

SCHOOL HEALTH INFORMATION CARD 2021-2022

Student: _____ **Grade:** _____ **Teacher:** _____
Home Address: _____ **City:** _____ **State:** _____ **Student**
resides with: _____ **Parent(s)** _____ **Guardian(s)** _____ **Relative** _____ **Foster Parent** _____ **Other** _____
Gender: _____ **Male** _____ **Female** _____ **DOB:** _____

HEALTH HISTORY

Allergies _____ YES _____ NO
ADHD/ADD _____ YES _____ NO
Asthma _____ YES _____ NO
Cancer _____ YES _____ NO
Diabetes _____ YES _____ NO
Heart Condition _____ YES _____ NO
Physical Handicap _____ YES _____ NO
Seizure Disorder _____ YES _____ NO
Other Health Issue _____ YES _____ NO

F YES, Does your child require an Epi Pen at school? _____ YES _____ NO

IF YES, does your child require an inhaler at school? _____ YES _____ NO

If you answered yes to any of the above, please provide details in the space provided below.

Details: _____

Does your child have a condition that would limit his/her physical activities? List: _____

Does your child take any prescribed medications routinely? List: _____

Do we have permission to complete Hearing and/or Vision Screenings on your child? _____ YES _____ NO

Child's Healthcare Provider: _____ Phone Number: _____

If parents cannot be reached, list two (2) Emergency Contacts who will assume care of your child:

Emergency Contact #1: _____ Relationship _____ Ph: _____

Emergency Contact #1: _____ Relationship _____ Ph: _____

In the event that Emergency Medical care is deemed necessary, the school will immediately attempt to make contact using phone numbers provided on the clinic card and will contact Emergency Medical Services (911) to respond to the school for evaluation and possible transport.

____ YES _____ NO In an EMERGENCY, I give the principal, or designee, permission to administer Tylenol or Benadryl in the event the parent/contact person cannot be reached.

____ YES _____ NO In non-emergency health concerns I authorize the school nurse/school personnel to utilize the following medications: anti-itch medication (caladryl, cortisone cream/lotion), antiseptic sprays, cough drops or the generic of these. I understand that it is the **parents'** responsibility to provide non-prescription medications to have available at school such as Motrin, Tylenol, Benadryl, etc. All medication must be labeled and **must be** in the original container. School Nurses are prohibited by their license restrictions to dispense prescription medication without the prescribing doctor's signature.

Should there be a need for school personnel to dispense prescription/nonprescription medication to my child, I will contact the school for the appropriate medication form that must accompany medication. I understand that all medication must be provided by the parent/guardian and that no personnel can dispense without parent/guardian signature.

PARENT/LEGAL GUARDIAN SIGNATURE

DATE

STUDENT INFORMATION AND EMERGENCY CONTACT FORM 2021-2022

Student Name: _____ Grade: _____ Date: _____

PRIMARY HOUSEHOLD INFORMATION

Home Address: _____ City: _____ State: _____

Is this a NEW address? _____ YES _____ NO

Primary Telephone Number to be used for school communication via call-outs or texts: _____

Is this a NEW telephone number? _____ YES _____ NO

Name of Parents/Guardians living in the home:1. Name: _____ Relationship to student: _____
Telephone number where you can be reached during the school _____2. Name: _____ Relationship to student: _____
Telephone number where you can be reached during the school day: _____**SCHOOLWIDE E-MAIL OPTION**

In an atmosphere of true economic concern and faced with impending financial cutbacks, we wish to be as fiscally responsible as possible. One thing we can do is reduce the number of "hard copy" information sheets sent home. Please complete the appropriate portion of the form below. If you have a current email address that school information could be sent to, please give that address. If you prefer to receive "hard copy" handouts, please indicate which of your children (for families with more than one child) you would like us to send information home with. Thank you for your help and understanding. **Please choose only 1 of the following options.**

1. _____ I wish to receive handouts via email (Please write clearly and case sensitive).

Preferred E-mail Address: _____ for parent/guardian: _____

2. _____ I wish to continue to receive "hard copy" handouts. Please send them home with (choose 1 child only).

Student name: _____ Homeroom Teacher: _____

EMERGENCY CONTACT INFORMATION

In case of an emergency, the school may contact the people listed below if parents/guardians cannot be reached:

1. Name: _____ Relationship to student: _____
Address: _____
Telephone number: _____ Authorized to pick up child (circle one): YES NO2. Name: _____ Relationship to student: _____
Address: _____
Telephone number: _____ Authorized to pick up child (circle one): YES NO

The following people may NOT checkout or pick up my child: _____

EMERGENCY CLOSING INFORMATION

Should school be dismissed before the end of the school day, we need to know if your child is to ride the bus, go to day care, or be picked up from school. Weather, plumbing, electrical issues or other emergencies could cause us to dismiss students early. It is important that arrangements are made in case of these unforeseen events. Sometimes our phone lines are busy so we cannot rely on last minute phone calls for directions. If the need to close early occurs, we would notify all day care centers that pick up at our school. **My child will: (Check One)**

_____ Ride his/her regular bus home

_____ Ride a bus to a relative, neighbor, or friend's house (Bus # _____)

_____ Parent Pick Up (Car Rider Number _____)

2021-2022 Parent and Student Acknowledgement of Understanding and Receipt

Student: _____

Grade: _____

I have read and understand the 2021-2022 Attendance Protocol section (pages 38-39) of the District Handbook. Georgia law requires that parents/guardians and students, ages 10 and older, sign a statement indicating receipt of written attendance requirements and possible consequences/penalties. If this notice is not returned to school, the school will have met its responsibility to notify you of the requirements and consequences/penalties. If after two reasonable attempts to secure signatures, the parents/guardians are sent a letter via first class mail. If you have questions regarding your school's attendance procedures, please contact your child's teacher or a school administrator.

I have also read and understand the 2021-2022 Code of Conduct section of the District Handbook and accompanying possible consequences and penalties of the Jasper County Charter System as they pertain to students (pages 27-36).

Student (ages 10 and older) Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

I have read the "Notice to Parents/Guardians and Eligible Students of Rights Under the Family Educational Rights and Privacy Act (FERPA)" section of the district handbook (pages 42-43). I understand that **IF I wish to refuse to allow all or any part of the designated directory information to be disclosed to the public upon request, it is my responsibility to notify the school principal, in writing, within 10 days after my child enrolls in school or within 10 days of the date of the release of this notice.** I also understand that from time to time students may be photographed, videoed, or interviewed by the news media at school or at some school activity or event. The principal will take reasonable steps to control access to students by the media or other individuals not affiliated with the school or district. However, your submission of a written objection does not constitute a guarantee that your student will not be photographed, videoed, or interviewed, or that such information will not be posted on websites or social media sites not affiliated with the school or district or in circumstances which are not within the knowledge or control of the principal.

Parent/Guardian Printed Name: _____

Signature: _____ Date: _____

All Jasper County Schools provide students with internet access and an account to access core services of G Suite for Education to enhance curriculum and learning opportunities. Teachers provide guidance and direction on the appropriate use of these tools. In accordance with the Child Internet Protection Act (CIPA) and other applicable federal and state laws, the district uses filters to restrict access to content that is inappropriate. To discuss how internet access and G Suite for Education will be used at your child's school, please contact your child's principal or teacher.

Your child WILL have access unless you direct otherwise by checking the statement below.

☐ I DO NOT want my child to have internet access

Students Under 13 Years of Age

The Children's Online Privacy Protection Act (COPPA) protects the online privacy of children **under the age of 13** and requires web-based service providers to obtain parental consent prior to the collection, use, and disclosure of that child's personal information. Due to COPPA's requirements, app developers require that schools obtain parental consent to set up accounts on students' behalf and allow students under the age of 13 to access and use those accounts. **If your child is under 13, we need your consent to create your child's student account on their behalf. One form per school is required with all applicable student names. Please sign below.**

Yes, I give permission for the school to create student accounts for my child(ren) and for third-party applications. I understand that some of these applications collect, use and disclose the information about my child as explained in the application's Privacy Policy.

Student name(s): _____

Parent name: _____ Parent cell/email: _____

Parent signature: _____ Date: _____

**JASPER COUNTY CHARTER SYSTEM
SCHOOL NUTRITION
2021 – 2022 MEAL PRICES**

These prices are subject to change prior to the opening of school. Updated information will be provided to parents when available.

Breakfast:	Free to all students		Staff \$2.00
Primary School Lunch:	Reduced: \$0.40	Paid \$1.50	Staff \$3.25
Washington Park Elementary Lunch:	Reduced: \$0.40	Paid \$1.75	Staff \$3.25
Jasper County Middle/High School Lunch:	Reduced: \$0.40	Paid \$2.00	Staff \$3.25



Permission to Purchase A' la Carte Items at Jasper County School Nutrition Program 2021-2022

Student Name: _____ School: _____

Parent/Guardian Name: _____ Phone Number: _____

Home Address: _____

Email Address: _____ Date Permission Form is to be Active: _____

Please check the appropriate statement below:

_____ I give permission for my child(ren) to charge a' la carte items to his/her meal account. I understand that purchases may only be charged if the account has a positive balance.

_____ Please do not allow my child(ren) to purchase a' la carte items this year.

By submitting this form to the Jasper County School District, I agree that my child(ren) may/may not participate in the a' la carte (extra menu items) purchasing. I understand the School Nutrition Program Charge Policy. I understand that I may revoke this permission statement at any time by contacting the School Nutrition Office.

If you have questions, please contact the cafeteria manager at your child's school or School Nutrition services at 706-468-6350 extension 132.

Parent/Guardian Signature: _____ **Date:** _____

Jasper County Charter System
Parent Occupational Survey 2021-2022

Please complete this form to determine if your child(ren) qualify to receive supplemental services under Title 1, Part C

Name of Student(s)	Name of School	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Has anyone in your household moved in order to work in another city, county, or state, in the last 3 years? ____ Yes ____ No
2. Has anyone in your household been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years?
____ Yes ____ No

If you answer "yes", check all that applies:

- ____ 1) Planting/picking vegetables (such as tomatoes, squash, onions) or fruits (such as grapes, strawberries, blueberries)
- ____ 2) Planting, growing, cutting, processing trees (pulpwood), or raking pine straw
- ____ 3) Processing/packing agricultural products
- ____ 4) Dairy/Poultry/Livestock
- ____ 5) Meatpacking/Meat Processing/Seafood
- ____ 6) Fishing or fish farms
- ____ 7) Other (Please specify occupation): _____

Names of Parent(s) or Legal Guardian(s) _____

Current Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

MILITARY INFORMATION

(The GA Department of Education requires this information.)

Does the child have a parent/guardian who meets one of the following criteria at any point during this school year?

____ Yes (complete the information below) ____ No (proceed to next section)

Name of Parent/Guardian (who is/was in the military) _____

Is an active duty member of the uniformed services, including National Guard/Reserve? ____ No ____ Yes
If Yes, what branch of the military _____

Is a member or veteran of the uniformed services who is severely injured and medically discharged or retired for a period of one year after medical discharge or retirement? ____ Yes ____ No
If Yes, what branch of the military _____

Is a member of the uniformed services who died on active duty or as a result of injuries sustained on active duty for a period of one year after death? ____ Yes ____ No
If Yes, what branch of the military _____

Is a member of the military reserves? ____ Yes ____ No
If Yes, select one of the following: ____ US Armed Forces ____ National Guard ____ Reserve

**JASPER COUNTY PRIMARY SCHOOL
SCHOOL-PARENT COMPACT**

**SIGNATURE SHEET
SCHOOL YEAR 2021-2022**

Revision Date 04/16/2021



Dear Parent/Guardian,

Jasper County Primary School, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

In addition to the School-Parent compact, the QR code above is a link for you to access our District/School Family Engagement Policy for and School-wide Plans on the district and school webpage in a language and format that parents can understand. Hard copies of these documents are available in the Parent Resource Center and at each school's parent area.

Student Grade Level (circle one): K 1st 2nd

<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Student Name</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Student Signature</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Date</div>
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Parent Name</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Parent Signature</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Date</div>
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Teacher Name</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Teacher Signature</div>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <div>Date</div>

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Jasper County Primary School

2021-2022

Please review the Jasper County Primary School Handbook on our website at:

<https://www.jasper.k12.ga.us/Domain/11>

You may also request a printed copy of the Handbook through the form provided in this packet.

If you have any questions or concerns regarding the information presented in the Jasper County Primary School Handbook, please contact

Mrs. Pam Edge at 706-468-4968 or at pedge@jasper.k12.ga.us.

Principal's Welcome Message

Dear Jasper County Primary School Family,

As principal of Jasper County Primary School, I want to welcome each and every one of you to the 2021-2022 school year. It is our mission to build a strong foundation in all subject matter here at JCPS including our fine arts! ALL of our students and faculty have something wonderful to contribute to their learning and OUR school! This year at JCPS, our teachers and staff will continue to think outside their traditional boxes! We will continue to make learning innovative, engaging, and most of all fun! An innovative "out of the box" idea includes STEAM. STEAM stands for science, technology, engineering, arts, and mathematics. At JCPS, we teach the design process. Students will continue to think in different ways that help them become better problem solvers, Students will brainstorm ideas, test ideas and then redesign their ideas after trial and error. There are other exciting things occurring at JCPS this year. With our Charter status, JCPS will focus on attendance, literacy, and mathematics. Also, with our Charter status, JCPS has a school governance team. This team is the "voice" of JCPS to help make educational decisions that will best suit our students and staff. This team is composed of parents and community members. We will continue to have a strong fine arts department including music and art full time as well as our other specials including PE, STEAM lab, and math lab. Our students also have access to an amazing counselor and media specialist!

Our staff is dedicated to the entire child. It is our pledge to meet the needs of our students first and foremost by building relationships with our students and parents. Students will then be given the tools to help them gain knowledge with all subject matter. We know parents play a very important part in this partnership. We look forward to working with our parents and showing our students that we are a cohesive team. Parents can do many things to support the school including: reading with your child, practicing sight words and basic math facts nightly, checking their weekly folder (comes home on Mondays), signing their agenda nightly, and attending special events and parent conferences, Please know we are in this together!

As the principal, it is my charge and promise to assure you I mean what I say. I believe in the teachers and staff of JCPS! I have high expectations for them and hold them accountable for educating your child, I expect them to work hard and go over and beyond to do what is best for your child! I promise to work with each and every one of you to ensure your child is getting the best education possible. We will provide the rigor and engagement you want for your child. Please know you can contact me by email and phone. I will schedule a time to meet with you. I absolutely love what I do each and every day! It is my privilege to be your child's principal. I take pride in this responsibility and will strive each and every day to hold myself, my teachers, and staff accountable for the best education of our students, I know this is possible with the support of our parents. I look forward to the best school year yet!

Pam Edge- Principal of JCPS

**Jasper County Primary School
2021-2022
School-Parent Compact
Revised April 16, 2021**

What is a School-Parent Compact?

A compact outlines how parents, school staff, and students share in the responsibility for improved academic achievement.

A compact helps build and develop a partnership that will help children achieve the challenging State academic standards.

A compact lists specific commitments that the family and school agree on in order to help each child progress in school, thus promoting his/her achievement to high standards.

