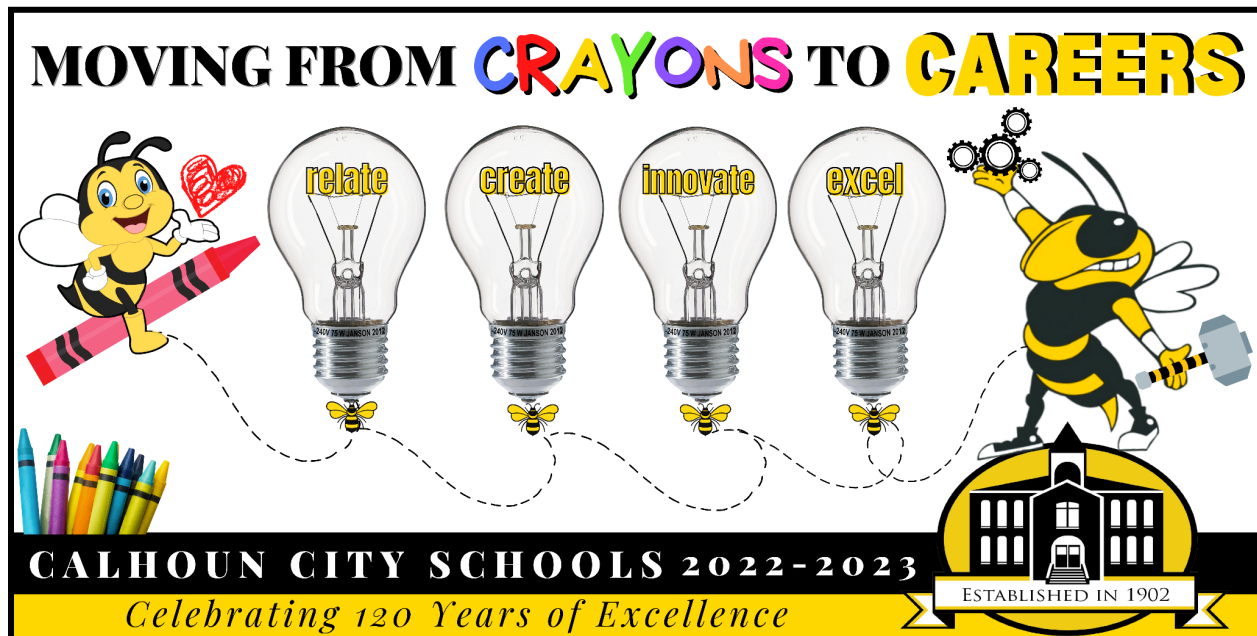


Calhoun Early Learning Academy Student/Parent Handbook 2022-2023



Calhoun Early Learning Academy
380 Barrett Road
Calhoun, GA 30701
Phone: 706-629-6563 FAX: 706-602-6624
Principal: Susan Bennett
Assistant Principal: Mandy Robertson

Please visit our website at www.calhounschools.org (Calhoun Early Learning Academy) for information

The mission of Calhoun City Schools is to inspire all students to become lifelong learners in the pursuit of excellence.

Updated 07/25/2022

Calhoun Early Learning Academy Contacts

Principal: Susan Bennett
Assistant Principal: Mandy Robertson
Administrative Assistant/Receptionist: Karen Moss
Student Data Specialist/Bookkeeper: Amy Jones
Counselor: Heidi Allen
Family Engagement Coordinator: Brenda Timms
School Nurse: Kandi Evans
School Social Worker: Abigail Ayers
School Resource Officer: Jessie Crider
Cafeteria Manager: Liz Richards
ESOL: Kim MacKnight
Special Education Lead: Megan Patterson

Calhoun City Schools Board of Education

Rhoda Washington (Chair), Andy Baxter (Vice Chair),
Becky George, Dr. Stephen King, and Eddie Reeves
Dr. Michele Taylor - Superintendent

334 South Wall Street
Calhoun GA 30701
(706) 629-2900

School Governance Team Members

Susan Bennett, Principal
Teachers: Jason Hawkins, Shawn Parr
Parents: Catherine Mayberry, Allison Smith, Brea Wilson
Community Members: Miranda Bentley, David Metcalf

Disclaimer: This Handbook is designed to introduce all students and parents to the vision, mission, and culture of Calhoun City Schools (CCS). It should serve as a guide to the most recent policies, regulations, and procedures under which CCS operates. Not all district policies and procedures are included, but those that are 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. Do not hesitate to call or email if there are ways we can improve the educational experience for you or your child. We are pleased to have you as a member of the CCS family. Whether you are a student or parent, you make an important contribution to our goal of providing an exceptional education for the children of our community. CCS does not discriminate in employment or in its educational programs and activities against qualified individuals on the basis of race, color, religion, gender, age, national origin, veteran status, disability or genetic information.

About Your Handbook: Understand that a student handbook is a guide. It is impossible to cover every event and situation that may occur during the school year. In these cases it is incumbent upon the principal and assistant principal to make decisions in the best interest of the school and all parties.



Calhoun City Schools

2022-2023 Calendar



July 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
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October 2022						
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30	31					

November 2022						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
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25	26	27	28	29	30	31

January 2023						
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22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	S
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April 2023						
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23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	S
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21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	S
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25	26	27	28	29	30	

- Professional Learning
- First Day of School
- Virtual and/or School Work Packets / Professional Learning Days
- ½ day/Last Day of School/Graduation
- No School/Holidays
- Staff flex days (3)

August 4, 2022	Thursday	First Day of School
September 5, 2022	Monday	Labor Day
October 10-14, 2022	Monday-Friday	Fall Break
September 21, 2022	Wednesday	Virtual and/or School Work Packets / Professional Learning Days
November 2, 2022	Wednesday	Virtual and/or School Work Packets / Professional Learning Days
November 21 – 25, 2022	Monday- Friday	Thanksgiving Holidays
December 19, 2022- January 3, 2023		Christmas Holidays
January 16, 2023	Monday	Martin Luther King, Jr. Holiday
February 1, 2023	Wednesday	Virtual and/or School Work Packets / Professional Learning Days
February 20-22, 2023	Monday-Tuesday-Wednesday	Winter break
March 15, 2023	Wednesday	Virtual and/or School Work Packets / Professional Learning Days
April 3-7, 2023	Monday – Friday	Spring Break
May 26, 2023	Friday	½ Day/Last Day of School/Graduation
May 30 – 31, 2023	Tuesday & Wednesday	Post Planning

***Professional Learning Days may differ per school based on professional learning needs.**

***In the event of inclement weather, CCS will utilize online and/or supplemental materials to support student learners.

This calendar allows for 190 teacher work days with up to 210 student learning days with the utilization of flex days for teacher support (i.e. Summer School, Saturday School, Extended Learning Time).

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.

Acceptable Use Policy	First Aid / Illness	Pictures
Accreditation	Gender Equity	PPRA
Advertising in School	Grading	Reporting Misconduct
Arrival and Departure	GSNS	Restricted Items
Attendance	Guidance and Counseling	Rights of Students in Foster Carer
Bed Bugs	Harassment / Grievance	School Governance Team (SGT)
Behavior Supports	Head Lice Management	School Nutrition
Bullying	Homeless Children Act	School Resource Officer
Bus Transportation and Conduct	Homework	Search and Seizure
Celebrations and Birthdays	Hospital Homebound	Section 504
Charter System	Immunization	Special Area Classes
Child Abuse / Neglect Reporting	IDEA	Special Education
Child Care	Inclement Weather	Standardized Testing
Code of Conduct	Instructional Practices	Student Information
Communication	Insurance	Student Support Team
Community Education	Lost and Found	
Curriculum	Make Up Work	Teacher Authority
Custody	Media Center	Technology Responsible Use Guidelines
Discipline	Medication	Textbooks/Instructional Resources
Discipline Hearings	Multi-Tiered System of Supports (MTSS)	Title I A
Dress Code	Nondiscrimination Policy	Tobacco Use/ E-cigarettes
Early Intervention Program	Non-Resident Policy (Out of District)	Traffic on Campus
Electronic Devices	Nurse Services / Illness	
Emergency Drills	Open Enrollment / Admissions	Transportation Changes
Equal Educational Opportunity	Parent Conferences	Visitors
Equipment & Facilities	Parent Involvement Policy (Title I)	Volunteers
ESOL	Parent Portal	Withdrawal from School
Every Student Succeeds Act	PTO	
FERPA	Parking	
Field Trips	Physical Education	

ACCEPTABLE USE (See Policy IFBG)

The Calhoun City School system employs technology as one way of enhancing its mission to teach the skills, knowledge, and behaviors students will need as successful and responsible adults in the community as a whole. The school system's technology provides unequalled opportunities to explore and use a varied and exciting set of resources including computer programs, web-based software, and the Internet. In order to make these resources available to everyone, the school system expects, in return, that people who use the school's technology will do so in a way that is consistent with its educational mission. All users: students, faculty, staff, or community members who utilize our technology are required to sign an assurance to abide by the rules of this usage.

