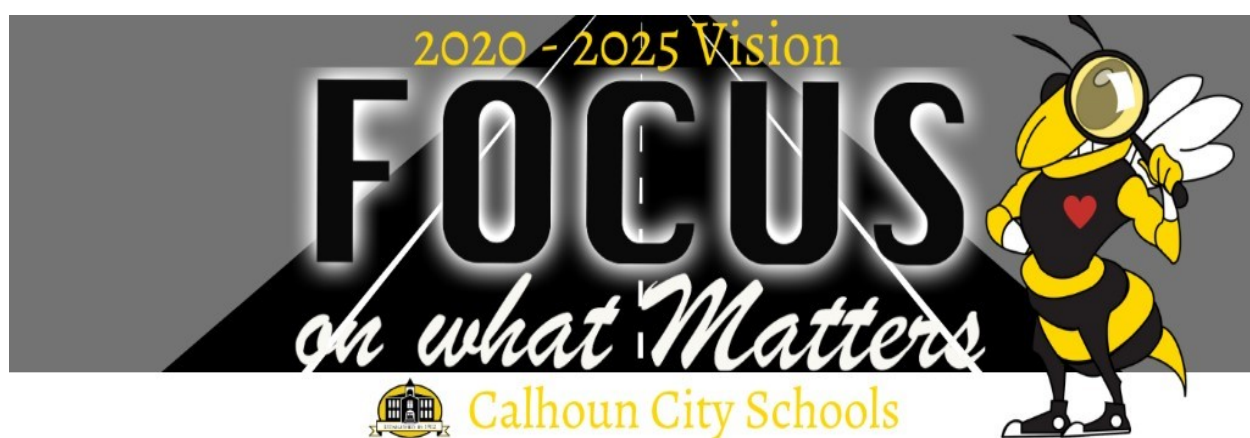


Calhoun Elementary School



Student Policies and Procedures Handbook 2020-2021

Calhoun Elementary School Contacts

Principal: Beth Holcomb
Assistant Principals: Josh McCaless, Julie Thomas and Tiffany Watson
Cafeteria Manager: Shelley Whitton
Counseling Staff: Darlene Bateman and Elaine Hite
ESOL Lead: Heather Hamilton
Family Engagement Coordinators: Ezperanza Campa (3-5) and Maria Garza (K-2)
Finance/Bookkeeper: Emily Hurd
KEEP Program: Francie Mullins
Media Specialist: Deidra Ross
Nurses: Verneva Henson (2-5) and Connie Wehunt (K-2)
Receptionists: Shakira Balliew (2-5) and Kayren Vinson (K-2)
School Social Worker: Abigail Ayers
School Resource Officer: Josh Justice
Special Education Leads: Marcia McCollister and Rhiannon Patterson
Student Data Information Specialists: Amy Jones (K-2) and Teresa King (3-5)

Calhoun Educational Complex Grades PK-5 General Contact Information

Physical and Mailing Address for K-2: 102 Raymond King Drive Phone: 706-629-8323 FAX: 706-602-6725
Physical and Mailing Address for 3-5: 101 Raymond King Drive Phone: 706-629-7130 FAX: 706-602-6701

Calhoun City Schools General Contact Information

Physical and Mailing Address for Calhoun City Schools Board of Education Address: 334 South Wall St.
Phone: 706-629-2900 FAX: 706-629-3235

Calhoun City Schools Employee Email Information

Individual Calhoun City School employees may be reached by email using in all lower case the person's last name plus initial letter of first name @calhounschools.org.

Calhoun City System and School Website Information

Please visit our website at calhounschools.org

Calhoun City Schools Board of Education

Eddie Reeves (Chair), Andy Baxter, David Scoggins, Becky George and Rhoda Washington (Vice Chair)

Calhoun Educational Complex Governance Team Members

Abigail Ayers Tammy Baggett, Jaime Bramblett, Esperanza Camps, Allison Davis, Maria Garza, Garcia, Gregg Hansen, Beth Holcomb (Principal), Harris Housley, Lauren Howard, Suzanne Land, Shawn Parr, Suzanne Roberts, Mandy Robertson, Mana Smith (Principal), Megan Walraven, Steven Waters, Holly Williams, Kristen Williams, April Witmer and Brittny Worley

Calhoun City Schools Mission

Our mission is to inspire all students to become life-long learners in the pursuit of excellence.

Handbook Disclaimer: This handbook is designed to introduce all students and parents to the mission, and culture of Calhoun City Schools (CCS), Calhoun Primary (CPS) and Elementary School (CES). It should serve as a guide to the most recent policies, regulations, and procedures under which Calhoun Primary and Elementary School operates. Not all district policies and procedures are included, but those that have been summarized.

This handbook is neither a contract nor a substitute for the official district policy manual. Rather, it is a guide and a brief explanation of school policies and procedures. District policies and procedures can change at any time and these changes shall supersede any handbook provisions that are not compatible with the change. District policies are available on-line at the district's website: www.calhounschools.org (Eboard site found under the Board of Education link).

Providing excellent customer service is a priority for Calhoun City Schools. Please do not hesitate to call, fax, or email if there are ways we can improve the educational experience for you and/or your child.

We are pleased to have you as a member of the Yellow Jacket family. Whether you are a student or parent/guardian, you make an important contribution to our goal of providing an exceptional education for the children of Calhoun City Schools.

Student Calendar for the 2020-2021 School Year

August 12, 2020	Wednesday	First Day of School for Students
September 7, 2020	Monday	Labor Day Holiday
October 5-6, 2020	Monday-Tuesday	Fall Break
October 21, 2020	Wednesday	Early Release Day* Parent Conferences
November 23-27, 2020	Monday-Friday	Thanksgiving Holidays
December 21, 2020- January 5, 2021	Monday/Tuesday	Semester Break
January 6, 2021	Wednesday	Students Return for Second Semester
January 18, 2021	Monday	Martin Luther King, Jr. Holiday
February 15, 2021	Monday	President's Day Holiday
February 24, 2021	Wednesday	Early Release Day* Parent Conferences
March 15, 2021	Monday	Student Off Day for Teacher Professional Development*
April 5-9 2021	Monday-Friday	Spring Break
May 28, 2021	Friday	Last Day of School for Students Graduation – Class of 2021

Early Release Days

Students will be released from the Complex at approximately 11:30 a.m. on designated early release days. Please be aware for students to be counted present on an early release day, attendance is required for the full-time school is in session. Checkouts before 11:30 on an early release day will be reported as an absence.

Inclement Weather Day(s)*

Please be aware that **Early Release Days** and or day designated as professional development for teachers and staff may become full student days in the event of inclement weather that could occur during the school year.

Special Events Calendar

A special events calendar will be distributed to students and their parents/guardians at the beginning of school to outline the dates and times for school wide meetings, musicals, competition, field days, seasonal activities, spirit nights, report card distribution, dress-up days, etc. that will take place during the school year. Please reference your student's classroom newsletter for specific classroom and/or grade level special events.

***Due to COVID-19 dates and events may be subject to change.**

TABLE OF CONTENTS-TOPICS AT A GLANCE

The topics included in this handbook are arranged in alphabetical order. The table of contents below provides an at a glance view of what is contained in the manual. Please take time to review the handbook in its entirety and retain it as a reference to use throughout the school year.

ACCELERATED READER	FIELD TRIPS	PARKING
ACCEPTABLE USE POLICY EXCERPT	FIRST AID/ILLNESS	PHYSICAL EDUCATION
ACCREDITATION	GENDER EQUITY	PICTURES
ADVERTISING IN SCHOOLS	GSNS	PPRA
AMBASSADORS	GIFTED PROGRAM	REPORTING MISCONDUCT
ARRIVAL/DEPARTURE	GRADES/PROGRESS REPORTING	RESPECT FOR ITEMS
ATTENDANCE PROCEDURES	GUIDANCE/COUNSELING	RESTRICTED ITEMS
ATTENDANCE PROTOCOL	HARASSMENT	SCHOOL CLOSINGS
AWARDS/RECOGNITIONS	HARASSMENT/GRIEVANCE	SAFE AND DRUG FREE SCHOOLS
BED BUGS	HEAD LICE	SGT
BEHAVIOR SUPPORTS	HOMELESS ACT	SCHOOL NUTRITION
BULLYING PROHIBITION	HOMEWORK	SEARCH AND SEIZURE
CAREER EXPLORATIONS	HOSPITAL/HOMEBOUND	SECTION 504
CELEBRATIONS	IMMUNIZATION	SOLICITATION
CHARTER SYSTEM	IDEA	SPECIAL EDUCATION
CHILD ABUSE/NEGLECT REPORTING	INSTRUCTIONAL PRACTICES	SPECIALS
CHILD CARE	INSURANCE	STANDARDIZED TESTING
CODE OF CONDUCT	LOST AND FOUND	STUDENT INFORMATION
COMMUNICATION	MAKE UP WORK	SST
COMMUNITY EDUCATION	MEDIA CENTER	TEACHER AUTHORITY
CURRICULUM	MEDICATION	TEXTBOOKS
CUSTODY	Multi-tiered System of Supports (MTSS)	TITLE I PART A
DISCIPLINARY HEARINGS	NCLB/TITLE I A-B	TOBACCO USE
DISCIPLINE	NON-DISCRIMANATORY POLICY	TRAFFIC ON CAMPUS
DRESS CODE	NON-RESIDENT POLICY	TRANSPORTATION
EIP	NURSE SERVICES/ILLNESS	TRANSPORTATION CHANGES
ELECTRONICS	OPEN ENROLLMENT/ADMISSIONS	VISITORS
EMERGENCY DRILLS	PARENT CONFERENCES	VOLUNTEERS
ESOL	PARENT INVOLVEMENT POLICY (TITLE I)	WITHDRAWL FROM SCHOOLS
EQUAL EDUCATIONAL OPPORTUNITY	PARENT RESOURCE CENTER	

FERPA	PTO	
-------	-----	--

ACCEPTABLE USE POLICY EXCERPT

Violations of the Acceptable Use Rules and Regulations may cause a student's access privileges to be revoked, disciplinary action, financial obligations, and/or appropriate legal action may be taken.

Access to the Calhoun City Schools computer systems, including the Internet, is available to students and employees exclusively for instructional and administrative purposes and in accordance with this document. Technology shall be used for educational purposes. Other utilization is not acceptable. Users shall not access through computers visual depictions that are: (i) Obscene, (ii) Child pornography, or (iii) Harmful to minors, as those terms are defined in Section 1703(b)(1) and (2) of the Children's Internet Protection Act of 2000.

Access to Calhoun City computer systems is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of this Acceptable Use Rules and Regulations governing use of the computer systems and shall agree in writing to comply with such regulations and guidelines. Noncompliance with applicable regulations will result in disciplinary action consistent with Calhoun City Schools Board of Education policies and regulations (See Student/Parent Handbook or Personnel Handbook). Violations of law may result in criminal prosecutions as well as disciplinary action by Calhoun City Schools Board of Education.

Monitored Use

Electronic mail transmissions and other use of the electronic communication systems by users shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use of educational or administrative purposes. The Internet filtering system as a technology protection measure shall be used to filter sites not appropriate for minors. However, a filter may be excellent yet still may be fallible. Responsibility of appropriate and acceptable use rests with the user. Any inappropriate material that escapes filtering must be reported to the teacher or administrator in charge.

Privacy

The school district reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and all information transmitted or received in connection with such usage. All such information filed shall be and remain the property of the school district and no usage shall have any expectation of privacy regarding such materials.

User Guidelines:

- System users may not use another person's ID or password.
- System users shall maintain electronic information in accordance with established guidelines.
- System users may not install programs on the computer systems without appropriate authorization.
- System users may not bring prohibited electronic materials onto a Calhoun City School's campus.
- System users may not access educationally inappropriate materials or show others how to do so.
- System users must respect the right of others to the privacy of the files they store on a computer or a disk and may not view, alter, or damage those files.
- System users must respect and uphold copyright laws.
- System users may not access proxies or anonymous usernames.

- System users may not attach routers or access points without administrative permission
- System users may not circumvent network filters.

Additional Guidelines:

- Students are only allowed to utilize the computers and network to retrieve information and run specific software applications as directed by their teacher. Students are not permitted to explore the configuration of the computer, operating system or network, run programs not on the menu, or attempt to do anything they are not specifically authorized to do.
- Students are responsible for ensuring that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives, or other forms of storage media that they bring in from outside the school are virus free and do not contain any unauthorized or inappropriate files.
- Students are NOT permitted to use their own computing devices to access the Internet via personal Wi-Fi accounts or by any manner other than connecting through the secure wireless connection provided by the school system.

Vandalism Prohibited

Any malicious attempt to harm or destroy Calhoun City School's computer equipment or materials, data of another user of the school system, or any of the agencies of or other networks that are connected to the Internet is prohibited. Deliberate attempts to compromise, degrade, or disrupt system performance may be viewed as violations of the Acceptable Use Policy and, possibly, as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses. Replacement and/or damage expenses can be charged to students as a result of vandalism, neglect, and/or misuse.

***In the event of a school building closure and/or transition to online learning, students will be able to use their school assigned electronic device if needed. Please be aware that parents will be responsible for the care and return of the assigned device.**

ACCREDITATION

Calhoun City Schools have met the requirements established by the Cognia/AdvancED Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

ADVERTISING IN SCHOOLS

It is the policy of the Calhoun City Board of Education that endorsement of commercial products, business enterprises, or other non-school organizations or programs by any of its schools or school-sponsored clubs and organizations, whether or not for compensation, without express written approval of the Superintendent or designee is prohibited. In keeping with this policy:

1. No student or school system employee is authorized, without prior written approval, to present themselves as a representative of the school system for the purpose of advertising, or to otherwise give the appearance of supporting or endorsing on behalf of a school or the school system any business, commercial product, social institution, cause or crusade, political party or candidate, or political or social philosophy.
2. Nor shall any student or employee, without prior approval, wear or otherwise display official school uniforms, emblems, insignia, or other school or school system symbols in a way that would be reasonably

interpreted as suggesting or implying school or school system support or endorsement of any business, commercial product, social institution, cause or crusade, political party or candidate, or political or social philosophy.

3. No advertising of materials used for propaganda purposes shall be permitted in school buildings or on school grounds or properties.

Nothing herein shall be construed to prevent advertising in student publications which are published by student organizations. Solicitation of advertising or use of the school system to promote the merit of any product or service by brand name or trademark shall not be permitted by the Board.

ARRIVAL AND DEPARTURE

The Calhoun Educational Complex opens at 7:15 am each morning. Please do not leave students unsupervised at the Complex before this time. Students arriving by car should enter the building in the following applicable manner: Students in grades K-2 will enter through the front office doors of the primary side of the building (turn right when coming onto campus), Students in grades 2-5 should enter through the front office doors of the elementary side of the building (turn left when coming onto campus) and carpool students, which let out both primary and elementary students in the morning, should enter the building at the back of our campus (turn left when coming onto campus from Laurel Creek or utilize Linda Lane entrance and turn left to access drop off area). Please be aware if entering the campus from Linda Lane, a left turn will not be permitted into the elementary car rider lane. Students that wish to eat breakfast on campus should arrive by 7:45 am for service. Students must be inside the building by 8:00 am to avoid being tardy. Please be aware that there is no student supervision at any drop off point on our campus after 8:00 am. It is the parent/guardian's responsibility to supervise and escort students that report late to school into the building for check-in.

