they live in a home in which the primary language is not English, provide a foreign transcript from a country whose primary language is not English, or meet eligibility for English as a Second Language. No formal assessment will be required to award credit. The student will be awarded a grade of “80” or equivalent of their overall GPA whichever is higher, for each said credit.

Counselors should provide the following the guidance to parents and/or students who may be awarded credit for Native Language in Lieu of Enrollment 65.01003: **Native Language Credit (Not English 65.0100300) will not count as a RIGOR course and may not be accepted for college Foreign Language entrance requirements. This course/credit is accepted for a traditional high school diploma.**

Academic Grades

MECHS has adopted the following grading scale:

A = 90-100

B = 80-89

C = 70-79

F = below 70 = Failure

NCAA Initial-Eligibility

Coursework from Mountain Education Charter High School has been reviewed by the NCAA Eligibility Center and meets NCAA nontraditional core-course legislation. To see a list of NCAA core courses from Mountain Education Charter High School, please refer to www.eligibilitycenter.org, or contact your Guidance Counselor.

All high school students who wish to practice and compete for a Division I or II institution must register and be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse will determine a student athlete's initial eligibility status for all Division I and II institutions by reviewing an official high school transcript and the official SAT/ACT scores. All athletes interested in playing a college sport should contact the Guidance Counselor for additional information.

*Mountain Education Charter High School's core courses have been reviewed by the NCAA Eligibility Center, and all courses meet the requirements for NCAA eligibility with one exception: If a student pretests out of all modules within a course, a designation of *NCAA will be added to the course name on the student's transcript to indicate that this course does not meet eligibility requirements for the NCAA. Students interested in playing a college sport should contact the Guidance Counselor upon enrollment at Mountain Education Charter High School.

Legal Disclaimer: The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on the NCAA Eligibility Center website (www.eligibilitycenter.org) is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

Nutrition

MECHS will participate in the National School Lunch Milk Program for the 2020-2021 school year. With this, MECHS students will be offered an evening meal at no cost. Students and parents will be asked to complete a free and reduced meal application.

MEC has a no charge policy for meals and does not sell a la carte items.

For more information about the School Nutrition Program, please contact Aundrea Wilson at (706) 219-4664 or email aundrea.wilson@mymec.org.

Travel Assistance Program (TAP)

MECHS has implemented a Travel Assistance Program (TAP). This program will provide travel assistance in the form of a gas card to those students that qualify. In order to be considered for the program, students must complete a free/reduced meal application. To continue to be eligible for the program, students must demonstrate a good faith effort in attendance and academic progress.

Graduation Requirements

In order to receive a high school diploma in Georgia, a student must complete the required number of units as mandated by the Georgia State Board Education. Students who attend the Mountain Education Charter High School arrive at different levels in their education; therefore, different sets of requirements apply. Students who have withdrawn from a public school must meet the graduation requirements for the graduating class in which they entered ninth grade. Full time students completing graduation requirements while enrolled at MECHS will receive a Mountain Education Charter High School diploma. Students receiving a MECHS diploma shall meet the graduation requirements outlined below. The Georgia Board of Education and MECHS require students to earn the number of units specified in the applicable State Board rule.

Students Who Entered the 9th Grade During 2008-09 School Year and Thereafter

AREAS OF STUDY	UNITS REQUIRED
English/Language Arts*	4
Mathematics*	4**
Science*	4
<i>The 4th Science unit may be used to meet both the science and elective requirements.</i>	
Social Studies*	3
CTAE and/or Modern Language/Latin and/or Fine Arts	3
Health and Physical Education*	1
Electives	4
TOTAL UNITS (MINIMUM)	23

*Required Courses and/or Core Courses

** Students entering ninth grade in 2008-2009, 2009-2010, and 2010-2011 only, who earn credit in Mathematics I and Mathematics II or GPS Algebra and GPS Geometry, along with 2 additional core mathematics courses, will have satisfied the **minimum** mathematics requirements for high school graduation.

Full Time students who choose to receive a MECHS diploma are allowed to graduate throughout the year after completing graduation requirements. In the spring of each year, MECHS conducts a graduation ceremony for all students who have completed requirements during that school year. This is a very meaningful ceremony for students and their families. All students are encouraged to participate.

Alternate Diploma Path Option (SB 132)

SB 132 allows students to meet their high school diploma requirements by completing at least the following state-required 9th and 10th grade level high school courses or their equivalent: two English courses, two mathematics courses, two science courses, two social studies courses, and one health and physical education course; and any state required tests associated with any such courses; and one of the following:

- A. An associate degree program;
- B. A technical college diploma program and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field; or
- C. At least two technical college certificate of credit programs in one specific career pathway and all postsecondary academic education and technical education and training prerequisites for any state, national, or industry occupational certifications or licenses required to work in the field as determined by the Technical College System of Georgia.

Students should carefully consider the benefits and potential consequences of participating under the program provision of SB 132. Since students participating in that option take courses to fulfill program requirements, but not specific high school course requirements, students leaving the postsecondary institution before completing an approved program would be deficient in their course requirements for high school graduation. Students would need to complete their high school graduation requirements at MECHS.

Valedictorian and Salutatorian

The Mountain Education Charter High School is allowed to select only one Valedictorian and one Salutatorian to collectively represent all the sites.