Calhoun City Schools will enforce an internet and technology utilization policy which directly complies with the Child Internet Protection Act. Full text of this Act may be accessed at https://www.fcc.gov/sites/default/files/childrens_internet_protection_act_cipa.pdf. The following definitions adapted from this text shall apply to this policy:

``(D) MINOR. --The term 'minor' means any individual who has not attained the age of 17 years.

``(E) OBSCENE. --The term 'obscene' has the meaning given such term in section 1460 of title 18, United States Code.

``(F) CHILD PORNOGRAPHY. --The term 'child pornography' has the meaning given such term in section 2256 of title 18, United States Code.

``(G) HARMFUL TO MINORS. --The term 'harmful to minors' means any picture, image, graphic image file, or other visual depiction that--

``(i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

``(ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

``(iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

``(H) SEXUAL ACT; SEXUAL CONTACT. --The terms 'sexual act' and 'sexual contact' have the meanings given such terms in section 2246 of title 18, United States Code.

``(I) TECHNOLOGY PROTECTION MEASURE. --The term 'technology protection measure' means a specific technology that blocks or filters Internet access to the material covered by a certification under paragraph (5) or (6) to which such certification relates.'

In compliance with the Children's Internet Protection Act, ``(B) CERTIFICATION WITH RESPECT TO MINORS. --A certification under this subparagraph is a certification that the school, school board, local educational agency, or other authority with responsibility for administration of the school-- ``(i) is enforcing a policy of Internet safety for minors that includes monitoring the online activities of minors and the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are--

``(I) obscene;

``(II) child pornography; or

``(III) harmful to minors; and

``(ii) is enforcing the operation of such technology protection measure during any use of such computers by minors.

No user shall use Calhoun City Schools technology for the purpose of accessing visual depictions that are obscene, child pornography, or harmful to minors. The Cisco Umbrella DNS-level and GoGuardian filtering systems are in place to help prevent this access. However, the user is the ultimate responsible party. If the filtering systems fail, access to the above should be reported to the proper authority. Materials which are violent in nature or promote violence (defined as exertion of force so as to injure or abuse or injure by or as if by infringement or profanation or intense or furious destructive action or force or vehement feeling or expression) and those which promote violence for the sake of violence shall not be accessed through Calhoun City Schools technology without proper permission as for the sole purpose of academic research.

Availability of Access

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 Acceptable Use Policy. 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 Schools computer systems is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of this Acceptable Use Policy 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 for educational or administrative purposes. The content filtering systems 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.

Student accounts and school provided device usage are monitored 24/7 by the GoGuardian monitoring and content filtering software. The GoGuardian software allows administration to review browser history and content at any time regardless of location, meaning the student's account and school provided device are also monitored while off the CCS Network in accordance with Georgia House Bill 1217 (Student Technology Protection Act).

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 any 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.

Disclaimer of Liability

Calhoun City schools shall not be liable for users' inappropriate use of computer resources, violations of copyright restrictions or terms of use agreements, users' mistakes or negligence, or costs incurred by users. Calhoun City schools shall not be responsible for ensuring the accuracy or usability of any information found on the Internet. Calhoun City Schools' computer systems will be used only for administrative and instructional purposes consistent with the school system's mission and goals in compliance with *CIPA (CHILDREN'S INTERNET PROTECTION ACT)*.

Training

Training for employees and students in the proper use of the computer systems may be required. Users will be provided copies of Calhoun City Schools' Acceptable Use Policy. Training will emphasize ethical use of the computer systems' resources.

Copyright

Copyrighted software or data may not be placed on any system connected to Calhoun City Schools'

computer systems without permission from the holder of the copyright. Only individuals specifically authorized may upload copyrighted material to the systems.

Administrative Responsibilities

The system coordinator, principal and/or classroom teacher will:

1. Be responsible for disseminating and enforcing the Acceptable Use Policy for the school site that complies with CIPA.
2. Ensure that all users of the computer system complete and sign an agreement to abide by the school system's Acceptable Use Policy. All such agreements shall be kept on file by the building principal.
3. Ensure that all employees supervising students who use the computer system provide training emphasizing the appropriate uses of these resources. Be authorized to monitor or examine all activities deemed appropriate to ensure proper use of the computer system.

Account Creation, Removal, and Maintenance

CCS Human Resources shall report all changes in worker duties or employment status to the Technology Department. Such changes include termination of employment, lateral moves or any job change that would require an update of network/email account information or a change in network/email access. When an employee leaves, the Human Resources Department shall notify the Technology Department immediately. The employee's email account shall be placed on hold for a period of 30 days unless otherwise specified by HR (Human Resources) to hold the account for an extended period. If this notification is not given all emails, folders, and attachments may be deleted at the expiration of this time. The employee's manager/supervisor can request access to the former employee's email during this time to review messages for required retention.

Individual User Responsibilities

These standards apply to all users of Calhoun City Schools' computer systems. Users who violate these standards, are violating the Code of Conduct and are subject to disciplinary action in accordance with school system board policies. Potential violations include, but are not limited to, the items listed below:

System Conduct

The following is not permitted:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing, insulting, or attacking others
4. Damaging computers, computer systems or computer networks
5. Violating copyright laws or terms of use agreements
6. Using another's login or password
7. Trespassing into another's folders, work, or files
8. Intentionally wasting limited resources
9. Employing system-owned technology, network, or accounts for commercial purposes, personal financial gain, online banking or shopping, social media accounts, or other online personal-use subscriptions
10. Revealing personal addresses, phone numbers or Social Security numbers of self or other students and colleagues
11. Purposely accessing inappropriate material
12. Using computer systems for illegal purposes, in support of illegal activities, or for any other activity prohibited by Calhoun City board policy
13. Use of technology other than for educational purposes, which includes amusement and entertainment
14. Use of personal devices on the system's production network
15. Social media (accessing sites such as FaceBook)

User Guidelines:

1. System users may not use another person's ID or password. Sharing credentials is prohibited.
2. System users may not display their passwords anywhere out in the open, or near the computer, such as under the keyboard.
3. System users shall log off or shut down computers at the end of each day. System users must also lock the computer when left unattended.
4. System users may not install programs on the computer systems without appropriate authorization or attempt repairs/modifications to school owned devices.
5. System users may not bring prohibited electronic materials onto a Calhoun City School System campus.
6. System users may not access educationally inappropriate materials or show others how to do so.
7. System users must respect the rights 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.
8. System users must respect and uphold copyright laws and terms of service agreements.
9. System users may not access proxies or VPNs (Virtual Private Network).
10. System users may not attach routers or access points without administrative permission.
11. System users may not circumvent network filters, which includes but is not limited to using personal cell phone hot spots.
12. System users shall not attempt to login to admin level accounts.

Vandalism Prohibited

Any malicious attempt to harm or destroy Calhoun City School System computer equipment or materials, data of another user of the school system, or any of the agencies 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 as criminal activity under applicable state and federal laws. This includes, but is not limited to, the uploading or creating of computer viruses.

Forgery Prohibited

Forgery or attempted forgery of electronic mail messages is prohibited. Attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail is prohibited.