Dismissal procedures at the Calhoun Educational Complex begin at 2:50 pm. Students who do not ride the bus home will belong to one of the following categories: car riders, carpool, KEEP or walkers. **Car riders** are students whose driver needs to pick up one or more K-2 students or 2-5 attendees only. Drivers retrieving K-2 student(s) should turn to the right upon entering campus at the signal of the traffic director and stay in line until pick up begins. Drivers picking up 2-5 student(s) should turn to the left upon entering campus at the signal of the traffic director and stay in line until pick up begins. **Carpool** students are those whose drivers are picking up students from both the K-2 and 2-5 sides of the building. Carpool drivers should turn left upon entering campus via Laurel Creek or Linda Lane under the direction of the traffic guard and travel to the back of the campus. Drivers for car riders and for carpool are requested to display school issued car tags in the front window of their cars to allow for efficient dismissal. Please be aware that drivers of vehicles without the appropriate tag will be asked to park and report to the applicable office to check-out student(s). Car riders and carpoolers not picked up by 3:15 pm will report to afternoon KEEP. There is a fee for afternoon KEEP. **Walkers** are those students that arrive and/or dismiss by foot. These students enter and leave the complex via the Media Center. Students dismissing as a walker must be checked-out by an approved adult from the Media Center. On bad weather days, students scheduled to leave as a walker maybe picked up by car in the front circle drive outside of the Media Center.

ATTENDANCE PROCEDURES

The Calhoun City Board of Education believes that regular attendance and promptness are habits, which should be developed early, adhered to through a student's school life, and carried over into adulthood. In addition, all children enrolled for 20 school days or more prior to their seventh birthday are subject to the compulsory school attendance law as stated in O.C.G.A. 20-2-150 (c). Students shall be temporarily excused from school for the following:

1. When personally ill to the extent that school attendance would endanger their health or the health of others;
2. When in their immediate family there is a serious illness or death which would reasonably necessitate absence from school; (immediate family is limited to the student's father, mother, sister, brother, child, spouse, grandparent, legal guardian, or other relative living in the residence of the student);
3. On special and recognized religious holidays observed by their faith, upon written verification by their church leader to the principal of the local school prior to the religious holiday;
4. When mandated by order of governmental agencies, i.e.; pre-induction physical examination for service in the armed forces, court order, detention by law enforcement officials;
5. When prevented from attendance due to conditions rendering school attendance impossible or hazardous to their health or safety;
6. When a student registers to vote (not to exceed one day);
7. When a student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave. Other absences in extenuating circumstances approved by the Superintendent or designee
8. Any other absence not explicitly defined but deemed to have merit based on circumstances as determined by the Principal and/or Superintendent prior to the absence being taken.

All other absences shall be considered unexcused. See CCS Board Policy JBD.

The principal or his/her designee may in certain circumstances require students to present appropriate medical or other documentation upon return to school for the purpose of validating that absences are excused.

School days missed as a result of out of school suspension shall not be counted as unexcused for the purpose of determining truancy but shall be counted as unexcused for all other purposes.

In keeping with the regulations set forth in State Law, students shall be marked present at school when the following conditions are met:

1. When a student is serving as a page in the Georgia General Assembly, that student shall be credited as present by the school in which he/she is enrolled for days missed from school for this purpose.
2. A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school. However, parents/gradians must submit written notice to the school.

Any student who has been absent from school shall present a satisfactory written excuse to the principal or designee(s) within seven days of returning to school. After seven days, if no written excuse is submitted to the school, the excuse will change from pending to unexcused. Parent written notes will be accepted for up to seven absences. Any additional absences will require a written note from a doctor in order to be excused. Students who have excused absences will be allowed to make up all work missed during such absences. It is each student's responsibility and obligation to obtain the assignments and complete the work as directed by the teacher. Completion of make-up work must not exceed a reasonable time from the date of the missed work.

The Georgia Compulsory School Attendance Law can be found at **O.C.G.A. § 20-2-690.1**. CCS adheres to the following procedures.

1. Students who are absent shall present a satisfactory written excuse to the principal or designee(s) within seven days of returning to school. After seven days, if no written excuse is submitted to the school, the excuse will change from pending to unexcused.
2. Parent written notes will be accepted for up to seven absences. Any additional absences will require a written note from a doctor in order to be excused.
3. After five unexcused absences, the attendance officer will notify the parent/guardian by mail of the number of unexcused absences and possible consequences of continued unexcused absences. The attendance officer may follow up with the parent/guardian by phone.
4. At seven unexcused absences, the attendance officer will contact the parent/guardian by phone or home visit. The parent/guardian may be requested to attend a meeting with the school social worker and/or teacher to discuss the absences.
5. At 10 or more unexcused absences, the attendance officer and/or school social worker may refer the student and/or parent/guardian to any of the following: Truancy Treatment Team; Juvenile Court; Department of Family and Children Services; Magistrate Court; and/or Superior Court for violation of the Compulsory Attendance Law.

***During COVID 19, CCS will adhere to the following attendance procedures:**

- Parents are requested to submit an email to the school the day of the absences stating the reason for the absence. Parent emails will only be accepted from the parent email address(es) identified in Infinite Campus. This will be considered a parent note. The emailed excuse should be sent to: cesattendance@calhouschools.org
- When absent, it is each student's responsibility and obligation to obtain the assignments and complete the work as directed by the teacher. Students can access assignments through each teacher's on-line platform (i.e. google classroom, canvas). Makeup work will be reviewed by the teacher and determined if sufficient for student to be considered "not absent" for that class.
- A school staff member may contact any student absent for more than 3 consecutive days whose parent/guardian has not provided information on the reason for the absence.
- A school staff member may contact any student absent for more than 5 consecutive days to confirm the reason for the absence.
- COVID-19 Illness: Any student testing positive for COVID-19 should follow the doctor's orders regarding self-quarantine. The student and/or parent should notify the school by phone or email as soon as possible regarding the positive test and potential return date. Upon clearance by medical staff, the student is eligible to return to school. Any individual testing positive for COVID-19 should contact the Department of Public Health and enroll in active monitoring. These absences with the proper documentation will qualify as excused. The student will have access to assignments through each class's on-line learning platform. The student is encouraged to work on assignments as he/she is physically able to do so.
- COVID-19 Exposure: Any student living with someone who has tested positive for COVID-19 should follow the doctor's orders regarding self-quarantine based on the day of exposure. The student and/or parent should notify the school by phone or email as soon as possible regarding the exposure and potential return date. Upon clearance by medical staff, the student is eligible to return to school. The student will have access to assignments through each class's on-line learning platform. The student is encouraged to work on assignments as he/she is physically able to do so. Should the student become positive for COVID-19, parent/guardian should notify the school regarding the change and new potential return date.
- Students who have more than 7 unexcused absences may be contacted by the Attendance Officer or School Social Worker to determine the reason for the absences.

Tardies and Early Dismissals

Students not inside the school building by 8:00 am are considered tardy. For safety purposes, any student arriving to school after 8:00 am must be accompanied into the building by an adult and checked in with school staff.

Students leaving school before 2:50 pm constitutes an early dismissal. If it is necessary for a child to leave school before the end of the school day, the parent/ guardian with whom he/she lives must send a written request giving the reason or come in person to make the request. The person picking up the student must report to the front office. No students will be released early unless a member of the office staff calls for the student. A photo ID is required when picking up a student. In cases where the right to custody is in doubt, the principal or designee may require evidence that the person calling for the child is entitled to custody. It is requested that there be no checkouts after 2:30 pm. unless there is an emergency. Students leaving before 11:30 a.m. are counted absent for the day. Please note that early dismissals are equivalent to tardies.

Excused reasons for tardies and early dismissals are the same as those for absences. In order to be included in the daily count, students must be present at school for a portion of the school day equal to or greater than one-half of the school day as measured from the morning tardy time (8:00 am) to the first dismissal time. (2:50 pm). This means that a student must get to school before 11:30 am or leave after 11:30 am in order to be counted present for that day.

Pre-K through Fifth grade: After a student has been tardy from school ten days in one semester, the parent/guardian will be notified by mail. At 15 unexcused tardies, a contact will be made by the attendance officer. Once a student has reached 20 unexcused tardies, a referral may be made to the Truency Treatment Team (TTT) taking into consideration the student's attendance history.

Any student who is tardy or leaves school early more than 10 times during a school year shall not be eligible to receive a perfect attendance certificate.

***Due to COVID 19 perfect attendance will not be calculated and awarded during the 2020-21 school year.**

ATTENDANCE AND SCHOOL CLIMATE PROTOCOL

Message from the Calhoun/Gordon County Attendance and School Climate Protocol Committee: Now more than ever, it is important for your child to be at school. Children who are frequently absent without an excuse not only miss important instruction, they and their parents are subject to serious consequences. New laws strictly define excessive absences and set tighter restrictions on students who are approaching legal driving age as well as those under 18 who have a driver's license. Since unexcused absences are the issue, it is important to understand what an excused absence is. **See Absences and Excuses.**

Penalties for parents of children with unlawful absences may now include:

- Being fined no less than \$25 and no more than \$100 per unexcused absence after the fifth day;
 - Serving community service hours;
 - Serving jail time for the parent, guardian, or person having control of the school-aged child not to exceed 30 days per unexcused absence beyond the fifth day;
 - In extreme cases, being brought to court for neglect which could result in loss of custody.
- Possible consequences for students:
- Being placed on probation and include fines and community service;
 - Most importantly, falling behind in schoolwork.

The Attendance and School Climate Protocol Committee hopes that raising public awareness of the importance of school attendance will result in fewer unexcused absences and higher student achievement. Please contact the school if you need assistance with attendance related issues. Signed acknowledgement

of receipt of this letter is required of parents and students.

Sincerely, Members of the Attendance and School Climate Protocol Committee

***Please see Attendance Procedures for changes due to COVID-19.**

AWARDS AND RECOGNITIONS

Students at Calhoun Educational Complex will have the opportunity to participate in a number of contests and competitions throughout the year. Parents/guardians will receive an outline of these opportunities the first week of school for review. Students that are successful in aforementioned opportunities and obtain distinction at the state, district, system and/or grade level will be properly recognized during the school year. End of the year academic and perfect attendance certificates will be given issued as followed:

Third Grade: Certificate of Completion, Atlanta Braves All Star Student Achievement, and Six Flags Reading Club

Fourth Grade: Certificate of Completion, Atlanta Braves All Star Student Achievement, and Six Flags Reading Club

Fifth Grade: President's Award of Excellence, Certificate of Achievement, Certificate of Completion, Atlanta Braves All Star Student Achievement, Six Flags Reading Club, and DARE

Key:

President's Award of Excellence: Issued to students in fifth grade scoring in the top 10% of class on spring MAP assessment in Reading and/or math

DARE: Issued to students in fifth grade that successful complete the DARE program

Certificate of Achievement: Issued to students in fifth grade mastering 80-99% of all ELA and math grade level curriculum standards by the end of the school year

Certificate of Completion: Issued to students in third, fourth and fifth grade meeting requirements for promotion to the next grade level

Atlanta Braves All Star Student Achievement: Issued to students in third, fourth and fifth grade that meet/exceed their projected MAP assessment goal in Reading and/or math.

Six Flags Reading: Issued to students in third, fourth and fifth grade with six hours of reading documented

***Due to COVID-19 perfect attendance certificates will not be issued for the 2020-21 school year and other recognition (Braves/Six Flags, etc.) may be subject to change.**

BED BUG PREVENTION AND MANAGEMENT

The common bed bug has long been a pest feeding on blood, causing itchy bites and generally irritating their human hosts. The Environmental Protection Agency (EPA), the Centers for Disease Control and Prevention (CDC), and the United States Department of Agriculture (USDA) all consider bed bugs a public health pest. However, unlike most public health pests, bed bugs are not known to transmit or spread disease. They can, however, cause other public health issues, so it's important to pay close attention to preventing and controlling bed bugs. Experts believe the recent increase in bed bugs in the United States may be due to more travel, lack of knowledge about preventing infestations, increased resistance of bed bugs to pesticides, and ineffective pest control practices. The good news is that there are ways to control bed bugs. Getting good, solid information is the first step in both prevention and control (excerpt taken from The United States Environmental Protection Agency)

The school encourages all stakeholders to become educated on bed bug prevention and management. Please visit the EPD website at www.epd.gov/bedbugs or contact our school social worker for more information.

BEHAVIOR SUPPORTS

The Calhoun Educational Complex utilizes a school wide discipline plan to provide consistency in student behavioral expectations. The *Positive Behavioral Interventions and Support* system along with *Capturing Kids Hearts* strategies is a positive and proactive approach to discipline. This plan teaches students appropriate behaviors, allows the opportunity for remediation in meeting expectations and rewards students for their efforts.

BULLYING PROHIBITION

Calhoun City Schools believes that all students have a right to a safe and healthy school environment. All schools within the district promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully, harass, or intimidate another student through words or actions. Such behavior includes but is not limited to: direct physical contact such as hitting or shoving; verbal assaults such as teasing or name-calling; the use of electronic methods to harass, threaten or humiliate, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following: Any student who engages in bullying shall be subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents of bullying to the principal or designee. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. The parent/guardians of the student who committed the offense of bullying and the student who was a victim of the bullying incident shall be notified upon the completion of the incident investigation. If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process. All students and/or staff shall immediately report incidents of bullying, harassment and intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, while waiting for a school bus, or a school-sponsored activity and during a school-sponsored activity. Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt. This includes any form of electronic bullying (cyber-bullying) using school equipment, school networks, e-mail systems or other electronic devices used at school or during the school day. Disciplinary action after any incident of bullying may include but is not limited to the following: Loss of a privilege (i.e. technology use at school) reassignment of seats in the classroom, cafeteria or school bus, reassignment of classes, in-school suspension (6-12)/STOP Room (K-5), out-of-school suspension, detention, expulsion for grades 6-12 (through appropriate due process hearing), assignment to an alternative school for grades 6-12 (through appropriate due process hearing). If necessary, counseling and other interventions may be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying. Students, parents/guardians and other stakeholders may report incidents of bullying to an administrator, teacher, counselor or other staff member by using the school district's complaint procedures or by calling the Georgia Department of Education's 1-877 SAY-STOP (1-877-729-7867) School Safety Hotline. (See Policy JCDA G)

CAREER EXPLORATION

Definition: An educational experience that allows students to learn and explore different career opportunities that cannot be experienced through regular classroom participation.