Jointly Developed

The parents, students, and staff joined together to create this school-parent compact for achievement. Teachers suggested home learning strategies, parents contributed ideas about support needed, and students gave suggestions as to how they could better learn. Families are encouraged to attend annual revision meetings held each year in the spring. Time is spent reviewing the compact and feedback is accepted based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey each year to gather information pertaining to current Title I programs and policies. If you would like to volunteer, participate and/or check-out resources, please attend one of our many Parent Workshops held throughout the school year.

You can also contact Tiffany Price, our Title I Family Engagement Coordinator, at tprice@jasper.k12.ga.us or 706-468-6350 ext. 122 or visit our Parent Resource Room at the Board of Education.

Activities to Build Partnerships

The following actions will be taken in order to promote partnerships at Jasper County Primary:

- Family and community members will be invited to attend and participate in family engagement activities and workshops scheduled throughout the year.
- Frequent reports to parents on their child's progress are sent home each semester.
- District Family Resource Center and online resources are available for families.
- Reasonable access to staff, opportunities to volunteer, and participate in their child's class observation of classroom activities is encouraged.
- Events and activities will be held that encourage family and community participation while promoting student academic achievement. See our school calendar, website, and social media for a list of events, dates, and times.
- School Governance Meetings will be held that include family and community members.

**495 GA Hwy 212 W Monticello, GA 31064
706-468-4968**

<https://www.jasper.k12.ga.us/jcps>

**Mrs. Pam Edge, Principal
Mrs. Patti Hobby, Asst. Principal**

**Communicating About
Student Learning**

Jasper County Primary School is committed to working with families in the realization that both of their roles, as equal partners, are paramount in the academic success of the child. Frequent communication between families and teachers will occur through:

- 2-3 Parent-Teacher Conferences a year
- Progress Reports, Deficiency Notices, and Report Cards
- Bi-weekly student work samples
- Email, telephone, newsletters, websites, Infinite Campus Portal, Remind Texts/ClassDojo, Google Classroom, and school visits
- Parent Flyers
- Open House, Curriculum Nights & Family Workshops

Please feel free to contact our Title I Family Engagement Coordinator with any questions or suggestions you may have.

Tiffany Price
tprice@jasper.k12.ga.us
706-468-6350 Ext. 122

Our Goals for Student Achievement

District Goals

By the end of the 2021-2022 school year JCCS will increase the percentage average of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 62% to 66% on the Spring MAP 2022.

By the end of the 2021-2022 school year JCCS will increase the percentage average of students scoring average, high average, and high in Math on the MAP Assessment will increase from 40% to 49% on the Spring MAP 2022.

Using the total number of students, from all schools, with 10 or more absences from the FY 21 Student Record Data Collection, Student Attendance Report (ENR021), as baseline data, JCCS will decrease the total number of students with 10 or more absences during the FY 22 school year by 1% (as measured by the FY 22 ENR021 data report).

School Goals and Focus Areas

By the end of the 2021-2022 school year JCPS will increase the percentage average of students scoring average, high average, and high in Reading on the MAP Assessment will increase from 66% to 68% on the Spring MAP 2022 Assessment.

By the end of the 2021-2022 school year JCPS will increase the percentage average of students scoring average, high average, and high in Math on the MAP Assessment will increase from 24% to 31% on the Spring MAP 2022 Assessment.

Using data from the FY 21 Student Record Data Collection, Student Attendance Report (ENR021), as baseline data, JCPS will decrease the # of students with 10 or more absences during the FY 22 school year by 1% (as measured by the FY 22 ENR021 data report).

Teachers, Parents, and Students – Together for Success

<p style="text-align: center;">✓ <u>School/Teacher Responsibilities</u></p> <ul style="list-style-type: none"> ✓ Provide effective instruction in a supportive and effective learning environment with participating children to meet the Challenging Academic Standards by providing parents resources and access to materials on a regular basis. ✓ Schedule Parent-teacher conferences which the compact shall be discussed as the compact relates to child's achievement. ✓ Provide two-way communication regarding conferences and other events in a variety of ways to communicate effectively, in a language parents and family members can understand. ✓ Support families in the use of relevant websites that can be used at home for improving math and literacy skills during Curriculum Nights and on grade level websites. ✓ Meet with students and families at the beginning of the school year to set student goals which will be included in data notebooks to utilize during conferences throughout the year with students and families. ✓ If applicable, support student learning and communicate with families regularly regarding virtual learning student progress. 	<p style="text-align: center;"><u>Family Responsibilities</u></p> <ul style="list-style-type: none"> ✓ Review your child's progress using the Infinite Campus Parent Portal. ✓ Review children's work folders and agendas nightly ✓ Use websites given by teachers during Curriculum Nights, Parent Workshops, and on grade level websites that offer information and strategies to strengthen student learning in math and literacy. ✓ Attend parent/teacher conferences and events to review your child's data and progress toward meeting his/her learning goals. ✓ Ensure that children are at school and on-time daily. ✓ If applicable, establish a home learning coach to facilitate the learning of virtual students and to communicate with school-based teacher regarding student progress.
<p style="text-align: center;"><u>Student Responsibilities</u></p> <ul style="list-style-type: none"> ✓ Come to school prepared for the day. ✓ Be responsible for sharing information sent home from the school with your parents/guardians. ✓ Be an active participant in lessons for math and literacy. Use the strategies and resources provided to improve success. ✓ Use approved websites and programs for skill practice, research, and to demonstrate learning in math and literacy. ✓ Ask for help from teachers, administrators, counselors, or staff members when there is a problem. Talk with parents/guardians to assist with the issues. ✓ If applicable, actively engage in my learning by using the resources provided through digital learning, as a virtual student. 	

Mission of Jasper County Primary- Jasper County Primary School will prepare children to achieve necessary educational skills for individualized success. (CANES)

Vision of Jasper County Primary- To provide a knowledgeable, nurturing staff to promote and enhance individual growth in a supportive learning environment.

Motto We are children achieving necessary educational skills.

Jasper County Primary School Parents,

--Please send one change of clothes in your child's book bag. These could possibly be kept in a zip lock bag either in your child's book bag or a cubby or other place in the classroom. When students have "accidents" or spill food or drink on themselves, a change of clothes is needed and most of the time our "Clothes Closet" is bare. Also, it would be helpful to always have a pair of "tennis shoes" for your child in their bookbag. If they were sandals or something not secure on their feet they could get hurt during physical activity.

-- In addition, please put your child's name inside their jackets, sweaters and coats. This will be of great help if they leave their jackets in the lunchroom, activity room, on the playground, etc.

--Please note changes to Field Day for FY 22. The purpose of these changes is to ensure safety for our children. Students are only allowed 2 adult visitors that are on their emergency list and no children are allowed to the event including babies.

--When eating lunch with your child, please do not bring outside food from a fast food restaurant. Also, we can only allow a parent to eat with their child. No other children can eat with a friend and a guest. All parents and guardians must approve who eats with their child. In order to eat with a child that person's name must be on the list approved by the parent.

--Lastly, we strongly encourage you to make all changes to student transportation in writing, and we ask that you do not check a student out after 2:15 PM each day. We are busy preparing for dismissal at that time, with students dispersing to several different locations in our building designated for afternoon car riders and bus riders. There will be no check-outs between 2:15 PM and 2:40 PM. Email address for changes Psoffice@jasper.k12.ga.us and fax number is 706-468-4985

As always, we appreciate your support in making 2021-2022 a great year at Jasper County Primary School!

Arrival at School - Tardy bell rings at 8:06 AM

Please make every effort to have your child at school each day. We dismiss our students to their class at 7:50 daily. We ask that students not arrive on campus prior to **7:20 A.M.**, as supervision is not provided until that time. Students may enter the building from the front parking lot **only**. The back parking lot is designated for buses. Upon arriving on campus, all students must report to the Activity (P.E.) Room or, if eating breakfast, to the Cafeteria. Classes will begin at 8:05 AM.

DISMISSAL AND PROCEDURE FOR PICKING UP STUDENTS

Students who ride in cars are dismissed at 2:45/2:50 PM from the side door of the cafeteria. Listed below are things for you to remember when arriving for your child:

1) Departure time for car riders is 2:40 PM from their classrooms. They begin loading cars between 2:45-2:50 PM, PLEASE DO NOT ARRIVE BEFORE 2:15 to pick up PS students. Pre-K is dismissing and we need to allow plenty of room for their Please have children that do not attend JCPs stay in the cars and not on sidewalks or in the grass. We have classes occurring and the car-rider line can be distracting if children or adults are talking out of their cars and on the sidewalk.

2) Entering from the highway, we ask that you make two lines towards the building. This allows us to get as many cars out of the flow of highway traffic as possible. As you approach the building, you will merge and use the right lane next to the sidewalk. Please pull all the way to the orange traffic cone in order to keep both lines moving. PLEASE DO NOT PASS ANOTHER CAR WHEN YOU ARE IN THE SINGLE LANE. A child could dart out while loading cars. Safety is the top priority.

3) One hang tag per family will be provided for the new school year and should be hanging on your rearview mirror so the school attendant can read your child's assigned number. Additional hang tags can be purchased for \$3.00 each. These must be presented to pick your child up in the car rider line. If not, you will be asked to come inside to the front office to check your child out.

4) There is no check out between 2:15 and 2:40.

5) If you are checking a student out early (*before 2:40 PM*), you must park in a parking space and enter the front of the school to sign student out in the front office. Please do not block the front entrance to the school with your park. Please park in a designated parking space to check out or check in your child.

6) You may be required to show picture identification when picking up a student in the front office, only those persons listed on your child's registration sheet will be allowed unless a note is sent to the front office. Transportation changes should be in writing. We have a system to check identification when visiting the school. IDs will be scanned to verify who the person is as well as checking the national database of sexual predators and any custody issues that may be on file.

7) We cannot allow transportation changes to be done over the phone. We must have something in writing by fax or email in case of emergencies. That number is 706 468-4985 for our fax. Please DO NOT Call by phone the day of the change and ask for a change. Safety is our priority! The email address to use is psoffice@jasper.k12.ca.us . The fax number here at JCPs is 706-468-4985.

All students leaving school early must be properly signed out in the front office by a parent, guardian, or other person listed on student's registration form on file, or by a written note from parent/guardian. Parents should not go directly to classrooms to pick up students. Office personnel will call students from the classroom to the front area.

SECURITY

In this day and time, I want to assure you that I plan to keep your children as safe as possible so they can learn as much as they possibly can! I feel confident that JCPS is safe place to be and will continue to be!

1. Our front doors will be locked throughout the day. All visitors will have to "buzz" the front office with a button on the outside and the front office staff will allow you to enter as quickly as possible.
2. All parents and guardians will have their identification scanned when picking up children, eating with children or visiting classrooms during instructional time. This scan will check to make sure only assigned visitors are visiting your child's school. This system is called Raptor. Many school systems across Georgia use this!

LUNCH

If a student chooses to bring his or her lunch from home, for safety reasons, we ask that no glass or cans with metal tops be brought (canned soda, fruit, meat, etc.) Also, no "fast foods" are allowed, such as Dairy Queen, Chick-fil-a etc. Again, no other child can sit with the parent of another child. The child can only eat with the people listed on their list that each parent provides. The adult should not bring in any outside food from "fast food" restaurants as well.

OUTSIDE FOOD FOR SPECIAL OCCASIONS

We will have a procedure for celebrating special occasions such as birthdays. We cannot allow cupcakes or any type of "outside" food in the lunchroom due to regulations for school nutrition. If you decide to celebrate by bringing items such as cupcakes, please do the following things to make this a great event!

****If COVID protocols are in place for FY 22- NO outside food will be allowed in the schools. If you wish to have the PS make the cupcakes for a cost, please contact the school lunchroom and they will be glad to prepare those for you. Please give them at least 1 (one) week's notice before the event.**

1. Please contact your child's teacher at least 2 (two) days ahead of the event and let her know you plan on bringing the cupcakes or treats. She will need to let you know about any allergies.
2. Ask the teacher what time their recess time will be or a time that is convenient for the teacher in the next few days. Remember to do this at least 2 days ahead of time if possible, we cannot do parties but we can certainly allow them to have an extra treat at recess.
3. You may drop off cupcakes so the class can enjoy them with the teacher but please drop off early in the day so we can be sure they get to the classes in plenty of time. 4. You can always still eat with your child for breakfast or lunch any day as long as you have your ID handy!

PARENT CONFERENCES

Cooperation between the parent and the teacher is essential and parent/teacher conferences are encouraged. However, parents/guardians should not walk down to the classroom to speak with a teacher unless an appointment has been previously scheduled.

Conferences with your child's teacher can be arranged by a note or telephone call, or you may leave a message in the front office. A parent has the right to request a meeting at any time with their child's teacher! I encourage this at any time when there are concerns or comments pertaining to a child's academic performance or behavior.

PARENT TEACHER ORGANIZATION

The Primary School has its own Parent-Teacher Organization called the CIA (Community in Action). Parents and staff members are encouraged to join this organization. Membership fee is \$5.00 per family. CIA meeting dates to be announced at a later date.

JCPS GENERAL RULES

- 1) Students are not allowed to bring visitors such as siblings, cousins, friends, etc. to school.
- 2) Students are not allowed to sell goods at school without permission of the principal.
- 3) When visiting the school to have lunch with students, we ask that you please do not bring "fast food" (Subway, "Big Chic" or "Dairy Queen", etc.) into the school. We ask that you either eat the meal offered by the school cafeteria or bring a sack lunch from home. Parents/Visitors who eat lunch with their children are encouraged to sit with their class or at the designated tables outside the cafeteria. There will be a designated number of classroom celebrations that teachers will offer to students throughout the school year. These will be limited to those designated around special dates/occasions. Individual birthday celebrations will not be permitted during instructional time.

Parents or guardians who wish to bring items to be served during recess should contact their child's teacher at least two (2) days in advance. If you choose to bring a treat for lunch for a birthday, please let the teacher know at least 2 days in advance. Please check with the teacher about allergies and please be present to help pass out the treats. Again, before giving out any food item it is VERY IMPORTANT to speak with the teacher regarding allergies. No food should be given to any other classes... only the class where the guardian has spoken with the teacher. Again, safety is our TOP concern.

TESTING PROGRAM

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is administered to all students in Kindergarten.

All students will take the Measures of Academic Progress® (MAP®), created by Northwest Evaluation Association (NWEA™). MAP is a computer adaptive test, which means every student gets a unique set of test questions based on responses to previous questions. As the student answers correctly, questions get harder. If the student answers incorrectly, the questions get easier. By the end of the test, most students will answer about half the questions correctly. This assessment will be given for reading and mathematics for K-2nd grade students. Teachers can see the progress of individual students and of their class as a whole. Students with similar MAP scores are generally ready for instruction in similar skills and topics. MAP also provides data around the typical growth for students who are in the same grade, subject, and have the same starting achievement level. This data is often used to help students set goals and understand what they need to learn to achieve their goals.

Write Score Assessment- Write Score is a formative writing and reading assessment that is given (3) times per year to students in 1st through 8th grades. This hand scored writing assessment gives students a testing experience that is very similar to the writing portion of the Georgia Milestones Assessment System in both structure and difficulty. Students in 1st and 2nd grades will receive grade appropriate texts and prompts based on the Georgia Standards of Excellence and will complete their writing with paper and pencil. Students will not be graded on these assessments. However, teachers will use the results of these tests to inform and guide writing instruction for all students.