Limitation/Termination/and/or/Revocation of System User Access

Access to technology is a privilege, not a right. Calhoun City Schools may limit, suspend, or revoke a system user's access to the school's computer systems upon violation of the Acceptable Use Policy.[SS1]

Warning

System users and parents of students with access to the Calhoun City School System's computer network should be aware that use of the system may provide access to other electronic communication systems in the global electronic network that may contain inaccurate or objectionable material. Access to that global electronic network through PeachNet will be governed by the Acceptable Use Policy for PeachNet and that of the Calhoun City School System.

Disclaimer

Calhoun City Schools computer systems are provided on an "as is, as available" basis. Calhoun City Schools does not make any warranties, whether express or implied, with respect to any services provided by the computer system and any information or software contained therein. Calhoun City Schools does not warrant that the functions or services performed by, or that the information or software contained on, the system will meet the system user's requirements, or that the system will be uninterrupted or error-free, or that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not those of Calhoun City Schools. Calhoun City Schools will

cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of Calhoun City Schools computer systems

ACCREDITATION

Calhoun Elementary School has met the requirements established by Cognia/AdvancEd Accreditation Commission and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

ADVERTISING

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. Print materials for the purpose of advertising or program promotion from non-Calhoun Schools organizations are not permitted for distribution without prior approval from the Community and School Relations Director. It is expected practice that these types of promotional items are not permitted for distribution on campus or at school sponsored events.

In keeping with this policy:

- ✓ 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.
- ✓ No student or employee, without prior approval, shall 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.
- ✓ 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:

Calhoun Early Learning Academy opens at 7:00 am each morning. Please do not let students out of vehicles or leave them unsupervised on campus before this time.

Pre-K and Kindergarten Car Rider Arrival: Car rider drop-off will begin at 7:00 each morning. All vehicles should enter Barrett Rd. from the direction of Red Bud Rd. heading south. Vehicles should make a right turn into the school car rider line, forming one single line of traffic in the far right lane on Barrett Rd. Vehicles will proceed through the line, **using the right lane only**, until they reach the end of the covered awning, which will begin the car-rider drop off. **Students will remain in their vehicles until school personnel get to the vehicle to provide assistance.** Students will be unloaded with assistance from school staff. Parents should not get out of the vehicle to assist students.

The left lane should not be used to pass vehicles in the car rider lane. This lane is for emergency use only unless authorized and directed by school personnel. Please exercise patience to ensure the safety of our students on campus.

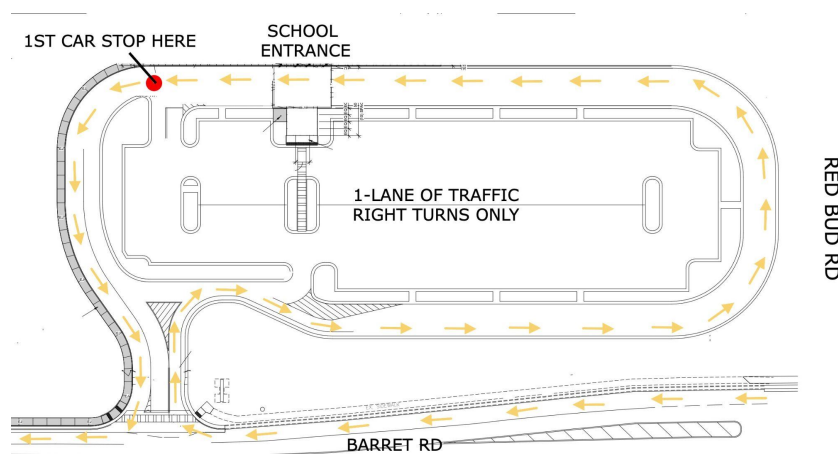
Parents will not be allowed to park in the parking lot and walk students across traffic upon arrival. All cars should proceed through the car rider line.

Please have booster/car seats located on the back passenger side of the vehicle to ensure students and adults do not have to cross in front of traffic to unload.

Please make sure students are ready to unload when school personnel arrive at the vehicle to assist them. Please have book bags and other items ready so that students are able to depart the vehicle quickly and efficiently. Non-essential items should be left inside vehicles. Any special items that need to be taken into the building should be handed to school personnel at drop off.

It is highly encouraged that children learn to unbuckle themselves upon arrival. School staff will provide assistance as needed.

Upon departure, all vehicles should turn right onto Barrett Rd. to avoid holding the line from moving smoothly.



Once inside the building, Pre-K and Kindergarten students will be escorted/directed to holding areas or classrooms by school personnel stationed throughout the building.

WALKERS: Students that walk to school, accompanied by an adult, will utilize the back entrance and should exercise caution in the back parking lot area.

KEEP: Morning KEEP will not be offered at the CELA.

Pre-K and Kindergarten students must be inside the building by 7:30 and are considered tardy if arriving after this time. If arriving after 7:30, parents must park and walk their child into the front office to be checked in. (See the attendance section of the handbook for further information.)

If students need to eat breakfast at school, it is advised that they be in the building no later than 7:20 so that they have time to get breakfast and eat before class starts at 7:30.

It is very important for children to develop habits of arriving on time at an early age, beginning from the time they start school. There are many benefits for children when they arrive on time for school and class. Developing this commitment and routine early on will have positive effects for many years to come. View this link for great tips on establishing a habit of arriving on time for school. [Arrive on Time for School](#)

Junior Jacket Academy Car Rider Arrival: Junior Jacket Academy students will be dropped off in the back of the building which can be accessed via Meadow Lane. ***Drop-off will begin at 7:30 and end at 7:50.***

JJA parents should park in one of the bus parking spaces, get their student out of the vehicle, and walk them to the JJA and CELA staff that will be stationed along the breezeway area. Students will be walked to the classroom by school staff.

JJA students arriving after 7:50 will need to come to the front office and walked in by the parent to be checked in.

Bus Arrival: Pre-K and Kindergarten students that ride the bus in the morning will be dropped off in the back of the building in the bus loading/unloading area at 7:00 am. School personnel will be on hand to assist and supervise students while unloading the bus. Personnel will walk students inside to designated holding areas and supervise students until time to go to the classrooms. Please refer to the section on Bus Behavior for guidelines and expectations for student behavior on the bus.

DISMISSAL:

Pre-K and Kindergarten Car Rider Dismissal: ***Car rider dismissal will begin at 2:00 each afternoon.*** All vehicles should enter Barrett Rd. from the direction of Red Bud Rd. heading south. Vehicles should make a right turn into the school car rider line, forming one single line of traffic in the far right lane on Barrett Rd. Vehicles will proceed through the line, **using the right lane only**, until they reach the far end of the covered awning, which will begin the car rider pick up. Students will stand at colored cones with school personnel until their car reaches the stop. **Students will be loaded into cars with assistance from school staff. To ensure that dismissal is safe and efficient, parents should not get out of the vehicle to assist students.**

School issued car rider tags must be hanging from the rearview mirror and visible to school personnel while in the afternoon car rider line. Students will not be loaded into a car without the assigned car rider tag visible. Please be aware that drivers of vehicles without the appropriate school issued tag will be asked to park, report to the front office, and show ID to check the student(s) out.

Parents will not be allowed to park in the parking lot and walk to pick up students during dismissal. All cars should proceed through the car rider line.

Please have booster seats located on the back passenger side of the vehicle to ensure students and adults do not have to cross in front of traffic to load.

It is highly encouraged that students learn to buckle and unbuckle car/booster seats themselves. If it is required that a student be buckled in by an adult, the parent or guardian is responsible for ensuring the child is secured in the seat. The left lane area past the far end of the breezeway will be utilized as a buckling area. Parents may park in this lane to ensure their child is buckled in before exiting campus. Please exercise caution if you exit the vehicle in this lane and as you merge back into car rider traffic from the right lane.

The left lane should not be used to pass vehicles in the car rider lane. This lane is for emergency use only unless authorized and directed by school personnel. Please exercise patience to ensure the safety of our students on campus.

Car riders should be picked up no later than 2:30 each afternoon. If students need to stay after 2:30, parents must utilize KEEP, which is a prepaid program.