Students in grades K-12 are eligible for one day each semester to use as a career exploration field trip. Students in grades 6-12 must spend 5 1/2 hours at the approved location. Students in grades 3-5 must spend 5 hours at the approved location, and students in grades K-2 must spend 4 1/2 hours.

Career exposure field trips must be taken outside of Calhoun City Schools. Students will be given ample opportunities to observe teachers and coaches throughout the school year.

Guidelines to receive career exploration field trip credit:

- The student must receive prior approval for his/her field trip by submitting a career exploration field trip request form that can be found on the school's website.
- Student must provide a clear outline of the career he/she is seeking to explore and goals of the day.
- The student's parent/guardian must also sign approving the request, as well as the adult with whom the student is planning to shadow for the day.
- The field trip request will then be submitted to the principal or designee for final approval.
- Once approved, the student will notify the front office of the planned day.
- The student must provide a written follow up of the experience to the principal or designee within five school days to receive a field trip credit for that day.
- Students and/or their parents are responsible for their own transportation to and from the field trip site.
- The student and parent accept full responsibility for organizing and receiving permission from the field trip site.
- The parent accepts full responsibility for his/her student's conduct and safety on the day of the field trip.

The school is in no way responsible for any cost incurred or student liability, as this is an elective field trip option that is not graded or required.

CELEBRATIONS AND BIRTHDAYS

Parents who wish to send in individual treats such as cookies, cupcakes or other such items for their child's class on a birthday or other celebratory events, should first clear the date with the child's teacher. These types of items with teacher approval may be handed out to students in the cafeteria or at a class party/special event after children have had a chance to eat lunch. Please note that homemade treats are not allowed as personal kitchens do not fall under the same standard of inspection as the food service industry. A parent may even consider sending money to purchase ice cream for all the students in their child's class as a birthday treat as an alternative. Please also be reminded that peanut products should not be brought to school. Although observed, birthday activities must not interrupt instructional time and should be done in a way that includes all students in a class.

To maintain a focus on reaching high academic goals, distractions to the learning environment must be kept to a minimum. For that reason, balloons, flowers, etc. for students will not be delivered to classrooms. In addition, students must have their teacher's permission before handing out party invitations or other such materials to peers at school. Teachers will only allow such items to be distributed in a manner that does not interrupt instructional time. Teachers may not allow students to

hand out invitations to only select students if it is likely to cause hurt feelings and make some students feel left out.

CHARTER SYSTEM

After the strategic planning and development process, the State Board granted a Charter renewal to the Local Board of Education to operate a Charter System for a 10-year term beginning on July 1, 2016 and expiring on June 30, 2026. In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives outlined in the Charter contract, the State Board shall grant the broad flexibility allowed by law to the district as a Georgia Charter School System. This provision allows the district broad flexibility from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education ("Department"). Notwithstanding each System Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41. The System Charter Schools are also subject to all federal accountability requirements under Every Student Succeeds Act (ESSA).

School Governance Teams and the School System Governance Committee meet on a regular basis to discuss, explore and make recommendations to help ensure that each school has an appropriate school improvement plan in place to ensure that progress is being made toward reaching student achievement goals.

For more information about the Charter System and process contact your building principal or the Superintendent's office.

CHILD ABUSE AND NEGLECT REPORTING

Any child under 18 years of age, who is believed to have had physical injury or injuries inflicted upon him or her, other than by accidental means, by a parent or caretaker or has been neglected or exploited by parent or caretaker or has been sexually abused shall be identified to a child welfare agency providing protective services where the child lives and having been designated to the county's Department of Family and Children Services by state law and the Georgia Department of Human Resources or the appropriate law enforcement agency.

All school personnel having reasonable cause to believe that a child has been abused or neglected will report such cases to the child's school principal or designee. School principals or their designee will report such cases immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, to the appropriate persons at the Gordon County Department of Family and Children Services and/or the appropriate law enforcement agency. The Superintendent or designee shall be notified by the designated delegate of all referrals on child abuse and neglect. School principals or designee will be the school liaison with the Protective Services staff of the county's Department of Family and Children Services in relation to the child's school adjustment and performance.

CHILDCARE

See Community Education for information pertaining to KEEP and Jacket Jamboree.

CODE OF CONDUCT

It is the purpose of the Calhoun City School System to operate each school in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy which requires students to conduct themselves appropriately at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to

respect each other and school district employees, to obey student behavior policies adopted by the Board, and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations, and rules set forth in this Code of Conduct.

Also, students may be disciplined for conduct off campus which is felonious, or which may pose a threat to the school's learning environment or the safety of students and employees.

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.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly, or dangerous conduct not covered in this Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school Board policy or procedures.

DISCIPLINE GLOSSARY OF TERMS

Bus Suspension – The school administrator suspends the student from the bus for a specified period of time. The student is expected to attend school, but the parents are responsible for providing transportation to school. Failure to attend school will result in an unexcused absence.

COLA – Calhoun City Schools' On-line Learning Academy that also serves as an alternative-learning environment for eligible students who are long-term suspended from the regular school setting.

Detention – Student attends a work/study session outside of regular school hours. Student makes arrangements for transportation.

Disciplinary Probation – A student found guilty of certain offenses might be placed on probation by the local school and/or the Disciplinary Tribunal Panel. Probation is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action.

Disciplinary Waiver – Parents may sign a waiver if they cannot attend or do not elect to attend the panel hearing. In the event a parent or student does not attend the hearing, it will proceed as scheduled.

Due Process – A student is afforded oral or written notice of the charges against him/her and is given an opportunity for a review, hearing or other procedural rights in accordance with state and federal laws.

In-School Suspension – The student is removed from regular classes for a specified period of time at the local school. The teachers send class work assignments to the student. Student remains under the direct supervision of school personnel.

Long-Term Suspension – The student is suspended out-of-school for more than ten (10) days. During the term of suspension, the student is not allowed on the school campus or at any school activity or school-sponsored event unless prior approval is received from the school principal.

Permanent Expulsion – The student is removed from all public-school property and activities or events for an indefinite period of time. This action may be taken by the Board of Education or Disciplinary Tribunal. Schoolwork may not be made up or credit given.

Short-Term Suspension – The student is suspended out of school for up to ten (10) days by the local school administrator. The student may be suspended for an accumulation of offenses, as well as a major offense. Suspended students may make up those tests and assignments that the teacher determines will have impact on the student's final grade and mastery of course content. Assignments that the teacher does not require to be made up will not count towards a student's final grade. It is the student's responsibility to make arrangements to make up work within five (5) school days upon return to school. During the term of suspension, the student is not allowed on the school campus or at any school activity or school-sponsored event unless prior approval is received from the school principal.

Student Disciplinary Panel – A three-member panel composed of an administrator, teacher leader, or other school official. The Panel hears evidence presented by the school system, the student, and parents when a student is referred by the school principal or designee. The Panel has the authority to make decision ranging from returning the student to school or recommending permanent expulsion of the student.

Zero Tolerance – There will be consequences for serious drug, weapon, and youth gang/hate group offenses on school property or at a school activity, function, or event. The school system will be proactive. Each individual case will be reviewed.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student, and other relevant factors.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

Student behaviors that result in disciplinary action are categorized into three state-determined discipline levels. Discipline levels are based on the severity of the inappropriate behaviors and/or actions of the student. The discipline levels coincide with the progressive discipline actions. The maximum punishment for an offense includes long-term suspension (more than 10 days) or expulsion, including permanent expulsion. Those punishments will be determined by a disciplinary tribunal panel as outlined in the Calhoun City Board of Education policies.

School principals or designees may recommend that a student be considered eligible to apply to attend COLA during a long-term suspension. Upon this recommendation or decision, long-term suspended students may attend COLA for all or any assigned portion of their long-term suspension pursuant to a contract. The contract may include a minimum length of time that extends past the long-term suspension. All student accepted into COLA will be on an individualized education plan and contract that will address behavior, attendance, and academic objectives. If the student violates the terms of the contract, he/she may forfeit the opportunity to attend COLA during the remainder of his/her long-term suspension pursuant to the order of the Tribunal Panel, waiver, and/or the terms of the contract. Students who violate the terms of the contract and have been assigned to COLA for reasons other than a disciplinary tribunal

decision may be referred to a disciplinary tribunal for further disciplinary action. Students permanently expelled from Calhoun City Schools are not eligible for enrollment in COLA.

Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriate discipline, and in such case, an agreement may be negotiated with the school administrator, which would include the parents or students waiving a right to a hearing before a disciplinary tribunal. Such an agreement and waiver must be approved also by the disciplinary tribunal or hearing officer in accordance with local Board policy.

Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student’s parents will be notified if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

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. Student vehicles brought on campus; student book bags, school lockers, desks and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function, including activities that occur outside normal school hours or off the school campus at the discretion of administrators.

Behavior at School Functions

Students are expected to be on their best behavior at all times, including when they attend either home or away athletic events, dances, etc. This expectation applies to both participants and spectators. Students not exhibiting proper conduct will be required to leave the athletic event and may be unable to attend future events or may be subject to disciplinary action. Students attending any school system activity, not just middle/high school events, are subject to this policy.

RULES OF CONDUCT

The following behaviors will result in disciplinary procedures. The degree of discipline imposed will be in accordance with the progressive discipline process unless otherwise stated and is noted at the end of each rule. The Code of Conduct is effective during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event, and while traveling to and from such events;
- On vehicles provided for student transportation by the school system.

(01) Alcohol	Violation of laws prohibiting manufacture, sale, purchase, transportation, possession, beverages or substances represented as alcohol. Students who are intoxicated are included.
(02) Arson	Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Possession of fireworks or incendiary devices must be reported as “possession of unapproved items”. Use of such items should be reported as arson.)
(03) Battery	Intentional touching or striking of another person to intentionally cause bodily harm.
(04) Breaking &	Unlawful or unauthorized forceful entry into a school building or

Entering- Burglary	vehicle (with or without intent to commit theft).
(05) Computer Trespass	Use of school technology for anything other than instructional purposes or unauthorized use of technology with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data.
(06) Disorderly Conduct	Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff, or others. This includes disruptive behaviors on the school bus.
(07) Drugs, Except Alcohol & Tobacco	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school.
(08) Fighting	Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm.
(09) Homicide	Killing of one human being by another.
(10) Kidnapping	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.
(11) Larceny/ Theft	Unlawful taking of property belonging to another person or entity without threat, violence or bodily harm. (Robbery would involve threat.)
(12) Motor Vehicle Theft	Theft or attempted theft of any motor vehicle.
(13) Robbery	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.
(14) Sexual Battery	Abuse by forcing sexual activity of any kind.
(15) Sexual Harassment	Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational environment.
(16) Sex Offenses	Unlawful sexual behavior/conduct; possession of sexually explicit images; can be consensual. (Sexual Battery includes force.)
(17) Threat/ Intimidation	Any threat whether written or verbal or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack.
(18) Tobacco	Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on school transportation.
(19) Trespassing	Entering or remaining on a public-school campus or school board facility without authorization and with no lawful purpose for entry. (Breaking and Entering-Burglary includes forced entry.)
(19) Vandalism	Willful and/or malicious destruction, damage or defacement of public or private property without consent.
(22) Weapons- Knife	Possession use or intention to use any type of knife.

(23) Weapons- Other	Possession, use or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms).
(24) Other Incident for State Reported Discipline Action	Any other discipline incident for which a student is administered detention, ISS, OSS, expelled, suspended from bus, assigned to alternative school, referred to court or juvenile system authorities, or removed from class at teacher's request.
(25) Weapons- Handguns	Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. (Does not apply to terms such as toy guns, cap guns, bb guns, and pellet guns).
(26) Weapons- Rifle/Shotgun	Possession of a rifle as defined by a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and to use the energy of an explosive to fire a single projective through a rifled bore for each single pull of the trigger. Possession of a shotgun as defined by a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projective for each single pull of the trigger.
(27) Serious Bodily Injury	Bodily injury that involves a substantial risk of death; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
(28) Other Firearms	Firearm other than handguns, rifles or shotguns. Includes any weapon which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas. (Does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks.)
(29) Bullying	Pattern of behavior, which may include written, verbal, physical acts, or through technology on school property, that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visible bodily harm.
(30) Other- Attendance Related	Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, or leaving school without authorization.
(31) Other- Dress Code Violation	Violation of standards for appropriate school attire.
(32) Academic Dishonesty	Receiving or providing unauthorized assistance on classroom projects, assignments, or exams.
(33) Other- Student Incivility	Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff members instructions, use of vulgar or inappropriate language, and misrepresentation of the truth.
(34) Other- Possession of Unapproved Items	Use or possession of unauthorized item disruptive to the school environment. (Fireworks or incendiary devices must be coded as arson.)

(35) Gang Related	Any group of 3 or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity.
(36) Repeated Offenses	Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.
(40) Other Non-Disciplinary Incident	Behavior that results in the use of physical restraint.
(42) Electronic Smoking Device	Possession, use, distribution, and/or selling of any device used to deliver nicotine or any other substance intended for human consumption that may be used by a person to simulate smoking through inhalation of vapor or aerosol from the device.
(44) Violence Against a Teacher	Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.

NOTICE

Per Carrying Weapons in School Safety Zone code 16-11-127., it shall be unlawful for any student (or any person) to carry or to possess (have under control) any weapon within a school safety zone at a school building, at a school function, on school property, on a bus, or on other transportation furnished by the school.

The term “WEAPON” means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade or two or more inches, straight-edge razor, razor blade, spring stick, metal knucks, blackjack, 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 chachka, nun chuck, nunchake, skuriken, or fighting chain, any disc, or 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 weapon of like kind, and any stun gun (laser as defined in O.C.G.A. S16-11-106).

Punishment: A fine of not more than \$10,000; imprisonment for not less than two, or more than ten years: or both. A juvenile who violates this shall be subject to the provision of O.C.G.A. ~15-11-37.

COMMUNICATION

The Calhoun Educational Complex values reciprocal communication and recognizes that effective communication between school and home is essential to the successful operation of educational programs. Therefore, many modes of communication are utilized to facilitate a strong partnership. Parent Portal, communication folders, classroom/school newsletters, Remind, Shout Point, system/school website, scheduled parent conference days, etc. are utilized to keeps lines of communication open.

To facilitate effective communication, please subscribe to the following protocol when voicing a concern: First, please contact the teacher by phone or email or schedule a conference where appropriate. Next, contact via phone/e-mail or schedule a meeting with the department chair and/or assistant principal with responsibility in that area for an appropriate resolution. Please visit our web site for department chair listing and administrative department assignments. Finally, please contact the principal via phone/e-mail or schedule an appointment to meet with them. With this type instance, we ask that you contact the

administrative office to schedule an appointment with an assistant principal or principal after an attempt to work out the issue with a teacher or staff member involved. Please understand that, depending on the circumstance, the AP or principal may ask you to speak with the teacher or staff member prior to addressing the situation.

As a system, it is our pledge to provide timely communication through social media. Please connect to our CCS Facebook and twitter accounts for the most up-to-date announcements and information.