To be eligible for Valedictorian or Salutatorian, a student must meet the following requirements:

- 1. Complete three or more units of credit at MECHS
- 2. Be in attendance as a full time student for a minimum of one MECHS FTE count.
- 3. Meet other HOPE Eligibility requirements

The student with the highest cumulative calculated GPA (all courses passed and failed) will be designated Valedictorian and the student with the 2nd highest cumulative GPA will be designated Salutatorian. This determination will be made by April 30th each year. Credits received after this date will not be used in the calculation. The Valedictorian and Salutatorian will be Zell Miller scholars with additional college benefits.

MECHS Honor Graduates

To be considered an Honor Graduate at MECHS a student must earn a cumulative GPA of 90 or above.

Georgia Milestones Assessment System

Note: The below information regarding the Georgia Milestones Assessment System is obtained from the Georgia Student Assessment Program Student Assessment Handbook

The State Board of Education (SBOE) is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) is designed to fulfill this requirement and to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about each student's achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Georgia Milestones represents a single system of summative assessments that span all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system. In developing Georgia Milestones, care has been taken to ensure the signals sent about student achievement are consistent with other national measures of how Georgia students are performing. Additionally, Georgia Milestones includes a representative sample of nationally norm-referenced items to provide a barometer of how Georgia students are achieving relative to their peers across the nation.

End-of-Course (EOC) Assessments – Middle/High School

Students enrolled in any of the 10 core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course. These tests are administered upon the completion of courses and serve as a student's final exam counting 20% of the final course grade in the associated course. Any student enrolled in and/or receiving credit for an EOC course, regardless of grade level, will be required to take the EOC upon completion of that course. The core courses include:

- **English Language Arts**
 - Ninth Grade Literature and Composition
 - American Literature and Composition
- **Mathematics**
 - Algebra I or Coordinate Algebra
 - Geometry or Analytic Geometry
- **Science**
 - Biology
 - Physical Science
- **Social Studies**
 - United States History
 - Economics/Business/Free Enterprise

The EOC measures align with Georgia's state-adopted content standards and include assessment of the specific content knowledge and skills inherent in each course. The EOCs provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the CCRPI.

Results of the EOC, according the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing 20% to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- allow for the detection of the progress made by each student from one assessed course to the next;
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, system, and state levels.

The mode of administration for the Georgia Milestones program is online. The EOC is administered in an online format except in special cases such as when a student needs a large print test due to vision impairment or a student needs a Braille form. Each test is administered in one sitting with the exception of Ninth Grade Literature and American Literature which must be given on two consecutive days.

The Georgia Milestones EOC assessments are administered multiple times annually to accommodate students completing courses at various stages during the school year. At MECHS the EOC assessments are administered each month with the exception of April and June. Students must complete all MECHS requirements prior to being permitted to take the EOC assessment.

The student must have a final course grade of 70 or above to pass the course and earn credit toward graduation. When the student repeats a course to earn credit for graduation, he/she would participate in the EOC at the end of the repeated course. EOC scores will not be “banked”.

Students may log on to the USA Testprep website at <http://www.usatestprep.com> to review and prepare for the tests. Students should contact the site administrator regarding login and password information. (Each site has a different login and password.)

Demonstrating Subject Area Competency (“TESTING-OUT”)

(Note: All possible “TESTING-OUT” opportunities must be discussed with the system Testing Coordinator prior to any test administration since possible costs are involved and this can only be completed during certain test administrations.)

As provided for in State Board of Education Rule 160-5-1-.15 (AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) adopted by the Board in April 2013, the opportunity exists for students to “test-out” of any course for which there is an associated EOC and earn credit for the course through that process. Students who reach the **Distinguished Learner** achievement level will have reached the required threshold for the awarding of course credit.

As stated in the Rule, students may earn **no more than three units of credit** by demonstrating subject area competency in this fashion.

Students must meet the following requirements to exercise this option:

- Not currently or previously enrolled in the course;
- Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;
- Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student’s academic achievement) for which the student is attempting the EOC; and
- Received parent/guardian permission if the student is less than 18 years of age.

As part of the advisement process, schools should carefully consider which students would benefit from such an opportunity and advise accordingly. As part of the advisement process, schools should consider the likelihood for success in future courses that may require knowledge and skills that are inherent within the course. In addition, the student's postsecondary plans and needs must be considered. The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/endeavors.

When allowing students to attempt to earn course credit through testing out, districts and schools shall allow eligible students **only one opportunity per course** to demonstrate subject area competency.

For more information regarding "testing-out" contact the school counselor or system testing coordinator. Additional student eligibility criteria regarding "testing-out" can be found at: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx> under the section entitled Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades.

EOC Retest Administrations - Eligibility for retests

Students who received a **Grade Conversion Score below 70 are eligible to participate in EOC retest administrations.**

Consideration should be given to whether a retest would be in a student's best interest. **Students are not required to participate in retest administrations.** Students who "passed" (Grade Conversion Score of 70 or above) the EOC are not eligible to retest, regardless of whether they passed the course or not. **The decision about the use of EOC retest results in amending an original course grade is a local one.**

Eligible students may participate in a retest administration only once for the semester/year in which the student was enrolled in the associated course. The student is limited to one retest opportunity. Students may NOT retest during the same administration as their original test administration. For instance, a student who scores below a 70 during the September Mid-Month may NOT retest during the October or November Mid-Month nor during the Winter Main Administration (December). The student must wait until the January Mid-Month administration to take a retest.

