

FACULTY / STAFF HANDBOOK

TREUTLEN COUNTY SCHOOLS



2008 – 2009

Approved by Treutlen County Board of
Education

Table of Contents

Announcements	3
Attendance Incentive	3
Building Maintenance	3
Bullying Policy	3
Cell Phones	3
Child Abuse or Neglect	3
Child Abuse Reporting	4
Child Find Information	4
Classified Personnel Leave & Absences	5
Classroom Appearance	6
Classroom Management	6
Code of Ethics	7
Complaints & Grievances	12
Copying Procedures	16
Corporal Punishment Procedures	16
Corporal Punishment Policy	17
Dress Code	18
Drug-Free Workplace	19
Emergency School Closing	21
Employee of the Year	21
Faculty/Staff Meetings	21
Faculty/Staff Tardies	22
Family & Medical Leave Act	23
Field Trip Policy	27
Fundraising Projects	29
Grading Procedures	29
Guests Speakers	30
Hall Passes	30
Inclement Weather Procedures	30
Inventories	31
Internet Safety Policies	32
Lesson Plans	36
Mailboxes	36

Non-Discrimination Policy	36
Parental Involvement Policy	37
Permanent Records	40
Professional Activities	40
Professional Personnel Leave & Absences	41
Promotion, Placement, Retention Policy	43
Purchases	48
Required Drill Schedules	49
Response to Intervention	50
Safety & Pandemic Planning	58
Safety Procedures	58
School Bus Code of Conduct	58
School Functions	60
School Nurse Program	60
School Nutrition Program	60
Selling/Solicitations	60
Student Attendance	61
Student Health & Safety	64
Student Records	65
Student Support Team	69
Substitute Teachers	74
Supervision of Students	74
Teacher Evaluations	74
Teacher of the Year	74
Teacher Qualifications	75
Teacher – Student Relationships	75
Textbook Inventories	75
Use of Facilities	75
Videos/Movies	75
Visitors	75
Weapons Notice	75
Weapons Policy	76

Work Day	76
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Announcements	Announcement requests for the morning bulletin must be approved by the Principal.
Attendance Incentive	<p>In an effort to encourage faculty/staff attendance, the Treutlen County Board of Education implements the following Perfect Attendance Award Program:</p> <p>At the end of the school year, employees with no absences will receive <u>\$125.00</u>.</p> <p>For purposes of this incentive program, SCHOOL BUSINESS and/or PROFESIONAL LEAVE ABSENCES ARE EXCLUDED.</p>
Building Maintenance	Faculty/staff are to express a personal interest in keeping all school buildings clean. As professionals, it is our responsibility to teach students the meaning of school pride by keeping our campuses clean and neat. Faculty/staff are to encourage students to use trash cans, refrain from getting pencil marks and finger prints on walls, keep desk tops and classroom work areas clean, and remove excess litter from hallways and playgrounds. Since the board of education is directly responsible for repairing any damages to the building, faculty/staff must ensure that no part of the school building, school furniture, or equipment is defaced or damaged. Teachers are to keep their respective classrooms/labs clean and appropriately ventilated.
Bullying Policy	Each Georgia school is mandated to implement a bullying policy for grades K-12. as explained in the Student Code of Conduct (see Student/Parent Handbook).
Cell Phones	<p>All cell phone use is prohibited on campuses and on buses during the instructional day unless the phone is issued by the school system or for school system business. Any exceptions to the policy must be made by the Principal at each individual school and only based on extreme extenuating circumstances.</p> <p>During all times of instruction and supervision of students, teachers and staff must have personal cell phones turned off. This includes times during the school day and instructional after-school programs.</p> <p>Employees who violate this policy shall be subject to appropriate disciplinary action, up to and including termination for repeated violations.</p>
Child Abuse or Neglect	<p>Descriptor Code: JGI</p> <p>All employees of the Treutlen County 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, who have reason or cause to believe that a child is being or has been abused 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</p>

abuse cases for Treutlen 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.

Date Adopted: 7/17/2006

Child Abuse Reporting

The Treutlen County Board of Education, in recognition of the fact that abused and neglected children are less able to attend school regularly and to perform at their maximum potential, and in recognition of the legal mandate which requires Georgia educators to report suspected child abuse and neglect to the appropriate authorities, herewith establishes the following policy regarding the reporting of child abuse and/or neglect.

Any child under the age of eighteen (18) years of age who is believed to have had physical injury or injuries inflicted upon him or her or has been neglected or exploited by a parent or caretaker or has been sexually abused shall be identified to the Treutlen County Department of Family and Children Services.

All school personnel (including teachers, paraprofessionals, bus drivers, etc.) shall make oral complaints of child abuse or neglect, followed by written documentation, to the respective principal; the principal will then notify the Treutlen County Department of Family and Children Services. The principal will also notify the Superintendent of all situations of child abuse and neglect as reported to the Treutlen County Department of Family and Children Services.

Failure to report suspected child abuse and neglect may result in termination of the employee, reporting to the Professional Standards Commission for suspected Code of Ethics violations, and/or referral to appropriate judicial system/law enforcement agencies.

Child Find Information

Child Find Procedures

What is Preschool Child Find???