JASPER COUNTY PRIMARY SCHOOL - PROMOTION/RETENTION POLICY 2021-2022

Kindergarten:

At the end of Kindergarten, a student must meet the following criteria:

Score at Developing or Above on 6 out of 7 (86%) ELA/Reading Progressions on the GKIDS 2.0 Assessment
 Score at Developing or Above on 4 out of 5 (80%) Math Progressions on the GKIDS 2.0 Assessment
 Score a benchmark score at the 25th percentile or higher on a nationally norm-referenced reading benchmark.
 Score a benchmark score at the 25th percentile or higher on a nationally norm-referenced math benchmark.
 Identify and recall fluently 100 sight words or more.
 Demonstrate fluency within 5 for addition and subtraction facts.

First Grade:

At the end of First grade, a student must:

Meet 90% of ELA/Reading standards (Must master-18 out of 20 standards).
 Meet 90% of math standards (Must master-11 out of 12 standards).
 Must score at the 25th percentile or higher on a National Normed referenced reading assessment.
 Must score at the 25th percentile or higher on a National Normed referenced math assessment.
 Must identify and recall fluently 200 sight words or more.
 Must demonstrate fluency within 10 for addition and subtraction (count up- count back).

Second Grade:

At the end of Second grade, a student must:

Meet 85% of ELA/Reading standards (Must master-38 out of 44 standards).
 Meet 85% of Math standards (Must master-23 out of 27 standards).
 Must score at the 25th percentile or higher on a Nationally Normed referenced reading assessment.
 Must score at the 25th percentile or higher on a Nationally Normed referenced math assessment.
 Must identify and recall fluently 300 sight words or more.
 Must receive a Lexile score of 345 or higher.
 Must demonstrate fluency within 20 for addition and subtraction.

*The principal has final responsibility for the promotion, retention, and/or placement of all students except for students in special education whose placement must be determined in accordance with the Individuals with Disabilities Education Act (IDEA).

PBIS

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009).

Here at JCPS, you will hear a great deal about PBIS. This year students will be rewarded and acknowledged for awesome behavior. All our Little Canes will be... Respectful, Responsible, and Ready to Learn throughout the school. In all areas of the school, students will follow expectations that show they are Respectful, Responsible and Ready to Learn! Common expectations will be displayed throughout the halls, bathrooms, cafeteria, bus lines, and playgrounds. We are excited to share this behavior system with our JCPS family!

System for Acknowledging Behavior

At the individual student level:

- Adults in the building acknowledge appropriate student behavior with Canes Cash and/or positive, specific verbal praise.
- Canes Cash goes with the student to their classroom in their pocket chart.

At the classroom level:

- On the Rewards Day, the class will visit the Rewards Center.
- Students can choose to turn in Canes Cash for different prizes or they can choose to save Canes Cash for another week.

At the grade level:

- Canes Cash will be counted as it's turned in so a running total can be kept. At the 9 weeks PBIS celebration, the class with the highest amount of Canes Cash will be recognized and will receive the Canes Pride Award.
- The winners of the Canes Pride Award can get an ice cream or pizza party.

Students will be given Canes Cash (not real cash, but "play" cash to earn rewards such as hat days, ice cream, take their shoes off, etc.) Students will be acknowledged for their great behavior on a daily basis!

JCPS PBIS Expectations

	Beginning of Day/ Entering the Room	Partner/ Small Group Work Time	Independent Work Time	End of Day
Respectful	Use CANES walk into classroom Noise Level 0 Go straight to your seat	Noise level 1 Take turns Raise your hand if you need the teacher	Noise level 0 Raise your hand if you need the teacher	Use Canes walk into/out of classroom Noise Level 0
Responsible	Unpack your book bag Put notebook/Agenda in correct place	Stay with your partner/group Use materials appropriately	Stay in your work area Use materials appropriately Complete your task	Pack up completely: book bag, coat, lunchbox, papers/notes, AR book
Ready to Learn	Get started on morning work at your seat	Start immediately	Start immediately	

	Hallway	Bathroom	Cafeteria	Bus Line	Bus	Playground
Respectful	CANES Walk with Voice Level 0 Keep hands, feet and objects to yourself	Voice Level 0 One to a Stall Respect Privacy Keep hands, feet, and objects to yourself	CANES walk Voice level 1 at your table with your elbow neighbor Keep hands, feet, and objects to yourself Lights off, Voices off	Voice Level 1 with your elbow partner in your line Keep hands, feet and objects to yourself CANES walk	Voice Level 1 with elbow partner Keep bus clean and aisles clear Back to back, bottom to bottom, feet on the floor, book bags in your lap.	Share equipment Be good winners and losers Use cotton words Use equipment appropriately
Responsible	Stay in line on 3rd block Go where you need to be	Wash your hands with soap Flush toilet Throw paper towels in trash can	Clean up after yourself Raise your hand if you need an adult's help Keep food on your tray Get what you need when you are in line	Keep book bags closed and on your body Listen to the adult in charge	Keep book bags closed Listen to the bus driver Get on and off the bus carefully	Bring back what you take out Follow game rules Stay in defined area
Ready to Learn		In and Out (return to class in a timely manner)				CANES walk at signal

JASPER COUNTY CHARTER SYSTEM

Student and Parent Handbook – District Section

2021-2022

Our Mission Statement

The Jasper County Charter System will provide superior and innovative learning experiences to prepare every student for life beyond school.

Vision

The vision of the Jasper County Charter System is to provide dedicated staff and supportive learning environments to inspire and motivate every student to achieve individual success.

Our Core Beliefs

All students can learn.

Students should be challenged with a rigorous and relevant curriculum.

Visionary leadership is essential to continuous improvement.

Employing and retaining quality personnel and providing opportunities for their professional growth is essential to system effectiveness.

Decision-making is data driven.

Creating a caring culture is key to engaging all learners.

Everyone takes personal responsibility for achieving targeted results.

It is the responsibility of the system to engage all stakeholders in the educational process.

It is the responsibility of the system to be a good steward of resources.

Jasper County Board of Education

Mr. Bill Schilling	Board Chair
Mrs. Erin Lynch	Vice Chair
Dr. Shannon Barton	Board Member
Ms. Towonder Dennis	Board Member
Mr. Lewis Rice	Board Member
Mr. Kenny Garland	Superintendent

Information about the Jasper County Board of Education is located on the school district's website: <https://www.jasper.k12.ga.us>

On the left side of the district's website, click on "OUR System", then click on "OUR Board", and finally click the link "Simbli by eBoard Solutions" which provides details about individual board members and updated Jasper County Board of Education Policies in addition to meeting dates, agendas, and minutes.

Superintendent's Page

2021-2022 School Year

Dear JCCS Community,

Welcome to Jasper County Charter System!

It is my pleasure and privilege to serve as your Superintendent. While 2020-2021 was challenging due to COVID, I witnessed extraordinary efforts by our students, faculty and staff, parents, and community leaders to ensure each child received a quality basic education.. As a team, we have developed innovative ways to promote teaching and learning while promoting safety of all stakeholders.

The 2021-2022 school year poses new opportunities for success. The challenges we faced in the previous year now promote new vision in the way our schools operate. Through the changes, it is our system's goal to provide a safe and nurturing learning environment for all students.

Working together, we will make great things happen for the students of Jasper County Charter System. Please review our handbook closely as some of our procedures and protocols have changed from the previous year. It is our goal with the changes to make our system better. If we all seek continuous improvement, then we will all benefit from our efforts.

Again, I welcome you to our system. Let's make this year the best ever! GO CANES!!!!



C. Kenny Garland, Ed.S.
Superintendent
Jasper County Charter System

Jasper County Charter System

2021-2022 District Calendar

Legend

	Non school day
	Non instructional day
	Holiday

Key Dates

Tu, Aug 3 - Tu, Aug 10	.....	Planning/Professional Day
Mo, Sep 6	.....	Holiday - Labor Day
Fr, Sep 10	.....	Instructional Day, Progress Reports
Fr, Oct 8	.....	Instructional Day, Grading Period Ends
Mo, Oct 11	.....	Holiday - Columbus Day
Tu, Oct 12	.....	Planning/Professional Day
Fr, Oct 15	.....	Instructional Day, Report Cards
Fr, Nov 12	.....	Instructional Day, Progress Reports
Mo, Nov 22 - Fr, Nov 26	.....	Holiday - Thanksgiving
Fr, Dec 17	.....	Instructional Day, Grading Period Ends
Mo, Dec 20 - Fr, Dec 31	.....	Holiday - Christmas
Mo, Jan 3	.....	Planning/Professional Day
Fr, Jan 7	.....	Instructional Day, Report Cards
Mo, Jan 17	.....	Holiday - MLK
Fr, Feb 11	.....	Instructional Day, Progress Reports
Mo, Feb 21	.....	Holiday - President's Day
Fr, Mar 11	.....	Instructional Day, Grading Period Ends
Mo, Mar 14	.....	Planning/Professional Day
Fr, Mar 18	.....	Instructional Day, Report Cards
Mo, Apr 4 - Fr, Apr 8	.....	Holiday - Spring Break
Fr, Apr 22	.....	Instructional Day, Progress Reports
Fr, May 27	Planning/Professional Day
Mo, May 30	Holiday - Memorial Day
Tu, May 31	Planning/Professional Day

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JASPER COUNTY CHARTER SYSTEM SCHOOL INFORMATION PAGE

Jasper County PK Program

Ms. Camilla Moss, Director
495 Highway 212 W.
Monticello, GA 31064
(706) 468-4972

School Start Time: 8:05 am
Students are Tardy: 8:06 am
School End Time: 2:30 pm

Jasper County Primary School

Ms. Pam Edge, Principal
495 Highway 212 W
Monticello, GA 31064
(706) 468-4968

School Start Time: 8:05 am
Students are Tardy: 8:06 am
School End Time: 2:35 pm

Washington Park Elementary School

Ms. Laura Thompson, Principal
721 Highway 212 W
Monticello, GA 31064
(706) 468-6284

School Start Time: 8:00 am
Students are Tardy: 8:05 am
School End Time: 2:50 pm

Jasper County Middle School

Ms. Dionka Jackson, Principal
1289 College St
Monticello, GA 31064
(706) 468-2227

School Start Time: 8:05 am
Students are Tardy: 8:06 am
School End Time: 3:25 pm

Jasper County High School

Mr. Jim Strength, Principal
14477 State Hwy 11
Monticello, GA 31064
(706) 468-5016

School Start Time: 8:00 am
Students are Tardy: 8:05 am
School End Time: 3:15 pm

****Note:** School Schedules are subject to change.

STUDENT CODE OF CONDUCT

It is the purpose of the Jasper County Board of Education to operate each school in a manner that will provide an orderly process of education and that will promote 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 Code of Conduct which sets standards for student behavior.

The District'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 or district as a whole. Accordingly, students shall be governed by the regulations and rules set forth in this Code of Conduct. Jasper County will implement the best practices of PBIS (Positive Behavior Intervention and Supports) in all schools within the district. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

The Code of Conduct sets the expectation that students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students. This includes but is not limited to showing respect for each other and school district employees, following guidelines and policies related to behavior that are adopted by the Jasper County Board of Education, and obeying rules established by individual schools and classrooms.

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, any school-related activity, function or event and while traveling to and from such events;
- On school buses and at school bus stops.

Also, students may be disciplined for conduct off campus which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

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

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

Parents are encouraged to become familiar with the Jasper County 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 policies or procedures.

Teacher Authority

The Superintendent fully supports the authority of principals and teachers in the school system to remove a student from the classroom pursuant to provisions of state law.

Each teacher shall comply with the provisions of O.C.G.A. § 20-2-737, which requires the filing of a report by a teacher who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. Such report shall be filed with the principal or designee on the school day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior.

The principal or designee shall, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or designee.

The principal or designee shall notify in writing the teacher and the student's parents or guardian of the discipline or student support services which has occurred as a result of the teacher's report within one school day from the imposition of discipline or the utilization of the support services. The principal or designee shall make a reasonable attempt to confirm that the student's parents or guardian has received the written notification, including information as to how the parents or guardian may contact the principal or designee.

Parental Involvement

This Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments. Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct. The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a school staff member's request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

Progressive Discipline Procedures as Related to the Code of Conduct

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 and will take into account the student's discipline history, the age of that student, and other related factors.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by possible consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are appropriate. There are a few specific situations that are of such severity that referral to a Disciplinary Tribunal and law enforcement would be automatic. Depending on the severity of the situation, school officials may apply stricter measures up to and including notification of law enforcement. An administrator has the discretion to determine the offense and the appropriateness of the disposition assigned.

Students who repeatedly violate the various rules and regulations may be subject to disciplinary action more severe than the disposition specified for the individual offenses committed, up to and including suspension to a disciplinary tribunal and possible long-term suspension or expulsion. Students under suspension or expulsion are not permitted to attend or participate in athletic/extra-curricular activities (which includes graduation ceremonies) during the period of the suspension or expulsion.

POSSIBLE ACTIONS (DISPOSITIONS) THAT MAY BE IMPOSED FOR ANY VIOLATION OF THE CODE OF CONDUCT

WARNING AND/OR CONFERENCE

Student may receive a verbal or written warning, and/or may be required to meet with school administrator, counselor, or social worker.

CLASSROOM CONSEQUENCES

Consequences that are established at the classroom level to address minor misconduct in the classroom.

BEHAVIOR CONTRACT

The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher, and sometimes parents, in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else.

LOSS OF PRIVILEGES

Examples include silent lunch, loss of recess, loss of driving and/or parking on campus, etc.

TIME OUT/ISOLATION

Student may receive time out in opportunity room, alternative learning environment, modified educational environment, etc.

REMOVAL FROM CLASS

An administrator may restrict attendance or remove a student from a class(es) for a specified length of time. Make note that events such as field trips, etc., may also be restricted as deemed necessary.

NOTIFICATION OF PARENTS / PARENT CONFERENCE

Parents may be notified via telephone, text, email, note in agenda, mail, or face-to-face conference. NOTE: Each parent/guardian is responsible for providing the school with his/her up to date contact information including: telephone numbers, email addresses and emergency contact names and telephone numbers.

REFERRAL TO STUDENT SUPPORT SERVICES

Student may be referred to a school counselor, counselor, social worker, MTSS, etc. Parents/Guardians should note that a referral to the school counselor, social worker, or to the MTSS team does not require parental/guardian's consent.

CONFISCATION OF ITEMS THAT ARE PROHIBITED AT SCHOOL

Possession of personal property that is prohibited, such as but not limited to food, beverages, and electronic equipment, is a violation of the Code of Conduct and confiscation of banned items by teachers and/or the administration is permissible. When possible, the administrator will return the item to parent/guardian.

RESTITUTION

The student is responsible for payment or repair of damages and/or replacement(s).

RESTRICTION FROM SCHOOL ACTIVITIES/SPECIAL EVENTS

Examples include restriction from field days, field trips, prom, dances, graduation ceremony, etc.

DETENTION

A requirement that the student report to a specified school location and to a designated teacher or school official. Detention may require the student's attendance before school, during lunch or after school. Students who are assigned to detention before or after school will be given a one day advanced notice so the parent/guardian can make arrangements for transportation.

IN-SCHOOL SUSPENSION (ISS)

ISS is the removal of students from their regular classes to be isolated in a supervised area, with a limited number of students. Students have the opportunity to continue their regular classroom assignments during ISS. Parents will be notified when their child is assigned to ISS. Students may be denied the right to attend any school function, practice, or participate in any activity during the period of ISS. The alternative to ISS is out of school suspension (OSS) and/or alternative school. Any infractions of ISS guidelines may result in OSS placement.