Transition Career Partnerships, Dual Enrollment

With the exception of the following courses: Ninth Grade Literature and Composition, Coordinate Algebra, Algebra I, Analytic Geometry, Geometry, and Biology, a student shall be exempt from taking the end-of-course assessment for a core subject course if he or she earns a post-secondary credit in that course through Transition Career Partnerships, Dual Enrollment pursuant to O.C.G.A. §§ 20-2-149.2 or 20-2-161.3. Postsecondary grades earned, in this situation, shall be used in the state accountability system. All students enrolled in Ninth Grade Literature and Composition, Coordinate Algebra, Algebra I, Analytic Geometry, Geometry, and Biology must take the EOC regardless of the course grade awarded by the postsecondary institution. Further, Geometry and Analytic Geometry are not allowable as Dual Enrollment options; as a result, students enrolled in these courses must take the EOC as well.

Required of All Students	Allowed Exemption
9th Grade Literature & Composition	American Literature & Composition
Algebra I / Coordinate Algebra	Physical Science
Geometry / Analytic Geometry	United States History
Biology	Economics

Students who fail to earn post-secondary credit are not eligible for the exemption and must take the EOC at the time they re-enroll in the course at their high school.

High schools are responsible for determining that post-secondary courses meet the criteria for dual enrollment and that the course content will provide the opportunity for students to learn the concepts, information, and skills assessed by the associated EOC.

When the EOC is required of dually enrolled students, scores will be counted as follows:

- The college instructor must issue a numeric grade for the student. A letter grade may also be issued, but the high school must receive a numeric score for the course.
- The college issued grade will be used on the college transcript.
- For high school credit, the course grade will be determined using the State Board approved calculation as defined in State Board Rule 160-4-2-.13.

Transition Career Partnerships, Dual Enrollment is defined by State Board Rule 160-4-2-.34 and governed by associated guidelines provided by the GaDOE Curriculum and Instruction Division. Information regarding Georgia's Transition Career Partnerships, initiatives and the EOCs can be found at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx>.

ACCESS for ELLs

ACCESS for ELLs is administered, annually, to all English learners in Georgia. ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the ESSA mandate requiring states to evaluate EL students in grades K through 12 on their progress in learning to speak English.

ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing.

For additional information, contact the System ESOL Coordinator or visit the following website: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx>.

Test Security and Accountability

A primary function of the GaDOE is to establish, develop, and implement a state assessment system that fairly, accurately, and with validity measures student achievement related to Georgia's academic content standards (Georgia Standards of Excellence). The material contained in this section is intended to provide guidance and information related to the ethical, fair, and appropriate administration of state assessments.

Security breaches are actions during test administration that gives a student an unfair advantage or compromises the secure administration of the assessment. Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the GaDOE as an inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both online and paper test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to GaDOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches the examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner (including social media sites, texting, and/or email) inconsistent with test security regulations all or any portion of secure online testing forms, test tickets, passwords, or test booklets;
- makes answers available to examinees;
- reads, reviews, notates, photographs, shares, transmits test items whether online or paper, before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets or other lost secure assessment materials in any assessment program constitute a breach of test security and will result in a referral to Georgia Professional Standards Commission [GaPSC]);
- uses or handles secure test booklets, formula sheets, answer documents, online test tickets, logins, passwords, and/or test forms for any purpose other than examination;
- fails to follow administration directions from the Examiner's Manual including an exact word-for-word reading of the Examiner's script;
- fails to properly secure and safeguard pass codes/usernames found on test tickets necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form; and/or
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

The GaDOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GaDOE works with websites/social media sites to identify the source of any such posting that becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct.

Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of federal and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all the stakeholders can be guided to make reliable and appropriate decisions.

A good testing program provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have
- Mastered and how they compare to other students.
- Parents can evaluate whether their children are obtaining the skills and knowledge they need to be
- Successful during and after their school experiences.
- Teachers can determine if students have mastered the skills and knowledge needed to advance to
- The next level and if not which skills and knowledge need improvement.
- Community members can compare local student performance with performances of students in
- Other locations. The community has a measuring stick to determine if schools are making improvements from year to year.
- Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill federal requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:
 - Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.
 - Test Preparation – The test should reflect the state-adopted content standards being taught and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation skills including the ability to use online testing tools. Educators should be trained on proper administration procedures and testing practices. Tests should be administered in the appropriate environment.
 - Test Administration – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
 - Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Curriculum improvement should be guided by adequate data analyses.

Testing Procedures

All testing procedures follow the Georgia Student Assessment Program Student Assessment Handbook published by the Georgia Department of Education (GaDOE). The GaDOE updates the handbook each year and local testing examiners are trained in procedures each year using the handbook and presentations/webinars/manuals provided by the GaDOE. The complete handbook can be found at the following website:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>

College Admissions Placement Tests

TEST :

P-SAT
SAT
ACT
ASVAB
Accuplacer

DATE:

See counselor for dates.
See counselor for dates.
See counselor for dates.
See counselor for dates
See counselor for dates.

Guidance and Counseling

MECHS shall ensure that each student develops an individual graduation plan. The individual graduation plan shall be developed in consultation with the student's parents, guardians, or individuals appointed by the student's parents or guardians to serve as their designee. Parents and/or guardians must approve this plan annually.

MECHS shall provide guidance, advisement, and counseling to each high school student that will enable the student to successfully complete his or her individual graduation plan and prepare him or her for a seamless transition to postsecondary study, further training, or employment. Sometimes this guidance may include support groups. Please notify the school if you prefer your child not participate in groups.