Preschool Child Find is the school system's attempt to locate any children who are suspected of having a disability. Special education and/or related services may be recommended if a disability interferes with a child's learning. Speech/Language Therapy, Physical Therapy, and Occupational Therapy are some of the related services that may be offered.

When Should a Child be referred to Preschool Child Find???

If there are birth complications or a medical condition that interferes with development and/or learning.

If a child appears to have social or emotional difficulties that interfere with his/her ability to learn.

If a child appears to learn more slowly than children his/her own age.

If a child has speech that can not be understood by others.

If a child has difficulty seeing or hearing.

Who may refer children?
Parents/Legal Guardians
Other family members
School personnel
Physicians
Child care providers
Community agencies
Infants & toddlers programs

System Contact:
Tricia Storey
Special Education Director
Treutlen County Schools
5040 Third Street
Soperton, GA 30457
912-529-4127 ext 2603

Classified
Personnel Leaves
& Absences

Descriptor Code: GCRG
ACCURAL OF SICK LEAVE AND ABSENCE FOR MEDICAL AND RELATED REASONS

Each non-certificated employee of the Board of Education (other than bus drivers) shall be entitled to sick leave, with full pay, computed on the basis of one working day for each completed month (20 school days of service). All unused sick leave shall be accumulated from one fiscal year to the next up to a maximum of forty-five (45) days. For any sick leave in an amount above that which is allowed by this policy, there shall be a deduction equal to one day's salary for each day of sick leave from the full salary of the employee.

The leave provided for under this policy is available only for personal illness, injury or exposure to contagious diseases, or for absences necessitated by illness in the employee's immediate family.

For any absence in which sick leave is used, the Superintendent or his/her designee shall have the right to require a physician's certificate stating that the employee is ill and is unable to perform his or her duties. In the event that sick leave is used to care for a member of the immediate family, the Superintendent shall have the right to require a physician's certificate stating that the employee is needed to care for the sick family member. If an employee is absent for three consecutive days of sick leave, a physician's certificate must be furnished.

For the purposes of absences for medical and related reasons, members of the immediate family are defined as spouse, children, father, mother, sisters, brothers, father-in-law, mother-in-law, or other relatives living in the home of the employee.

OBSERVANCE OF RELIGIOUS HOLIDAYS

Employees may use personal leave for the observance of recognized religious holidays. If an employee desires to take leave for the observance of recognized religious holidays in excess of the days allowed for personal leave, the employee may take unpaid leave for such purposes provided that such leave is not excessive and does not interfere with fulfilling the obligations of his or her job.

JURY AND WITNESS LEAVE

Each person employed by the Board shall be allowed leave with pay for the purposes of serving as a juror in any court or when subpoenaed to testify in a case arising out of the individual's duties as a school system employee. Jury and/or witness leave shall not be deducted from an individual's accumulated personal, professional or sick leave. No employee utilizing jury and witness leave shall be required to pay the cost of employing a substitute to serve during his or her absence for such leave. Employees who serve on juries or who are subpoenaed for reasons arising out of their employment with the school system may select one of the following alternatives:

1. Return the juror remittance to the system and receive full salary.
2. Keep the juror remittance and deduct it from the monthly salary by making a request of the central office.
3. Keep both salary and juror remittance and deduct from personal leave provided it does not exceed three days.
4. Use any combination of the above upon approval of the Superintendent.

MILITARY LEAVE

All employees of the Board of Education are entitled to paid leave not to exceed eighteen days in any one federal fiscal year for the purpose of complying with ordered military leave duty with the armed forces of the United States or State of Georgia, including duty as a voluntary member of the militia or reserve component of the United States or State of Georgia. Employees also are entitled to leave not exceeding thirty days in any one federal fiscal year if ordered to duty as a result of the declaration of any emergency by the governor or the appropriate officials of the United States armed forces. Employees who have military commitments shall inform the director annually and shall cooperate to the extent possible in scheduling such leave so as to minimize the disruption in those employees' duties and the mission of the Board of Education.

BEREAVEMENT LEAVE

In the event of a death of a member of the immediate family, up to three days bereavement leave will be granted. Additional days in extenuating circumstances may be granted by the Superintendent. All such bereavement leave will be charged against the employee's sick leave.

FAMILY & MEDICAL LEAVE ACT

To the extent that any provision in this policy conflicts with or is superseded by the Family and Medical Leave Act ("FMLA"), the regulations promulgated thereunder, or any other federal law, the provision of the FMLA, its regulations or other law, as the case may be, control.

Date Adopted: 7/17/2006

**Classroom
Appearance**

Teachers are expected to keep classrooms as neat and orderly as possible. Student work displays should be changed at least twice during each nine-week period. Teachers are required to post all appropriate GPS and/or QCC standards and objectives for each lesson.

**Classroom
Management**

Classroom management consists of practices and procedures that teachers utilize to maintain an environment in which instruction and learning can occur. A well-ordered environment, plus positive academic expectations, will yield effective classroom experiences for all students. Teachers are expected to control the behavior of their assigned students. The best defense in preventing discipline or other classroom management problems is to provide meaningful instruction for the entire instructional period.

**Code of Ethics
(Professional Standards
Commission)**

Introduction

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.

Definitions

“Certificate” refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.