SUSPENSION FOR A PARENT CONFERENCE

As a consequence, for violating school rules/regulations, an administrator, at his/her discretion, may suspend a student from school until a parent conference (face-to-face conference, telephone, text, and/or email) is held as specified by the administrator. NOTE: It is not necessary for students to miss any school time provided a parent/guardian complies with the conference request.

SHORT-TERM SUSPENSION

Removal of a student from the regular school program for a period not to exceed 10 consecutive days. During the period of suspension, the student is excluded from attending or participating in all school-sponsored activities including practices, competitive events, and/or activities sponsored by the school or its employees.

LONG-TERM SUSPENSION (referral to a disciplinary tribunal)

Removal of a student from the regular school program for a period greater than 10 consecutive days, which may be imposed only by a disciplinary tribunal. During the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

PLACEMENT IN AN ALTERNATIVE SCHOOL PROGRAM

In an effort to keep all students in school, the JCCS is providing an alternative placement in lieu of long-term OSS and expulsion. Students assigned to alternative school will be required to remain there for a minimum of one nine-week grading period. During that time, students will not be allowed to have access to the school campus unless under the direct supervision of the alternative school director or school administrator. Misbehavior while in alternative school can result in a recommendation for expulsion or long-term suspension from school. **Students that are returning to school from adjudication will be placed in the alternative school setting as a transitional process back into the regular school program. The parents must schedule a meeting with the school prior to a child returning to school once processed through the court system. A student who has been formally charged with a violation of the criminal law off campus and whose presence on the school campus may endanger the safety of other students and/or cause substantial disruption to school operations will be assigned to an alternative program.

SEARCHES

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules or is in possession of evidence that the student broke the law or violated 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. Cell phones/multimedia/electronic devices taken from students due to possession and/or use in violation of school rules is subject to having their contents searched. 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.

SUSPENSION OR EXPULSION FROM THE SCHOOL BUS

Transportation is a privilege, not a right, which may be revoked.

EXPULSION

Suspension of a student from a public school beyond the current school quarter or semester. Such action may be taken only by a disciplinary tribunal in accordance with Code Section 20-2-754.

REFERRAL TO LAW ENFORCEMENT OR JUVENILE COURT OFFICIALS

Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials as required by law or when school officials determine such referral to be necessary or appropriate.

The maximum punishments for an offense include:

- long-term suspension (suspended greater than 10 days)
- expulsion (expelled beyond the end of the current school semester)
- permanent expulsion (expelled from school district, may be given the option to attend an alternative program)

Those punishments will be determined by a disciplinary tribunal panel as outlined in Code Section 20-2-754.

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

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.

With regard to State Rule 160-4-8-.15, K-3 students will not be suspended or expelled for more than 5 school days per year without the MTSS (Multi-Tiered System of Supports) process being in place. An exception is made for students bringing weapons or drugs to school or who present a threat to the safety and security of the school.

BEHAVIOR THAT WILL RESULT IN DISCIPLINARY PROCEDURES

The degree of consequence (disposition) imposed will be in accordance with the progressive discipline process unless otherwise stated below.

1. ACADEMIC DISHONESTY

This offense includes, but is not limited to, CHEATING (intentional receiving or providing of unauthorized assistance on projects, assignments, or assessments); PLAGIARISM (submitting someone else's work as your own); and/or FALSYFYING DOCUMENTS/RECORDS.

2. ALCOHOL

Selling of, attempting to sell, manufacturing, possession of, use of, consumption of, transportation of, purchase of, attempting to purchase, or under the influence of alcohol on school property, or at a school event. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

3. ARSON

Unlawful and attempted damage or intentional damage to any real or personal property by fire or incendiary device.

4. ASSAULT/BATTERY

Any threat or attempt to physically harm another person, any act which reasonably places another person in fear of physical harm (i.e. threatening language or swinging at someone in an attempt to strike or hit), striking another person against his/her will, and/or intentionally causing bodily harm; possible referral to a disciplinary tribunal if a student is alleged to have committed assault upon another student or person while on school campus, at a school event/function, or on a school bus.

5. ATTENDANCE RELATED VIOLATION

This offense includes, but is not limited to, repeated or excessive unexcused absences, tardies to school or class, skipping class, leaving school without permission, or failure to comply with compulsory attendance law.

6. BREAKING AND ENTERING/BURGLARY

Unlawful entry into a building or other structure with intent to commit a crime. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

7. BULLYING

In accordance with Georgia law, bullying is defined as an act that is:

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

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

Georgia law mandates that upon a tribunal finding that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

8. BUS MISBEHAVIOR

The following specific provisions shall govern student conduct and safety on all school buses:

- (1) All provisions of the Student Code of Conduct apply to behavior on the school bus, including but not limited to, acts of physical violence as defined by Code Section 20-2-751.6, bullying as defined by subsection (a) of the Code Section 20-2-751.4, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;
- (2) A meeting of the parent or guardian of the student and appropriate school district officials must be held to write a school bus behavior contract whenever:
 - A student is found to have engaged in bullying; or
 - A student is found to have engaged in physical assault/battery of another person on the school bus.

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

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

- (3) Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers; audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus; and
- (4) Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

9. CHRONIC DISCIPLINARY PROBLEM STUDENT

Georgia law mandates that any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall notify by telephone call and by mail the student's parent or guardian of the disciplinary problem, invite the parent or guardian to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference to devise a disciplinary and behavioral correction plan. Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan. Jasper County defines chronic disciplinary behavior demonstrated by a student as three or more offenses of a similar nature, requiring administrative action, committed during the same school year.

The law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend the conference requested by the principal pursuant to the laws cited above, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent or guardian who willfully disobeys an order of the court under this law.

10. COMPUTER TRESPASS

Unauthorized use of computer, computer network, data, intent to hack or damage network, obtaining confidential information, or disclosing protected information as per the school system's acceptable use of the internet/electronic resources policy.

11. CRIMINAL LAW VIOLATION/OFF-CAMPUS MISCONDUCT

A student whose conduct off campus could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process may be subject to disciplinary action, including in-school suspension, short-term suspension or referral to a disciplinary tribunal.

12. DISOBEDIENCE/INSUBORDINATION

Failure to comply with instructions, use of inappropriate language, acting in a rude, disobedient, disrespectful and/or insubordinate manner, and/or refusing to identify oneself correctly upon request

13. DISORDERLY CONDUCT

Creating a severe disturbance that interrupts normal school operation and/or poses a threat to the health or safety of others.

14. DISRUPTIVE BEHAVIOR

Creating a mild disturbance that interrupts learning opportunities or normal operating procedures of the school but does not pose a threat to a person's health or safety.

15. DRESS CODE VIOLATION

Students shall dress in a manner that is reasonable and not distracting to other students and teachers. The dress of students must be in good taste and appropriate for school activities. School principals have final authority in all judgments related to dress. Regulations, procedures, and directives for appropriate dress will be distributed at the school level.

16. DRIVING OR PARKING VIOLATIONS ON CAMPUS

Driving without a license, recklessly, and/or parking on school property without a permit.

17. DRUGS

Possession, sale, transmission, use in any amount, distribution, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, drug paraphernalia, intoxicant, inhalant, prescription drug not currently prescribed, or substance that creates the same effect of the items listed. Possession, distribution, attempted sale or sale of substances represented as drugs or any of the other items listed above. Sale, attempted sale, distribution, or being under the influence of a prescription or over the counter drug. NOTE: This offense does not include self-administering asthma, auto-injectable epinephrine for allergic reactions, or diabetes medication that has been approved by the school nurse or designee.

The following are examples of items that violate this policy: Illegal drugs, prescriptions or over-the-counter medication, and/or substances represented to be illegal drugs, caffeine pills, inhalants, and/or drug paraphernalia such as rolling papers, roach clips, pipes, etc. Mere possession of inhalants such as glue, white-out, and/or rubber cement does not constitute violation of this policy. The principal or designee shall notify law enforcement officials regarding illegal drugs or substances thought to be illegal drugs.

18. ELECTRONIC AND OTHER COMMUNICATION DEVICES

Use of electronic/communication devices, except for reasons approved by an administrator, teacher, or authorized designee, during prohibited times, in a manner that causes a disruption or impedes student learning. Examples of electronic/communication devices

include, but are not limited to: cell phone, tablet, chrome books, iPad, devices used for unauthorized audio/video recordings, etc. The Jasper County Charter System permits the use of personal technology for instructional purposes, as designated by the administrator or teacher. Use of personal technology during non-instructional time will be determined by the school administrators so as to preserve a safe and orderly learning environment. Electronic devices, including but not limited to cell phones, iPods, iPads, CD players, laser pointers, laptops, etc. are brought to school at a student's personal risk. **School system employees will not search for or conduct an investigation to locate lost or stolen items unless it is necessary to enforce the rules of the school.**

19. EXTORTION/THREATS

Physical, verbal, or electronic threat which creates fear, or obtaining money or goods from another student through the use of threats or misuse of authority.

20. FAILURE TO REPORT MEDICATION

Possession of medication (over the counter or prescription) without distribution or abuse. Students found in possession of prescriptions issued to him/her, and/or possession of over the counter medication (i.e. aspirin, cold medications, caffeine pills, etc.) which are not allowed under board policy or have not been reported to and approved by the school nurse or designee are in violation of this policy.

21. FIGHTING/PHYSICAL VIOLENCE

Physically assaulting another student where there is no major injury. Note: Does not include verbal confrontation or other minor confrontation. Note: Injury to a school system employee or innocent bystander may result in more severe consequences being administered to a student.

22. GAMBLING

Engaging in a game or contest (face to face or online) in which the outcome is dependent upon chance even though accompanied by some skill, and in which a participant stands to win or lose something of value.

23. HARASSMENT

Any behavior based on a student's race, national origin, religion, sex, or disability that is unwelcome, unwanted, and/or uninvited by the student. Such behavior by students and employees is strictly prohibited.

24. HOMICIDE

Murder and non-negligent manslaughter, killing of one human being by another, killing a person through negligence. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

25. INAPPROPRIATE PHYSICAL CONTACT

Participation in physical contact that is not considered physically threatening.

26. INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION

Displaying expressions of affection such as kissing, embracing, etc. while on school property, at a school function/event, or on a school bus.

27. INAPPROPRIATE SEXUAL BEHAVIOR

Making sexual advances, requesting sexual favors, transmitting sexually explicit or suggestive material to other students at school, circulating such material at school through electronic devices or in any other manner, or being involved in sexual conduct of any nature without force or threat of force while on school property, at a school function/event, or on a school bus.

28. INAPPROPRIATE SEXUAL COMMENTS

Insensitive, inappropriate, or sexually suggested comments or jokes that may or may not be directed toward a specific person.

29. INCITING, ADVISING, OR COUNSELING

Inciting, advising, or counseling others to engage in prohibited acts or violate provisions of the Code of Conduct.

30. INDECENT EXPOSURE

Removing one's own or another person's clothing or acts which offend against commonly recognized standards of good taste. This offense includes, but is not limited to, removing clothing items, pulling down pants, wearing pants significantly below the waistline, clothing that exposes significant amounts of flesh, etc.

31. KIDNAPPING

Unlawful seizure, transportation, and/or detention of a person against his/her will, or of a minor without the consent of his/her custodial parent/legal guardian. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

32. MOTOR VEHICLE THEFT

Theft or attempted theft of a motor vehicle, including but not limited to a car, truck, motorcycle, RV, dune buggy, ATV, or vehicle that is self-propelled. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

33. OTHER DISCIPLINARY EVENT

Discipline event that warrants intervention; however, OSS/ISS/Expulsion are not options as consequences.

34. PHYSICAL VIOLENCE AGAINST A SCHOOL SYSTEM EMPLOYEE

Committing physical violence against a school system employee, as defined in GA Code 20-2-751.6, as intentionally making physical contact of an insulting or provoking nature with the person of another; or intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself as provided for in GA Code 16-3-21. Immediate suspension and automatic referral to the disciplinary tribunal if a student is alleged to have committed an act of physical violence against a teacher or other school personnel. Expulsion for the remainder of the student's eligibility to attend public schools for acts of physical violence found by a tribunal to have intentionally made physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of himself or herself, as provided in Code Section 16-3-21; or the Board may authorize the student to attend alternative school for the period of the expulsion; provided, however, that if such student is in kindergarten through grade six, then the Board upon the recommendation of the tribunal may permit the student to re-enroll in regular programs for grades 9 through 12; and provided further that if the Board does not operate an alternative education program for grades kindergarten through grade six, then the Board may permit the student in kindergarten through grade six who commits such an act to re-enroll in the public school system. The student shall be referred to juvenile court with a request for a petition alleging delinquent behavior. Possible punishments may include expulsion, long-term suspension, or short-term suspension for students found by a tribunal to have intentionally made physical contact of an insulting or provoking nature with the person of another.

35. POSSESSION OF UNAUTHORIZED ITEMS

This offense includes any item or piece of equipment that is prohibited, violates classroom protocol, or the student Code of Conduct. Unauthorized items will be confiscated by the school administrator/designee.

36. POSSESSION/USE OF EXPLOSIVE MATERIAL

Carrying, possessing, or having under such person's control ammunition of any type, fireworks, combustible or explosive composition or any substance of combination of substances or article prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration, or detonation, as well as articles containing any explosive or flammable compound, tablets and other devices containing an explosive substance.

37. PROVIDING FALSE INFORMATION

Students may not falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student. Any student (or parent/friend of student) who believes a student 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. This offense includes giving false information to school staff.

38. ROBBERY

Taking or attempting to take anything of value that is owned by another person/organization, by force or threat of force with a weapon. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

39. RUDE/DISRESPECTFUL BEHAVIOR

Using profane, vulgar, and/or obscene words or gestures, improper dress, or possession/creation of pornographic material.

40. SERIOUS BODILY INJURY

Physical contact with another person with the intent to cause bodily harm that dismembers, disfigures, causes loss of limb, loss of organ function, or causes risk of death. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

41. SEXUAL BATTERY

Intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. Depending on the circumstances, the offense may be upgraded to the more serious charge of aggravated sexual battery. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

42. SEXUAL HARASSMENT

Sexual harassment can take many forms and it is not possible to define or itemize every aspect of the harassment forbidden by the School District. Sexual harassment may include conduct or speech that entails unwelcome sexual advances, requests or demands for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, or physical contact that creates a hostile environment. There may be other speech or conduct which students experience as inappropriate or illegal harassment, all of which is forbidden. Sexual harassment defined in the Federal Regulations implementing Title IX of the Education Amendments of 1972 is defined as follows:

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the District conditioning the provision of a District aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
3. "Sexual assault" - an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; or

"Dating Violence" - sex-based violence committed by a person-

- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - (i) The length of the relationship.
 - (ii) The type of relationship.
 - (iii) The frequency of interaction between the persons involved in the relationship; or

"Domestic Violence" - sex-based violence which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

"Sex-based Stalking" - engaging in a course of conduct directed at a specific person that would cause a reasonable person to-

- (A) fear for his or her safety or the safety of others; or
- (B) suffer substantial emotional distress.