An individual graduation plan may be changed at any time throughout a student's high school career upon approval by the student and the student's parent or guardian with guidance from the student's school or teacher advisor.

Georgia's Dual Enrollment Program

Dual Enrollment courses provide opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a *high school diploma and a college degree* while still in high school. Each site has a Career Specialist to assist you with Dual Enrollment.

HOPE Scholarship Program

If you are a Georgia resident enrolling in a degree program at a Georgia public or private college, university, or technical college, you may be eligible for the HOPE Scholarship.

HOPE is Georgia's scholarship program that rewards students with financial assistance in degree, diploma, and certificate programs at eligible Georgia public and private colleges and universities, and public technical colleges.

General HOPE Guidelines: • The Georgia Student Finance Commission (GSFC) will determine HOPE grade eligibility.

- A Social Security Number is required, be sure a student's SSN is on file with the high school.
- Numeric GPA's for ALL attempted (passed and failed) core courses will be converted to a 4.0 scale by the GSFC. 4.0 = A (90-100) 3.0 = B (80-89) 2.0 = C (70-79) 0 = F (Below 70)
- Local schools may continue to weight grades, but the weight will be removed for HOPE GPA eligibility.
- Only AP, International Baccalaureate, and Dual Credit courses will be granted a uniform grade weight as determined by the GSFC for HOPE GPA eligibility.
- High School credit awarded for a course taken in Middle School will not be used in the HOPE GPA calculation.
- Grades from the following academic courses will be used in the HOPE GPA calculation: All English, Mathematics, Science, Social Studies, and Foreign Language courses. Course numbers will identify these course types. There are no requirements as to a specific number of courses by subject.
- Academic Rigor – Students will be required to demonstrate that they have taken a certain number of rigorous high school courses. Graduating classes must have four courses of rigor. A List of Courses Possessing Academic Rigor to Meet the HOPE Rigor Requirements can be found at www.gafutures.org.

High School GPA vs. HOPE GPA: These grade point averages are calculated differently; they will not be identical.

Courses taken in the 8th grade ARE NOT counted towards the students HOPE GPA

For additional information please refer to: www.gsfc.ga.gov or www.gafutures.org.

Special Education

MECHS is committed to meeting the needs of students with disabilities by providing a full continuum of services. Services and supports are delivered by certified special education teachers and/or licensed paraprofessionals at each site. The Special Education Director is located at the Central Office.

Child Find:

MECHS Child Find information is posted on the website and available at any MECHS site, including the Central Office. Access directly at the web address below:

<https://drive.google.com/file/d/0ByWyf05dQjliNVFBNUpNSVo5Q0RmZ0ZRUTVfR1BHN0p4XzZ3/view?usp=sharing>

IDEA Parent Rights and Information Resources:

Please access the GaDOE website below:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Parent-Rights.aspx>

Student Support Team (SST)

The student support team is a group of professionals at each site who identify, plan and recommend alternative instructional strategies for students who are experiencing academic or other difficulty. Such students shall be served through SST plans, Section 504 plans, or a combination thereof. For more information, contact the Site Administrator.

Section 504 Procedural Safeguards and Notice of Rights of Students and Parents

Any student or parent or guardian (“grievant”) may request an impartial hearing due to the school system’s actions or inactions regarding your child’s identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system’s Section 504 Coordinator; however, a grievant failure to request a hearing in writing does not alleviate the school system’s obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system’s Section 504 Coordinator. The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system’s central office (Randall Jarrard, 706-219-4664, randall.jarrard@mymec.org, 1963 Tom Bell Road, Cleveland, GA 30528) or contact a Site Administrator. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system website (www.mymec.org) or more information at the Georgia Department of Education (GaDOE).

SST and 504 Rights and Information:

For more information on SST and/or 504, please access the GaDOE website below:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Student-Support-Teams/Pages/default.aspx>

Destruction of Special Education Student Records Notice:

In compliance with state and federal regulations along with the Individuals with Disabilities Act (IDEA), this notice is to inform you of Mountain Education Charter High School's intent to destroy special education records after the student reaches age 22 or has graduated. This information is destroyed yearly in July.

Records to be destroyed may include Individual Education Programs (IEPs), Evaluations and/or Reports, Data Summaries, Notices and other personally identifiable information within the special education file. These records are no longer needed by MECHS for educational purposes or to provide services.

Parents and students should be aware that these records may be needed for Social Security or other reasons. *Positive identification will be required before records can be released to the individual.* If you wish to obtain these records prior to destruction, or for more information, contact your local site's school administrator or contact the Special Education Department at (706) 219-4664 between the hours of 8:00 a.m. and 4:00 p.m., Monday through Thursday.

The district may maintain a permanent record, without time limitation, of other school-related information for students. For more information, the MECHS website is also located at <http://mymec.org>.

Code of Conduct

Student Behavior

This Code of Conduct is based on the expectation that parents, guardians, teachers, and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts is extremely valuable; therefore, they provide information to parents as well as ongoing opportunities for school personnel to hear parents' concerns and comments.

Parents and students should contact the site administrator if specific questions arise related to the Code of Conduct.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community.

The General Assembly of Georgia requires that this code of conduct include language encouraging parents and guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16, Unsafe School Choice Options.

The Mountain Education Charter High School administration and staff strive to establish a safe and secure atmosphere to assure that each student can learn and grow as an individual. Basic rules and regulations are necessary to provide such a positive school climate.