***Due to COVID-19 no outside visitors will be allowed to enter the building without a scheduled appointment.**

COMMUNITY EDUCATION PROGRAM

Calhoun City Schools' Community Education Program provides enriching opportunities and experiences for youth and adults in our community, while enhancing the educational experience for all Calhoun City Schools students in the Academics, Arts, and Athletics. Calhoun Community Education exists to facilitate the learning and participation of adults and children so they can improve their lives and their community. CCE provides opportunities for local citizens, schools, agencies and institutions to become active partners in addressing educational and community concerns. CCE brings community members together to identify and link community needs and resources in a manner that helps people to help themselves and to raise the quality of life in their communities. You are invited to visit our website at www.calhounschools.org and visit the many resources available to members of our community in the continued pursuit of excellence. All calendars and registrations are available online. After school childcare (KEEP) and Jacket Jamboree (summer/holiday childcare) are offered at the Complex through CCE.

CURRICULUM

Georgia has joined with other states across the nation, The District of Columbia (D.C.), and territories to develop a set of core standards for students in kindergarten through high school in English language arts and mathematics and in grades 6-12 for literacy in science, history/social studies, and technical subjects. These common core performance standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. On February 19, 2015, the State Board of Education (SBOE) voted to rename the ELA and Mathematics standards to the Georgia Standards of Excellence (GSE). The curriculum taught at the Calhoun Educational Complex is based on guidelines from the Georgia Department of Education using the GSE. Please visit georgiastandards.org for more information and a complete listing of all performance standards for students in grades K-12.

CUSTODY OF CHILDREN

In compliance with O.C.G.A. 20-2-780, no person shall make or attempt to make a change of custody of a minor child by removing the child from the premises of a public school without the permission of the person who enrolled the child in the school, notwithstanding the fact that the person seeking to obtain custody of the child from the school has a court order granting custody of the child to such person. This shall not apply with respect to

1. persons seeking to enforce court orders that specifically authorize or direct the release of custody by the school;
2. state or local officials acting under the express authority of the state's child protection laws. Any person violating this code section shall be guilty of a misdemeanor. School officials are immune from civil or criminal liability when acting in their capacities to prevent a violation of this code section. (see policy JGFC)

INFORMATION RELEASE

In cases of divorce, unless the school receives a legal document or copy of the divorce decree stating that one parent does not have access to the child or his/her records, we are obligated to treat both parents as a

legal parent with access to the child and the child's records. It is the responsibility of the custodial parent(s)/guardian(s) to notify the school when their child will be picked up by anyone other than those names listed in the child's record. Schools may establish additional procedures to verify identification to whom a student is released. Custody of children will not change during the school day or on school property. Schools shall require verification of custody of a student where custody is in question. (See Policy JGFC)

DISCIPLINARY HEARINGS

The due process established for students who have violated school-based Codes of Conduct to a degree to warrant severe disciplinary measure is the disciplinary tribunal. The Calhoun City School System provides various alternative learning environments to enable the continuation of educational services to disruptive students. While it is the policy of this state and the Calhoun City Board of Education to avoid removal of such educational services, the disciplinary tribunal has the authority to suspend or expel students whose behaviors interfere with the orderly operation of the school system.

The school Principal or designee shall request a hearing in the following cases:

- Where a student, other than one in pre-kindergarten, has committed an alleged assault or battery upon a teacher, other school official, or employee;
- Where a student, other than one in pre-kindergarten, has committed an alleged assault or batter upon another student and the school principal determines that expulsion or long-term suspension may be the appropriate punishment;
- Where a student, other than one in pre-kindergarten, has intentionally caused substantial damage while on school premises to personal property belonging to a teacher, other school official, employee or student and the school principal determines that expulsion or long-term suspension may be the appropriate punishment;
- Where a student, other than one in pre-kindergarten, is under a discipline order of another schools system and the violation for which the student is being punished is an offense which would carry a similar consequence in this system;
- Where a student, other than one in pre-kindergarten, is charged with or convicted of a criminal act, whether committed on-campus or off-campus, after which the student's presence on school campus may be an impediment to the safety of others or may cause substantial disruption to the school operation; or
- In any other discipline matter when the principal or Superintendent determine the offense should be punished by long-term suspension or expulsion.

DISCIPLINE

All students have the right to an orderly, well-managed school and classroom where effective learning can take place. Very little learning takes place in an unruly classroom. At the Calhoun Educational Complex, we believe students can and will behave properly in a structured environment. Our goal is to provide a positive school atmosphere that encourages students to work towards self-discipline. The school wide rules at Calhoun Primary and Elementary School are simplistic and communicated often to students. Students are recognized frequently for adherence to school wide rules in the form of praise and a variety teacher/office-initiated activity.

All teachers at the Calhoun Educational Complex adhere to the school wide discipline plan and utilize the *Positive Behavioral Interventions and Supports* system along with *Capturing Kids Hearts* strategies. Minor student infractions are handled at the classroom level by the teacher. The teacher will be the responsible party for communicating classroom offences with parents/guardians as deemed necessary. Continual classroom disruption and/or more significant violations may result in a visit to the Assistant Principal's office and potentially time served in the In-School Suspension (ISS)/Time Out room. The

parent/guardian of a student assigned to the ISS/Time Out room will be notified. The parent will receive a copy of the student's discipline referral from the Assistant Principal which should be signed by the parent and returned the next day. If a student referral is submitted to the office due to disorderly conduct, a conference with the child's teacher and the applicable school administrator may need to take place to discuss the situation in depth and develop a plan for improved conduct.

The ISS/Time Out program is available to students who require an alternative educational placement during the school day. The ISS/Time Out room provides participating students with the opportunity to receive credits for their academic work while being disciplined. School administrators assign students to serve time in the program as deemed necessary. The ISS/Time Out room is supervised by a school staff member. Students are expected to work productively on given assignments and are held under a very strict set of rules. Students will not have the chance to socialize with other students or be allowed to participate in other school functions during this time.

The same conduct expected at school is required on buses. The following are considered inappropriate behaviors and will be subject to corrective measures:

- Continually too noisy/disrupting the learning environment
- Bothers others continually
- Fighting
- Will not stay in seat
- Will not follow directions
- Inappropriate language
- Destroying school property

Disciplinary problems that occur on the school bus may warrant warnings, temporary loss of riding privileges or permanent suspension from the bus. The severity and frequency of infractions will be considered when determining consequences.

See CODE OF CONDUCT for more information on this topic.

DRESS CODE

Calhoun City School's dress code is designed to promote an environment that is both safe and conducive to learning. Students should adhere to the following standards:

- Student may not go barefoot.
- Shorts should be at least mid-thigh.
- Tank or tube tops which are not covered by another shirt will not be allowed.
- No spaghetti straps on shirts will be allowed, shoulder should be sufficiently covered.
- Caps, hats, etc., may not be worn in the buildings except on designated "hat" days.
- No clothing or hats which advertise drugs, alcoholic beverages, or have suggestive or risqué remarks printed on it may be worn at school.
- Bare midriffs will not be allowed.
- Gang related or racially inflammatory objects and/or symbols are not permitted.
- Jewelry, body markings, hairstyles or hair color (colored hair sprays) that causes distractions or disruptions to the learning environment will not be permitted.
- The principal is at liberty to exercise discretion regarding the appropriateness of attire or image that may not be included on this list.

EARLY INTERVENTION PROGRAM

Children start school at a designated chronological age but differ greatly in their individual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk in reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to assist students who are performing below grade level obtain the necessary academic skills to reach or maintain acceptable grade level performance in the shortest time possible.

ELECTRONIC DEVICES

Although discouraged, students shall be permitted to bring to school electronic communication devices, including cellular phones, with the specific provision that students do not use any personal electronic communication device during classroom instructional time. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cellular phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. The Superintendent and administrative staff shall develop rules for enforcing this policy and include them in the student handbook.

Students are discouraged from bringing toys and electronic devices such as an IPOD, MP3 Player, Game Boy, smart phone, etc. to school. These items have the potential of disrupting the learning environment. These type items will be confiscated if observed or heard in a classroom. As a warning, the first offense will result in the item being returned to the student to be transported home with a policy reminder. Thereafter, infractions will require the parent/guardian to report to the school to regain the items taken up. (See Policy JCDAF)

EMERGENCY DRILLS

Fire drills at regular intervals are required by law and are important school safety measures. It is essential that when a fire alarm sounds, everyone obey promptly and orderly to clear the building by the approved route. Students are not permitted to talk during a fire drill and are to remain outside the building until the signal is given to return to their classrooms.

Tornado drills are minimally conducted twice annually to acquaint students with the procedures to be used should there be an indication that a tornado is possible. Other emergency drills such as lock down, evacuation, and earthquake are also activated throughout the year as deemed necessary.

*During COVID 19, emergency drills will be conducted utilizing GADOE/DPH guidelines.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Certified teachers are on staff at the Calhoun Educational Complex to provide support for students who are speakers of other languages than English. English for Speakers of Other Languages (ESOL) services are provided daily to qualified students.

EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, national origin, political affiliation, age, disability, or sexual orientation. This policy will prevail in all matters concerning employees, (employment, retention and advancement), students, parents, the general citizenry, educational programs and services, and persons with whom the Board does business.

In keeping with the Board's commitment and the requirement of applicable state and federal law, the Board and staff will strive to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational services and opportunities offered students; in location and use of facilities; in educational materials; and in all business transactions conducted by the Board.

Title IX Compliance (Equity in Sports)

It shall be the policy of the Board of Education that no person (student or employee) shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity or in recruitment for employment, and related benefits.

A high school Assistant Principal has been designated as the employee responsible for coordination of efforts to assure compliance with Title IX mandates with regard to employed personnel. The principal of each school has been designated as the official responsible for coordination of efforts in the school to comply with requirements of Title IX with regard to students.

Section 504/ADA Compliance

The Board of Education recognizes its responsibility, in accordance with Section 504 of the Rehabilitation Act of 1973, to provide a public education to those students enrolled in an educational program in the school system or entitled to an education within the school system. The Board appoints the Director of Special Education to serve as the coordinator for Section 504 to assure compliance to the law.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. (See Policy JAA)

EVERY STUDENT SUCCEEDS ACT (ESSA) TITLE I PART A, TITLE II A

Parents Right to Know: In compliance with the requirements of the ESSA statute, the Calhoun City School District informs parents that they may request information about the professional qualifications of their student's teacher(s) and paraprofessionals. The following information may be requested:

1. Whether the teacher has met the GEORGIA PROFESSIONAL STANDARDS COMMISSION requirements for certification for the grade level and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualification or certification criteria have been waived;
3. The college major and any graduate certification or degree held by the teacher;
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher qualification, please contact the building principal.

FAMILY EDUCATION RIGHTS TO PRIVACY ACT (FERPA)

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review, within 45 days of a request, the education records of a student who is your child, or in the case of a student who is eighteen (18) or older, your own educational records. Parents or eligible students should submit to the Superintendent a written request identifying the record(s) they wish to inspect. The Superintendent or designee will make arrangements for access and provide notice of such arrangements.
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record they want changed, and specify why it is

inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and its implementing regulations authorize disclosure without consent. One exception that permits disclosure without consent is to school officials with legitimate educational interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including school nurses and school resource officers); a member of the school board; a person or company with whom the district has contracted to perform a specific task (such as attorney, auditor, medical consultant or therapist); a contractor consultant, volunteer, or other party to whom the school district has outsourced services; 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/her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
4. FERPA requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from the student's education records. However, the district may disclose appropriate designated "directory information" without written consent, unless the parent or eligible student has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include this type of information from the student's education records in certain school publications, such as the annual yearbook, graduation or sports activity programs, and honor roll or other recognition lists.

The School District has designated the following information as directory information:

- (a) Student's name, address and telephone number;
- (b) Student's date and place of birth;
- (c) Student's participation in official school activities and sports;
- (d) Weight and height of members of an athletic team;
- (e) Dates of attendance at schools within the district;
- (f) Honors and awards received during the time enrolled in district schools;
- (g) Photograph; and
- (h) Grade level.

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. In addition, two federal laws require school systems receiving federal financial assistance to provide military recruiters, upon request, with students' names, addresses, and telephone numbers unless parents have advised the school system that they do not want their student's information disclosed without their prior written consent. The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications may include: a school program, the yearbook, honor roll or other recognition lists published at school or in newspapers, school awards programs, graduation announcements/rings, sports program/statistics/materials, school/district website, or a playbill for a drama or music production.

You have the right to refuse to allow all or any part of the above information to be designated as directory information and to refuse to allow it to be disclosed to the public upon request without your prior written

consent. If you wish to exercise the right to **opt-out** of sharing your child's directory information, you must notify the principal of the school at which the student is enrolled in writing within 10 days after officially enrolling in school or within 10 days of the date of the release of this notice.

5. You are also notified that from time to time students may be photographed, videotaped, or interviewed by the news media at school or some school activity or event; unless you, as a parent/guardian object in writing to the principal to your student being photographed, videotaped or interviewed. You must notify the principal of your objection by the date specified above. The principal will take reasonable steps to control the media's access to students. However, your submission of a written objection does not constitute a guarantee that your student will not be interviewed in circumstances which are not within the knowledge or control of the principal.

6. You have the right to file with the United States Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of FERPA or the regulations promulgated there under. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

FIELD TRIPS

School field trips are considered an extension of classroom learning and are taken for educational purposes only. Field trip expenses are financed by the school with the support of parent donation. However, no student will be penalized if a parent fails to make a contribution. Parents that wish to serve as a chaperone on a field trip must undergo a background check prior to the trip. Paperwork for the background check can be accessed on-line at the school website or through the school office. Field trip chaperones are required to supervise and assist with participating students. Siblings of participating students may not accompany a parent chaperone on a field trip. Parents are not permitted to ride the school bus.

***Due to COVID-19 all field trips have been suspended until further notice.**

FIRST AID/ILLNESS

Students who become ill during the school day or are in need of first aid will report to the school clinic or principal's office. Parent will be contacted to make arrangements for students to be picked up and transported home or to a doctor. Sick students who are contagious with active symptoms such as vomiting, diarrhea, excessive congestion, persistent cough, rashes and/or fever must not be sent to school. Students with a fever must be excluded from school and should not return until they are free of fever or active symptoms for 24 hours without Tylenol or other fever reducing medications. Students returning too early may be sent back home. Please alert the school about any medical condition and/or allergy a student has that may require attention at any time during the school day. In case of serious illness/injury the school will render first aid as prescribed by nursing protocols while contacting the parent. If either a parent or designee cannot be reached and the situation is very serious, the school shall telephone the Emergency Medical Unit (911) for immediate transportation to the hospital. Fees for transportation and medical services will be the responsibility of the parent/guardian. (See Policy JGC)

*** Due to COVID-19 we ask that all parents adhere GADOE/DPH and CDC guidelines as they relate to school participation:**

- **Students (and staff) should not enter the school building if:**
 - feeling ill in any way
 - have a persistent cough
 - have body aches/chills
 - have on-going headache

- fever above 100.4.
- in been in direct contact with someone who has tested positive for COVID-19

Wellness check-ins (touchless thermometer) may be conducted with students and/or any visitor enter the building.