WALKERS: Students that walk home from school must be accompanied by an adult listed on the student's check-out information in our student information system. The approved adult will meet the student(s) at the back entrance of the school to be signed out to exit campus.

KEEP: Afternoon KEEP services will be provided. Please refer to the CCS website for more information regarding KEEP hours and prices. Students that stay in afternoon KEEP will be picked up in the back of the building.

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/guardians must submit written notice to the school.

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

- Parents are requested to submit an email or written note to the school stating the reason for the absence within 3 school days. Parent emails will only be accepted from the parent email address(es) identified in Infinite Campus. This will be considered a parent note. If a note is received after 5 school days from the absence, it will be an unexcused absence.
- The emailed excuse should be sent to:
Pre-K- K: celaattendance@calhounschoools.org
1st-3rd: cpsattendance@calhounschoools.org
4th-6th: cesattendance@calhounschoools.org
7th-8th: cmsattendance@calhounschoools.org
9th-12th: chsattendance@calhounschoools.org
- Up to 7 absences a year can be excused with a parent note. Only medical notes will be accepted thereafter.
- Students sent home by the school nurse will be excused for that day.
- When absent, it is each student's responsibility and obligation to obtain the assignments and complete the work as directed by the teacher.
- A school staff member may contact any student absent for more than 3 consecutive days or 5 total days whose parent/guardian has not provided information about the reason for the absence.
- After 5 unexcused absences, a student is considered to be truant from school. Georgia law O.C.G.A. § 20-2-690.1 requires a letter be sent to parents that gives the possible consequences for students and parents for any further unexcused absences.
- CCS procedures for unexcused absences are as follows:
 - 5 unexcused absences - parent notified by letter as required by law.
 - 7 or more unexcused absences - referral to school social worker. School Social Worker may hold an attendance meeting and/or make a home visit.
 - 10 or more unexcused absences -SSW may refer to the Truancy Treatment Team (TTT).
 - Additional unexcused absences following TTT - a referral may be made to Juvenile Court for Educational Deprivation or Truancy.
 - Students who have been referred to TTT in previous years may be referred directly to Juvenile Court.

In the event of a pandemic or other community health concern, attendance guidelines will be modified to accommodate recommendations from the Health Department and/or Center for Disease Control. Any changes to the attendance guidelines will be communicated via social media, website, and/or Remind notices.

Calhoun Early Learning Academy

Tardies and Early Dismissals

Students not inside the school building by 7:30 am are considered tardy. For safety purposes, any student arriving at school after 7:30 am must be accompanied into the building by an adult and checked in with school staff.

Students leaving school before 2:00 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 1:30 pm unless there is an emergency. Students leaving before 11:30 am are counted absent for the day. Please note that early checkouts are equivalent to tardies.

Excused reasons for tardiness and early check-out 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 (7:30 am) to the first dismissal time. (2:00 pm). This means that a student must get to school before 10:45 am or leave after 10:45 am in order to be counted as present for that day.

After a student has been tardy/checked-out early from school fifteen days, the parent/guardian may be notified by mail or contacted by the school social worker. Once a student has reached 20 unexcused tardies/early check-outs, a referral may be made to the Truancy Treatment Team (TTT) or juvenile court taking into consideration the student's attendance history.

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

Pre-K Attendance:

Pre-K students are expected to adhere to CCS attendance guidelines and guidelines provided by GaDECAL (Georgia Department of Early Care and Learning)/Bright From the Start. Pre-K students should attend the program on a regular basis and arrive and leave according to the program's approved schedule.

The following attendance issues will be formally documented:

- Absent more than two days per month without medical or other reasonable explanation
- Late arrival more than once per week
- Early departure more than once a week
- Late pick up more than once per week when child is not enrolled in extended day
- Documented attendance pattern(s), e.g., child is late every Monday or absent every Tuesday or leaves early every Friday

If chronic absenteeism or tardiness is not resolved through parent contact and documented interventions, a referral will be made to Bright From the Start for Pre-K disenrollment consideration.

ATTENDANCE AND SCHOOL CLIMATE PROTOCOL COMMITTEE

A message from Calhoun.Gordon County Attendance Protocol and School Climate 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. Since unexcused absences are the issue, it is important to understand what an excused absence is. Acceptable excuses for being absent from school may be found in Georgia Code O.C.G.A. § 20-2-690.1; Georgia Department of Education Rule 160-5-1-.1; or local School Board Policy.

A written note explaining the reason for the absence must be given to the school within a specified time period upon the student's return to school or the excuse is considered invalid. Medical excuses may be required by the school consistent with the school's policy.

Arriving at school late or checking out early from school is considered tardy. Please review the school's policy on how unexcused tardies accumulate into unexcused absences.

After five unexcused days in a school year, any unexcused absence is considered a violation of the compulsory school attendance law O.C.G.A. § 20-2-690.1.

Penalties for parents of children with unlawful absences if prosecuted in Superior Court can 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; or
- Any combination of those consequences.

Penalties for parents of children with unlawful absences if prosecuted in Juvenile Court can include:

- Protective Order with possible consequences to include fines, jail time; a combination of both; and/or a referral to the Department of Family and Children Services.

Students 12 and older may also be placed on juvenile probation. Most importantly, students may fall behind in school work and/or fail his/her class.

The Attendance Protocol and School Climate 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 notification is required of parents and students. Please return the attached signature form to the school office.

Sincerely, Members of the Attendance Protocol Committee
Adopted June 1, 2021

BED BUG MANAGEMENT

Schools will take an active role in educating parents and children about bed bugs and the importance of early identification. The following procedures have been developed for dealing with bed bugs.

- 1) If a bed bug is found on a student or student's belongings at school, the student and belongings will be discreetly sent to the nurse to be checked for any further evidence.
- 2) The parent will be notified by the school designee and information will be sent home to the parents on how to identify and inspect the home for bed bugs.
- 3) The classroom where the incidence of bed bugs was found will be thoroughly vacuumed and cleaned to help prevent the spread of bed bugs.
- 4) If more than one case is identified in a classroom, the classroom will be inspected for any signs of an infestation.
- 5) If an infestation is found, parents will be notified and proper procedures will be followed for pest management.
- 6) Chronic or recurring cases will be referred to the school social worker.

BEHAVIOR SUPPORTS

Calhoun Early Learning Academy 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 (See Policy JCDAG)

Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Three factors identify bullying: 1) Intentional 2) Repeated 3) Power based. Calhoun City Schools believes 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 name-calling; and social isolation and/or manipulation. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not the electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

All students and/or staff are expected to immediately report incidents of suspected bullying, harassment and intimidation to the principal, assistant principal, or counselor. Staff members are expected to immediately intervene when they see a bullying incident occur. 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 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.

This policy applies to students on school grounds, while traveling on school transportation, 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 upon a finding of guilt. This includes any form of cyberbullying 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), re-assignment of seat in the classroom, cafeteria or school bus, detention, In School Suspension (STOP), Out of School Suspension, alternative school placement, Tribunal. 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. (See Policy JCDAG)

BUS TRANSPORTATION AND CONDUCT

To ensure the safety of our students being transported to and from school, the following protocols have been established for students who wish to ride the bus:

- CCS will offer school bus transportation primarily to and from the address at which the student resides. The transportation department does not accept notes to ride the bus home with a friend.

- CCS will offer school bus transportation to a secondary address that the student does not reside at if the secondary address is also on the same bus route as the primary address.
- CCS will offer school bus transportation to a secondary address that the student does not reside at if there is adequate seating on the bus route of the requested address (secondary addresses that belong to a custodial parent will be considered as a secondary primary address). A request to ride the bus to or from a secondary address must be made in writing or email to the transportation department. The transportation department will either grant or deny the request in 5 –10 school days. CCS reserves the right to terminate transportation to the secondary address if the bus route becomes overcrowded, the student has a school bus discipline referral, or the student cannot be delivered to the secondary address due to no adult at the address or safety concerns. In the event transportation is terminated for any reason other than a safety concern, the transportation department will offer transportation for 5 days while the parent makes other arrangements for transportation of the student.
- CCS will not pick up or deliver students to a secondary address of a business.