Following are behavioral expectations of all students attending the Mountain Education Charter High School:

- All students must be in class and on task while on the campus of MECHS. No student will be permitted to return to campus after signing out and leaving campus.
- Students are encouraged to seek help from their teacher if assistance is needed. No discussion between students is allowed. No student will prevent another student from learning or a teacher from teaching.
- Students will have a meal break each night. Break time is determined by the site administrators. All students must remain in the building during breaks unless signing out and leaving campus.
- Students must show respect for school staff and other students, as well as school visitors, at all times.
- Profanity or other inappropriate language will not be tolerated.
- Appropriate dress code will be observed. Prohibited clothing includes, but is not limited to, clothing that advertises or alludes to beer, alcohol, drugs, hate groups, inflammatory messages, inappropriate sexual insinuations, etc. Clothing must also properly cover body parts and fit appropriately.
- Students may not use physical violence or any aggressive, intimidating, threatening, or hostile actions or language toward staff or peers. This includes any cursing, obscene language, or gestures.

MECHS Gang-related behavior rule

The Mountain Education Charter High School takes very seriously its obligation to provide an educational environment which is safe, free from drugs and fear of harm, bullying or intimidation. Weapons, drugs, bullying and gang-related activities will not be tolerated. With regard to the later, it is a violation of the MECHS Code of Student Conduct for students to engage in any of the following:

1. Be involved in criminal gang-related behavior and/or criminal gang conduct as defined and prohibited by O.C.G.A. 16-5-3 or 16-5-4;
2. Hold oneself out as a member of a criminal street gang as identified by the local Sheriff or Police Department by more than one of the following; one's mode of dress, means of communication, possession or publication of gang writings/symbols, or by admission;
3. Any gang-related activity reasonably likely to disrupt or adversely affect the educational activity or mission of the school, including but not limited to vandalism, threats or intimidation; or
4. Wear or display any jewelry, body art, tattoo or article(s) of clothing which communicate gang allegiance, affiliation or symbols.

BULLYING:

Bullying is defined as follows: An act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
 - b. Has the effect of substantially interfering with a student's education;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo optical system.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct.

WEAPONS:

It is the policy of the MECHS Governing Board that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by a school district, at a school function, or on a bus or other transportation provided by the school district. Weapons may include, but are not limited to:

1. Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
2. Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or Taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.
3. Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the mandated one year expulsion under circumstances where the one year expulsion appears excessive to the superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the Governing Board, the board may reduce the mandated punishment but shall consider whether the superintendent and/or tribunal considered a reduction and any rationale in denying such a reduction.
4. Students who possess other weapons or hazardous objects as described in paragraph 2 will be subject to discipline.

Students will be permitted to use the office telephone, with teacher permission first, in emergencies only.

Students may not bring MP3 players or iPod, radios, tape players, CD players, CDs, electronic games, playing cards, other electronic devices or other disruptive devices to school.

Students are permitted to bring cell phones, but guidelines must be followed:

- Must be stored out of sight in classrooms
- May only be used during breaks
- Use of the Video and Camera functions are prohibited
- Misuse of cell phone may result in confiscation of the device.

Students are not permitted to bring book bags to school. The school will provide all necessary materials except pencil, pen, and paper, which must be provided by the student.

Social visits are not permitted during class time.

Inappropriate display of public affection is prohibited.

Students shall not possess, use, or offer to sell, barter, give away, exchange, or be under the influence of any tobacco products, drugs, alcohol or other controlled substance on school grounds. Drug and/or tobacco paraphernalia of any form are prohibited. The prohibited paraphernalia include but are not limited to the following: cigarettes, electronic cigarettes (any type: to include Vape Pens or any other vaping device), dip, snuff, cigars, matches, lighters, rolling papers, etc. In the event of such an occurrence, law enforcement officials may be notified immediately and appropriate school disciplinary action will be taken.

- Students may not damage or deface personal property, including the property of another student or any person legitimately at the school, or school property (vandalism or graffiti) during school hours or off-school hours.
- Students may be disciplined for conduct off campus that could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Disciplinary Action

Students will not interfere with the right of other students to learn. Violation of any of these rules will result in appropriate discipline as determined by the site administrator or Superintendent, which may include suspension or expulsion from the MECHS. A student may be involuntarily withdrawn following a hearing before the Superintendent or designee.

Student Searches

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. A site administrator or designee may search a student and his/her possessions to determine if such student is in possession of weapons, explosives, alcohol, marijuana, or any other drug or dangerous materials, the possession of which is illegal under Georgia for or federal law, or any article which is prohibited by this handbook. Law enforcement and specially trained dogs to detect drugs will be used at the discretion of the school administration to search book bags, cars, and the school premises with or without the student's permission.

Academic Integrity

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. No student shall receive, give, procure, or attempt to procure answers, assistance, or materials not authorized by the teacher. Academic dishonesty in any form will result in a zero and will require the student to repeat the module/assignment. We define academic dishonesty (cheating) as giving, receiving, or using unauthorized assistance in any form or of any nature on tests, examinations, projects, homework, or reports or any other school work or activities. Plagiarism, the use of another's ideas or products as one's own, can also be defined as cheating. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher, or other supervising professional employee, taking into consideration written materials, observations, or information. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and will face possible disciplinary action.