“Educator” is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, “educator” also refers to paraprofessionals, aides, and substitute teachers.

“Student” is any individual enrolled in the state’s public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17.

“Complaint” is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A

complaint will be deemed a request to investigate.

“Revocation” is the invalidation of any certificate held by the educator.

“Denial” is the refusal to grant initial certification to an applicant for a certificate.

“Suspension” is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.

“Reprimand” admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

“Warning” warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more serious action.

“Monitoring” is the quarterly appraisal of the educator’s conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

Standard 1: Criminal Acts - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

Standard 2: Abuse of Students - An educator should always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;
2. committing any act of cruelty to children or any act of child endangerment;
3. committing or soliciting any unlawful sexual act;
4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized drugs.

Standard 3: Alcohol or Drugs - An educator should refrain from the use of

alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
2. being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages.

A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

Standard 4: Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:

1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies.
3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests for reimbursement of expenses or for pay;
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of

education/governing board.

Standard 6: Improper Remunerative Conduct - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;
2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or superintendent; and
4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent.

These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

Standard 7: Confidential Information - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required by law;
2. sharing of confidential information restricted by state or federal law.
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
4. violation of other confidentiality agreements required by state or local policy.

Standard 8: Abandonment of Contract - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release

from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

Standard 9: Failure to Make a Required Report - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

Standard 10: Professional Conduct - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

Reporting

Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators, as soon as possible, but no later than ninety (90) days from the date the educator became aware of an alleged breach, unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct.

Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

Disciplinary Action

The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-. 01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support(O.C.G.A. §19-6-28.1 and §19-11-9.3).
4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
5. suspension or revocation of any professional license or certificate;
6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

An individual whose certificate has been revoked, denied or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, or any other position during the period of his or her revocation, suspension or denial for a violation of the Code of Ethics.

Authority O.C.G.A. 20-2-200; 20-2-981 through 20-2-984.5

**Complaints and
Grievances**

Descriptor Code: GAE

SECTION 1. PURPOSE; INFORMAL RESOLUTION PREFERRED

It is the purpose of this policy to implement the provisions of O.C.G.A. 20-2-989.5, et seq. In accordance with the foregoing, it is the policy of the Treutlen County Board of Education that certified personnel shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. The Board of Education encourages all employees to resolve their complaints informally in a spirit of collegiality where possible. This policy and procedure is available where such efforts do not succeed, or where, for any other reason, the certificated employee desires to pursue this procedure.

SECTION 2. DEFINITIONS

- a. "Level One Administrator" means the principal of a school with respect to teachers and other certificated personnel assigned to that school. With respect to the certified Administrators supervised by the Superintendent, the "Level One Administrator" shall be the Superintendent. In any case not covered by this paragraph, the "Level One Administrator" shall be the supervisory certificated person designated by the Board or in the absence thereof, by the Superintendent.
- b. "Central Office Administrator" means the local school system Superintendent.
- c. "Complaint" means any claim or grievance by a certificated employee of this school district which is filed pursuant to this policy and which comes within the scope of the policy.
- d. "Notification" means delivery in person by a person designated by the Superintendent to the party entitled to notification, or deposit in the United States Mail, certified mail, return receipt requested or statutory overnight delivery, to the last known address of the party notified.

SECTION 3. SCOPE OF COMPLAINT; EXCLUSIONS

- a. Scope. Unless excluded by paragraph (b) hereof, this complaint and grievance procedure is applicable to any claim by any professional employee certificated by the Professional Standards Commission who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements of this school district or with which the district is required to comply.

- b. Exclusions. This procedure shall not apply to:
 - 1. Performance ratings contained in personnel evaluation and professional development plans pursuant to Code Section 20-2-210;
 - 2. Job performance;
 - 3. Termination, non-renewal, demotion, suspension, or reprimand of any employee, as set forth in Code Section 20-2-940;
 - 4. The revocation, suspension, or denial of certificates of any employee, as set forth in Code Section 20-2-984.5.

- c. A certified employee who chooses to appeal under Code Section 20-2-1160, shall be barred from pursuing the same complaint under this policy.

SECTION 4. HEARING RIGHTS; EVIDENCE; REPRESENTATION; DECISIONS; RECORDS

Hearing; evidence. The complainant shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses at each level, but the complainant may not present additional evidence at the Second or Third Hearing levels unless notice of the Complainant's intention and the evidence to be presented are submitted in writing five (5) days prior to the hearing to the Administrator who will preside at such level, and in the case of the local board, to the Superintendent. When hearing an appeal from a prior level, the local Board of Education shall hear and decide all appeals de novo.

- a. Representation. The Complainant and the administrator against whom the complaint is filed or whose decision is appealed shall be entitled to the presence of an individual, including an attorney to assist in the presentation of the complaint and the response thereto, at the Central Office Administrator and at the local Board of Education level. The presence of any individual other than the Complainant and the Administrator at Level One is prohibited, except witnesses who present testimony or documents.

- b. Hearing Officer. The local Board of Education may appoint a member of the State Bar to serve as law officer who shall rule on all issues of law and other objections, but such attorney shall not assist in the presentation of the case for either party.