The use of face masks and/or coverings will be expected where it is more difficult to socially distance. and strongly encouraged to protect self and others at all other times when in the building.

Masks will be available for students that do not bring their own.

Students will be educated on how to appropriately social distance and schedules will be modified to allow for social distancing when students are outside of their classroom.

Students will be educated on healthy preventative measures such as handwashing, covering cough/sneezes, etc.

Students (and staff) will refrain from shaking hands or using any unnecessary physical contact.

Students will refrain from sharing supplies and equipment.

Extra time and effort will be placed on hygiene, allowing for more frequent opportunities for hand washing and use of hand sanitizer.

- Bottles of disinfectant, paper towels, hand soap and sanitizer will be distributed to all classrooms. We do encourage students to bring hand sanitizer as well

All classrooms will be equipped with gloves.

GENDER EQUITY IN SPORTS

It is the policy of the Calhoun City Board of Education to prohibit discrimination based on gender in its elementary and secondary school athletic programs. As a part of achieving this goal, the Calhoun City School System annually shall notify all of its students of the name, office address, and office telephone number of the employee(s) who coordinate efforts to comply with and carry out the provisions of state law. This notification shall be included in a student handbook containing the code of conduct and distributed to all students.

An Equity in Sports grievance procedure is hereby adopted which provides for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of his or her minor child who is a student, alleging any action which would be a violation of the pertinent Code section. The grievance procedure shall be as follows:

1. The employee designated as the person who coordinates efforts to comply shall render his or her decision in writing no later than 30 days after receipt of the complaint, and such decision shall set forth the essential facts and rationale for the decision;
2. A copy of such decision shall be provided to the complainant within five days of the date of the decision; and
3. A complainant shall have a right to appeal such a decision to the local Board within 35 days of the date of the decision.
4. A complainant may appeal a decision of the Board in accordance with the procedures specified in O.C.G.A. §20-2-1160.

The Superintendent shall annually appoint an Equity in Sports Coordinator whose responsibility is to coordinate efforts to comply with and carry out requirements in regard to Equity in Sports. The Equity in Sports Coordinator shall investigate any complaints communicated to the school system in regard to Equity in Sports. (See Policy IDFA)

Gender Equity in Sports Coordinator:

Brock Holley
355 South River Street
Calhoun, GA 30701
706-629-9213

GEORGIA SPECIAL NEEDS SCHOLARSHIP ACT

The Georgia Special Needs Scholarship (GSNS) Program is a parental choice program for special needs students attending Georgia public schools who are served under an Individualized Education Plan (IEP). In order to qualify for the Georgia Special Needs Scholarship Program a student must meet the following requirements: Student Eligibility Criteria

1. A student must have a parent/guardian who currently lives in Georgia and has been a resident for at least one calendar year. Student Eligibility Criteria
2. A student was enrolled and attended a Georgia public school (grades K – 12) the entire previous school year. Pre-school special education students do not qualify. A student must complete a full school year in kindergarten before he/she can be eligible. Student Eligibility Criteria
3. A student was reported by a school district(s) during student counts conducted in October and March by public schools. Student Eligibility Criteria
4. A student does not need to have an Individualized Education Plan (IEP) for the entire school year to qualify for the GSNS Program. A student must have received special education services at some point during the previous school year under an IEP. A student must be reported by a school district(s) in either the October OR March student counts OR in student record as a student receiving special education services by the end of the school year.

The following provides information regarding eligibility and the different choice options available under the GSNS Program. The GSNS web page <http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx> has all information regarding the program.

GIFTED PROGRAM

Gifted education teachers are on staff at the Calhoun Educational Complex to provide support to students in the Discovery program. Students must meet state criteria to receive these services. The gifted student is one who demonstrates a high degree of intellectual, creative and/or artistic ability, possesses exceptional leadership skills, or excels in specific academic fields and who needs special instruction and/or special ancillary services in order to achieve at levels commensurate with intellectual ability. In addition, qualified students are served in the regular classroom setting by gifted education endorsed teacher.

***Due to COVID-19 and effort to limit contact exposure all gifted services will be provided in the student's homeroom cluster.**

GRADES AND PROGRESS REPORTING

Report cards are sent home at the end of each nine-week grading period to inform parents/guardians of student progress in school. Parents/guardians are asked each time to sign and return the document. In addition, parent teacher conferences are held each semester to review in-depth the academic progress of each individual student. Parent Portal provides parents/guardians with an electronic format to review

student progress and attendance on a daily basis via electronic device. To gain access to a student portal, a parent/guardian must visit the school office in person to obtain login information.

GUIDANCE AND COUNSELING

The Calhoun Educational Complex employs three counselors. At the primary/elementary level, counselors provide opportunities for classroom guidance, individual and small group counseling for students as needed. Individual counseling services for a student may be requested at any time by a teacher, parent, administrator or a student. Parent permission is not required. Parent permission is requested for students to participate in group counseling.

Any parent or guardian requesting to speak with a school counselor needs to schedule an appointment.

HARASSMENT

The Calhoun City Schools Board of Education does not discriminate on the basis of gender, age, race, ethnic group, color, disability, religion, belief, or national origin in the educational programs and activities, or admissions to facilities operated by Calhoun City Schools, or in the employment practices of the school system. The Calhoun City School Board of Education does not and will not tolerate harassment of our students or employees. The term “harassment” includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual’s race, ethnic group, color, gender, religion, belief, national origin, citizenship, age, or disability. “Harassment” also includes sexual advances, requests for sexual favors, unwelcome or offensive touching, and other verbal, graphic, or physical conduct of a sexual nature.

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 Calhoun City Board of Education as prohibited by this policy should promptly report the same to the principal of their school or to the appropriate coordinator designated in policy JAA, who will implement the board’s discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their school counselor 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 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. All allegations of harassment shall be fully investigated, and immediate and appropriate corrective or disciplinary action shall be initiated by the superintendent. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge. A substantiated charge against a student shall subject that student to disciplinary action including suspension or expulsion.

It is the duty of 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. The principal of all schools shall ensure that students and parents are informed through handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy. (See Policy JCAC)

HARASSMENT/GRIEVENCE PROCEDURE

Complaints made to the Board of Education regarding alleged discrimination on the basis of race, color, or national origin in violation of Title VI, on the basis of sex in violation of Title IX or on the basis of disability in violation of the Rehabilitation Act of 1973, also known as Section 504, will be processed in accordance with the following procedure:

1. Any student, employee or other person with a complaint alleging a violation as described above shall promptly notify, in writing or orally, the appropriate coordinator designated below for the school system. If the complaint is oral, the coordinator shall promptly prepare a memo or written statement of the complaint as made by the complainant and shall have the complainant read and sign the memo or statement if it accurately reflects the complaint made.
2. The coordinator shall have fifteen days to gather all information relevant to the complaint made, review the information, determine the facts relating to the complaint, review the action requested by the complainant and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in such action will be taken and copies of this response shall be furnished to the complainant and the Superintendent.
3. If the complaint is not resolved at the conclusion of this fifteen-day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right, within five days of receiving a copy of the written response, to have the complaint referred to the Superintendent of Schools.
4. The Superintendent shall have fifteen days to review the complaint and the response of the coordinator and attempt to resolve the complaint. The Superintendent shall furnish to the complainant a written response setting forth either his approval of the action recommended by the coordinator or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator and the time frame in which such action shall be taken.
5. If the complainant is dissatisfied with the response of the Superintendent, then the complainant shall have the right, within fifteen days of the receipt of the written response of the Superintendent, to have the complaint referred to the Board of Education. In order to have the Board review the Superintendent's decision, the complainant must file with the Superintendent a written statement setting forth the reasons he or she disagrees with the response of the Superintendent and the action the complainant is requesting the system to take. The complainant shall also include the written response a request that the complaint be referred to the Board of Education.
6. Within thirty days of receipt of the written request of the complainant, the Superintendent shall present the matter to the Board of Education at its regular meeting or at a special meeting called for that purpose. The Board shall review the original complaint, the response of the coordinator, the response of the Superintendent, and the response of the complainant. In addition, the Board may, but is not required, to hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
7. The Board of Education will either uphold the recommendation of the Superintendent or require the system to take some other action in response to the complaint. A copy of the action of the Board will be furnished to the complainant, either as a part of the minutes of the Board of Education or as a separate written statement. The Board shall be the final reviewing authority within the system.
8. This procedure is not intended to deprive any employee of any right he/she may have to file a grievance pursuant to any other policy the Board of Education, specifically including policy GAE (2), where appropriate. This policy is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or State Department of Education regulations, specifically including, but not limited to, hearings to be conducted pursuant to the Fair Dismissal Act of Georgia, Official Code of Georgia Annotated 20-2-940 through 947. The complainant retains at all times the right to contact the Office of Civil Rights with regard to any allegations that the system has violated the statutes described above.

9. This procedure is available to students, employees and the general public through School Board Policy Manuals available in all school offices, media centers and the central office facilities. (See Policy JCE (1))

Title VI Coordinator:	Student Services Director, Amanda Schutz 380 Barrett Road 706-629-2900
Title IX Coordinator:	System Athletic Director, Brock Holley 380 Barrett Road 706-629-2900
Section 504 Coordinator:	Exceptional Student Services Director, Hailey Gilreath 380 Barrett Road 706-629-2900
Sports Equity Coordinator	System Athletic Director, Brock Holley 380 Barrett Road 706-629-2900

HEAD LICE MANAGEMENT

Schools will take an active role in educating parents and children about head lice and its prevention. Teachers, counselors, nurses and administrators will seek to find the best means to communicate effectively with these groups. The following procedures have been developed for dealing with the head lice problem.

1. Children showing active symptoms (live bugs) will be checked by the school nurse or office designee.
2. The parent will be asked to pick up the student immediately. An information sheet will be provided to inform parents about how to get rid of the infestations. Parents will be expected to treat the child and be lice free before returning the student to school. Students will be excused for the day they are sent home.
3. The classroom where the incidence of head lice was found will be cleaned to help prevent the spread of the condition.
4. If more than one case is identified in a classroom, a letter will be sent to the parents in the classroom informing them of the presence of head lice and the precautions that should be taken.
5. When the hair has been properly treated and the nits/lice removed, parents must bring the child to school with evidence of treatment used and be rechecked by the school nurse or school designee. Please note that students should not ride the bus until they have been checked and cleared by the nurse.
6. Chronic or recurring cases that result in excessive absences will be referred to the attendance officer and /or school social worker.

HOMELESS CHILDREN AND YOUTH (MCKINNEY VENTO ACT)

The Stewart B. McKinney/Vento Education for Homeless Children and Youth Act ensures the educational rights and protections for children and youth experiencing homelessness. It provides legal protections for children and youth in homeless situations to enroll in, attend, and succeed in school and preschool programs. In accordance with this law, CCS affords homeless children and youth immediate enrollment and equal access to the same free, appropriate public education, as provided to other students. Homeless children and youth will have access to education and other services needed to have an opportunity to meet the same challenging state student academic achievement standards to which all students are held. If issues arise over providing appropriate services for homeless students, every effort

will be made to resolve the issues at the building level. If this is not possible, the homeless student shall immediately be admitted to the school in which enrollment is sought pending the final resolution of the dispute. If any parents and/or students have questions related to student homelessness, please contact the Homeless Liaison, Amanda Schutz at (706) 602-6677.

HOMEWORK

Teachers may assign homework for one or more of the following reasons:

Practice: Homework assignments may be designed to give students the opportunity to practice skills and the application of knowledge that have already been learned.

Preparation: Homework assignments may be designed to help students to gain background information or to collect materials necessary for classroom lessons that are coming up in the future.

Extension: Homework assignments may be projects. These assignments give students the opportunity to apply learning acquired in the classroom to tasks being worked on at home.

Completion: Homework assignments may simply require students to take a classroom assignment home to complete that was not finished during regular class time.

Based on the parameters described above, the principal of the school will oversee the development of a homework policy for their respective schools (see policy IHB). Grade level expectations for homework will be communicated to parents at the start of the school year.

HOSPITAL HOMEBOUND

Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in a public school in Georgia in order to receive HHB services.

HHB services are not intended to supplant regular school services and are by design temporary. The student must anticipate being absent from school for a minimum of ten consecutive or intermittent school days due to a medical or psychiatric condition. The student's inability to attend school for medical or psychiatric reasons must be certified by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented.

In Calhoun City Schools, the Hospital/Homebound teacher, with assignments from and assistance of the general and/or special education teacher(s), will provide academic instruction that enables the student to keep up with his/her academic responsibilities while at home, thus allowing the student to return to his/her regular school program with as little interruption as possible in academic instruction. Services provided will be done in accordance with State Board of Education Rule. Instructional Coordinators at each school can provide additional information about hospital homebound services.

IMMUNIZATIONS

The state law of Georgia requires that all students enrolled in a public school must have an up to date immunization record provided by the parents / guardians. Minimum immunization requirements for the issuance of Georgia School Immunization Certificate (Form 3231) and attendance in Georgia schools are determined by the Georgia Department of Human Resources and are available, upon request, at the school

office or the local health department. Students who do not have a current complete immunization form 3231 will be notified and provided an opportunity to obtain the immunization documentation. Students will be withdrawn from school after 30 days without proper immunization documentation.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The Individuals with Disabilities Education Act (IDEA LRE 281-41.37) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Programs and Services

In Calhoun City Schools, services are currently provided for students, 3-21 years of age. Research based programs are being used which have been designed to develop academic, social, emotional, behavioral, and independence skills for active participation in the community. A continuum of services is offered for students identified as eligible under State of Georgia Regulations for special education. Disability areas served are mild/moderate/severe or profound intellectual disability, specific learning disability, emotional/behavior disorder, speech/language disability, visual impairment, hearing impairment, autism, orthopedic impairment, other health impairment, significant developmental delay, traumatic brain injury and deaf/blind. Services are provided in a variety of settings including regular education classes, inclusion, resource and self-contained classrooms. Community based instruction, hospital/homebound and work-study programs are examples of instruction provided in alternative settings. To ensure each student reaches their full potential, individualized goals and objectives are developed (IEPs) with instruction taking place in an appropriate classroom setting.

Referral Procedures

If a student is experiencing academic, behavioral, or social difficulty, he or she is referred to the Student Support Team (SST). This team may be comprised of teachers, counselors, parents, administrators, special educators, speech pathologists, and psychologists. School staff members or parents may make a referral to the SST. The SST committee discusses the student's difficulties and brainstorms in order to come up with possible strategies or accommodations that may help the child perform in the regular classroom. The SST monitors the child's progress and reviews the case periodically to change strategies if necessary. A child is referred for a full psycho-educational assessment only if these strategies prove ineffective in correcting the difficulties and if screening indicates that further testing is in order; written parental consent is obtained prior to any assessment. Parents are always welcome and encouraged to attend SST meetings regarding their child.