Students, parents or other persons wishing to report alleged sexual harassment of a student should promptly notify the student's school principal, school counselor, or Title IX Coordinator. All reports or complaints regarding alleged sexual harassment of students will be handled in accordance with Board Policies JAA and/or JCAC, as applicable.

43. THEFT/LARCENY

Theft/Larceny/Selling/Purchasing or Possession of Stolen Public or Private Property without threat, violence or bodily harm. A student who violates this rule may be responsible for paying damaged or lost property, and/or receive OSS, and/or referred to the disciplinary tribunal, and/or referred to law enforcement officials.

44. THREATENING A SCHOOL SYSTEM EMPLOYEE

Verbal assault, including threats of violence or bodily harm and/or sexual assault or harassment, of teachers, administrators, other school personnel. This offense includes touching, striking, pushing, or threatening the person, bodily or psychologically, as well as the property of any school system employee through action, verbal, written or electronic means. Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon some teacher or other school personnel.

45. THREATENING/INTIMIDATING BEHAVIOR

Any type of school-wide threat which creates fear. This offense includes making a bomb threat or activating a false fire alarm or making a false call to 911. Students who violate this rule shall receive a 10 day out of school suspension and will be referred to the disciplinary tribunal. School officials shall contact law enforcement officials.

46. TOBACCO/ELECTRONIC CIGARETTES

Intentional possession, use, or distribution of tobacco in any form or electronic cigarettes, or vaping on school property, at a school related function/event, or on a school bus. Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation or importation of any controlled drug or narcotic substance, or equipment or devices (paraphernalia) used for preparing or using drugs or narcotics; being under the influence of any controlled drug, narcotic substance, or any mind-altering substance or intoxicant (illegal or legal); or medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to the school, specifically including any product with CBD, whether hemp or cannabis and regardless of the amount of THC in the product or the extent to which it is legal or illegal under state law.

47. TRESPASSING

Entering or remaining on school property, at a school function/event, or on a school bus without permission of the administration or refusing to leave school property, school function/event, school bus as directed by school administrator.

48. VANDALISM

Participation in destroying, vandalizing, and/or threatening to destroy/deface public or private property located on school property, at a school related function/event, or on a school bus without the consent of the owner. This offense includes deliberate minor or major destruction or defacement of school property. Students who violate this rule may receive out of school suspension, a referral to the disciplinary tribunal and/or referral to law enforcement officials.

49. WEAPON – HANDGUN**50. WEAPON – KNIFE****51. WEAPON – RIFLE/SHOTGUN****52. WEAPON - OTHER**

Possession or use of a weapon, as provided for in Code Section 16-11-127.1: A student shall not possess, use, handle, or transmit any object that reasonably can be considered a weapon. Weapons may include, but are not limited to:

- (1) Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
- (2) Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the mandated one-year expulsion under circumstances where the one-year expulsion appears excessive to the Superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Students who possess other weapons or hazardous objects as described in paragraph 2 will be subject to discipline as determined by the principal to be appropriate based on the seriousness of the offense, the age of the student and other relevant factors.

ACCEPTABLE USE AGREEMENT

Internet: The Internet is a connection of computers from all around the world. These computers are located at schools, government institutions such as NASA, museums, businesses and anywhere that a computer can be located. However, with access to computers and people all over the world, material may also be available that is not appropriate or of educational value in the school setting.

Instructional Use: The Board of Education recognizes that advancements in technology are changing the means by which information can be accessed, communicated and transferred and seeks to ensure its students will be adequately prepared as future citizens and employees in this rapidly changing environment. The purpose, therefore, of the use of Internet resources in the Jasper County Schools is to support educational and research objectives based on its established curriculum. Jasper County Schools have taken precautions to restrict access to materials that are inappropriate for the school setting [IJND – Technology Resources and Children’s Internet Protection Act (CIPA) Internet Safety Compliance Policy].

User Requirements: Students are automatically opted-in for access to the Internet and use of its resources. Jasper County Board of Education employees who have a signed Internet Acceptable Use Agreement, which will be kept in their personnel file, may gain access to the Internet and use its resources. This agreement remains in effect until revoked. Students and personnel must review proper use procedures each year prior to the first time on-line. This review should cover system Technology Resources Policy and Procedures.

STUDENT INTERNET & G SUITE FOR EDUCATION ACCESS

All Jasper County Schools provide students with internet access and an account to access core services of G Suite for Education to enhance curriculum and learning opportunities. Teachers provide guidance and direction on the appropriate use of these tools. In accordance with the Child Internet Protection Act (CIPA) and other applicable federal and state laws, the district uses filters to restrict access to content that is inappropriate. To discuss how internet access and G Suite for Education will be used at your child’s school, please contact your child’s principal or teacher. Your child **WILL** have access unless you direct otherwise by completing the form on page 5 of this handbook.

Acceptable Uses:

- The Internet is to be used for educational purposes, not for personal communication, entertainment, or commercial reasons. The content accessed should be directly related to educational curriculum objectives or professional job assignments of employee users.
- Student access to the Internet should be from the media center or classroom, under the supervision of an instructor.
- Personal communications by students and teachers shall be prohibited.
- Posted messages must be signed; anonymous messages are prohibited.
- Posting of student names and/or pictures is not permitted.
- Only legal activities are permitted and should not be in violation of copyright law.
- Activities should not disrupt the equipment or system performance, for example: copying large files or sending large quantity of electronic mail.
- Activities should be at authorized access sites. Hacking is prohibited.
- User activities should preserve the privacy of individuals and not cause harm to another's data, as with the use of a virus.
- Any student copying or printing of on-line materials or files must have the teacher's approval.
- Personal information, such as home address, telephone number, password or information about an individual must be protected and NOT given out.
- Language at all times should be acceptable in wording, tone and grammar. Vulgarity, swearing and abusive or terroristic messages are prohibited.
- All students and employees must have a signed Internet Acceptable Use Policy annually.
- ANY INTERNET USER IN VIOLATION OF ACCEPTABLE USE SHALL LOSE THEIR ACCESS PRIVILEGE.

Termination of Use Privileges: Any Internet user in violation of acceptable use shall lose their access privilege. Any use that violates the above or that does not support educational and research goals will terminate the Internet use privilege of the individual. The system administrator or her/his designee will determine what is inappropriate use. They, the administration, or staff may request a specific user's privilege to be denied, revoked or suspended.

Disclaimer: The Jasper County Board of Education makes no warranties of any kind, expressed or implied, for the service it is providing. Jasper County Schools will not be responsible for any damages suffered by its employees or students. This includes loss of data resulting from delays or service interruption or responsibility for the accuracy or quality of any information obtained through the Internet. Jasper County Schools will not be responsible for any financial obligations incurred by students of staff resulting from use of the Internet.

JASPER COUNTY ATTENDANCE PROTOCOL

(State Board of Education Rule 160-5-1-.10 governs student attendance.)

One of the most important ways to help a child succeed in school is to make sure that he or she attends school regularly and is on time every day. Georgia Law (O.C.G.A. 20-2-690.1) requires any person in this state who has control or charge of a child between the ages of six and sixteen to enroll in and send that child to public, private, or homeschool.

UNEXCUSED ABSENCES: Occur when the student fails to attend school, with or without the knowledge of the parent/legal guardian, for reasons other than those specifically outlined as excused absences. **The following, even with parental consent, are considered unexcused absences: Vacation, working, missing the bus, oversleeping, shopping, car not starting, getting senior pictures taken, personal appointments, visiting out of town (unless excused prior to absence), college visits (unless excused prior to absence), needed at home (unless excused prior to absence). If there is a doubt about whether an absence will be excused or unexcused, check in advance with the principal.** Students may lose credit for missed work due to an unexcused absence and/or may be subject to disciplinary action (as determined by principal and/or designee).

TRUANT: Any child who is subject to compulsory attendance who has 5 or more unexcused absences during a calendar school year. Criminal charges may be filed against the parent(s) or guardian if child accrues 10 or more unexcused absences.

EXCUSED ABSENCES: May occur under the following circumstances:

- Personal illness or attendance in school that endangers a student's health or the health of others.
- A serious illness or death in the student's immediate family necessitating absence from school.
- Court order/or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
- The observance of religious holidays, necessitating absence from school.
- Conditions rendering attendance impossible or hazardous to student health or safety.
- Registering to vote or voting in a public election, which shall not exceed one day.
- A student whose parent/guardian is in military service in the U.S. armed forces or National Guard, and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting will be granted up to 5 days of excused absences per school year to visit with his/her parent prior to the parent's deployment or during the parent's leave.
- A student whose parent or legal guardian is currently serving or has previously served on active duty in the U.S. armed forces or in the Reserves or National Guard on extended active duty may be granted excused absences, up to a maximum of 5 school days per school year, not to exceed 2 school years, for the days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to the absence. The documentation must come from a care provider at or sponsored by a U.S. Veterans Affairs medical facility or from an official of an event sponsored by a veterans organization that qualifies as a 501 (c) (19) tax exempt corporation under the IRS Code. In determining whether to grant or deny a request for absence under this provision, the principal or designee may consider the student's attendance record.
- Any emergency or set of circumstances which, in the judgment of a building administrator, constitutes just and sufficient case for an excused absence from school.

****An administrator or designee may require students to present appropriate medical or other documentation upon return to school for 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 student truancy but shall be counted as unexcused for all other purposes.**

Students shall be counted present when:

- They are serving as pages of the Georgia General Assembly.
- A foster care student who attends court proceedings relating to his or her foster care shall be counted present and shall not be counted absent, either excused or unexcused, for any day or portion of a day missed from school.
- A student who successfully participates in the Student Teen Election Participant (STEP) program shall be counted present and given full credit for the school day in which he/she served as a volunteer poll worker, up to 2 school days per school year.

TARDY (Late Check-Ins): Occur when a student arrives late (tardy) for school/class. A student who arrives late for school/class without a valid reason may receive NO credit for work missed and/or may be subject to disciplinary action (as determined by principal and/or designee).

EARLY CHECKOUTS: Occur when a student is removed from class and leaves school with a parent or guardian prior to the official end of the school day. **IDENTIFICATION IS REQUIRED FOR ALL CHECK OUTS!** Students who need to leave campus can only do so with an adult listed on their Emergency Contact List. It is the parent's responsibility to verify that this information is current and accurate. Early

checkouts and late check ins without proper documentation count as absences from the classes missed and may result in the loss of credit for a course. A student who leaves school early without a valid reason may receive NO credit for work missed and/or may be subject to disciplinary action (as determined by principal and/or designee).

Perfect Attendance recognition: WILL NOT be given if the student is absent for any reason OR has any combination of more than 4 tardies or early checkouts.

REQUIRED DOCUMENTATION FOR EXCUSING ABSENCES: Parents may submit written documentation to excuse a school absence for any of the reasons listed in this document as an “Excused” absence for up to 5 school days per school year. Parent notes submitted for reasons not included in the list of “Excused” absences will NOT be accepted. Once the school has excused 5 school days based upon a parent note, documentation from a medical provider must be submitted for any additional absences to be documented as excused due to the child’s illness. **WRITTEN DOCUMENTATION FOR ALL ABSENCES MUST BE SUBMITTED TO THE CHILD’S SCHOOL WITHIN 5 SCHOOL DAYS AFTER THE CHILD’S ABSENCE. LATE NOTES WILL NOT BE ACCEPTED. Each school has a specific procedure for sending written documentation of absences. Please adhere to the procedures, as listed below, for your child’s school:**

JCPK Submit written attendance notes/documentation in the agenda. Doctor excuses may be sent in the child's agenda, faxed (706-468-4975), emailed to lschultz@jasper.k12.ga.us, tbenton@jasper.k12.ga.us; or given to the student's teacher. **Calls, texts, or Remind messages ARE accepted as official documentation of an absence.**

JPCS Submit written attendance notes/documentation in the agenda or child’s weekly folder. Doctor excuses may be sent in the child's agenda or folder; faxed (706-468-4985); emailed to psoffice@jasper.k12.ga.us; dlreese@jasper.k12.ga.us; or given to the student’s teacher. **Calls, texts, or Remind messages are NOT accepted as official documentation of an absence.**

WPES Submit written attendance notes/documentation in the agenda. Doctor excuses may be sent in the child's agenda, faxed (706-468-4984), emailed to dlreese@jasper.k12.ga.us, or given to the student's teacher. A Dojo message to your child's teacher is also acceptable. **Calls, texts, or Remind messages are NOT accepted as official documentation of an absence.**

JCMS Submit written attendance notes/documentation that the student can turn in to their teacher. Doctor excuses may be faxed (706-468-1847), emailed tjohnson@jasper.k12.ga.us, or given to the student's teacher. **Calls ARE accepted. Texts, or Remind messages are NOT accepted as official documentation of an absence.**

JCHS Submit written attendance notes/documentation to the front office staff when the student returns from their absence. Doctor Excuses may be faxed (706-468-5021), brought to the front office, or emailed to jchscheckout@jasper.k12.ga.us; jhouston@jasper.k12.ga.us; or one of your students' teachers or administrators. Please identify that it is an excuse in the subject line of the email. **Calls, texts, or Remind messages are NOT accepted as official documentation of an absence.**

GRADES AND ABSENCES: Final course grades of students shall not be penalized because of absences if absences are justified and validated for excusable reasons and make up work for excused absences was completed satisfactorily.

REQUIREMENTS FOR DRIVER’S LICENSE OR PERMIT (TAADRA - students 14 and older): Certificate of Enrollment: Is required when a student younger than age 18 applies for a driver’s license or permit. This form must be completed by a school official to satisfy the relevant enrollment requirements. GA law also requires local school systems to report certain attendance and discipline violations and students who have withdrawn from school and not reenrolled in public, private, home, or postsecondary school.

ACTION TAKEN DUE TO EXCESSIVE UNEXCUSED TARDIES OR EARLY CHECKOUTS

At 10 unexcused tardies or early checkouts: Referral to School Counselor/Designee.

At 20 unexcused tardies or early checkouts: Referral to School Social Worker.

At 25 unexcused tardies or early checkouts: Referral to JCCS Student Support Services Department. If the student continues to accumulate unexcused Tardies OR Early Checkouts, the parent/student may refer to the Local Interagency Planning Team (LIPT); Jasper County Court System, Jasper County Department of Family & Children Services; or the Jasper County Sheriff’s Office if needed.

ACTION TAKEN DUE TO EXCESSIVE UNEXCUSED ABSENCES

At three (3) unexcused absences: Designated school staff will contact parents to inquire about the reason for the absence and offer support/encouragement as well as remind student/parent of possible consequences for excessive absences.

At five (5) unexcused absences: Student will be referred to the JCCS Student Support Services Department. Designated staff will discuss the attendance and academic performance with the student and parent/guardian, identify problems that prevent the child from attending school, and offer support/encouragement to the student and parent/guardian. Staff will notify the parent/guardian of the consequences of more than 5 unexcused absences and that each subsequent absence shall constitute a separate offense. After 2 unsuccessful, reasonable attempts to notify the parent, including but not limited to telephone call, text, letter, email, designated staff will send written notice via first class mail. Parent will also receive a letter from Jasper County Sheriff’s Office. Staff may refer to the LIPT; Jasper County Court System; Jasper County Department of Family & Children Services; or the Jasper County Sheriff’s Office if needed.

At ten (10) unexcused absences: Student will be referred to Jasper County Sheriff’s Office, Jasper County Court System and/or Jasper County Department of Family & Children Services for violation of O.C.G.A. 20-2-690.1.