After initial registration, school officials will no longer accept notes to ride the bus, or to ride the bus to a different address. All requests to ride the bus must be made to the transportation department in writing or by email. Any note or email must be received by 10 am to be considered for transportation change the same day.

In case of an emergency, please contact Geary Cooper at 706-602-6614.

Bus Conduct

Transportation is a privilege; not a right. The Student Handbook will apply to all violations to and from school; at the bus stop; and while boarding, riding, or exiting buses. Violation of these rules may result in the suspension of bus privileges or consequences deemed necessary by the administration. The school system provides transportation as a service to students. Transportation is a privilege that is granted to students who reside within the city limits and who comply with school bus rules and regulations. Eligibility to ride a school bus may be revoked or suspended for the violation of any policy governing student conduct on a school bus. Students who are involved in serious or repeated acts of unacceptable behavior on the school bus will have their riding privileges suspended or revoked. Suspension of bus privileges does not excuse the student from school attendance. During the period of suspension, it will be the responsibility of the parent/guardian to provide transportation to and from school. The school system will not provide alternative transportation. In addition, unacceptable behavior on the school bus or at the school bus stop may result in suspension or expulsion from school.

Note: In the event of an address change, the parent/guardian must notify the school of attendance immediately and provide proof of residency to maintain bus riding privileges. Once the address update procedure is completed by the school, all new information will be forwarded to the Transportation Department. The Transportation Supervisor will approve or deny the request within 5-10 working days

Rules, Regulations, and Consequences

Because there are serious safety concerns involved with the operation of school buses, it is expected that all students comply with the following requirements for bus conduct. Because the bus is an extension of the school day, the Student Code of Conduct also applies to behavior on the bus and at the bus stop. Students may be cited for acts of misconduct while on the school bus for any of the following:

- Only those students assigned to a bus may ride the bus unless they have written permission from the principal and parent, and only from/to their assigned bus stop.
- Permission will be granted only in extenuating circumstances. Students are not allowed to ride the bus home with a friend. The principal/designee will notify the Transportation Supervisor of any changes. Bus drivers have complete charge of students while riding the bus. Drivers are responsible for the students' conduct and safety.

- Bus drivers will report promptly to the supervisor, who will in-turn report to the school principal or his/her designee any misbehavior. Principals or their designee are responsible for disciplining students for bus misbehavior.
- Bus drivers will, and if needed, with the assistance of the principal or his/her designee, assign seats to all students. (Pending Covid CDC Guidelines)
- Students must be at the bus stop at least ten (10) minutes before the scheduled time for the a.m. route.
- Students must take their seats promptly when loading the bus.
- Students should never stand in or play in the road while waiting for the bus.
- Before loading the bus, students must remain 15 feet from the street until the bus driver opens the entrance door or signals students to cross the street.
- Students must remain in their seats while the bus is in motion. Students shall remain seated unless individually loading or unloading. Students must enter or exit the bus without crowding or disturbing others and occupy their seat immediately.
- Students will not be allowed to enter or leave a bus at any place other than the student's designated bus stop or school. Students who board the bus will be delivered to their destination only.
- Students are not allowed to transport animals (dead or alive), balloons, or glass containers on the bus. Items brought onto the bus cannot block the aisle or interfere with the view of the bus driver. Large items such as band instruments, shop projects, sports equipment (Baseball bats in or out of a bag), skateboards and other school projects shall not be permitted on the bus if they interfere with the driver or other passengers. The aisle seats, exits, and driver's vision shall not be blocked.
- While awaiting shuttle bus, students are under the control of the principal of the school or the principal's designee. If the student violates the school's rules or the rules and regulations of the Calhoun City Board of Education, the student will be punished by the principal of the school that the student attends.
- Students must not call out passers-by. They should not open the bus window without permission from the driver or extend their head or arms out of the window. Throwing objects on the bus or out the window or placing any object or part of the body out of the window will result in consequences as determined by the administration.
- Students should not leave the bus without the driver's consent, except on arrival at their regular bus stop or at school.
- Displaying disrespectful or insubordinate conduct toward the bus driver or other persons on the school bus which includes, but is not limited to, spitting, using profanity, making obscene gestures, etc. minimum 3-day suspension.
- Students are not permitted to bully, intimidate, or fight on the bus or at the bus stop. minimum 10-day suspension.
- Other forms of misconduct that will not be tolerated are acts such as, but not limited to, indecent exposure, obscene gestures, or spitting. minimum 10-day suspension.
- Providing the bus driver with an incorrect name or address. warning/3-day suspension
- Failing to obey orders and/or directions of the bus driver, monitor, or Transportation personnel. warning/3-day suspension
- Fighting. minimum 10-day suspension.
- Damaging the bus. minimum 180-day suspension.
- Students must remain in their seats and keep the aisle clear. warning/3-day suspension
- Permission will be granted only in extenuating circumstances. Students are not allowed to ride the bus home with a friend. The principal/designee will notify Transportation Supervisor of any changes. Bus drivers have complete charge of students while riding the bus. Drivers are responsible for the students' conduct and safety.
- *Bus drivers will report promptly to the supervisor, who will in-turn report to the school principal or his/her designee any misbehavior. Principals or their designee are responsible for disciplining students for bus misbehavior.
- *Bus drivers will, and if needed, with the assistance of the principal or his/her designee, assign seats to all students. (Pending Covid CDC Guidelines)

- *Students must be at the bus stop at least ten (10) minutes before the scheduled time for the a.m. route.
- *Students must take their seats promptly when loading the bus.
- *Students should never stand in or play in the road while waiting for the bus.
- *Before loading the bus, students must remain 15 feet from the street until the bus driver opens the entrance door or signals students to cross the street.
- *Students must remain in their seats while the bus is in motion. Students shall remain seated unless individually loading or unloading. Students must enter or exit the bus without crowding or disturbing others and occupy their seat immediately.
- *Students will not be allowed to enter or leave a bus at any place other than the student's designated bus stop or school. Students who board the bus will be delivered to their destination only.
- *Students are not allowed to transport animals (dead or alive), balloons, or glass containers on the bus. Items brought onto the bus cannot block the aisle or interfere with the view of the bus driver. Large items such as band instruments, shop projects, sports equipment (Baseball bats in or out of a bag), skateboards and other school projects shall not be permitted on the bus if they interfere with the driver or other passengers. The aisle seats, exits, and driver's vision shall not be blocked.
- *While awaiting shuttle bus, students are under the control of the principal of the school or the principal's designee. If the student violates the school's rules or the rules and regulations of the Calhoun City Board of Education, the student will be punished by the principal of the school that the student attends.
- *Students must not call out passers-by. They should not open the bus window without permission from the driver or extend their head or arms out of the window. Throwing objects on the bus or out the window or placing any object or part of the body out of the window will result in consequences as determined by the administration.
- *Students should not leave the bus without the driver's consent, except on arrival at their regular bus stop or at school.
- Displaying disrespectful or insubordinate conduct toward the bus driver or other persons on the school bus which includes, but is not limited to, spitting, using profanity, making obscene gestures, etc. minimum 3-day suspension.
- Students are not permitted to bully, intimidate, or fight on the bus or at the bus stop. minimum 10-day suspension.
- Other forms of misconduct that will not be tolerated are acts such as, but not limited to, indecent exposure, obscene gestures, or spitting. minimum 10-day suspension.
- Providing the bus driver with an incorrect name or address. warning/3-day suspension
- Failing to obey orders and/or directions of the bus driver, monitor, or Transportation personnel. warning/3-day suspension
- Fighting. minimum 10-day suspension.
- Damaging the bus. minimum 180-day suspension.
- Students must remain in their seats and keep the aisle clear. warning/3-day suspension
- Students must stay seated until the bus comes to a complete stop. warning/3-day suspension
- Students are not to eat or drink on the bus. warning/3-day
- Tampering with the emergency exit (back door) will result in a minimum 10-day suspension.
- Using any electronic devices during the operation of a school bus. This includes but is not limited to cell phones; audible music devices; or compact disc players without headphones/earbuds; or any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Interfering with the operation of the school bus will result in a minimum 10-day suspension.
- 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 bus. will result in a minimum 10-day suspension.