The following actions are considered to be violations of academic integrity:

- Using unauthorized materials in a test situation
- Receiving unauthorized information on a test
- Knowingly giving information from a test situation to another student
- Passing on definite answers to questions to someone who has not taken the test
- Turning in work for credit that is not the student's own work
- Plagiarism
- Using electronic devices to provide answers during testing

Authority Of The Site Administrator

The SITE ADMINISTRATOR is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the site. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the site administrator may undertake corrective measures which he or she believes to be in the best interest of the student and the school.

State Mandated Process for Students Reporting Inappropriate Behavior of Employees

O.C.G.A. § 20-2-751.7(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

Student Reporting of Alleged Sexually Inappropriate Behavior

(a) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

(b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.

(c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

“Sexual Abuse” means a person’s employing, using, persuading, inducing, enticing, or coercing any minor who is not that person’s spouse to engage in any act as defined in O.C.G.A. § 19-7-5.

MECHS Policy JCAC: Harassment

It is the policy of the Mountain Education Charter High School (MECHS) Governing Board to prohibit any act of harassment of students enrolled in a MECHS site by other students or employees based upon race, color, national origin, sex, or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act by a student or employee shall result in prompt and appropriate discipline, including the possible termination of employment or suspension or expulsion of the student.

Sexual harassment may include conduct or speech which entails unwelcome sexual advances, requests for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, demands or physical contact which creates a hostile environment. There may be other speech or conduct which employees or students experience as inappropriate or illegal harassment which should also be reported; harassment can take many forms and it is not possible to itemize every aspect of the harassment forbidden by this policy.

Any student, parent, employee, or other individual who believes that a student has been subjected to harassment or discrimination by other students or employees of the MECHS as prohibited by this policy should promptly report the same to the site administrator of their school or to the appropriate coordinator designated in policy JAA, who will implement the Governing Board's discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their teacher or any administrator. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual harassment of a student, the coordinator or designee determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation.

It is the duty of all employees to promptly report harassment forbidden by this policy. All supervisors will instruct their subordinates as to the content of this policy and, through appropriate professional learning activities, enlighten employees as to the varied forms or expression of prohibited harassment. MECHS site administrators shall ensure that students and parents are informed through student handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy.

Restraint

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself or others may be physically restrained by school staff in accordance with Governing Board policies. This could occur along with other emergency actions such as calling the police. Significant violations of the law, including assaults on students and staff, will be reported to the police. In accordance with school policy and as soon as possible after any such incident, the parents or guardian will be informed in writing.

Computer and Internet Use

The Mountain Education Charter High School (MECHS) recognizes that electronic media, including the Internet and electronic mail, enhance the quality and delivery of education in our schools by providing access to unique resources and opportunities for collaborative work. Any electronic communication that uses MECHS computer resources, hardware or software, may be subject to review and there should not be any expectation of privacy other than that which is required by law. Use of electronic systems shall be in support of, and consistent with the vision, mission, and goals established by the MECHS and for the purpose of instructional and administrative support.

Students must obtain permission from the teacher before using the Internet. All Internet use must be under the direct supervision of a staff person. The use of electronic technology is a privilege, not a right, which may be discontinued at any time. MECHS reserves the right to examine electronic mail messages, files on all types of MECHS computers, logs of websites visited, and other information stored on or passing through MECHS networks or stand-alone systems.

Unauthorized usage includes, but is not limited to visiting "chat" rooms, access, transmission, storage, or display of offensive materials or messages including those that contain sexually explicit information; ethnic slurs or racial epithets; defamatory, abusive, obscene, profane, bullying/cyber-bullying, and/or threatening language; encouragement of the use of controlled substances; or illegal material. If a student accidentally accesses an inappropriate website, the student must leave the site immediately and report the inadvertent "access" to his/her immediate supervisor or teacher.

Students are not allowed to use personally owned electronic storage devices (i.e. -memory drive, flash drive, portable hard disk drive, or iPod). Student use of these devices can result in loss of computer privileges and/or disciplinary action.

Medications (Prescription and Non-Prescription)

Whenever possible, medications should be given at home, before or after school; rather than during the school day. School personnel cannot administer medication without prior written authorization from the parent/guardian. All medications are to be kept in their original containers and maintained by the site administrator or the front office, depending on each school's staffing. It is highly recommended that any medication to be administered during school be delivered to the front office by a parent/guardian. A "Medication Form" (available in the administrative office) will need to be completed at this time. If it is necessary for a student to transport the medication to school, he/she must take the medication to the front office immediately upon arrival at school. Subject to the below, it is a violation of MECHS rules for any student to be in possession of medication (prescription or non-prescription) on MECHS property.

A student, for whom the school has on file supporting medical documentation, may carry at all times with parental/guardian permission inhalers for asthma, auto-injectable epinephrine (epi-pens) for allergic reactions and glucagon for diabetes, and all necessary supplies and equipment to perform monitoring and treatment functions authorized by the student's diabetes medical management plan.

Students authorized to self-administer such medications shall be instructed not to permit any other student to handle, possess, or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the student code of conduct.

In order for the student to carry and self-administer such medications, the parents must provide a written statement from a licensed physician confirming that the student is able to self-administer the medication and written permission from the parent for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication. Such permission shall release the school district and its employees and agents from civil liability if the self-administering student suffers an adverse reaction as a result of self-administration of such medication. Parents are encouraged to provide the school duplicate medication and supplies in the event a student is unable to self-administer or fails to bring the medication or equipment to school.