- c. Overall Hearing Time Schedules. The overall time frame from the initiation of the complaint until rendition of the decision by the local board and notification thereof to the Complainant shall not exceed sixty (60) days.

- d. Automatic Referral to Next Level. Any complaint not processed by the administrator or the local unit of administration within the time frame required by this policy shall be forwarded to the next level for determination.

- e. Records. Accurate records of the proceedings at each level shall be kept; the proceedings shall be recorded by mechanical means;

all evidence shall be preserved and made available to the parties at all times; and all costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties; except that the cost of preparing and preserving the record of the proceedings shall be borne by the local Board of Education; provided however, the cost of transcribing the transcript of evidence and proceedings before the local Board shall be borne by the party requesting same, and all costs of the record on appeal to the superior courts and appellate courts shall be paid by the party required to do so by the laws relating thereto.

- f. Decisions. Each decision shall be made in writing and dated, and shall contain findings of fact and reasons for the particular decision reached.
- g. Notice. The decision at each level shall be delivered to the Complainant by a person designated by the Superintendent, either (1) being hand delivered or (2) being deposited in the U.S. Mail (certified mail, return receipt requested or statutory overnight delivery). Notice to the Complainant shall be deemed to have been made on the date of hand delivery or on the date of deposit in the U.S. Mail by certified mail, return receipt requested or by statutory overnight delivery to the address stated in the complaint or, if not contained in the complaint, to the
- h. last known address of the Complainant on file with the Board of Education.

SECTION 5. FIRST LEVEL; PRESENTATION; TIME; CONTENTS

The complaint shall be presented in writing to the Level One Administrator within ten (10) calendar days after the most recent incident upon which the complaint is based. The complaint shall include the following:

- a. The mailing address of the Complainant to which all notices and other documents may be mailed;
- b. The intent of the Complainant to utilize this complaint procedure, clearly stated;
- c. A reference or description of the statute, policy, rule, contract provision or regulation that is alleged to have been violated, misinterpreted or misapplied;
- d. A brief statement of the facts reasonably calculated to show how such statute, policy, rule or regulation was violated or misapplied, and how it substantially affects the employment relationship of the Complainant; an
- e. A statement of the relief desired.

The Superintendent shall prepare forms for use in accordance with the foregoing requirements.

SECTION 6. FIRST LEVEL HEARING AND DECISION

The Level One Administrator shall record the date of filing on the complaint, and shall give notice to the Complainant of the time and place of the hearing, either by mail or hand delivery. When notice is given by mail, it shall be sent by certified mail or statutory overnight delivery to the address set forth in the complaint. If no address was included in the complaint, then the notice shall be sent to the last known address of the Complainant on file with the Board of Education. The Level One Administrator shall conduct a hearing on the complaint and render a decision thereon within ten (10) days of the filing of the complaint. The decision shall be dated and a copy shall be sent to the complainant as provided in Section 4 above. Where service or notice is made by certified mail or statutory overnight delivery as provided above, it shall be deemed to have been perfected when timely deposited in the mail, regardless of whether it was actually received or not.

SECTION 7. SECOND LEVEL; APPEAL FROM FIRST LEVEL TO CENTRAL OFFICE ADMINISTRATOR

A Complainant dissatisfied with the decision of the first level shall be entitled to appeal to the Central Office Administrator by filing written notice of appeal with the Office of the Superintendent. The appeal must be filed within ten (10) calendar days after the Complainant is notified of the Level One decision. The Central Office Administrator shall record the date of the filing of the appeal and shall notify the Complainant in writing of the time and place of the hearing in the same manner as provided in Section 6 above. The Central Office Administrator shall obtain copies of all minutes, transcripts, documents and other records relating to the complaint and shall conduct a hearing and render a decision within ten (10) calendar days of the date of the filing of the appeal, or the hearing may be conducted by any designated representative of the Central Office Administrator who shall promptly submit his or her recommendations and findings to the Central Office Administrator for final decision. The decision shall be rendered and served on the Complainant and his attorney in accordance with Section 4(h).

SECTION 8. THIRD LEVEL; APPEAL TO BOARD OF EDUCATION

A Complainant or Level One Administrator dissatisfied with the decision of the Central Office Administrator may appeal to the Board of Education by filing written notice of appeal with the Office of the Superintendent. The appeal must be filed within ten (10) calendar days after the date of the decision as provided in Section 4. The Superintendent shall record the date of filing on the appeal, and shall promptly give written notice in the same manner as provided in Section 6 above to the Complainant of the time and place of hearing. The Complainant and the Administrators against whom the complaint is filed or whose decision is being appealed shall be entitled to appear before the Board of Education and be heard. The Board of Education may direct that a pre-hearing conference be held prior to the hearing to identify issues and facilitate presentation. The local board shall conduct a hearing and render its decision in writing within twenty (20) calendar days after the hearing, and perfect service thereof on the

Complainant and his attorney, all in accordance with Section 4.

SECTION 9. APPEALS TO STATE BOARD

Appeals from the decision of the local Board of Education shall be governed by the State Board Rule governing appeals and O.C.G.A. 20-2-1160.

SECTION 10. REPRISALS PROHIBITED

No certificated personnel shall be subjected to reprisals as a result of filing any complaint under this policy. Any reprisals may be referred to the Professional Standards Commission.