***Due to social distancing guidelines IEP, SST and 504 meetings will be held virtually or by phone until further notice. In-person meetings will need pre-approval by the ESS Director.**

INSTRUCTIONAL PRACTICES

Students at the Calhoun Educational Complex work and learn in standards-based classrooms. The Georgia Standards of Excellence guides what is taught in core subjects K-12. Classroom activity is strictly aligned to applicable state standards and dictates the learning tasks teacher prepare for students in our building. Teacher use a wide variety of researched based instructional practices to lead all students to mastery of the standards. In a standards-based classroom one should expect to see a lot of high-level activity, questioning, reflection, analyzing, experimentation, discussion, and writing. In a standard-based classroom, there is a clear understanding of expectation for learning. Scoring guides and rubric are common and explicitly notate what a student should know, understand and be able to do with acquired knowledge.

INSURANCE

School accident insurance is available to students. Information on the insurance is made available to parents during the first weeks of school. Students who enter after the first month of school are eligible to

buy insurance. All students involved in school sponsored athletic and other extracurricular activities are required to show proof of insurance. When an insured student has an accident in school or on his way to or from school, he/she should report it immediately to the teacher in charge or to the principal's office. This insurance is a secondary coverage and will pay only after the insurance carried by the parents/guardians has paid. All athletes are required to have school insurance or proof of individual accident insurance coverage.

LOST AND FOUND

It is recommended that clothing and other student items be labeled for easy identification should they become lost or misplaced. Students and/or parents should report to the office to claim lost items. Due to lack of storage space, lost and found items will not be house inevitably. Items that are not claimed in a reasonable amount of time are donated to charitable organizations.

MAKE UP WORK

School assignments are intended to help students reach their educational goals. Students who miss school due to absence need to make up missed work. If a student knows in advance that he/she will be absent for a period of time, he/she may request assignments ahead of time to complete during the absence. All missed work should be completed, or arrangements should be made to make-up the assignments within three days of a student's return to school.

MEDIA CENTER

Students are encouraged to use the media center resources for instructional support. Media center activities include a variety of learning activities which stimulate an interest in reading, viewing, and using information. Students have the opportunity to check out books on a regular basis. Should a book borrowed from the media center be lost or damaged, the student is responsible for financing a replacement. The media center hosts three book fairs annually for students.

***Due to COVID-19 students will not physically visit the Media Center however books will be delivered to each classroom for student checkout/use. Please not that scheduling of book fairs are subject to change.**

MEDICATION

When at all possible, we encourage parents to schedule your child's medication so that it may be given at home under your direct supervision. However, we realize that this is not always possible. All medications must be taken by the student, parent or guardian to the school office or nurse's office immediately upon arrival at school. A school nurse or designee may administer medication provided all of the following requirements are met:

- The medication must be in its original pharmaceutical container, clearly labeled as to the name of the student, the name of the medication, the appropriate dosage and times for dosage.
- A written authorization must be signed by the student's parent or guardian to allow the nurse or school designee to administer the medication.
- The nurse or school designee shall keep written documentation of medication administered.

School personnel shall not provide students with any medication except as authorized by this policy. A student who has asthma or life-threatening allergies may possess and use his/her asthma medication or auto-injectable epinephrine as prescribed with a written statement from a physician confirming that the student is able to self-administer and releasing the school system and its employees and agents from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering. The written statement shall be provided on an annual basis and any time administration directions change. In this situation, the student may possess and/or use his/her medication:

1. While in school;
2. At a school-sponsored activity;
3. While under the supervision of school personnel; or
4. While in before-school or after-school care on school property.

A student may be subject to disciplinary action if he or she uses the medicine in a manner other than prescribed. (See Policy JGCD)

*Due to COVID-19 parents bringing medication to school for nurse to distribute may drop labeled bottle with direction with a staff member on morning duty outside of the building or if delivering at other time with the receptionist.

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is a tiered approach to providing layers of intervention for students needing support and requires a school wide common understanding of the Georgia Standards of Excellence, assessment practices, and instructional pedagogy.

Georgia's MTSS (Multi-Tiered System of Supports) includes several key components:

- A 3-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.
- Evidence-based instruction as the core of classroom pedagogy.
- Evidence-based interventions utilized with increasing levels of intensity based on progress monitoring.
- The use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.
- Data Teams in each school serve as the driving force for instructional decision making in the building.
- Purposeful allocation of instructional resources based on student assessment data.

All students participate in general education learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process.

NON-RESIDENT POLICY AND PROCEDURES

Each non-resident tuition student must make application to attend Calhoun City Schools and receive notification of approval from the principal and/or the superintendent. A student's residence for school attendance is determined by the residence of the student's parent or legal guardian with whom the student lives. Any attempt to circumvent this policy by the student or parent may result in withdrawal of the student from CCS.

The principal of each school has the right to revoke the tuition status of any non-resident student based on any of the following reasons:

- a. Inappropriate behavior or poor disciplinary record
- b. Tardiness to school or poor attendance record
- c. Unsatisfactory academic performance
- d. Timeliness of tuition payments
- e. Attempts to circumvent the policy and procedures of the school system
- f. Lack of parental support of CCS academic, attendance, and/or disciplinary standards
- g. Any other good and sufficient reason that would impact student success.

CCS reserves the right to place students in classes judged solely by the school system to be the most appropriate placement. Non-resident students are subject to suspension, expulsion, or revocation of their tuition status if they violate the terms of this contract or violate school system rules. Specific criteria have been established by the Board of Education for non-resident students. This Enrollment Contract may be

revoked and the student dismissed in accordance with any and all CCS' policies and procedures at any time. Students and parents should review the Student Handbook for their respective school. The Superintendent reserves the right to refuse admittance to any applicant if accepting the student would not be in the best interest of the Calhoun City School System. The admission of a student as non-resident and the continued enrollment of the student is a privilege and not a right. Non-payment of tuition fees, late payment, or returned checks are grounds for dismissal from Calhoun City Schools. CCS does not discriminate in its educational programs and activities against qualified individuals on the basis of race, color, religion, gender, age, national origin, disability or genetic information. Additional information can be found on the CCS website under Enrollment/Registration.

The Calhoun Educational Complex does not discriminate on the basis of race, color, national origin, political affiliation, sex, religion, age or disability in the admission or access to, or participation or employment in, its programs, services, or activities including determining the admission and attendance of students who reside outside the city of Calhoun.

NURSE SERVICES/ILLNESS

Nurse services that may be provided at school include distribution of prescribed medication, hearing/vision/dental screening, health accommodation plan development for students with health problems, classes regarding health, hygiene, growth and development issues as requested by teachers, and coordination of immunization administration. Students who become ill during the school day or are in need of first aid shall report to the school clinic. The school nurse will assess a student with significant health related concerns and make decisions as to when to send a student home for sickness.

Students that are considered contagious with active symptoms such as vomiting, diarrhea, congestion, cough, rash, and/or fever must not be sent to school. Students with a fever must be excluded from school and should not return until fever free and without active symptoms for 24 hours without fever reducing medications. Students returning to school too early may be assessed by the school nurse and sent home if deemed ill.

Please alert the school about any medical condition and/or allergy a student has that may require attention during the school day. In care of serious illness/injury, the school will render first aid as prescribed by nursing protocol while contacting the parent. If a parent or designee cannot be reached and the situation is considered very serious, the school shall call for emergency medical assistance (911) for immediate transportation to an emergency treatment hospital. Fees for transportation and medical services will be the responsibility of the parent/guardian. Please notify the school principal and school nurse upon enrollment or subsequent diagnosis of any life-threatening allergies a child possesses.

***Any students who exhibit signs or symptoms of the coronavirus will be removed from the classroom setting and parents will be contacted to pick them up from school.**

OPEN ENROLLMENT AND ADMISSIONS

The Charter System shall enroll in its System Charter Schools per the terms of this Charter and in accordance with State Board rules. Each System Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:

- a. Attendance Zones. Enrollment shall be open to any student who resides within the attendance zone. The attendance zone for each System Charter shall be the existing attendance zones determined by the Calhoun City School System.
- b. Admissions. System Charter Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school. System Charter Schools may use applications for the purpose of verifying students' residence within the System Charter

School's attendance zone. System Charter Schools may gather supplemental information from students after enrollment is determined.

- c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the System Charter Schools, the System Charter School shall allow more students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process.

PARENT CONFERENCES

Calhoun City Schools believes that public education is greatly enhanced by a strong school/community and home/school relation. Therefore, it is the priority at the Calhoun Educational Complex to conduct minimally two face to face parent/teacher conferences annually with a parent or approved guardian of each student served.

***Due to COVID-19 parent conferences will be held virtually or by phone until further notice.**

PARENT INVOLVEMENT POLICY (TITLE 1)

Parental involvement is an important component in a student's success in school. The Board of Education encourages parents to become involved in their child's education to ensure the child's academic success. The Board will:

1. Involve parents in the development of the Title I plan, the process for school review of the plan and the process for improvement;
2. Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. Build the schools' and parents' capacity for strong parental involvement;
4. Coordinate and integrate parental involvement strategies under Title I with other programs, including those listed under 20 U.S.C. §6318(a)(2)(D).
5. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, minorities, parents with disabilities and parents with low literacy) and use the findings of the evaluation to design strategies for more effective parental involvement and to revise, as necessary, the parental involvement policies; and
6. Involve parents in Title I activities. (See Policy LEBA)

A copy of the district Parent and Family Engagement Plan is available on the system website under Federal Programs.

***While CCS promotes and appreciates parental involvement, during COVID-19 on-site parent involvement activities will be restricted to ensure the health of our children and staff.**

PARENT RESOURCE CENTER

The Calhoun Educational Complex has an established resource room for parents and guardians. This space located in the Media Center, houses a number of materials to support and assist parents and guardians in a student's academic growth and general well-being. The hours of operation for the parent resource room are 7:15 a.m. to 3:00 p.m. each day school is in session. However, arrangements can be made with the Family Engagement Coordinator to send home resources or open the space up after hours if necessary. Materials such as books, magazines, DVDs, educational articles, pamphlet, CD's,

instructional games and manipulative are available for checkout in the center. Staff members will also be on hand each day school is in session to provide personalized training sessions to suit a variety of needs. If you are interested in an individualized training session or in applicable resources that could be sent home for review, please contact a Family Engagement Coordinator at your convenience.

**During COVID-19 parents needing resources are asked to contact the Family Engagement coordinator for assistance. Maria Garza can be reached at garzam@calhounschoools.org and Esperanza Campa at campae@calhounschool.org.*

PARENT TEACHER ORGANIZATION

The Calhoun Educational Complex has a very active and supportive PTO. The organization holds regular meetings during the school year to enhance the partnership between home and school. PTO is instrumental in providing extra resources to our students and teachers. The Complex appreciates the time that PTO members volunteer to enrich the educational experiences of our students. All parents are encouraged to become a part of the organization and be involved.

**During COVID-19 PTO meetings may be conducted in an alternate format.*

PARKING

When parking on campus, designated spaces should be utilized. The driveway lanes are for thru traffic only. Handicap spaces are reserved for vehicles with corresponding decals.

PHYSICAL EDUCATION

Physical education is an integral part of the total education of every child. A certified physical education teacher and multiple paraprofessional are on staff to help students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes towards physical activity so that they can adopt healthy and physically active lifestyles.

As a part of the Georgia PE program, children in grades 1-12 throughout the state participate in the FITNESSGRAM fitness assessment which measures health-related fitness for youth. The FITNESSGRAM physical fitness assessment measures aerobic capacity, muscular strength and endurance, flexibility, and body composition. The FITNESSGRAM assessment is a measure of good health as opposed to athletic ability. A confidential FITNESSGRAM report will be provided for each student. For more information regarding the FITNESSGRAM assessment, please refer to www.FITNESSGRAM.net/faqparents. If you have other questions, please contact our physical education teacher.

PICTURES

Individual and class pictures are taken annually. The school serves as an agent for the picture companies. Students are responsible for items from these vendors that are taken home.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and eligible students (18 or older or emancipated minors) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. 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.

2. *Receive notice (with approximate dates scheduled) and an opportunity to opt their child out of (remove their child) from:*

1. The administration of any third party (non-Dept. of Education) survey, containing one or more of the eight items listed under number 1;
2. Any non-emergency, invasive physical exam or screening that is (1) required as a condition of attendance; (2) administered by the school or its agent; and (3) not necessary to protect the immediate health and safety of a student. This does not include 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.

3. *Inspect, upon request and before administration or use the following:*

1. Surveys requesting protected information of students by a third party;
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.

Parents and eligible students will be notified at the beginning of the school year if the school district has identified the specific or approximate dates during the school year when any of the activities listed above are expected to be scheduled. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. The Board of Education has developed and adopted policies, in conjunction with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify 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. The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above. If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all the rights described herein.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

REPORTING MISCONDUCT

(Student reporting acts of sexual abuse or misconduct)

(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 sex 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 (PSC) Ethics Division.

RESPECT FOR SCHOOL EQUIPMENT AND FACILITIES

Each student is expected to assume responsibility for the care of all school property. Students who damage school property, which includes Chrome books, will be responsible for paying for the damages. Damage of malicious nature will be considered a very serious manner. Disciplinary action, in addition to retribution, may be taken in cases of malicious destruction of property.

RESTRICTED ITEMS

Students are discouraged from bringing toys, trading cards, and electronic devices to school. These items have the potential of disrupting the learning environment. These type items will be confiscated if observed or heard in a classroom. As a warning, the first offense will resort in the item being returned to the student to be transported home with a policy reminder. Thereafter, infractions will require the parent/guardian to report to the school to regain the items taken up.

RIGHTS OF STUDENTS IN FOSTER CARE

The Georgia Department of Education is required to ensure the educational stability of children in foster care.

(ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the Title I educational stability requirements for children in foster care, include ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title I educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, and because a single LEA or local child welfare agency will likely have to collaborate with multiple partner agencies in implementing these provisions.

Questions related to students in foster care may be directed to the Director of Student Services at (706) 629-2900.

SCHOOL CLOSINGS/INCLEMENT WEATHER

With guidance from Emergency Management Agencies, the Superintendent of the Calhoun City Schools will make the decision and announce to the public via social media, school/system website and Shout Point whenever emergency closings are deemed necessary. Such decisions relating to bad weather or other reasons for closings will be at the Superintendent’s discretion.

SAFE AND DRUG FREE SCHOOLS AND SURVEY PARENTAL PERMISSION FORM

Safe and Drug Free Schools Survey – GA Student Health Survey for Elementary

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 30 minutes to complete and is totally anonymous and voluntary. Students have the right to “opt out.” The survey 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 this data provides information/data that:

- Meets Every Student Succeeds Act 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 principal in writing by September 1. If you would like to examine the survey, please contact the school counselor and he/she will be happy to provide you with a copy for your review.