- Parents/guardians are not allowed to enter the bus. Parents /guardians are not allowed to approach the bus and address the driver in any rude/loud/ or disrespectful manner. Any parent/guardian that does so will forfeit their children's privilege to ride the bus for 180 school days.
- *In approaching the bus or a bus stop along the highway, students should walk on the left side of the road facing traffic. Students should be sure that the road is clear of all traffic or that all traffic has stopped before crossing. Upon leaving the bus, students should immediately walk around the front of the bus and stop before crossing. Students should make sure that the road is either clear of all traffic or that all traffic has come to a complete stop before crossing.
- Any other infractions as delineated in the Student Handbook

In extreme situations and at the discretion of the principal, Transportation Supervisor or the Assistant Superintendent, first or second offenses may result in suspension from the bus for the remainder of the year. In extreme situations and at the discretion of the principal, first or second offenses may result in suspension from school, placement in an alternative education program, or expulsion. The principal will notify the parent/guardian of any disciplinary action or suspension. The principal has final authority regarding bus discipline, providing he or she has followed the guidelines for progressive discipline (See below). There will be no student appeals. Items with an * indicate those to be handled by the driver; the driver is responsible for correcting the student and documenting the date of the infraction if there is a repeat of disregard for these rules, they will be reported to the Transportation Supervisor, with the documentation. After 3 documented offenses highlighted offenses will be turned to the school administrator for disciplinary action. Items 1 through 13 fall under the Progressive Discipline Guidelines, all other items 14 through 27 fall under Immediate Discipline Guidelines.

PROGRESSIVE DISCIPLINE GUIDELINES

- 1st Offense - (3 documented verbal warnings) Discipline will be issued as deemed appropriate by the principal. Parent conferences may be held with the principal/designee before students can continue to ride the bus. Required signature of student and parent on behavior contract.
- 2nd Offense - Students will receive a mandatory 3–5-day suspension from the bus and a required parent conference with the principal (or designee) before the student can resume riding.
- 3rd Offense - Substantiated third offenses will result in expulsion from the bus for the remainder of the year. Anytime a student is suspended for the remainder of the year from a bus, this will include all buses even if the student changes schools or moves during the school year. Students receiving an expulsion for the remainder of the school year with less than 30 days (about 4 and a half weeks) remaining will be suspended for the first semester of the following school year.

IMMEDIATE DISCIPLINE GUIDELINES

Consequences for fighting or engaging in acts of physical assault or battery on a school bus will result in a 10-day suspension from the bus for the first offense and suspension for the remainder of the year for a second offense.

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 faced forward.

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 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 your arms, legs, or head out of the bus.
- Do not mark 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 waste paper 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 your parents, the bus driver and principal if a stranger tries to talk to you or pick you up.

CELEBRATIONS & BIRTHDAYS

To maintain a focus on reaching our high educational 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. Students must have their teacher's permission before handing out party invitations or any other such materials to other students at school. Teachers will only allow such items to be handed out in a way and at a time that does not interfere with the learning environment. Teachers may not allow students to hand out invitations to only selected students as this is likely to cause hurt feelings and make some students feel left out. Parents who wish to send in cookies, cupcakes, or other treats for their child's class on a birthday should first clear the date with the child's lunch teacher.

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. 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.

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).

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/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. The 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. ISS is served in the STOP room at CES.

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 an 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 decisions 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 and handled accordingly.

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 students 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.

[GADOE Discipline Matrix](#) - last updated by GADOE January 2020 (complete list of behaviors and descriptions as defined by the state department of education)

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 nunchaku, nunchuck, nunchaku, shuriken, 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

Calhoun Early Learning Academy values on-going communication and recognizes that effective communication between the school and the 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, system/school website, scheduled parent conferences, etc. are utilized to keep lines of communication open.

To facilitate effective communication, subscribe to the following protocol when voicing a concern:

1. First, contact the teacher by phone or email.
2. Next, schedule a conference with the teacher(s) where appropriate.
3. Next, contact the administrative office to schedule an appointment with an Assistant Principal or department chair.
4. Finally, contact the principal via phone call or email or schedule an appointment through the main office to meet with him/her. Please understand that, depending on the circumstance, the first contact should be with the teacher.

As a system, it is our pledge to provide timely, ongoing communication in the form of a website, social media, e-mail and phone messaging where appropriate. Please connect with our CCS Facebook, Instagram and Twitter accounts for the most up to date announcements and information.

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 CELA through CCE.

[KEEP Registration/Payments \(After-school Care\)](#)

CURRICULUM

The Pre-K curriculum taught at Calhoun Early Learning Academy is based on guidelines from the Department of Early Care and Learning/Bright From the Start using the Georgia Early Learning and Development Standards (GELDS). Kindergarten curriculum is taught based on guidelines from the Georgia Department of Education using the Georgia Performance Standards of Excellence. Please visit dec.al.ga.gov and georgiastandards.org for more information and a complete listing of all performance standards for students in grades PK-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)

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 CELA, 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 Early Learning Academy 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 of teacher/office-initiated activities.

All teachers at the Calhoun Early Learning Academy 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 offenses 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)/STOP room. The parent/guardian of a student assigned to the ISS/STOP room will be notified by an administrator. 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/STOP program is available to students who require an alternative educational placement during the school day. The ISS/STOP 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/STOP 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
- Continually touching/bothering others
- Fighting
- Will not stay in seat
- Refusal/Failure to 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.

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. We utilize 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.

A hearing may be requested in the following cases:

- Where a student has committed an alleged assault or battery upon a teacher, other school official, or employee;
- Where a student 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 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 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 determines the offense should be punished by long-term suspension or expulsion.

The student and/or parent will be notified by letter of the charges against the student, a list of potential witnesses, the student's right to present evidence and cross-examine witnesses. The hearing will be held within ten (10) school days after the suspension begins unless parent and school mutually agree to an extension. The tribunal panel will consist of three (3) administrators from a school which the student does not attend. The tribunal panel will render a decision based on evidence presented during the tribunal. If the tribunal panel finds the student has committed the alleged offense, they may impose any punishment they feel appropriate up to and including expulsion. Any party may appeal the decision to the Board of Education by providing written notice. See Board Policy JCEB.

DRESS CODE

Our dress code is designed to promote an environment that is both safe and conducive to learning. To that end students and visitors should adhere to the following dress code standards:

1. Shoes must be worn at all times.
2. Shorts, skirts, and dresses must be long enough to be below fingertips (mid thigh) when shoulders are relaxed.
3. Pants and shorts should not be worn in a “slacking” manner.
4. Tank tops, tube tops, and/or spaghetti straps which are not covered by another shirt will not be allowed. Shoulders should be sufficiently covered.
5. Caps, hats, and hoods, etc. may not be worn on campus unless the student has administrative permission.
6. Bare midriffs and/or cropped shirts that show a bare midriff are not allowed.
7. Blankets, pajamas, and bedroom slippers are not allowed.
8. No clothing should promote drugs, weapons or alcoholic beverages. Clothing should not contain images that are profane, sexual, are gang related or are racially offensive.
9. Jewelry, body markings, hairstyles or hair color (colored hairsprays) that cause distractions or disruptions to the learning environment will not be permitted.
10. Anything that has the potential to cause distractions or disruptions to the learning environment is not allowed, including clothing that promotes a political party and/or candidate, political or social philosophy, and/or cause or crusade as shared in Board Policy KJ.

Administration is at liberty to exercise discretion regarding the appropriateness of anything this list may not include.

EARLY INTERVENTION PROGRAM (EIP)

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

Students are discouraged from bringing cell phones and electronic devices to school. If they are brought to school, they must be powered off and out of sight at all times. The school is not responsible for personal electronic devices brought to school which are lost or stolen. Students are 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, iPad, MP3 Player, Nintendo Switch, 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.

EQUAL EDUCATION OPPORTUNITY (See Policy JAA)

The Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, national origin, political affiliation, age, disability, and 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.