SECTION 11. COLLECTIVE BARGAINING DISCLAIMER

Nothing in this policy shall be construed to permit or foster collective bargaining by or on behalf of any employee or group of employees.

SECTION 12. REPEALER

All policies and parts of policies in conflict herewith are repealed.

Date
Adopted: 7/17/2006

Copying
Procedures

Teachers and paraprofessionals are expected to make their own copies of handouts, worksheets, etc.

Corporal
Punishment
Procedures

Reasonable discipline may include the administration of corporal punishment to a student, subject to the following :

- Corporal punishment must never be used as a first line of punishment for misbehaving unless the student was informed beforehand that a specific misbehavior could warrant its use. However, corporal punishment may be employed as a first line of punishment for those acts of misconduct which are so anti-social and disruptive in nature as to shock the conscience.
- Corporal punishment must not be administered to a child whose parents or legal guardian have filed with the principal a statement from a Georgia-licensed medical doctor which states that the administration of corporal punishment is detrimental to a child's

- mental or emotional stability.
- At the beginning of the school year, a parent has the opportunity to place a child's name on the No Corporal Punishment list in the principal's office. If a child's name appears to the No Corporal Punishment List, that student may not be administered corporal punishment at any time during the school year. However, if a parent does not place a child's name on the No Corporal Punishment List, said student may be administered corporal punishment without parental notification. At any time during the school year, a parent/guardian may have a child's name added and/or deleted from the No Corporal Punishment List.
- Corporal punishment is to be administered by the teacher or school administrator in the administrator's office. Corporal punishment is not to be administered in the presence of other students.
- The teacher or administrator who administers corporal punishment must provide the child's parent with a verbal or written explanation of the offense. Such notification must include the names of all persons present during the administration of corporal punishment and the number of licks administered. Copies of the discipline referral noting the action will also be placed in the student's discipline file (school office and teacher's file).

If corporal punishment is deemed necessary, it must be administered under the following guidelines:

- Corporal punishment will be administered in the school office by the principal, assistant principal, or teacher.
- The No Corporal Punishment List will always be reviewed to ensure that no child receives corporal punishment without parental consent.
- If it is determined that a child has already received corporal punishment that day for a prior offense, a different course of disciplinary action is warranted. A student is not to receive corporal punishment more than once on any day.
- If a child forcefully resists the administration of corporal punishment, a parent/guardian may be contacted to remove the child from school and to discuss other disciplinary alternatives.
- A review of the offense and recommended disciplinary action will be conducted with the student in the presence of the school administrator prior to the administration of corporal punishment.
- The corporal punishment must not be harsh, excessive, or unduly severe and will consist of no more than three buttock contacts per incident.
- The paddle used for administering corporal punishment must be approved by the principal.

Corporal
Punishment Policy

Descriptor Code: JDA

Reasonable discipline may include the administration of corporal punishment to a student, subject to the following requirements:

1. The corporal punishment shall not be excessive or unduly severe.
2. Corporal punishment shall never be used as a first line of punishment for misbehavior unless the pupil was informed beforehand that specific misbehavior could occasion its use; provided, however, that corporal punishment may be employed as a first line of punishment for those acts of misconduct which are so antisocial or disruptive in

nature as to shock the conscience.

3. Corporal punishment must be administered in the presence of a principal or his designee, who must be informed beforehand and in the presence of the pupil of the reason for the punishment.
4. The principal or teacher who administered corporal punishment must provide the child's parent, upon request, a written explanation of the reasons for the punishment and the name of the principal or his designee who was present.
5. Corporal punishment shall not be administered to a child if the parent requests in writing that their child not be given corporal punishment. The parent must initiate this action if this provision is to apply. This request must be updated each school year to remain in effect.

Date Adopted: 7/17/2006

Dress Code

The Treutlen County Board of Education recognizes certified personnel, paraprofessionals, and secretaries as professionals; therefore, such employees are expected to maintain a high standard of personal appearance in school buildings, on school grounds, and at school functions during normal school hours. The personal conduct and attire of all faculty/staff members shall be above reproach and shall contribute to promoting positive morale in the school and community. A dress code for students has been approved by the Treutlen County Board of Education. Faculty/staff are expected to set an example for students by adhering to this

protocol (see Student/Parent Handbook). Faculty/staff members should make sure that their personal appearance is professional and that it does not conflict with the student dress code.

With the above in mind, the Treutlen County Board of Education establishes the following guidelines:

- Collared shirts are required for male faculty/staff.
- Dresses shall be knee length or longer.
- See-through or low-cut blouses, spaghetti straps, sleeveless tops, tank tops, as well as midriff tops will not be allowed.
- Jeans are acceptable as appropriate dress if the jeans are neat and clean. Jeans must not be worn out, frayed, or contain holes.
- Skorts (pants-skirts) may be worn if they are knee-length or longer. These items must appear as a skirt. "Walking shorts" are only allowed during pre-planning (except Open House) and post-planning.
- Shorts (knee-length only) will be permitted only on Field Days.
- Physical Education teachers may wear knee-length shorts in the gym and on campus while teaching Physical Education; however, they will be expected to put on long pants when entering the main building for lunch, parent conferences, professional development, and faculty meetings.
- Sweat pants, sleepwear, loungewear, are not acceptable clothing.
- All shoes must be neat and clean. Flip-flops are not acceptable.