It is a violation of the Code of Conduct for a student to share any medication with another student.

Prescription medications must be in the original container with the name of the patient, the prescribing physician, dosage and the pharmacy indicated.

Non-prescription medications must be in the original container and accompanied with a parental note giving permission to administer. Examples of non-prescription drugs are aspirin, Tylenol, cough syrup, etc. The note must state what the medication is, how much should be given, and when it should be given. The site administrator or designee may administer this type of medication and "log" each time the medicine is dispensed.

ACCURATE TELEPHONE NUMBER

If your child should become ill, MECHS will notify you by telephone. Please make certain we have an **ACCURATE TELEPHONE NUMBER** so you can be reached.

Boy Scouts of America Equal Access Act

Mountain Education Charter High School complies with the Boy Scouts of America Equal Access Act. Under the Boy Scouts Act, no public school, LEA or SEA that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities shall deny equal access or a fair opportunity to meet to, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code as a patriotic society, that wishes to meet at the school.

Equal Opportunity

Mountain Education Charter High School does not discriminate on the basis of, age, sex, race, color, religion, national origin, or disability in its educational programs or activities.

**School Parent and Family Engagement Plan
Mountain Education Charter High School
2020-2021
Revision Date 05/18/20**

In support of strengthening student academic achievement, Mountain Education Charter High School receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Mountain Education Charter High School agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

Description of how the school will implement required school parent and family engagement policy components

Jointly Developed

Mountain Education Charter High School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Each school year, MECHS will hold public meetings in the spring. Parents, teachers, and school personnel will be invited to attend. At the meeting, there will be an opportunity for input into the Title I Program, the Parent Plan, Parent Compact, and CLIP. The Parent Involvement Program will be assessed annually as to the overall effectiveness. Parents will be involved in the planning, review, and improvement of the Title I Program through surveys, conferences, meetings, and parent compacts. The school will collect all non-satisfactory parents' comments regarding school plans. Information from annual evaluations will be used to improve the Title I program's overall effectiveness of the parent program, to increase parent participation.

Annual Title I Meeting

Mountain Education Charter High School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

In the fall an annual Title I meeting will be conducted to inform parents and stakeholders about the Title I program. These meetings will occur at each site at various times and dates. The school will utilize various sources for informing parents about Title I. A Title I section on the web page which includes parent plans, compacts and access to newsletters and events. The parent involvement plan is also placed in the student handbook and available at each site. Compacts are presented to students and parents during the registration process.

Communications

Mountain Education Charter High School will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

Two-way communication will be encouraged through meetings, conferences, newsletters, phone calls, parent visitation and our website. Sharing student's performance and assessment will be accomplished through school reports, student records and reports, Mountain Education Charter School's website, test results reports, progress reports, and conferences.

Title I funding will be reserved each year for parent involvement and MECHS staff will work to build ties between home and school.

School-Parent Compact

Mountain Education Charter High School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Each school year, MECHS will hold public meetings in the spring. Parents, teachers, and school personnel will be invited to attend. At the meeting, there will be an opportunity for input into the Title I Program, the Parent Plan, Parent Compact, and CLIP. The Parent Involvement Program will be assessed annually as to the overall effectiveness. Parents will be involved in the planning, review, and improvement of the Title I Program through surveys, conferences, meetings, and parent compacts. The school will collect all non-satisfactory parents' comments regarding school plans. Information from annual evaluations will be used to improve the Title I program's overall effectiveness, to update the policies and procedures as appropriate, to increase the effectiveness of the parent program, and to increase parent participation.

Reservation of Funds

If applicable, Mountain Education Charter High School will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Mountain Education Charter High School sets aside 1% of our budget specific for parent engagement. Family Engagement Liaison salaries are paid for and these employees host several meetings to educate parents on MECHS procedures, school improvement goals, title budgets, parent involvement policies, parent-student-teacher-compacts, and other federal documents. Family Engagement Liaisons specifically meet with parents twice a year to educate parents and ask for feedback.

Coordination of Services

Mountain Education Charter High School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Mountain Education Charter High School started a collaboration network with similar charter schools. We meet with Coastal Plains and Foothills Education Charter High School to share ideas on parent involvement and Federal Procedures. Mountain Education Charter High School has, also, partnered with Youth Mental Health First Aid. This organization can extend out to parents and bring awareness to student mental needs. MECHS partnered with South Enotah Child Advocacy Center to provide any trainings regarding physical or sexual abuse. MECHS presents at local Rotary meetings and events. At these events parents are present and can better understand the importance of education through MECHS. Lastly, BASE Modules from Odysseyware have recently been created to identify specific parent needs.

Building Capacity of Parents

Mountain Education Charter High School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - The challenging State's academic standards
 - The State and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators to improve the achievement of their child

Activities and information provided during the school year:

- Reports and notifications on student progress and assessment results
- A mentor assigned to each student who will communicate monthly with parents and students regarding academic progress and school events
- Information concerning the Title I program, compacts, parents plans, and CLIP
- Opportunities for parents to understand the curriculum, assessments, achievement standards, technology/copyright piracy, and various methods to help students at home
- Notification of school designation based on ESSA
- Meetings at each site on the following topics: Financial Aid, Post Secondary Options, College/Technical School visits, Spring Senior Parent Night, Career Nights, GA Apply to College Night, Dual Enrollment, Family Holiday Event, additional topics will vary at sites
- Life Action Plans developed for each student and shared with parents

Building Capacity of School Staff

Mountain Education Charter High School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

The MECHS Family Engagement Coordinator provides all Site Administrators and Central Office staff with an explanation and breakdown of a Family Engagement Liaison's role at the site. Furthermore, Family Engagement Liaisons will conduct 2 Professional Learning Meetings in regard to Parent Engagement. These topics include Effective Community and Building Relationships with Parents as well as a parent led video series on working as a team.