EQUIPMENT & FACILITIES

Each student is expected to assume responsibility for the care of all school property and materials. Students who damage school property and/or materials will be responsible for paying for the damages. Damage of malicious nature will result in disciplinary action, in addition to retribution, may be taken in cases of malicious destruction of property.

ESOL (English for Speakers of Other Languages)

Certified teachers are on staff to provide support for students who are speakers of languages other than English. English for Speakers of Other Languages (EL) services are provided daily to qualified students.

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, Calhoun City Schools 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, contact the principal.

FERPA (Family Educational Rights and Privacy Act)

FERPA affords parents and students over 18 years of age 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 18 or older, your own education records. Parents or eligible students should submit to the Superintendent a written request identifying the records 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 to 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; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities within a juvenile justice system pursuant to specific State law.
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: student's name, address and telephone number; student's date and place of birth; student's participation in official school activities and sports; weight and height of members of an athletic team; dates of attendance at schools within the district; honors and awards received during the time enrolled in district schools; photograph; and 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 thereunder. Complaints may be filed with: Family Policy Compliance Office (FERPA), 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 donations. 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.

FIRST AID/ILLNESS

Students who become ill during the school day or are in need of first aid should report to the nurse. Parents 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, 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 they are free of fever for 24 hours without Tylenol or other fever reducing medications. Students returning too early may be sent home. It is the parent's responsibility at time of enrollment or at time of subsequent diagnosis to alert the school about any medical condition and/or allergy a student has.

In case of serious illness/injury the school will render first aid as prescribed by nursing protocols while contacting the parent. If the parent cannot be reached and the situation is serious, the school shall telephone the Emergency Medical Unit (911) for immediate transportation to an emergency treatment hospital. Fees for transportation and medical services will be the responsibility of the parent/guardian. (see Policy JGC)

GENDER EQUITY IN SPORTS/ Title IX

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. 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) This notification shall be included in a student handbook containing the code of conduct and distributed to all students.

Gender Equity in Sports Coordinator: Brock Holley
355 South River Street, Calhoun, GA 30701
706-629-9213

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.

It is CCS Board of Education policy 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. The Director of Student Services 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. (See Policy IDFA)

GRADING

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.

GEORGIA SPECIAL NEEDS SCHOLARSHIP ACT (GSNS)

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). The following provides information regarding eligibility and the different choice options available under the [GSNS Program](#). 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. Preschool 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.

GUIDANCE AND COUNSELING

The Calhoun Early Learning Academy counselor provides opportunities for classroom guidance and 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 with Heidi Allen at 706-602-6871.

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)

Grievance 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 in 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 though School Board Policy Manuals available in all school offices, media centers and the central office facilities. (See Policy JCE (1))

Title IX/VI Coordinator:	Student Services Director, Amanda Schutz 334 N Wall St. 706-629-2900
Sports Equity Coordinator:	System Athletic Director, Brock Holley 355 S River St. 706-629-9213
Section 504 Coordinator:	Exceptional Student Services Director, Heather McCrone 334 N Wall St. 706-629-2900

HEAD LICE MANAGEMENT

Schools will take an active role in educating parents and children about head lice and its prevention. 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. When students have left for the day, 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. If no head lice are found, the child will be readmitted to class. If the school nurse determines that an infestation remains, the parent must continue treatment at home until the nurse clears the child to return to class.
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, Nicole Errickson at erricksonn@calhouschools.org.

HOMEWORK

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

- Practice– To practice skills and the application of knowledge that have already been learned.
- Preparation- To gain background information or to collect materials necessary for classroom lessons that are coming up in the future.
- Extension- As an opportunity to apply learning acquired in the classroom to tasks and projects being worked on at home.
- Completion- To take a classroom assignment home to complete that was not completed 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 (See Policy IDDC)

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 (10) 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.

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 the State Board of Education Rule.

For questions about HHB services at CELA, please contact Assistant Principal Mandy Robertson by email at robertsonm@calhounschoools.org or (706) 602-6675.

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.

INCLEMENT WEATHER

The Superintendent of the Calhoun City Schools will make the decision and announce to the public whenever emergency closings are deemed necessary. Such decisions relating to bad weather or other reasons for closings will be at the Superintendent's discretion. If these situations occur, local radio

stations and Atlanta TV stations will broadcast school closing information. Parents can also be informed of any school closing by following the school system's social media pages, checking the website, and getting Remind messages from homeroom teachers.

INSTRUCTIONAL PRACTICES

Students at Calhoun Early Learning Academy work and learn in developmentally appropriate, standards-based classrooms. The Georgia Early Learning and Development Standards (GELDS) and the Georgia Standards of Excellence guide what is taught in core subjects PK and K. Junior Jacket Academy instructional practices are also aligned to the GELDS standards. Classroom activity is strictly aligned to applicable state standards and dictates the learning tasks teachers prepare for students in our building. Teachers 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 high-level activities, questioning, reflection, analyzing, experimentation, discussion, and writing. In a standards-based classroom, there is a clear understanding of expectation for learning. Scoring guides and rubrics 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 given to each student to take home during the first week 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 administrator. This insurance is a secondary coverage and will pay only after the insurance carried by the parents/guardians has paid.

LOST AND FOUND

It is recommended that clothing and other student items be labeled with students' first and last names for easy identification should they become lost or misplaced. Students and/or parents should report to the front office to claim lost items. Due to lack of storage space, lost and found items will not be housed permanently. 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 may 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.

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. 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.

All medications must be taken by the parent or guardian to the school office or nurse's office. Students should not transport medication to school on the bus. 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: while in school; while at a school-sponsored activity; while under the supervision of school personnel; or 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. Any student possessing prescription or over-the-counter medication not in accordance with these guidelines will be considered in violation of the school district's Student Code of Conduct and shall be subject to disciplinary action. (see Policy JGCD)

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

MTSS is a tiered approach to providing layers of interventions 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 needs 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.

NONDISCRIMINATION POLICY

Calhoun City Schools does not discriminate on the basis of race, color, religion, sex, national origin, age or disability or genetic information in any of its educational programs, employment practices or other services and activities. System-wide compliance efforts with all applicable laws, regulations and policies are coordinated by the administrators listed below:

- Ms. Heather McCrone, Director of Exceptional Student's Services (for Student Concerns regarding ESS or 504)
- Ms. Amanda Schutz, Director of Student Services (for Student Concerns)
- Dr. Michelle Palmer, Chief Human Resources Officer (for Employee Concerns)
- Dr. Peter Coombe, Assistant Superintendent of Operations and Innovation (for Facilities Concerns)
- Dr. Brock Holley, Athletics Director

Inquiries concerning the provisions of federal and state nondiscrimination laws as well as system policies and regulations and the rights provided hereunder may be addressed to the aforementioned administrator.

NON-RESIDENT POLICY AND PROCEDURES

Each non-resident or out of district student must complete an 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:

- Inappropriate behavior or poor disciplinary record
- Tardiness to school or poor attendance record
- Unsatisfactory academic performance
- Timeliness of tuition payments
- Attempts to circumvent the policy and procedures of the school system
- Lack of parental support of CCS academic, attendance, and/or disciplinary standards
- 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.

NURSE SERVICES/ ILLNESS

Kandi Evans is a licensed practical nurse and is available to our students for such things as 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.

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:

- 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.
- 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.
- 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 a goal for CELA to conduct two parent/teacher conferences annually (face-to-face, phone, virtual) with a parent or approved guardian of each student served.

PARENT INVOLVEMENT POLICY (TITLE I)

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:

- Involve parents in the development of the Title I plan, the process for school review of the plan and the process for improvement;
- 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;
- Build the schools' and parents' capacity for strong parental involvement;
- Coordinate and integrate parental involvement strategies under Title I with other programs, including those listed under 20 U.S.C. §6318(a)(2)(D).
- 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
- 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.

Family Engagement Coordinator (FEC): CELA employs one full-time FEC at our school, whose role it is to work with families and parents. The FEC helps identify areas of need and facilitate the connections necessary to tap community resources for families in need. The FEC is also available to make home-visits to check on children and/or parents.

CELA FEC: Brenda Timms, timmsb@calhounschoools.org, 706-602-6872.