CHILD ABUSE AND NEGLECT REPORTING

All employees of the Board of Education, including all teachers, administrators, guidance counselors and visiting teachers, as well as all school social workers and school psychologists employed by the Board and volunteers who work in the school system, who having reasonable cause to believe that suspected child abuse has occurred shall report that abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, in accordance with Georgia law and the protocol for handling child abuse cases for Jasper County, Georgia. Under no circumstances shall the principal or designee to whom a report of child abuse has been made exercise any control, restraint, modification or make other change to the information provided by a mandated reporter, although the reporter may be consulted prior to the making of a report and may provide any additional, relevant and necessary information when making the report. Call Centralized Intake at 1-855-422-4453 to make a report.

CHILD FIND

Public Notice - In Accordance with federal regulations and State Board Rule 160-4-7.03 the Jasper County Charter System assumes the responsibility for the location, identification, and evaluation of all children birth through age 21 that require special education and related services. All children who are suspected of having a disability and who are in need of special education are part of the child find process, regardless of age. This includes children who are:

- Birth through three who may or may not be referred to and served by the State's early intervention program, Babies Can't Wait;
- Preschool children, ages three through five, who may not be enrolled in Georgia funded prekindergarten program and kindergarten including children who are parentally placed in private preschools or daycare centers outside the school system;
- Children who are enrolled in a public school in Jasper County;
- Children who are parentally placed in private and home schools; or
- Highly mobile children, including migrant children;
- Children served in community programs such as a rehabilitation center, daycare center, etc., or other municipalities and
- Any other children suspected of having a disability.

DRESS CODE

It is our intent to provide an environment that is safe, orderly, and without distractions and disruptions that interfere with or undermine the learning process. In keeping with this intent, all students are expected to dress appropriately and exhibit good grooming habits. Students who fail to comply with the dress guidelines given below will be referred to an administrator and will be expected to change into acceptable garment. School attire which is not specifically covered in this section and which the administration believes is disruptive or distracting to the learning environment also may be prohibited with the final decision made by the school administrator. A copy of the school dress coded power point is located on the JCMS Web page.

DRESS CODE – JCMS and JCHS

The following attire is INAPPROPRIATE for school and must NOT BE WORN:

- Pants, with holes, above the knee must be covered with no visible skin showing (Examples include large holes, holes in which highlight personal areas.) Holes in jeans, below the knee, are acceptable. **Administration has full discretion to determine if appropriate.**
- Leggings MAY NOT be worn with items that do not meet the required length. Leggings must be worn with shorts, dresses, skirts, and/or tunics that are fingertip length.
- Sunglasses, caps, hats, and other non-religious head coverings such as bandanas and hoods can not be worn inside the school building.
- Clothing which advertises, suggests or displays any insignia of alcohol, illegal drugs or tobacco.
- Clothing with obscene, vulgar, or suggestive language or design.
- Clothing with words or symbols, such as pictures and emblems, which advocate violence and/or terrorism.
- Clothing with signs, symbols, drawings or writing which show allegiance, affiliation or reference to any non-sanction group or political ideology.
- Colors, bandannas, articles of clothing or paraphernalia which promote or identify with a non-sanctioned group or political ideology.
- Clothing that exposes or accentuates the torso while standing or sitting, such as spandex pants, see-through garments, uncovered leggings, yoga pants, halter tops, spaghetti straps, backless dresses, tube tops, tank tops, muscle shirts, bare midriff outfits, or shirts or blouses that are tied at, or may rise above the waist, off the shoulder tops.
- Shorts, dresses and skirts which stop less than fingertip length when worn properly around the waist and when standing upright with shoulders in a relaxed position.
- Sleepwear cannot be worn including, but not limited to, pajamas, gowns, bathrobes, slippers, blankets, etc.
- Hoodie coats: Wearing the hood of this type of coat while in the building is not allowed.

In addition, the following rules apply:

- Clothing such as belts, flaps, etc. must be buttoned or buckled. Overalls should be worn with tabs in place and all hardware fastened. No chained wallets may be worn.
- Trench coats are unacceptable. Hooded coats are acceptable, but hoods are not to be worn while in the buildings.
- Shorts/pants must be worn with the waistband at the waist; “sagging” is unacceptable.
- Chains and chain link or studded belts that could be used as a weapon (as determined by an administrator) will not be permitted.
- Slides and/or flip flops should not be worn.

Students in violation of the dress code may be asked to:

- turn clothing inside-out to hide inappropriate images/text;
- tie a belt of some type around pants if they fit inappropriately;
- change into alternate clothing provided by the school; or
- contact parents for a change of clothes.

Non-compliance with dress code will result in assignment to an alternative learning environment. Chronic violators of the dress code will be handled as indicated in the Code of Conduct. **Administrators shall have the authority to interpret dress code and make case-by-case determinations for appropriateness of dress that is not covered elsewhere in this policy.**

DRESS CODE – JCPK, JCPS, WPES

Students are expected to dress appropriately while in attendance at school. General appearance of students should be reasonable and not distracting to others. Students are expected and required to show proper attention to personal cleanliness, neatness and workplace standards of dress and appearance. When questionable the school administrator will make the final determination of whether a student’s attire or appearance is in conflict with the system policy. Students will comply with the follow dress code:

- Students are required to wear safe and appropriate shoes at all times. Sandal, flip flops and slides should not be worn during physical education classes. Athletic or appropriate shoes for athletic activity should be worn to maximize safety.
- Sunglasses may not be worn inside. Exceptions can be made by the principal for prescription lenses and special days.
- Hoods/hats should not be worn in the building or classroom with the exception of hats on designated hat days.
- Students are expected to wear clothing in a normal fashion.
- No see-through garments; sheer see-through, or mesh see-through garments. Undergarments should not be visible to others.
- Garments that are deemed too tight for the wearer (administrator’s discretion) will be deemed inappropriate. Excessively form fitting garments are inappropriate.
- No skin may be shown between the button line and the beltline. No midriff type clothing is allowed.
- Clothing such as belts, flaps, etc. must be buttoned or buckled. Overalls should be worn with tabs in place and all hardware fastened. A belt is required for loose fitting clothes.
- Sundresses that are low cut in the front or lower than the shoulder blades in the back are not allowed. No cutout areas in sundresses are allowed.
- No clothing, or jewelry bearing advertisements of alcohol or tobacco products or offensive, obscene or vulgar language will be allowed.
- Any clothing, jewelry, hair, make-up, fingernails, or any other item which causes a disruption of the school environment may be banned at the discretion of the principal.

JCPS and JCPK Only

- Please send one change of clothes in your child’s book bag. These could possibly be kept in a zip lock bag either in your child’s book bag or a cubby or other place in the classroom. When students have “accidents” or spill food or drink on themselves, a change of clothes is needed and most of the time our “Clothes Closet” is bare.
- In addition, please put your child’s name inside their jackets, sweaters and coats. This will be great help if they leave their jackets in the lunchroom, activity room, on the playground, etc.

Administrators shall have the authority to interpret dress code and make case by case determinations for appropriateness of dress which is not covered in this policy.

EARLY RELEASE/CHECKING OUT

IDENTIFICATION IS REQUIRED FOR ALL CHECK OUTS! Students who need to leave campus can only do so with an adult listed on their Emergency Contact List. It is the parent’s responsibility to verify that this information is current and accurate. Early check outs and late check ins without proper documentation count as absences from the classes missed and may result in the loss of credit for a course.

EMERGENCY PROCEDURES

Students, teachers, and district employees will participate in emergency drills. Drills are held to develop safety practices and promote speedy evacuation to assigned safety areas during an emergency. During an actual emergency or drill, personal safety depends on the way instructions are followed. Inappropriate student behavior during drills constitutes a violation of the code of conduct.

FERPA

NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

(1) The right to inspect and review the student's education records within 45 days after the school receives a request for access. Parents or eligible students should submit to the principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. To request amendment of a student record, parents or eligible students should submit to the school principal a written request, specifying the part of the record they want changed and why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the school 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 provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that disclosure without prior written consent is authorized by FERPA and its implementing regulations at 34 C.F.R. § 99.31. One exception that permits disclosure without consent is to school officials with legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school 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, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school district has outsourced services, such as electronic data storage; or a parent or student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks. The district allows school officials to access only student records in which they have a legitimate educational interest. School officials remain under the district's control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made and cannot be released to other parties without authorization.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) FERPA requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from the student's education records. However, the district may disclose appropriate designated "directory information" without written consent, unless the parent or eligible student has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include this type of information from the student's education records in certain school publications, such as the annual yearbook, graduation or sports activity programs, honor roll or other recognition lists, or on websites or social media sites affiliated with the school or school district.

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

- (a) Student's name, address and telephone number;
- (b) Student's date and place of birth;
- (c) Student's e-mail address;
- (d) Student's participation in official school activities and sports;
- (e) Weight and height of members of an athletic team;
- (f) Dates of attendance at schools within the district;
- (g) Honors and awards received during the time enrolled in district schools;
- (h) Photograph; and
- (i) 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 districts receiving federal financial assistance to provide military recruiters, upon request, with students' names, addresses, and telephone numbers unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent. **NOTE: 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 this right, 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, videoed, or interviewed by the news media at school or at

some school activity or event. The principal will take reasonable steps to control access to students by the media or other individuals not affiliated with the school or district. However, your submission of a written objection does not constitute a guarantee that your student will not be photographed, videoed, or interviewed, or that such information will not be posted on websites or social media sites not affiliated with the school or district or in circumstances which are not within the knowledge or control of the principal.

(6) You have the right to file with the U. S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of FERPA. Complaints may be filed with the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, DC 20202-8520.

(7) The Georgia Student Data Privacy, Accessibility, and Transparency Act affords parents and eligible students the right to file a complaint with the school district regarding a possible violation of rights under O.C.G.A. § 20-2-667 or under other federal or state student data privacy and security laws. Such complaints may be filed with:

Executive Director of Technology

1411 College Street
Monticello, GA 31064
706-468-6350 ext. 113

Notification of Rights under the Protection of Pupils 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:

- 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. Sexual behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of—
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use—
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

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 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 or 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 and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above at this time. 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 U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, D.C. 20202-8520.

FIELD TRIPS

Georgia law and State Board of Education policy allow students to be excused from classroom activities for school-sponsored, off-campus activities ten (10) days per year per class. These events do not count against the student as absences provided they are part of an extracurricular program of a school organization or an extension of an instructional class. In order to attend any activity/trip planned by a teacher as an extension of an instructional class or as a club initiative (non-competition), the students attending must be passing all classes in order to attend. It is the student's responsibility to provide this documentation to the teacher planning the trip. **Teachers will provide forms to students in a timely manner to enable ALL teachers on campus to plan for the absence accordingly.** Teachers will be provided with a list of students who are absent as a result of a field trip. School work missed may be due on the first day the student returns to class following the activity if the work was assigned prior to the activity. The student is responsible for contacting the teachers regarding assignments due.

FLOWERS/GIFTS/DELIVERIES

Schools DO NOT accept deliveries for students. Students cannot carry any gifts (balloons, flowers, stuffed animals) with them around campus that could disrupt the classroom.

FOOD SERVICES MANAGEMENT

The School Nutrition Program shall be viewed as a part of the total educational program through the cooperative efforts of administrators, teachers, and school nutrition personnel. The goal of the School Nutrition Program is to provide acceptable meals which are nutritionally sound to all students, regardless of income or family status. These meals should be delivered with nutrition education so that students are equipped for a lifetime of nutritional wellness.

The Superintendent shall be responsible for the operation and administration of the school nutrition program. The system shall employ a School Food Nutrition Director to carry out the system responsibilities of the nutrition program. The Superintendent shall utilize state, federal, and local funds in accordance with applicable local, state, and federal regulations including those promulgated by the United States Department of Agriculture and the Georgia State Board of Health.

The primary responsibility of the program is to provide for the child's needs for basic nutrition. Basic nutrition is that which meets the U.S. Recommended Dietary Allowances (RDA's). Children eligible for a free or reduced priced meal must be served a meal with no reduction in quantity or quality.

Meal Accounts

- Students in grades PK-12 may have a meal account created in their name by their parents/guardians.
- Money may be deposited into the child's meal account by the following means;
 - i. Online payment system
 - ii. Sending money to the cafeteria specified for a particular student daily, weekly, monthly or yearly

Alternative Meals An Alternative Meal, though nutritious, is not considered a "hot meal". Alternative Meals normally consist of a sandwich, fruit, and milk. Alternative Meals are offered only to students in grades 3-12.

Special Meal Modifications Documented food allergies will be taken into account for students in grades PK-12. Parents/Guardians should contact the school's Nutrition Director for information if there is a need for modifications to be made to the child's meals due to food allergies and/or special health concerns.

The Charging of Lunches

Student Charges

- Primary school students (grades PK – 2): In order for PK – 2 students to open a charge account, the parents/guardians of the child(ren) must be contacted to approve the practice of charges for this aged child. One meal may be charged prior to making contact with a parent/guardian. Limitations for charges will be established with the parent/guardian which may be negotiated based on the needs of the family. The School Nutrition Program will solicit the help of principals, counselors and local administrators to work with families to collect the debt as well as evaluate the family's need for assistance.
- Elementary school students (grades 3-5): Students in elementary school may charge up to 4 meals per semester (August – December and January – May). Parents/Guardians will be notified by either email, written or verbal notice once the child reaches the maximum of 4 charged meals during the semester. Should a student exceed the number of allowed meal charges; the child will be offered an Alternative Meal until such time the debt is paid in full. An *Overdrawn Account Letter* will be sent home with the student after the first Alternative Meal has been provided to the student. The School Nutrition Program will solicit the help of principals, counselors and local administrators to work with families to collect the debt as well as evaluate the family's need for assistance.

- Middle school students (grades 6-8): Students in middle school may charge up to 4 meals per semester (August – December and January – May). Parents/Guardians will be notified by either email, written or verbal notice once the child reaches the maximum of 4 charged meals during the semester. Should a student exceed the number of allowed meal charges; the child will be offered an Alternative Meal until such time the debt is paid in full. An *Overdrawn Account Letter* will be sent home with the student after the first Alternative Meal has been provided to the student. The School Nutrition Program will solicit the help of principals, counselors and local administrators to work with families to collect the debt as well as evaluate the family's need for assistance.
- High school students (grades 9-12): Students in high school are not allowed to charge meals. An Alternative Meal will be offered to a student who is unable to pay for a meal. The student will be offered a maximum of 4 consecutive Alternative Meals; this is not to exceed 4 Alternative Meals per semester (August-December and January-May). The School Nutrition Program will solicit the help of principals, counselors and local administrators to work with families to collect the debt as well as evaluate the family's need for assistance. It should be noted that, by State Board of Education Rule 160-5-1-.14, a student's report cards, certificates of progress, diploma, and the opportunity to march in graduation ceremonies may be withheld from the student until such time the debt is paid in full.

Extra Items/A La Carte

- A La Carte and/or extra items (including milk) may not be charged by any student in grades PK – 12.
- Students wishing to purchase extra items or A La Carte items must pay in cash at the point of purchase or have money in their meal account to cover the cost of the item(s).
- Students who receive Free or Reduced Lunches must pay cash for extra items and/or A La Carte items.

Adult Charges

- Visitors are not allowed to charge a meal.
- Substitute teachers/staff are not allowed to charge a meal.
- Substitute teachers/staff are not allowed to charge a meal.