SCHOOL GOVERNANCE TEAM

As a part of the System Charter, each school in the district has formed a School Governance Team (SGT) made up from a cross section of stakeholders. Each SGT has been charged with developing bylaws that meet the unique individual needs of the school they serve. At a minimum, these bylaws shall describe the responsibilities of the SGT, officer positions, meeting dates and times, meeting locations, how meetings will be conducted and the number of meetings to be conducted annually. Each SGT is charged with meeting the legislative intent of Georgia’s Charter Act which is to increase student achievement through academic and organizational innovation granted through the flexibility of a performance-based Charter System contract. For more information on how one might serve as an SGT member, contact the building Principal.

SCHOOL NUTRITION

2020-2021 School Meal Prices and Payment Information

	Student Breakfast	Student Lunch	Adult Staff Breakfast	Adult Staff Lunch	Adult Visitor Breakfast	Adult Visitor Lunch
Junior Jacket	\$1.25	\$1.50	\$2.00	\$3.30	\$2.00	\$3.75
Pre-K	\$1.25	\$2.20	\$2.00	\$3.30	\$2.00	\$3.75
Complex	\$1.50	\$2.45	\$2.00	\$3.30	\$2.00	\$3.75

Meals from the school cafeteria may be paid as followed:

1. Cash
2. An on-line pre-payment site is offered for convenient, secure meal management at www.schoolcafe.com. The site makes it easy to apply funds to your account, check your account balance and schedule future meal account prepayments. An App is also available for parents to monitor their child's account as well.
3. Personal Check: Please note if your check is returned, it may be re-processed electronically. Applicable collection service charges and processing fees, as permitted by state law, will be debited from the same account.

All payments sent to school, should be labeled with the student's name, lunch identification number and homeroom teacher's name.

Free and Reduced-Price Meal On-Line Application Procedure

Please be aware that benefits will be processed by entering free and reduced-price meal applications on-line.

1. Access the internet from home, the public library or district provided computers with an internet connection.
2. Go to: www.schoolcafe.com
3. Complete the simple to use form and click submit for processing.
4. You will be notified by letter or email of what the results of your application were determined to be.

Guidelines for Students Bringing Lunch to School

- Food purchased from an outside "fast food" restaurants, and remaining in original packaging (i.e., bags and wrappers) is not permitted in the school cafeteria or designated eating spaces. White, unlabeled bags are available at the front desk of each school to transfer food into for .25 cents.
- Food brought from home must be prepared at home. Lunches brought from home will not be refrigerated, heated or prepared by teachers and/or cafeteria staff.
- Student use of kitchen equipment is not permitted.

Food Allergies

Due to the enrollment of students with severe, sometimes life-threatening peanut allergies, no peanut products are distributed to the students by the lunchroom staff or faculty members. Unlike allergies to other foods, peanut allergy is generally a life- long condition and is one of the most violent food allergies. Parents are asked to be considerate of this and refrain from sending any food items (lunch, snacks, etc.,) that contain peanut products to school. (See Policy EEE)

Ice Cream

Ice cream is available after lunch for \$1.00. If you would like for your child to purchase ice cream (on a single day or more over a period of time), please send the corresponding amount in a separate envelope than the lunch money. Please make sure the child's name and the amount of money inside is printed on the outside on the envelope.

Charging of Meals

All parents/guardians will be made aware of cafeteria charge procedures in writing at the beginning of the school year.

*During COVID-19 students will eat meals in their classrooms. Breakfasts will be available by cart in the mornings and social distancing guidelines will be followed. Lunches and ice cream will be delivered to the classrooms.

SEARCH AND SEIZURE

School administrators and/or their designated representatives possess the authority to conduct a reasonable search of students, their possessions, their lockers, and their vehicles, when on school property, on property used by the school, at any school function or activity, or any school event held away from school, if there is reasonable suspicion to conduct such. If the student and/or parent/guardian refuse to allow the search, the police will be notified, and the matter turned over to them.

SECTION 504

Section 504 Section 504 is part of the Rehabilitation Act of 1973, a civil rights statute focused on the prevention of discrimination. The purpose of 504 is to prevent discrimination based on disability. Section 504 has no age limits and serves all disabilities. Under Section 504, all students are entitled to a free and appropriate education (FAPE). Section 504 offers a very broad and inclusive definition of a disability. Under Section 504, a person may be considered disabled if the individual has a mental and physical impairment which substantially limits one or more major life activities. Persons protected under 504 include individuals who have a record of such impairment or is regarded as having such impairment. A 504 referral can be made by a parent, teacher, Student Support Team, an IEP team or other school staff as appropriate. In Calhoun City Schools, designated school level administrators are the 504 Appointee and as such, they handle all referrals, evaluations and plans.

*Due to COVID-19 parent meeting will be conducted virtually or by phone unless otherwise specified.

SOLICITATION

Should a student be involved in a PTO or school fund drive, be advised that door to door solicitation is discouraged. Parents can support the PTO and school's efforts by contacting friends, relatives and co-workers.

SPECIAL EDUCATION

The purpose of Special Education is to ensure that all students with disabilities have access to a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE). This includes specially designed instruction to meet a student's individual needs in an effort to prepare the student for employment and independent living. Special services are provided at no cost to parents and may include instruction in the classroom, in the home, in hospitals, institutions and other settings.

Parents and children have many rights under the special education law, Individuals with Disabilities Education Act (IDEA). Under the IDEA, school districts must give parents of a child with disabilities a copy of their parental rights one time a year. Also, a copy of their rights must also be given to parents upon initial referral or parental request for evaluation, upon filing a request for a due process hearing, and upon request of a parent. It is important that parents and children understand their rights to a free appropriate public education (FAPE). The term "appropriate" is based on the educational needs of the individual child that are outlined in the Individualized Education Program (IEP). The IEP is deemed a working document created by a team of educators and the family that establishes goals for a child to achieve in order to succeed. Student supports consist of accommodations for instruction and testing, supplemental aids and services, and/or supports for district personnel. These may be provided to assist

students in advancing toward attaining annual goals, in being involved and making progress in the general curriculum, and/or in being educated and participating with other nondisabled students.

***Due to COVID-19 parent meeting will be conducted virtually or by phone unless otherwise specified.**

SPECIALS/ACTIVITY CLASSES

At the Calhoun Educational Complex, students are afforded many extension opportunities in addition to those included in the regular classroom environment. Students participate in Physical Education, Music, Art, Guidance, STEM, and Project Based Learning class on a rotating schedule. Students should be dressed appropriately on PE and art days to ensure full participation in planned activities.

***Due to COVID-19 and in an effort to limit contact exposure Calhoun Educational Complex special/activity classes will occur in the regular classroom setting.**

STANDARDIZED TESTING

MAPS benchmark tests will be administered to all students K-5 throughout the school year to monitor students' progress. These tests help the school diagnose specific strengths and weaknesses in the student's educational development.

Kindergarten students are assessed throughout the school year by the Georgia Kindergarten Inventory of Developing Skills (GKIDS). Students in third, fourth and fifth grade will participate the Georgia Milestones in the areas of Reading/English Language Arts/Writing and Mathematics. Students in grade five will also participate in Georgia Milestones Science and Social Studies. Students K-5 participating in the ESOL program will take the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) test.

***During COVID-19 the Department of Education has submitted a waiver to suspend standardized testing across for the 2020-21 school.**

STUDENT INFORMATION (CHANGES/UPDATES)

In case of emergency and to ensure pertinent information that the school mails out reaches the intended parties, it is extremely important that the school have updated information on each student. Please notify the school receptionist of any change of address or telephone number during the school year. For address changes, proof of residence must be presented to the school in the form of a utility bill, rental/lease agreement, or a purchase contract. Students whose families move in with friends or relatives must complete an affidavit to document the living arrangements. Affidavits are available in the school office.

STUDENT SUPPORT TEAM (SST)

A Student Support Team (SST) is comprised of a child's teacher(s), parent(s) and other staff who work with the child in the educational setting. The team meets when a student is experiencing academic and/or behavioral difficulties in the classroom setting in order to better support the student in his/her struggles. Parents/guardians are always notified if a child is referred to or the subject of an SST meeting to assist in developing the best education plan possible for the student.

The Student Support Team (SST) process was designed to provide support to the student and teacher through a collaborative approach. The SST process occurs at tier 3 in the Response to Intervention (RTI). The process involves six basic steps that focus on individual student needs, learning styles, program effectiveness, and home/school communication. These steps are as follows:

1. Gathering of Information

Prior to and during the first meeting, team members gather as much relevant information as possible regarding the student's past and present educational and/or behavioral performance. Information should be gathered from a variety of sources including parents, official school records, and anecdotal records.

2. Assessment (if necessary) and Evaluation of Data

The team meets to discuss and interpret the information available to them. The team may decide that more information is needed and develop a plan for obtaining the information.

3. Development of Educational Plan

After evaluating the existing information, the team develops an educational plan specific to the student's strengths and weaknesses. Strategies and techniques are brainstormed and agreed upon by all those involved in the implementation process. A timeline for follow-up and evaluation of progress is established.

4. Implementation of Educational Plan

The educational plan is implemented for a specified time period. Additional data is gathered if needed.

5. Evaluation of Progress

The SST reconvenes to discuss progress and additional data. The educational plan is changed as needed. Further course of action is discussed.

6. Ongoing Monitoring and Evaluation

The SST monitors student progress and alters the plan as is necessary. If the educational plan is effective and no disability is suspected, the team should meet periodically to discuss the student's progress. At any time during this process, if the team has sufficient evidence that the student has a disability, the team should determine whether an evaluation or 504 Plan is necessary. For students with obvious severe disabilities and/or crisis and for whom delay of referral to special education or other supplemental or support services would be detrimental to the student, the SST may bypass implementation of alternative strategies prior to referral. The reason(s) for bypassing this process must be clearly documented in the SST minutes. When a student makes sufficient progress and/or modifications are no longer needed, the SST may dismiss the student from the process. Records of the SST activity are part of the student's permanent record and thus should follow the student as he/she progresses through the educational system. The functioning of SST is addressed specifically by State Board of Education Rules and by the local school system's Board of Education policies.

***Due to COVID-19 parent meeting will be conducted virtually or by phone unless otherwise specified.**

TEACHER AUTHORITY

A teacher shall have the authority, consistent with Board policy, to manage his or her classroom, discipline students, and refer a student to the principal or his designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn shall file a report of such behavior with the principal or his designee. The principal and teacher shall thereafter follow the procedures set forth in the Official Code of Georgia Annotated §20-2-737 and §20-2-738.

TECHNOLOGY RESPONSIBLE USE GUIDELINES

The mission of Calhoun City Schools (CCS) is to inspire all students to become lifelong learners in the pursuit of excellence. The district provides ongoing student instruction that develops graduated digital citizenship for using technology as a tool to achieve this mission. Information and Communication Technology is an integral part of CCS curriculum across subjects and grades in developmentally

appropriate ways, and it is aligned to the system technology goals which include: seek knowledge and understanding; think critically and solve problems; listen, communicate and interact effectively; exhibit strong personal qualities; and engage and compete in a global environment.

Using digital devices (whether personal or school owned) and the CCS network is a privilege, and when using them according to the Responsible Use Guidelines students and teachers will keep that privilege.

All members of Calhoun City Schools community agree to follow the **Calhoun City Schools Code of Conduct**, school rules and commit to the following responsible use guidelines:

I Will:

- Use digital devices, networks and software in school for **educational purposes and activities**.
- Keep my personal information (including home/mobile phone number, mailing address, and user password) and that of others **private**.
- Show **respect** for myself and others when using technology including social media.
- Give **acknowledgement to** others for their ideas and work.
- Report inappropriate use of technology immediately.
- Respect the integrity of the System or Network
- Not intentionally develop or use programs, transactions, data, or processes that harass other users, infiltrate the system, or damage or alter software or data components of the CCS network.

The Responsible Use Procedure will provide a springboard for teaching and learning around topics such as internet safety, digital citizenship and ethical use of technology.

***Technology Responsible Use Guidelines also pertain to the virtual learning setting.**

TEXTBOOKS AND INSTRUCTIONAL RESOURCES

Students at the Calhoun Educational Complex are issued books and supplemental resources at no cost. Upon issue of an instructional resource, it becomes the responsibility of the student to care for the items while in his/her possession. Instructional materials should not be marked in or damaged in any way. Students are to use only the instructional resources specifically assigned to them. All books and supplemental resources must be returned at the end of the school year. A fee will be incurred for damaged or lost textbooks and/or instructional materials.

TITLE I PART A

The purpose of the ESSA Title I, Part A funds is to ensure that all students have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on the State Board adopted content and achievement standards, as specified in the statute and regulations. Districts and schools receiving funds are to ensure that they are meeting the educational needs of low-achieving students in low income schools funded by Title I or in schools receiving the funding and are closing the achievement gap between high and low performing students, especially the achievement gaps between minority and nonminority students and between socioeconomically disadvantaged students and their more advantaged peers.

All four of our schools operate a School Wide Title I Program and by doing so schools consolidate funds from other federal programs to improve the school's entire educational program. By affecting the entire program of instruction, the overall education of all children in the schools can be improved.

In general a School-Wide Title I Program follows these steps:

- Conduct an annual fall meeting to inform parents of school's Title I participation and to discuss the Title I program:

- Annually informs parents of the school’s progress status as measured by the State’s approved accountability measure. In March of 2012, Georgia became one of only 10 states to be granted a waiver from certain provisions of Every Student Succeeds Act (ESSA) by the U.S. Department of Education. This waiver does the following:
 - Eliminates Adequate Yearly Progress (AYP) – beginning the 2011-2012 school year, AYP, as defined by NCLB, will no longer be calculated for Georgia public schools
 - Eliminates Annual Measurable Objectives (AMOs) and replaces them with State Performance Targets
 - Replaces the designation of “Needs Improvement” with school performance levels of Comprehensive Support and Improvement, Targeted Support and Improvement, and Promise Schools. The Alert group will consist of both Title I and non-Title I schools.
 - Allows for Development of the College and Career Ready Performance Index (CCRPI) – the waiver allows for continued development and refinement of the CCRPI during 2012 with the aim to utilize the CCRPI as an accountability measure in future years.
- Needs Assessment: Annually surveys the school staff, teachers and parents see what is needed for all the students to meet education standards.
- Planning: This involves deciding how to best meet the needs shown in the assessment.
- Professional Development: Teachers may receive training correlated to the needs shown in the assessment.
- Resources: Resources are gathered and put in place to assist teachers in meeting the varying needs of students.
- Annual Review: School staff, teachers and parents analyze data to see if there has been improvement in students’ skills. Changes or continuation of initiatives are determined based on findings.

Each school maintains a copy of their current school improvement plan in their Parent Resource Center on their website, and in the main office for review. If parents have specific questions about these plans they should consult the respective building Principal.