Drug-Free
Workplace

Descriptor Code: GAMA

The Treutlen County Board of Education declares that the manufacture, distribution, sale or possession of controlled substances, marijuana and other dangerous drugs in an unlawful manner or being at work under the influence of alcohol, controlled substances, marijuana or other dangerous drugs is a

serious threat to the public health, safety and welfare. With this in mind, the Board declares that its work force must be absolutely free of any person who would knowingly manufacture, distribute, sell or possess a controlled substance, marijuana or a dangerous drug in an unlawful manner. This prohibition specifically includes, but is not limited to, the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance or alcohol in the employee's workplace. This prohibition also includes, but is not limited to, an employee being under the influence of alcohol or controlled substances while on duty.

Any employee who is convicted for the first time, under the laws of this state, the United States, or any other state, of any criminal offense involving the manufacture, distribution, sale or possession of a controlled substance, marijuana or a dangerous drug shall be subject to disciplinary action. At a minimum, such an employee shall be suspended for a period of not less than two months and shall be required to complete, at his or her own expense, a drug abuse treatment and education program licensed under Chapter 5 of Title 26 of the Official Code of Georgia and approved by the board. At a maximum, such an employee may be terminated from his employment with the school system. Any employee who is convicted for a second or subsequent time under the laws of this state, the United States, or any other state, of any criminal offense involving the manufacture, distribution, sale or possession of a controlled substance, marijuana or a dangerous drug shall be terminated from his or her employment and shall be ineligible for employment for a period of five years from the most recent date of conviction.

If, prior to an arrest for an offense involving a controlled substance, marijuana or a dangerous drug, an employee notifies the Superintendent or the Superintendent's designee that the employee illegally uses a controlled substance, marijuana or a dangerous drug and is receiving or agrees to receive treatment under a drug abuse treatment and education program licensed under Chapter 5 of Title 26 of the Official Code of Georgia and approved by the Board, the employee shall be entitled to maintain his or her employment for up to one year as long as the employee follows the treatment plan. During this period, the employee shall not be separated from employment solely on the basis of the employee's drug dependence, but the employee's work activities may be restructured if practicable to protect persons or property. No statement made by an employee to the Superintendent or the Superintendent's designee in order to comply with this code section shall be admissible in any civil, administrative or criminal proceeding as evidence against the public employee. The rights granted by this policy shall be available to an employee only once during a five year period and are intended to be and shall be interpreted as being the same as those minimum rights granted pursuant to the Georgia Drug-Free Work Force Act and any subsequent amendments thereof.

As a condition of employment, each employee must abide by the terms of this policy and must notify the Board within five days after any arrest on any drug-related criminal charge and further notify the board within five days of any conviction of a drug-related offense.

A copy of this policy shall be disseminated to all employees either directly or through employee handbooks.

The Board of Education shall not consider for employment any applicant who has been convicted for the first time of any drug offense as described above for a three month period from the date of conviction nor shall the Board of Education consider any applicant for employment who has been convicted for the second time of any drug offense as described above for a five year period from the most recent date of conviction.

For purposes of this policy, "conviction" refers to any final conviction in a court of competent jurisdiction, specifically including acceptance of a plea of guilty, nolo contendere, or any plea entered under the First Offenders Act of Georgia or any comparable state or federal legislation.

No certified employee or employee with a contract for a definite term shall be subject to suspension or termination pursuant to this policy except in compliance with the provisions of the Fair Dismissal Act of Georgia, Official Code of Georgia Annotated 20-2-940 through 947. This policy is not intended and shall not be interpreted as prohibiting the school system from taking appropriate disciplinary action against any employee where there exists evidence that an employee uses, distributes or sells illegal drugs even though the employee has not been convicted of any criminal offense or where there exists evidence that an employee is under the influence of alcohol while on duty, except that the school system may not use the statement of any employee to the superintendent requesting treatment as described in this policy.

The School District shall provide such staff development as required by state or federal law to inform employees of the dangers of drug abuse, the availability of employee assistance and drug counseling and treatment and the terms of this policy.

Date Adopted: 7/17/2006

Emergency
School Closing

Notification: During emergency situations, parents and guardians will be notified about school closings via local broadcast outlets.

All-Day School Closing Information: The announcement will be made at or before 6:30 AM.

Delayed School Opening Information: The announcement will be made at or before 6:30 AM. All school system operations will be delayed two hours. Buses will run two hours later. Breakfast will not be served. Class schedules will be altered at the discretion of the principal. Lunch will be served at the regular time. Dismissal will be at the regular time.

Early Dismissal Information: Early dismissal announcements will be made with as much advance notice as possible. Unless arrangements have been previously established with the school in writing, students will return home in the same manner in which they came to school: student drivers will drive home; bus riders will ride the bus home; and car riders will need to be picked up as quickly as possible.

Emergency Evacuation of Campus: In the event of a crisis on campus, students may be held in school, dismissed early, or transferred to an evacuation site, depending on the situation and direction of authorities. If the campus is evacuated, students and staff will be transported to a safe, secured site. As soon as the safety and security of students is assured, traffic control is established and checkout preparations are underway, information about the emergency evacuation and the family reunification procedure will be broadcast.