Mountain Education Charter High School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

The Family Engagement Liaisons, Parent Involvement Coordinator, and Federal Programs Director meet several times a year—Fall, Mid-Year, and End of Year—to ensure staff are prepared to provide reasonable support to parents and families. The Student-Parent-Teacher Compact, CLIP, Parents Right to Know, and Comprehensive Needs Assessment are discussed at these meetings. Moreover, the Liaisons are able to share ideas and successful strategies with one another during this time. Throughout the year, email correspondence is active amongst staff members to help keep communication clear and available. Furthermore, the liaisons can always access the Title I Employees Resources link where we store documents, presentations, and relevant information for the liaisons.

Safe and Drug-Free Schools and Communities Survey Passive Parental Permission Form

In order to provide the most effective drug and violence prevention resources and/or activities for your child, the Title IV Safe and Drug-Free Schools and Communities Program collects survey information from students at various grade levels during the school year. The survey will take approximately 20 minutes to complete, is totally anonymous and voluntary, students have the right to “opt out”, and asks for responses that pertain to student involvement in substance abuse, violent situations, school climate and nutrition.

The data collected will be used to identify critical areas of need for our Safe and Drug-Free Schools efforts. Survey analysis of these data provides information/data that:

- Meets the No Child Left Behind Title IV mandated data collection requirements;
- Assists in the maintenance of a school environment that is free of drugs and violence;
- Promotes a classroom atmosphere that allows teachers to teach and students to learn; and
- Develops and offers experiences that involve students in applying the concepts of making healthy decisions, accepting responsibility for behaviors, and understanding consequences.

Our desire is to involve parents in the education of their children. If you do not wish for your child to participate in this important activity, please notify the school. If you would like to examine the survey, we will be happy to provide you with a copy for your review.

The following school sponsored clubs will be in operation during this school year, for which information is provided regarding the name of each club, its purpose, faculty sponsor and a description of past or planned activities:

SADD (See specific site web page for more information)

onTrack (See specific site web page for more information)

Parental Opt-Out of Club Participation

Student Name _____

School _____

I hereby acknowledge receipt of information regarding student clubs that are scheduled to be operational at the school during the current school year. I understand that if a club for which information has not been provided is started after this information is distributed, I will be provided the club information at that time and my written permission will be required prior to my student's participation.

I wish to withhold permission for my child to participate in the student club(s) listed below:

Parent/Guardian Name: _____

(Please print)

Parent/Guardian Signature:

Date:

Parent - Student Rights

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of-

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use -

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

MECHS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. MECHS will also directly notify, such as through letters sent home by students, U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following is a list of specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

FERPA

MECHS complies with the provisions of the Family Educational Rights and Privacy Act (FERPA). The act provides that parents, guardians or eligible students have the right to:

1. Inspect and review the student's educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school Superintendent a written request that identifies the records they wish to inspect. The school Superintendent or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Parents or eligible students who wish to ask the school to amend a record should write the school Superintendent, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that Federal Law authorizes without consent.
4. File with the U.S. Department of Education a complaint concerning alleged failures by this school or the MECHS to comply with FERPA.

Parents or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5929

We are required to apprise parents of the types of information that may be given out by the school system as “directory information”.

Public notice is hereby given by MECHS, pursuant to the Family Rights and Privacy Act, 20 U.S.C. Section 1232g (a) (5) (b), that the following information pertaining to students enrolled in MECHS may be given upon request to law enforcement agencies, PTSO and school related groups, U.S. Armed Forces recruitment agencies, schools and colleges accredited by the Southern Association of Colleges and Schools or the Commission on International and Trans-Regional Accreditation, outside organizations such as school photographer, yearbook publisher, class ring manufacturer, and graduation supply provider: name, address, telephone number, electronic mail address, date of birth, participation in officially recognized activities and sports, weight and height if a member of an athletic team, dates of attendance, grade level, awards received, the most recent previous educational institution attended, and other similar information. Student names may be obtained for athletic programs as well as a tentative list of graduating seniors for media publication.

Parents of students under eighteen (18) years of age or a student eighteen (18) years of age or older objecting to the release of this information should notify:

Dr. Wayne Lovell, Superintendent, 1963 Tom Bell Rd., Cleveland, GA 30528

Under the Family Educational Rights and Privacy Act, MECHS will disclose a student’s personally identifiable information (PII) without consent to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school has outsourced services, such as electronic data storage; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. School officials remain under the school’s control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties without authorization.

Upon request, MECHS will disclose educational records without consent to officials of another school district in which a student seeks or intends to enroll.

Parent's Right to Request a Teacher's and a Paraprofessional's Qualifications

Date: 3-20-2020

Dear Parents,

In compliance with the Every Student Succeeds Act, **MECHS** would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and paraprofessionals. The following information may be requested:

- Whether the student's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and paraprofessional's qualifications, please contact the Site Administrator at your student's specific MECHS Site.

Sincerely,

Victoria Stroud
Federal Programs Director