A successful School -Wide Title I program is a result of the school and its parents working together. Title I law requires meaningful involvement of parents in school level planning, development and design of initiative to improve student achievement supported by Title I funds. Each Calhoun School offers many opportunities for parents to become involved in the school. In addition to participation in one of our parent organizations or volunteer program, schools offer adult learning opportunities in the form of workshop, presentations and classes to help parents with academic and/or parenting skills. The school Parent Resource Center is accessible during school hours with a multitude of resource that may be checked out for home study as well.

As a part of meaningful Parental Involvement each school has a parent involvement component in the form a written Student/Parent/Teacher School Compact. These compacts are reviewed and signed off on annually with parents and students during the first regularly scheduled parent teacher conference.

***Due to COVID-19 parent meeting will be conducted virtually or by phone unless otherwise specified.**

TOBACCO USE

In accordance with the "Georgia Smoke Free Air Act of 2005," tobacco (including e cigarettes/vaporizers) use shall be prohibited at any time in any school building or property owned or leased by the school system, or at any time in any school-owned vehicle, including any school buses, or at

any school sponsored activity on campus or off campus. No student, staff member, school visitor, or volunteer is permitted to possess or use any tobacco product at any time, including non-school hours 24 hours per day, seven days per week following places: In any building, facility, or vehicle owned, leased, rented or chartered by Calhoun City Schools; On any school grounds and property - including athletic fields and parking lots - owned, leased, rented or chartered by Calhoun City Schools; or at any school-sponsored or school related event on campus or off campus. Students who violate this policy may be subject to disciplinary action in accordance with the student code of conduct found in the student/parent handbook.

TRAFFIC ON CAMPUS

It is imperative that all drivers on the school campus are cautious and alert to help ensure the safety of our students. The speed limit on campus is 10 MPH. Traffic patrol monitors and a Calhoun City Police Officer are on duty during arrival and dismissal periods to assist in expediting the process of unloading and loading children each day. Carefully watch the traffic patrol for directions. When waiting in line for drop off or pick up, do not pass other drivers unless directed to do so by a traffic patrol monitor. For the safety of all students, texting and/or talking on the phone is not allowed when traffic is in motion. Politeness and patience are expected from all drivers on our campus.

Cars entering campus should never cross the center line into the oncoming traffic lane to pass waiting/parked vehicles. This type of maneuver is illegal and dangerous. Please be aware that local law enforcement officials issue tickets for this type violation. Should a parent/guardian need emergency access to a school office near dismissal time, the car in which he or she is traveling in should be left in the line where waiting cars are stopped. If the front circular drive is accessible without passing waiting traffic, visitors may use the lot to park temporarily.

TRANSPORTATION (SCHOOL/BUSINESS PROVIDED)

Bus Conduct

Students who are privileged to ride a school bus in the Calhoun City School System shall abide by the rules for behavior outlines in the Code of Student Conduct as well as by the bus driver, who is responsible for the control of students while they are riding the bus. The safety of all who ride a bus is of major concern and warrants strict student adherence to established rules for behavior.

Each student code of conduct shall include the following specific provisions prescribing and governing student conduct and safety rules on all school buses:

1. Students shall be prohibited from acts of physical violence as defined by Code Section 20-2-751.6, bullying as defined by subsection (a) of Code Section 20-2-751.4, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;
2. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers; audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and
3. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

If a student is found to have engaged in physical acts of violence as defined by Code Section 20-2-751.6, the student shall be subject to the penalties set forth in that Code section.

A meeting of the parent or guardian of the student and appropriate school district officials must be held to form a school bus behavior contract whenever:

- A student is found to have engaged in bullying; or
- A student is found to have engaged in physical assault or battery of another person on the school bus.

The school bus behavior contract shall provide for age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Provisions may include, but are not limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus.

These provisions regarding use of a bus behavior contract are not to be construed to limit the instances when other code of conduct violations may require use of a student bus behavior contract.

A student who fails to abide by the rules for appropriate conduct while riding a bus may lose their bus riding privilege.

The administration shall establish regulations for maintaining appropriate student behavior on school buses. (see policy JCDAD)

Bus Safety Guidelines

Safety is a high priority for Calhoun City Schools. Students, parents, teachers, school administrators, bus drivers and community members all can assist in keeping our students safe.

While the parent, guardian, or approved designee is not required to be present to receive a K-5 student at the bus stop, Calhoun City Schools highly recommends that someone be present on a daily basis to receive the K-5 Student. If the bus driver does not believe that the drop off location is safe for the child K-5 student to be dropped off, the driver reserves the right to bring the student back to the school. If the student is brought back to school, the parent will be contacted to pick the student up from school.

Students taking advantage of school provided transportation should review and adhere to the following safety protocols:

Walking to the bus stop

- Always walk on the sidewalk to the bus stop, never run. If there is no sidewalk, walk on the left facing traffic.
- Always leave home on time so you can walk to the bus stop and arrive at least 10 minutes before the bus is scheduled to arrive.
- Never run after a bus.
- Never go to another stop to catch the bus.

Waiting to board a bus

- While at the bus stop, wait quietly in a safe place well away from the road.
- Do not play running games or push and shove at the bus stop.
- Keep the roadway clear of books, clothing, and other articles. Never play in the path of traffic and stand well away from the road when the bus approaches.
- Remember that fighting at bus stops, and/or on the way to and from a school bus stop, subjects the student to disciplinary action (to be reported to the school principal).

- Do not run alongside the bus when the bus is moving. Wait until the bus stops; then walk to the door and board the bus in an orderly manner. Do not push or shove.
- Remember that students living on the opposite side of the road from a bus stop should wait on their side of the road until the bus arrives. Watch for the red flashing lights and stop arm to be extended. Cross only when all traffic has stopped. Look left and right and left again before crossing. The driver should signal it is safe to cross.
- Always cross the street in front of the bus.
- Respect the "Danger Zone." Remain 12 feet away from the sides of the bus and 12 feet away from the front of the bus where the driver can see you.
- Enter the bus in line with younger students in front. Hold the handrail while going up and down the stairs.
- When entering the bus, go directly to a seat. Remain seated and face forward during the entire ride.

Riding the bus

- Be seated immediately and remain seated while the bus is in motion. If a seat is not available, passengers should hold onto the back of a seat.
- Obey the driver's instructions. The driver of a school bus is in complete charge of the passengers while they are aboard.
- Headphones must be used with phones/mp3 players.
- Always speak in a quietly on the bus so the driver will not be distracted. Always be silent and turn off devices when a bus comes to a railroad crossing, so the driver can hear if a train is coming.
- Never throw things on the bus or out the windows. Keep the aisles clear at all times. Feet should be directly in front of you on the floor and book bags should be kept on your lap. Large instruments or sports equipment should not block the aisle or emergency exits.
- Do not tamper with the emergency door, fire extinguisher, or other equipment on the bus. Large instruments or sports equipment should not block the aisle or emergency exits. If there is an emergency, listen to the driver and follow instructions.
- Hands should be kept to yourself at all times while riding on the bus. Fighting and picking on others creates a dangerous bus ride.
- Do not extend arms, legs, or head out of the bus.
- Do not mar or deface the bus. Seat coverings must not be damaged in any manner. Anyone caught damaging the equipment will be subject to disciplinary action and/or restitution.
- Keep the bus clean. Do not throw wastepaper on the floor.
- Remember that smoking, eating, and drinking are not permitted on the school bus.
- Know that the use of profanity and obscene signs on the school bus are prohibited.

Exiting the bus on the trip home

- Passengers are permitted to leave the bus only at the regular, designated stop. Any change must be made with the parent's/guardian's request in writing and must be approved by the signature of the school principal.
- If a student lives on the opposite side of a road from the bus stop, the student should go to the front of the bus and wait until the bus driver gives the signal to cross the road. Never cross the road in the rear of a stopped school bus.
- If you leave something on the bus, never return to the bus to get it. The driver may not see you come back and may begin moving the bus.
- Make sure that drawstrings and other loose objects are secure before getting off the bus so that they do not get caught on the handrail or the door.

- Respect the "Danger Zone." Remain six feet away from the sides of the bus and 12 feet away from the front of the bus where the driver can see you.
- If you drop something near the bus, tell the bus driver before you attempt to pick it up, so they will know where you are.
- Never speak to strangers at the bus stop and never get into the car with a stranger. Always go straight home and tell you parents, the bus driver and principal if a stranger tries to talk to you or pick you up.

Student Use of Taxi

Students are encouraged to be transported by other means than taxi. A written statement must be on file for students to use a taxi service. If a taxi is necessary, students in Pre-K through fifth grade are required to have a parent escort the student to and from school. It is preferable that all of Calhoun City Schools students be escorted by a parent/guardian if a taxi is needed.

***During COVID-19 we are encouraging students who can be transported as a car rider or walker to take advantage of those opportunities to help alleviate numbers on school bus routes. Students are expected to wear a mask on the bus as this is an area where social distancing is not possible. Windows will be lowered weather permitting to increase circulation.**

TRANSPORTATION CHANGES

Student transportation arrangements are set at the beginning of each school year. Understandably, occasional changes to the routine may need to be made. Permanent changes in transportation should be arranged through the school office by a custodial parent/guardian. Temporary changes in transportation may be arranged by sending a written note that includes the date(s) in which the change is in effect, the student's full name, the teacher's name and the type of change requested. An email, in place of a handwritten note, may also be sent note to cpsattendance@calhounschools.org for (K-2) or cesattendance@calhounschools.org for (2-5). For a student making a transportation change to or on buses, include the new address and the name of the adult to receive the child when delivered. For a student making a change to or within car riders/ carpool, include the name and school issued tag number of the adult making the pick-up. The note must be signed by a custodial parent/guardian or by someone identified on the child's information card to have permission to pick up the child. Changes in transportation must be made by 2:15 pm.

When a custodial parent/guardian needs to change the way a child is transported home, the following procedures should be followed:

- Send a signed, dated note to the child's teacher specifying exactly what the child is to do. Upon arrival, the student should present the note to the teacher. The teacher will then ensure that the note reaches the office in a timely manner for verification and approval by the principal or principal's designee.
- After notes have been approved, the student will receive and must give a change of transportation note from the office to the bus driver or car rider/carpool designee. Notes for KEEP students and students that walk home must have the same approval. Change of transportation notification in these instances will be presented by the student to the staff members on duty in the afternoon. Notes from parents/guardians will be kept on file in the office.
- For security reasons, no telephone requests to change transportation arrangements will be taken. If a parent/guardian has an emergency necessitating a change, approval must come from the principal or principal's designee. To verify the identity of the parent/guardian, security questions will be posed that may include giving the principal/designee the child's social security number,

date of birth, or other identifying information. The requested information will be confirmed using the student information card on file.

- When a child is slated to go home with another student, both students must have signed notes from their respective parent/guardian stating the arrangement. These notes must be approved by the principal or principal's designee.
- For the safety of all Calhoun City students, school personnel will send a student home the same way each day unless the above procedures have been followed.

Specialized Transportation

Based on a student's Individualized Educational Program (IEP), he or she may require specialized transportation as a related service. The Transportation Department offers buses equipped to meet a variety of student needs while safely transporting them to and from school. Buses transporting students in wheelchairs are equipped with hydraulic lifts and four/six-point tie-down systems which can secure most types of wheelchairs to the bus.

VISITORS

For the safety of all students, visitors (including parents) must report to the office for check in upon entering the building. Visitors will not be allowed to proceed without the proper visitor identification badge. The badge necessary for admittance will be printed upon arrival to the office. Identification may be requested before sign in is permitted. Visitors may not go into classrooms without clearance from the office. Visitors will not be permitted to visit classrooms or with a teacher during the instructional day without prior arrangement. Student visitor are not allowed to spend the day at school unless the principal has granted prior approval.

We welcome parents or other designated family members that wish to eat lunch with a student to do so! Lunch visitors should verify specific lunch time with the child's teacher. When reporting to the school for lunch, visitors should check in appropriately in the office. Lunch visitors should wait in the commons area outside the cafeteria until the student's class arrives for lunch. Lunch visitors may eat lunch at the tables in the commons area outside the cafeteria. Students other than the lunch visitor's designee will not be permitted to join a lunch party. Students with a lunch guest are expected to return to class with their teacher at the schedule end time.

When visiting campus, guests should adhere to the appropriate dress code guidelines as established for staff and students.

***Due to COVID-19 Calhoun City Schools ask that visitors not enter the school building to ensure the health of our children and staff.**

- **Due to COVID-19 no outside visitors will be allowed to enter the building without a scheduled appointment. Parents and visitors can call or email administrators and/or teachers as needed for questions, updates, etc. Anyone that needs to speak in person with a staff member can schedule an appointment for a face to face meeting when calls, emails, or virtual meetings are not possible.**

VOLUNTEERS

The Calhoun Educational Complex encourages all parents and community members to volunteer in our school. Our volunteer program is designed to train our volunteers and to track the number of hours volunteers spend in our school. Signing in each time a volunteer comes to the school is required and is a vital part of our records. Volunteer sign-in sheets are located in the office area. A picture ID must be presented upon entering the building.

A tiered security check system is in place for all volunteers that chaperone and/or work with students the Complex. Approval procedures are outlined as followed. Required documents can be obtained on-line from the system website or from the school office.

Basic Volunteer Approval Procedures

1. Individuals interested in volunteering should contact a Complex Family Engagement Coordinator, Maria Garza (K-2) or Esperanza Campa (3-5), to complete the Volunteer Release Form.
2. Once the volunteer level has been determined, the Family Engagement Coordinator will provide instructions on qualification requirements to the potential volunteer (*see website for detailed information regarding levels of volunteerism*).
3. All qualifications for each level must be met prior to volunteering in the schools.

a) Once approved, the school will keep all Volunteer Release forms, including copy of photo ID and other required documents on file in the main office with the exception of background and fingerprint records.

b) The school will ensure that level 2 volunteers, and the staff members that volunteers will be assisting, are aware that a CCS employee or at least two (2) other adult volunteers must be present with them at all times.

***While CCS promotes and appreciates parental involvement, during COVID-19 on-site parent involvement activities will be restricted to ensure the health of our children and staff.**

WITHDRAWAL FROM SCHOOL

Any student leaving school permanently should be withdrawn by the person who registered the student in school or make legally acceptable arrangements for someone else to withdraw the student, or anyone listed by the enrolling parent on the student enrollment. When enrolling parent, guardian, or other verified person does not withdraw a student from a current school according to local school system policy, the student shall be withdrawn with proof of enrollment in a different school, school system, private school or home study program. The date of withdrawal for a student shall be the last school day of student attendance. If a student is under suspension, on the date of withdrawal, the new school of enrollment shall be notified of the terms of the suspension. With no proof of enrollment in another school, school system, private school, or home study program, a student shall be withdrawn from a school after 10 consecutive unexcused absences or when the local school system provides documentation validating the student no longer resides in the school's attendance zone. The student withdrawal date shall be the last day of attendance or the day the local school system obtains documentation validating the student no longer resides in the school's attendance zone. Each superintendent or the superintendent's designee shall use his or her best efforts to notify the parent, guardian, or other person if the school system plans to withdraw such student.