Point of Emphasis: During an emergency situation, normal checkout procedures will still apply. Students will not be checked out to any person other than a parent, a guardian, or to another pre-approved adult. Therefore, if you decide to authorize the school to release your child to some other person during an emergency situation, you must give the school written authorization in advance. Phoned authorization will not be accepted. Prepare your family's plan well and make sure that you communicate that plan to all key persons before an emergency situation arises. Thank you for your cooperation and support.

Employee of the
Year

Employee of the Year awards will be presented to the employee at each school who is selected by ballot.

Faculty/Staff

Mandatory faculty/staff meetings will be held periodically to assist in

Meetings administrative coordination and professional development activities. All faculty/staff members are expected to attend.

Faculty/Staff Attendance and punctuality are imperative in performing job responsibilities. All faculty/staff members should arrive at school promptly and assume Tardies assigned duties during the school day. Failure to be present and on time places a burden on the entire staff and provides opportunities for students to be improperly supervised. Faculty/staff members are to be on duty at 7:30 AM each school day unless otherwise assigned. The Principal may take into consideration emergency situations in which an employee's tardiness is unavoidable. Consequences for failure to be punctual are:

First Tardy: Warning

Second Tardy: Conference with Principal

Third Tardy: Conference with Principal to prepare improvement plan that will be referenced in annual evaluation

Fourth and Subsequent Tardies: Notification by Principal that tardiness is a serious problem that may result in recommendation for termination or nonrenewal.

Family & Medical
Leave Act

Descriptor Code: GBRIG

It is the purpose of this policy to set out in summary form the provisions of the Family and Medical Leave Act ("Act") as adopted by the U.S. Congress on February 5, 1993 and which became effective August 5, 1993. This board does not intend by this policy to create any additional rights to leave not provided by the Act. Any portion of this policy inconsistent or contrary to the Act is unintentional and shall not be given effect. As to the interpretation of this policy, the board's employees should look to the Act itself and its regulations.

A. ELIGIBLE EMPLOYEES

Employees of the Treutlen County Board of Education ("Board of Education") who have been employed by the Board of Education for at least 12 months and who have worked at least 1250 hours for the Board of Education during the 12 month period immediately prior to requesting leave are eligible to take 12 weeks of unpaid leave under the Family and Medical Leave Act ("FMLA").

An employee may request leave for one or more of the following reasons:

1. Birth of a child and to care for the newborn child;
2. Adoption or foster placement of a son or daughter with the employee;
3. To care for the employee's spouse, son, daughter or parent, if that person has a serious health condition; and
4. Serious health condition of employee that prevents the employee from performing his/her job functions.
5. Any qualifying exigency (as defined by FMLA regulations) arising from the fact that the employee's family member is on active duty or has been notified of an impending deployment in support of a contingency operation.

In the event of the birth, adoption or foster placement of a son or daughter, all leave must be completed within 12 months after the birth, adoption or foster placement.

B. DEFINITIONS

"Contingency Operation" has the same meaning given such term in section 101(1)(13) of title 10, United States Code.

"Covered Servicemember" means a member of the Armed Services, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.

"Instructional employee" means an employee whose principal function is to teach and instruct students in a class, a small group or an individual setting.

"Next of Kin" means the nearest blood relative of that individual.

"Outpatient Status," with respect to covered servicemember, means the status of a member of the Armed Forces assigned to -

- (a) A military medical treatment facility as a outpatient; or
- (b) A unit established for the purpose of providing command and control of member of the Armed Forces receiving medical care as outpatients.

"Parent" means a biological parent or one who acted in place of a parent when the employee was a child. The term "parent" does not include parent "in-law".

"Serious Health Condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider.

"Serious injury or illness," in the case of a member of the Armed Forces means, an injury or illness incurred by the member in line of duty on active duty that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.

"Son or daughter" means a biological, adopted or foster child, a stepchild, a legal ward, or a child for whom the employee acts as a parent. The son or daughter must be under age 18 or, if the son or daughter is age 18 or older, he/she must be incapable of self-care on a daily basis due to a mental or physical disability.

"Spouse" means a husband or wife.

C. AMOUNT AND TYPE OF LEAVE TAKEN

Except as provided below, an employee may take a total of 12 weeks, or in the case of servicemember family leave, 26 weeks during any twelve-month period. The 12-month period shall be measured backward from the date the employee begins using any FMLA leave. See C.F.R. 825.200(b)(4).

If both spouses work for the Treutlen County Board of Education and both are eligible for FMLA leave, they are authorized to take only a combined total of 12 weeks during any one 12 month period to care for a newborn or adopted child, or a child placed with the employee for foster care. Both spouses are authorized to take leave for twelve (12) weeks to care for a spouse, child or a parent with a serious health condition for twelve (12) weeks.

Subject to section G, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember are eligible to take 26 weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall only be available during a single 12-month period.

Both spouses are authorized to take a combined total of 26 weeks during one 12-month period for servicemember family leave or a combination of servicemember family leave and leave under section C.1.

Under certain circumstances, employees seeking to take FMLA leave may request, or the Board of Education may require, that any accumulated paid leave be substituted for all or part of the otherwise unpaid FMLA leave.