School employees may charge their meals on a monthly basis. All charges must be paid in full on the last work day of each month. Extensions for payment will not be offered. Failure to pay in full on the given date, will result in charging privileges being revoked.

FUND RAISING

Any school-based fund raising project must be submitted through the principal and approved by the Board of Education. Fund raising activities shall not interfere with instructional time. Fund raising items in a student's possession during the school day may be confiscated and not returned.

GRADE REPORTS

Progress Reports are issued at 4.5 weeks into each semester. These grades show progress at a single point in time. Grades are cumulative until the end of each semester. Report cards will be issued to students at the end of each 9-week grading period.

HARASSMENT

It is the policy of this School District to prohibit any act of harassment of students by other students or employees based upon race, color, national origin, religion, sex, or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act by a student or employee shall result in prompt and appropriate discipline, including the possible termination of employment or suspension or expulsion of the student. See Behaviors 23 and 42.

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 School District should promptly report the situation to the principal OR counselor of their school or to:

Dr. Susan Stone, Director of Federal Programs/Student Support Services
1411 College Street
Monticello, GA 31064
706-468-6350

Violations of Policy JCAC, Harassment of Students, by an employee will result in disciplinary action as determined appropriate up to and including possible termination. Students violating this policy may be disciplined up to and including exclusion from school.

HEALTH

Students who are ill should remain at home until they have been symptom free for at least 24 hours without taking medication to relieve their symptoms (i.e. Tylenol, aspirin, etc.). Children having any contagious or infectious disease should not return to school unless cleared by a licensed medical provider. Students who have head lice (pediculosis) are to be sent home from school. Before re-entering school, it will be necessary for the school nurse/designee to determine that the student is free of ALL infestation and any remnants, including dead nits. If

the student's head is still suspect, he/she will not be allowed to re-enter school. IF your child has not been cleared to re-enter school on or before the third school day after the date he/she was sent home, additional absences will be marked as "unexcused" and the matter will be referred to the School Social Work Department. Referrals will be made to the School Social Work Department for repeated cases of head lice.

HOMELESS STUDENTS

The McKinney-Vento Homeless Assistance Act (the 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 these children and youth to enroll in, attend, and succeed in school and preschool programs. In accordance with the Act, every child of a homeless individual and every homeless child or youth shall have equal access to the same free, appropriate public education as provided to other students. The District shall assign and admit a child or youth who is homeless to a District school regardless of residence or whether the parent/guardian or student is able to produce records normally required for enrollment. Unaccompanied youths must be afforded specific protections, including immediate enrollment in school without proof of guardianship. The Superintendent shall appoint an appropriate staff person to be the district's liaison for homeless children and youths. The liaison shall be responsible for identifying homeless children and youths, compiling data collected on children and youth in transition, determining and arranging for needed services, monitoring academic achievement, facilitating enrollment, and settling disputes.

Definition: The term "homeless children and youths" is defined as provided in the McKinney-Vento Homeless Assistance Act (the Act). Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including children or youth who experience one or more of the following characteristics:

1. Are sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
2. Are living in motels, hotels, trailer parks, camping grounds due to the lack of alternative adequate accommodations;
3. Are living in emergency or transitional shelters;
4. Are abandoned in hospitals; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
5. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings;
6. Are migratory children living in conditions described in the previous examples; unaccompanied youth who are not in the physical custody of a parent or guardian.

Attendance: The School District will work with homeless children and youths and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless children or youths not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status as homeless. The Superintendent or designee will review and revise as necessary regulations or procedures that may be barriers to the enrollment of homeless children and youths. In reviewing and revising such regulations or procedures, the District will consider issues of transportation, immunization, residence, birth certificates, transfer of school records and other documents required for enrollment.

Dispute Resolution: Anyone having a concern or complaint regarding eligibility, school selection, or enrollment of a homeless child or youth should first present it orally and informally to the District homeless liaison, who shall carry out the dispute resolution process as defined in the state plan for the education of homeless children and youths.

Services: Homeless students will be provided district services for which they are eligible, including transportation services, Head Start and comparable pre-school programs, Title I and similar state or local programs, educational programs for students with disabilities or limited English proficiency, career and technical education programs, gifted and talented programs, school nutrition programs, summer learning opportunities, online learning, and magnet and/or charter schools. Appropriate secondary education and support services will be provided to ensure that homeless youths receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. Homeless children or youth must be provided transportation to or from a student's school of origin, at the request of a parent, guardian, or, in the case of an unaccompanied youth, or the local liaison.

Collaboration and Policy Revision: The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and seek revisions to district policies that may act as barriers to the enrollment of homeless students.

HOSPITAL/HOMEBOUND SERVICES

Any student who has a medically diagnosed physical condition that restricts him/her to home or hospital for a period of time may be eligible for hospital/homebound instructional services. For all students receiving hospital/homebound instruction, a medical referral form signed by a licensed physician must be on file stating that the student will be absent for a minimum of ten (10) consecutive school days and is physically able to participate in educational instruction at home. If a student is officially on homebound, the student is considered "present" for attendance purposes. For more information about this service, please contact your child's school counselor.

IDEA PROCEDURAL SAFEGUARDS/PARENT RIGHTS

160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENT RIGHTS.

(1) GENERAL.

(a) The term “Procedural Safeguards Notice” also refers to the document commonly identified as “Parent Rights” which, must be given to parents only one time per school year, except that a copy shall also be given to parents in the following circumstances -

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the first state complaint in a school year;
3. Upon receipt of the first request for a due process hearing in a school year;
4. Upon notification by the LEA to the parent of the decision to remove the child from his or her current placement and the removal constitutes a change of placement under the discipline provisions of IDEA and state rules because of a violation of a code of student conduct;
5. Prior to accessing a child’s or parent’s public benefits or insurance for the first time; and
6. Upon request by the parent. [34 C.F.R. § 300.504(a)(1) – (4)]
7. The parent may elect to receive the Procedural Safeguard/Parent Rights notice by electronic mail, if the LEA makes that option available. [34 C.F.R. § 300.505]

(b) The State and each LEA may place a copy of the Procedural Safeguards/Parent Rights on its web site. [34 C.F.R. § 300.504(b)]

(c) The content of the notice must include a full explanation of all the procedural safeguards available relating to:

1. Independent educational evaluations;
2. Prior written notice;
3. Parental consent;
4. Access to education records;
5. Opportunity to present and resolve complaints through the State complaint procedures and a due process hearing including:
 - (i) The time period in which to file a complaint or due process hearing;
 - (ii) The opportunity for the agency to resolve the complaint; and
 - (iii) The difference between the due process hearing and the state complaint process, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures;
6. The availability of mediation;
7. The child’s placement during the pendency of any due process hearing;
8. Procedures for children who are subject to placement in an interim alternative educational setting;
9. Requirements for unilateral placement by parents of children in private school at public expense;
10. Due process hearings, including requirements for disclosure of evaluation results and recommendations;
11. Appeals of due process hearings, including the time period in which to file those actions;
12. Attorneys’ fees; [34 C.F.R. § 300.504(c)(1) - (13)] and
13. Notice provided in a language understandable to the parents. [34 C.F.R. § 300.504(d)]

(d) Each LEA shall establish and maintain procedures to provide an opportunity for the parents of a child with a disability to:

1. Inspect and review all education records relating to the identification, evaluation, educational placement and provision of FAPE to the child. [34 C.F.R. § 300.501(a)(1) – (2)]
2. Participate in meetings with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education (FAPE) to such child. [34 C.F.R. § 300.501(b)(1)(i) – (ii)]
3. Obtain an independent educational evaluation of the child. [34 C.F.R. § 300.502]

(e) Each LEA shall establish and maintain procedures to provide to ensure that parents:

1. Receive notice before the school initiates or changes (or refuses to initiate or change) the identification, evaluation, educational placement of the child, or the provision of FAPE to the child. [34 C.F.R. § 300.503(a)(1) – (2)]
2. Receive notice of places to contact for assistance in understanding the procedural safeguards/parents’ rights. [34 C.F.R. § 300.503(b)(5)]
3. Receive procedural safeguards notice and a full explanation of the procedural safeguards. [34 C.F.R. § 300.504(c)]

INSTRUCTIONAL SUPPORT SERVICES

Early Intervention Program (EIP)

Children start school at a designated chronological age, but differ greatly in their intellectual development and experience base. The Early Intervention Program (EIP) is designed to serve students (K-5) who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. The Early Intervention Program Placement and Exit Criteria are based on documented student achievement/performance in ELA/reading and mathematics. EIP is aligned with the Georgia’s Tiered System of Supports for Students framework (MTSS). Each school in our district can choose from five delivery models, therefore, the program will differ slightly from school to school.

English to Speakers of Other Languages (ESOL)

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-12. The purpose of the ESOL language program is to provide English language development instruction and language support services to identified K-12 English Learners for the purpose of increasing their English language proficiency and academic achievement. The responsibility for educating the whole English Learning child, both in language development and academic content, is shared by regular classroom teachers and English language specialist teachers.

Gifted Services

Jasper County Charter System is dedicated to providing gifted and potentially gifted students the opportunity to become independent learners and decision-makers who recognize their potential and responsibilities in a changing global society. The school system is committed to providing a rigorous and innovative instructional program that fosters the highest level of excellence and recognizes the right of each student to receive intellectual challenge appropriate for his/her capabilities. JCCS follows GaDOE guidelines in the identification and placement of gifted students.

Gifted programs throughout the schools vary. All schools use cluster grouping with gifted students. This method provides all students in the classroom to be taught and challenged by gifted endorsed teachers. Primary School offers a talent development program for all high achieving students. The program is designed to develop abilities and offer experiences to students in order to prepare them for subsequent testing and potential services. Washington Park offers a pullout program for gifted students. The gifted teacher works with students on projects and goes deeper and broader with grade level curriculum. When needed, compacting and acceleration are used. The middle school offers a variety of options for gifted students as well. A gifted specialist provides enrichment opportunities during a designated enrichment time. When available, students are cluster grouped with gifted endorsed teachers in all subject areas. JCCS is striving to bring more high school classes into the middle school for all high achieving students. Jasper County High School offers a variety of AP and Honors classes for gifted students. The gifted teacher acts as a resource and helpline for all gifted students. Gifted students also have the opportunity to undertake internships. **Please visit our website for more information.**

Remedial Services

Jasper County Charter System provides remedial services to students in grades 6-12 who are struggling academically. The program varies as the needs of our students change.

In middle school, ELT, or Extended Learning Time is held daily for students. They are divided into Math and Reading groups based on MAP data. 8th graders are offered credit recovery if they fail with a 60-64. They have an opportunity to complete 4 weeks of Odysseyware and if they earn a 70 or above on each module, they can receive credit for the course. The middle school also offers Credit Repair. This program is for students who failed with a 65-69. The two week program is designed by content specialists who study the required standards and create packages of material for both ELA and Math. Students who complete the packages successfully earn credit for the class.

In high school each teacher has established office hours. Students who are struggling may make appointments with their teachers and sign up for after school tutoring. The procedure varies by teacher. If a student fails a test, the student may come in and do the work required by the teacher before they are allowed to retake the test. Various programs are used to remediate, such as teacher designed materials, iXL Math, and USA Test Prep. However, students must provide proof they have studied and remediated before retaking a test.

Credit recovery is also offered in certain circumstances. For example, if a student fails math this year, next year they could use Odysseyware to gain credit. Summer school is also offered for credit recovery for students who have failed classes (grades of 60-69). A committee is convened to look at individual cases and decide individualized opportunities for remediation.

Special Education Services

JCCS recognizes the direct and relevant relationship between a multi-tiered system of supports (MTSS), Student Support Team (SST), and the individual evaluation requirements of the IDEA. Once problem-solving teams determine that a child is suspected of having a disability, a comprehensive evaluation shall be provided to the child being considered for special education eligibility. However, an eligibility determination cannot occur until the existing data are reviewed to determine whether one or more of the exclusionary factors is the determinant factor(s) for the determination that the child is a child with a disability and the child does not otherwise meet the specific eligibility criteria.

MEDICATIONS

All medications other than the exceptions listed in these guidelines, whether prescription or over-the-counter, may be administered only in accordance with the guidelines set forth by the principal of the school. For students in PK – 2nd grade, medication must be taken to the school by the child's parent/guardian. For students in 3rd – 12th grade - all medications must be taken by the student, OR parent/guardian to

the school office immediately upon arrival at school and must be in original pharmaceutical containers, clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the times for dosage. Any student possessing prescription or over-the-counter medication not in accordance with these guidelines shall be subject to the discipline set forth in the Code of Conduct.

Certain medical diagnoses might require students to carry inhalers for asthma, auto-injectable epinephrine for allergic reactions and all necessary supplies and equipment to perform monitoring and treatment functions authorized by the student's diabetes medical management plan. In order for a student to carry these on his/her person, medical documentation and/or parent/guardian permission is necessary. This permission/documentation must be turned in to the main office. Students authorized to self-administer such medications shall be instructed not to permit any other student to handle, possess, or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the Code of Conduct.

Parents must provide a written statement from a licensed physician confirming that the student is able to self-administer the medication. In order for the school to store and administer the medication for students who are unable to self-administer because of age or any other reason, parents must provide written permission from the parent for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication. Such permission shall release the school district and its employees and agents from civil liability for administering such medication to students, or if the self-administering student suffers an adverse reaction as a result of self-administration of such medication. The terms of this paragraph may be met through a student's diabetes medical management plan developed and implemented pursuant to state law. Parents are encouraged to provide to the schools duplicate medication and supplies in the event a student is unable to self-administer or fails to bring the medication or equipment to school. Nurses or other school employees are authorized to administer auto-injectable epinephrine, if available, to a student who is having an actual or perceived anaphylactic adverse (allergic) reaction, regardless of whether the student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability.

MTSS (MULTI-TIERED SYSTEM OF SUPPORTS)

What is MTSS? MTSS is a Preventive Framework and Tiered System of Supports for Students.

What is the National Definition? A tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system, designed to maximize student achievement and reduce behavioral problems. It promotes systems alignment to increase the efficiency and effectiveness of resources. *Adopted from the National Center on Response to Intervention (NCRTI), 2010.*

What does MTSS do? MTSS is a multi-level framework aimed at **improving outcomes** for **ALL students**.

It is **preventive** and provides **immediate support** to students who are at risk for poor learning and/or behavior outcomes. It includes **RTI** (Response to Intervention) and **PBIS** (Positive Behavior Interventions and Supports), the academic and behavioral systems in schools.

It incorporates 5 essential components; 1) it is data driven; 2) it includes a team approach; 3) it supports ALL students in learning; and 5) it is considered best practice for teaching and learning.

NONDISCRIMINATION NOTICE

COMPLAINTS OF DISCRIMINATION/HARASSMENT

The School District does not discriminate on the basis of race, color, national origin (Title VI), disability (Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act) or sex (Title IX) in its educational programs and activities. Any student, parent or other individual who believes he or she or any student has been subjected to discrimination or harassment by other students or employees of the School District based upon any of the factors listed above should promptly report the same to the principal of the school or to the appropriate coordinator as listed below, who will implement the Board's discriminatory complaints or harassment procedures. Students may also report discrimination or harassment to their school counselor.