Parent Resource Area: CELA has an established resource area for parents. The hours of operation for the parent resource room are 7:15 AM to 3:15 PM each day school is in session. Materials such as books, magazines, DVDs, and other academic support material are available to take home or checkout. If you are interested in individual assistance or scheduling a training session, contact the Family Engagement Coordinator at your school.

Parent Surveys: Our school administers regular parent surveys to help us stay in touch with the perception and needs of our parents. The data collected from these surveys helps us as we make decisions affecting our students and parents.

PARENT PORTAL

Parents can access their student’s grades and attendance record at any time via the Internet. Contact the school’s Student Information Specialist for initial Parent Portal registration information.

PARENT TEACHER ORGANIZATION (PTO)

The Calhoun Early Learning Academy is in the process of developing an active PTO. The organization will hold regular meetings during the school year (in-person or virtual) to enhance the partnership between home and school. PTO is instrumental in providing extra resources to our students and teachers. The CELA 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.

2022-2023 PTO Officers	
Rena Weldon, President	Amberle Dillard, Secretary
Alicia Metcalf, Vice President	Erica Newman, Treasurer

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. The back parking lot should not be utilized for visitor parking.

PHYSICAL EDUCATION

Physical education is an integral part of the total education of every child. Kindergarten students will participate in structured, 45 minute PE segments under the direction of two experienced kindergarten paraprofessionals. These segments are part of the special area rotation. JJA and Pre-K students will participate in movement and physical activities coordinated by their classroom teachers and paraprofessionals.

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.

2022-2023 School Picture Dates	
Fall Pictures (Individual)	September 27, 2022 (Retakes - TBA)
Spring Pictures (Class)	March 8, 2023

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 in 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

(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.

RESTRICTED ITEMS

Students are discouraged from bringing toys, trading cards, and electronic devices to school unless permission has been granted by the teacher to do so. 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.

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 GOVERNANCE TEAM (SGT)

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 Governance Team Members 2022-2023
Susan Bennett, Principal Teacher Representatives: Jason Hawkins, Shawn Parr Parent Representatives: Catherine Mayberry, Allison Smith, Brea Wilson Community Representatives: Miranda Bentley, David Metcalf

SCHOOL NUTRITION

Due to the USDA no longer extending free breakfasts and lunches to all students for the upcoming school year, Calhoun City Schools will return to regular priced meals starting August 4th. Please note all breakfast and lunch meal prices across the district have increased by \$.25. All students will be required to pay full price for meals unless meal benefit applications have been approved prior to August 4th.

Calhoun City Schools will be accepting online applications for meal benefits at www.schoolcafe.com beginning Friday, July 1, 2022. We encourage everyone to apply as soon as possible to ensure approval before the first day of school. If applications are not approved by August 4, 2022, students will be required to pay for meals until approved.

2022-2023 School Meal Prices and Payment Information

	Student Breakfast	Student Lunch	Adult Breakfast	Adult Lunch
JJA	\$1.50	\$1.75	\$2.25	\$4.00
PK/K	\$1.50	\$2.45	\$2.25	\$4.00

Meals from the school cafeteria may be paid as follows:

- Cash
- 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.
- 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.

Guidelines for Students Bringing Lunch to School

- Food purchased from 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)

Charging of Meals

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

Lunch Visitors

We welcome parents or other designated family members that wish to eat lunch with a student to do so on their assigned day according to their child's classroom hallway color (see schedule below). Lunch visitors must be listed as an authorized contact for the student in our student information system. 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 area outside the cafeteria until the student's class arrives for lunch. An area will be designated for lunch visitors to eat with students. 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 scheduled end time of their lunch period. The Calhoun Early Learning Academy will begin allowing lunch visitors on the designated days after the Labor Day holiday.

Lunch Visitors:

Tuesdays	Wednesdays	Thursdays	Fridays
PK-yellow hall	PK-green hall	K-blue hall	K-red hall

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

SCHOOL RESOURCE OFFICER

The CELA is fortunate to have a Resource Officer. He is sometimes utilized during discipline matters. Also, at times, local law enforcement officials may be called when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported. Student book bags and 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, handbags 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. 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.

SEARCH & SEIZURES

The principal or his/her authorized representative shall be responsible for conducting reasonable interrogations of students in order to properly investigate matters and discipline student misconduct. Searches based on reasonable suspicion should proceed without hindrance or delay, but shall be conducted in a manner that ensures that students are not arbitrarily stripped of personal privacy. The principal or his/her authorized representative shall be responsible for conducting inspections of articles carried upon their persons, personal possessions, book bags, and/or vehicles driven on or parked on campus 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. In the event a

search of a student's person or personal possessions reveals the student is concealing material prohibited by federal, state or local law, then law enforcement authorities shall be notified. 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. IEP, SST, and 504 meetings can be held virtually or by phone depending on the preference of the parent. Meetings will be scheduled during non-instructional times when possible.

For questions about 504 services at CES, please contact Assistant Principal Mandy Roberton by email at robertsonm@calhounschools.org or call (706) 602-6775.

SPECIAL AREA CLASSES:

At Calhoun Early Learning Academy, kindergarten students are afforded many extension opportunities in addition to those included in the regular classroom environment. Students participate in Physical Education, Music, Art, STEM, Guidance, The 5 Cs, and Media-College and Career Awareness/Innovations on a rotating schedule. The classes are taught by kindergarten paraprofessionals for one 45 minute segment a day. Kindergarten teachers will share more about the focus and purpose of each special area class with parents at the beginning of the school year, before the rotations begin. Students should be dressed appropriately on PE and art days to ensure full participation in planned activities.

Pre-K and JJA students also have the opportunity to participate in extension activities facilitated by lead and assistant teachers utilizing the same specialized areas and resources.

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.

STANDARDIZED TESTING

MAP benchmark tests will be administered to all Kindergarten students two times throughout the school year (winter and spring) to monitor students' progress. These tests help the school diagnose specific strengths and weaknesses in the student's educational development. School based assessments will be given at the beginning of the school year.

Students participating in the ESOL program will take the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) test in January/February.

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 composed 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 MTSS multi-tiered system of supports (more information about MTSS can be found here [MTSS](#)).

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:

- 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.
- 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.
- 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.
- Implementation of Educational Plan
 - The educational plan is implemented for a specified time period. Additional data is gathered if needed.
- 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.
- 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 educational 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.

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.

TEXTBOOKS AND INSTRUCTIONAL RESOURCES

Students at the Calhoun Early Learning Academy may be issued school purchased 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 five 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 programs, schools offer adult learning opportunities in the form of workshops, 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 resources 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 of a written Student/Parent/Teacher School Compact. These compacts are reviewed and signed annually with parents and students during the first regularly scheduled parent teacher conference.

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 centerline 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 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 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 to celaattendance@calhounschoools.org.

For a student needing to make a transportation change to a bus: After initial registration, school officials will no longer accept notes to ride the bus, or to ride the bus to a different address. All requests to ride the bus must be made to the transportation department in writing or by email (cooperg@calhounschoools.org). Bus transportation changes are not guaranteed to take effect the same day and will take 5-10 school days for notification of approval or denial. Parents should plan for alternative means of transportation to and from school while the request is under review.

For a student making a change to or within car riders: 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 1:30pm.

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/KEEP 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 visitors are not allowed to spend the day at school unless the principal has granted prior approval.

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

VOLUNTEERS

The Calhoun Early Learning Academy encourages all parents and community members to volunteer in our school. Volunteers are a great way to bring in talents and expertise from our community and help our students grow as learners. 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.

Required documents can be obtained on-line from the system website or from the school office.

A tiered security check system is in place for all volunteers that chaperone and/or work with students at the Complex. Approval procedures are outlined as follows:

Basic Volunteer Approval Procedures

- Individuals interested in volunteering should contact the Complex Family Engagement Coordinator, Brenda Timms, to complete the Volunteer Release Form.
- 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*).
- All qualifications for each level must be met prior to volunteering in the schools.
 - 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.

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.

The Calhoun Early Learning Academy will begin allowing volunteers after the Labor Day holiday, once students are acclimated to school and classroom rituals and routines have been established.

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 the 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 students.