Title VI Coordinator:

Name or Title:	Dr. Susan Stone, Director of Federal Programs/Student Support Services		
Office Address:	1411 College Street, Monticello, GA 31064		
Telephone Number:	(706) 468-6350	Email Address:	shstone@jasper.k12.ga.us

Title IX Coordinator:

Name or Title:	Dr. Susan Stone, Director of Federal Programs/Student Support Services		
Office Address:	1411 College Street, Monticello, GA 31064		
Telephone Number:	(706) 468-6350	Email Address:	shstone@jasper.k12.ga.us

Any individual may report sex discrimination, including sexual harassment, at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Section 504 Coordinator:

Name or Title: **Tiffany Price, Title I Family Engagement Coordinator**
 Office Address: **1411 College Street, Monticello, GA 31064**
 Telephone Number: **(706) 468-6350 ext. 122** Email Address: tprice@jasper.k12.ga.us

Americans with Disabilities Act Coordinator:

Name or Title: **Ashley McElheney, Director of Instructional Support Services**
 Office Address: **1411 College Street, Monticello, GA 31064**
 Telephone Number: **(706) 468-6350 ext. 113** Email Address: amcelheney@jasper.k12.ga.us

Students and employees will not be subjected to retaliation for reporting such discrimination or harassment. A copy of the discriminatory complaints procedure under Policy JAA (Equal Educational Opportunities) and under Policy JCAC-Sexual Harassment of Students is located in the District policy manual, which is available in the school office, central office, and on the District website.

PARENT NOTIFICATION OF ONLINE OPTIONS

On-Line Options: State law requires schools to allow student opportunities to take online courses. Online courses are not required to graduate but provide an online learning option should your student or you choose this option. In addition, House Bill 175 passed establishing a clearinghouse for stakeholders to find online courses and online course providers in the state of Georgia. This notice is to inform you about the key components of legislation and how to find online opportunities for your student. **Accessing Georgia's Online Clearinghouse:** The Georgia Online Clearinghouse provides students and parent with information and access to high-quality academic and career-oriented courses, aligned to state and national standards, through a variety of online providers. To access the information found in the clearinghouse go to: http://www.gadoe.org/_layouts/GADOEPublic.SPApp/Clearinghouse.aspx

PARENTS RIGHT TO KNOW

In compliance with the requirements of the Elementary and Secondary Education Act (ESSA), the Jasper County Charter System informs parents that you may request information about the professional qualifications of your student's teacher(s). 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 qualifications or certification criteria have been waived;
- (3) Whether the teacher is teaching under the field of discipline of the teacher's certification;
- (4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

PBIS

Positive behavioral interventions and supports (PBIS) is an evidence based data-driven framework to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes through a multi-tiered approach, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

Each student enrolled in the Jasper County Charter System shall be afforded the opportunity to recite the Pledge of Allegiance to the flag of the United States of America. Those students who wish to recite the Pledge will stand, salute the flag and recite the Pledge in unison. Those who do not wish to recite the Pledge will stand and remain silent. Each student in JCCS shall be afforded the opportunity for a moment of silent reflection.

PROHIBITED ITEMS

When a search of students, lockers, vehicles, book bags or any other type search occurs on school property, the following procedures shall guide the school administration in dealing with any prohibited items that are found that may necessitate action by a law enforcement agency. The administrator in charge of the school facility shall notify the Superintendent's Office immediately that the search has occurred, illegal items found, and that specific students are being detained to complete an investigation. By the end of the business day, a parent of any student suspected of involvement shall be notified that the investigation is in progress and the nature of the child's involvement as best it is known at that time. The administrator in charge of the school facility shall conduct the investigation to discover all students involved and the

level of involvement with all due speed. The Superintendent's Office shall be notified when the investigation has produced enough evidence to file charges against the student(s) involved. The administrator in charge of the school facility shall contact the law enforcement agency with the information the investigation has revealed and the evidence gathered. The law enforcement agency shall contact any other agency as may be appropriate. A parent shall be notified that the investigation and evidence supports a report to a law enforcement agency and that the report has been made. This should occur before any agency removes a student from the campus. Parents should have the opportunity to meet with the student and the administrator prior to the removal. A written report shall be filed with the Superintendent, summarizing the findings of the investigation within 24 hours of the completion of the investigation.

SCHOOL GOVERNANCE TEAM (SGT)

The School Governance Team's (SGT) purpose is to help steer the school towards achieving its mission and to ensure the school's effort and resources are properly focused toward that goal. SGT meetings will be held monthly; the agenda and minutes will be posted on eBOARD. The SGT will be comprised of parents, students, business/community representatives, teachers and school administration. The SGT will hold a measure of decision-making authority by working collaboratively with school leaders in specific areas of personnel, finances, curriculum and instruction, resource allocation, school operations, and the monitoring of student achievement. Members that serve on the team are provided extensive training. Schools will be able to better meet the targeted needs of their students with the flexibility allowed through a charter school status. **The local school board remains intact and its authority is not diminished under the Charter System status.**

SECTION 504 PROCEDURAL SAFEGUARDS NOTICE

Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents under Section 504 may be found at the system website or may be picked up at the central office or any of the school offices. 504 Coordinator for JCCS:

Title I Family Engagement Coordinator
1411 College Street
Monticello, GA 31064
706-468-6350 ext. 122

PROCEDURES FOR STUDENTS TO REPORT INNAPPROPRIATE EMPLOYEE BEHAVIOR

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

Student Reporting of Acts of Sexual Abuse or Sexual 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 sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

(c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney. Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

SCHOOL VISITATION

Parents are welcome visitors at JCCS. Parents must contact an administrator of the school to request a classroom visit. **Parents and/or guardians are the only visitors allowed with the student unless otherwise previously approved by the administration.**

TEXTBOOKS/CHROMEBOOKS

Textbooks are the property of the local school system. When textbooks are issued to a student they become the student's responsibility; he/she then has the responsibility to take care of these items at all times. If a text is lost and/or or damaged (beyond the usual wear), **restitution must be made to the school; otherwise report cards may be held.**

VOLUNTEERS

All volunteers must undergo an approval process. Not every volunteer will require a criminal/sex registry background checks. Some volunteers will require more thorough criminal background checks than others. All volunteers complete a VOLUNTEER REQUEST FORM and submit it to the Principal.

TITLE I

A Parent's Guide to Title I

All schools in the Jasper County Charter System provide instruction to students through a Title Schoolwide Program. The information that follows is intended to assist parents and the community in understanding what it means for our school to have a Title I Schoolwide Program.

What is Title I?

Title I is a part of the Federal Elementary and Secondary Education Act (ESEA). The Act provides financial assistance to state and local education agencies to meet the educational needs of children who may be at risk of failing the state's challenging academic standards.

What are the benefits of a Schoolwide Program?

The benefits that our school receives by having a Title I School-Wide Program include:

- Flexibility in having personnel provide instruction to students
- ALL students can have their academic needs met
- ALL staff can participate in professional development
- ALL of our resources are directed toward helping every student in our charter system meet and exceed the challenging state academic standards.

Parent and Family Engagement in Jasper County Charter System

Our schools and faculty understand the importance of involving parents as partners in the education of their children. As a Title I district, we encourage parent support of student instruction through activities and school level volunteer opportunities. Additional focal points for parent involvement include development of parenting skills, communication styles, and community collaboration. JCCS invites and encourages parents to be actively involved at their child's school by the following:

- Increasing Parent Awareness by providing each parent with a copy of the district and school parent and family engagement policies
- Encouraging each parent to sign and fulfil the responsibilities listed in the School-Parent Compact
- Providing a voice for parents by participating in parent surveys and input meetings
- Building school and community support by hosting parent meetings and workshops
- Providing parents with Rights to Know information concerning Teacher Certification status

Jasper County Charter System Family and Engagement Policy/Plan

School Year 2021-2022

Revision Date- February 19, 2021

Local Educational Agency (LEA) District and School Level

What is Family Engagement?

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

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

About the Parent and Family Engagement Policy

In support of strengthening student academic achievement, the Jasper County Charter System (JCCS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe JCCS's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The JCCS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During the annual Title I Input and Revision meeting in March 2021, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2021-2022 school year. The district sent a flyer and Remind message to all parents informing them about the meeting and posted an announcement on the school district website, as well as provided an additional opportunity at the Read Across Monticello Literacy Event for families to provide input. Information was also shared in the monthly Family Engagement Newsletters. During this meeting, parents reviewed and discussed the Consolidated LEA Improvement Plan (CLIP), and the school's Comprehensive Improvement Plans, in addition to how the 1% set-aside for Family Engagement should be spent. Additionally, each Title I School Governance Team and faculty review the district parent and family engagement policy before the end of the 2020-2021 school year.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received by March 2021 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, disseminate it during the annual Title I school meetings in the fall, as well as all district handbooks. Links to the documents will be available in the monthly Family Engagement Newsletters. All documents will be available to parents in a format and language they can understand.

Communications

JCCS will communicate with all families and the community on a regular basis regarding schoolwide events and activities, through phone and text messages, emails, social media, school newsletters, and flyers. The district and school will share information in English and other languages to the extent possible through written communications, meetings, conferences, and family engagement events in order for families to understand the school's academic standards and assessments as well as ways parents can monitor their child's progress.

Strengthening Our School

This year, the district family engagement coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the district and the FEC will hold meetings and trainings with its Title I schools and principals to

review family engagement plans and activities.

Additionally, the district will perform compact and inventory checks in October with each school to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year, as well as check for compact and inventory compliance.

Reservation of Funds

The JCCS will reserve 1 percent from the total amount of Title I funds it receives in 2021-2022 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the JCCS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. JCCS discussed with parents suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level at the Annual Title I Input and Revision Meeting held in March 2021. Input/Feedback Forms and minutes from these meetings were reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact FEC in the district office at 706-468-6350 or by email at tprice@jasper.k12.ga.us.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

Annual Title I Input and Revision Meeting ~ March 22, 2022 @9am and March 24th 2022 @5pm

During this week, each Title I school will host a forum for parents and family members to participate in roundtable discussions to review the school wide plan, the school's parent and family engagement policies as well as provide input on the family engagement budget and topics for school staff training. Each Title I school will send invitations home as well as email and text parents to notify them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on the school websites. Times for the meeting will be 9am- Face to Face and Board of Education and 5pm-Virtual. All virtual links will be sent via email submitted on the RSVP.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Annual Title I Meeting~ August 25th 2021 @ 9am and September 8th 2021 @5pm

At the beginning of the school year, Jasper County Charter System will host a district-wide meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I. The meeting will be held at various times and locations. Flyers and information will be sent home and posted prior to the meeting date.

Unable to attend these meetings? Please visit

<https://www.jasper.k12.ga.us/domain/155> to review the meeting documents and minutes and leave your input.

School-Parent Compacts

As part of this plan, all Title I schools, along with our families will jointly develop school-parent compacts in order to build and develop a partnership to help our students the challenging state academic standards. These compacts serve as agreements that parents, teachers, and students will work together to make sure all students reach grade level standards by following and accomplishing goals set forth by parents, teachers, and students. The compacts will be revised annually, distributed to all families, reviewed at parent/teacher conferences.

Building Capacity

The JCCS will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the JCCS will implement a variety of family and community engagement initiatives. The district FEC will provide training and support through professional development to help teachers and families address academic goals through resources and learning activities.

Of Parents - The JCCS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system (Infinite Campus and SLDS) to monitor child's progress and other digital resources, including the harms of copyright piracy, through its Media Specialist. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

Parent workshops will be held face to face and virtually. RSVP's will be provided on the flyers and in the monthly newsletter event notices. Workshops will be held the second Monday of each month. Additional workshops can be scheduled with the District Family Engagement Coordinator upon request, as needed.

In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and newsletters containing strategies to improve at-home learning. Hard copies of these materials are also available at the District Family Resource Center, including copies in Spanish, upon request.

The District Focus Groups and School Governance Teams, made up of parent representatives from each Title I school, advises the district and schools on all matters related to family engagement and academic success within the school. Community leaders and business partners are also invited to serve on the council. The participation of all our partners is encouraged through face to face meetings, video conferencing and recording options to accommodate varying schedules.

The JCCS will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Round-Up days, Middle and High School Transition Events, and College and Career Fair so parents may receive information to help prepare them and their children for the next life stage.

Of School Staff - The JCCS will conduct four trainings during the school year for principals and Family Engagement Team to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. The JCCS will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments, value and utility of contributions of parents, implement and coordinate parent programs, build ties between parents and the school, and discuss how to reach out to, communicate with, and work with parents as equal partners. Trainings are required to be held two times per semester at each school. Schools will schedule the training with the District Family Engagement Coordinator.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and providing interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, Remind, district and school websites, local news media, and social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, the JCCS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey. Additional surveys will be provided as needed.

Beginning in February, each Title I school will send home a survey and email a link or QR Code to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will provide parents a survey at the end of each Parent Workshop to provide an opportunity for feedback. Title I services are designed to increase Family Engagement and provide parents and families opportunities to bridge the gap of learning from school to home.

The JCCS will use the findings from the Parent Workshop Surveys and the annual survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption

This districtwide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Jasper County Charter System on April 16, 2021 and will be in effect for the 2021-2022 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children in each school handbook before or during the first week of fall semester. If enrolled after August, parents will receive a handbook during time of enrollment.

Mark Your Calendars

For Parents

Annual Parent Survey

February 1st-February 28th, 2022

Parent Workshops

Second Monday of each month

School Governance Team

Monthly- scheduled by school

Annual Title I Meeting

August 25, 2021 @ 9am September 8th @ 5pm

For Schools

District-wide Administrative Meetings

Held Monthly

Building Staff Capacity

Two Trainings per Semester-scheduled by each school

Inventory and Compliance Checks

October and February

National PTA's Standards for Family-School Partnerships -

The JCSS Parent Involvement Policy/Plan acknowledges the six National Standards for Family-School Partnerships in an effort to build/increase parent capacity:

Standard I: Welcoming all Families-Parents are welcome in the schools, and their support and assistance are sought.

Standard II: Communicating Effectively- Communication between home and school is regular, two-way, and meaningful.

Standard III: Supporting Student Success-Families and school staff collaborate on a continuous basis to support student learning.

Standard IV: Speaking up for Every Child-Families are empowered to be advocates for their own and other children.

Standard V: Sharing Power-Parents are full partners in the decisions that affect children and families.

PARENT RESOURCE CENTER

The Parent Resource Center is available to parents during regular business office hours Monday-Friday from 8:00 am-4:00 pm. Additional times to visit may be scheduled. If resources are needed after hours, Parents/Families are encouraged to visit the Family Engagement Website and newsletters that provide 24 hr. access to resources online.



Scan the QR code with your smartphone or tablet to access family engagement information and resources from the JCSS Family Engagement webpage: <https://tinyurl.com/JCCSBuildingparentcapacity>

Parents are also encouraged to book a session with the District Family Engagement Coordinator using the link below.

BookMe: <https://jccsfamilyengagement.youcanbook.me>

Resources that you may checkout:

- Educational Resources
- Academic/Community Brochures/Pamphlets
- Content Materials
- Leveled Reading Books
- Manipulatives

And much more!

Use the link below to request check-out of items!

<https://forms.gle/8aFohNZEmKLJEKd4A>

For more information about the resources available, please contact Tiffany Price, Title I Family Engagement Coordinator, at 706-468-6350 ext. 122 or email tprice@jasper.k12.ga.us.