D. INTERMITTENT OR REDUCED LEAVE

An employee is not permitted to take leave on an intermittent or reduced leave schedule unless it is medically necessary. The Board of Education will require a certification, in the form described in Section G below, to document the medical necessity of such intermittent leave.

E. NOTIFICATION OF LEAVE

If the need for FMLA leave is foreseeable, an employee requesting leave must provide at least 30 days advance notice to his/her supervisor/principal. If such advance notice is not possible, the employee must give notice to his/her supervisor/principal as soon as reasonable and practicable, ordinarily within one or two working days of learning of the need for leave. When planning medical treatment, the employee should make a reasonable effort to schedule the treatment, subject to the approval of the health care provider, so that any corresponding leave will not disrupt unduly the operations of the school district.

F. BENEFITS AND RETURN TO WORK

Employees will be eligible to maintain health care benefits, provided by the school district, while on FMLA leave. The Board of Education will pay the employer's portion, if any, of such benefits. The employee will pay the same portion, if any, of such benefits as the employee paid before beginning leave.

The Board of Education may recover any health care benefit premiums paid on behalf of an employee if the employee did not return to work after the leave period has expired, unless the employee did not return to work because of a serious health condition of the employee or the employee's spouse, parent or child, or other circumstances beyond the employee's control. The Board of Education may require certification from the health care provider that a serious health condition of the employee or family member, or of the next of kin of an individual in the case of servicemember family leave prevented the employee from returning to work.

With the exception of paid vacation, personal, medical or sick leave

required to be substituted for unpaid leave under Section C above, the employee's absence during leave will not alter benefits which the employee accrued before taking leave.

Upon return from leave, the employee is entitled to be reinstated to a position equivalent to the one the employee held when he/she left on FMLA leave, with equivalent pay, benefits and other terms and conditions of employment. Upon proper notice, however, the Board of Education may deny reinstatement under this policy to an employee whose salary is in the highest 10% of the employees employed by the School District if such denial is necessary to prevent substantial and grievous economic injury to the District's operation, as determined by the Board of Education.

G. REQUIRED CERTIFICATION AND REPORTING

The Board of Education requires that a request for leave due to a serious health condition be supported by a certification issued by the appropriate health care provider of the eligible employee or of the son, daughter, spouse, or parent of the employee or of the servicemember being cared for by the employee in the case of servicemember family leave, on a form to be provided by the Board of Education.

This certification for a serious health condition must include: (1) the date on which the serious health condition commenced, (2) the probable duration of the condition, (3) if the purpose of the leave is to care for a son or daughter, spouse or parent ("family member"), a statement that the employee is needed to care for the family member and the estimated amount of time needed for such care, and (4) if the leave is due to the employee's own serious health condition, a statement that the employee is unable to perform his/her job functions. The employer may require that the eligible employee obtain subsequent re-certification on a reasonable basis as requested by the School District.

The Board of Education, at its own expense, may obtain the opinion of a second health care provider of the Board of Education's choice, if the board should choose to do so. If a conflict exists between the opinion in the certification and the second opinion, the Board of Education may, at its own expense, obtain a third opinion from a health care provider upon which the Board of Education and the employee jointly agree. Such a third opinion as to the necessity for the leave is binding on both the Board of Education and the employee.

Upon an employee's return to work after leave for the employee's own serious health condition, the Board of Education may require the employee to obtain certification from his/her health care provider that the employee is able to resume work.

The Board may require that a request for exigency leave related to active duty or a call to active duty as described in section A be supported by a certification in accordance with applicable FMLA regulations on a form to be provided by the Board.

The Board of Education may require an employee on FMLA leave to report periodically to his/her principal or supervisor on the employee's status and intent to return to work.

H. SPECIAL PROVISIONS

When an instructional employee seeks intermittent leave or leave on a reduced schedule in connection with a family or personal illness that would constitute at least 20% of the total number of working days in the period during which the leave would extend, the Board of Education may require the employee to elect to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position within the school system that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent situation.

If an instructional employee begins leave more than five weeks before the end of a semester, the Board of Education may require the employee to continue taking leave until the end of the semester if:

- i. the leave will last at least three weeks; and
- ii. the employee would return to work during the three-week period before the end of the term.

If an instructional employee begins leave for a purpose other than the employee's own serious health condition during the five-week period before the end of the semester, the Board of Education may require the employee to continue taking leave until the end of the semester if:

- i. the leave will last more than two weeks; and
- ii. the employee would return to work during the two-week period before the end of the term.

If an instructional employee begins a leave for a purpose other than the employee's own serious health condition during the three-week period before the end of a semester, and the leave will last more than five working days, the Board of Education may require the employee to continue taking leave until the end of the semester.

Date Adopted: 7/17/2006

Field Trip Policy

Field trips, in general, should be an extension of classroom instruction; therefore, appropriate educational objectives should be emphasized when planning such activities. The following guidelines and procedures are designed to ensure that students have access to educational field trips; however, it is recommended that care be taken that students not miss excessive days of classroom instruction because of field trip participation. It is expected that teachers/sponsors will productively use the privilege of conducting field trips to enhance educational experiences for our students.

GENERAL GUIDELINES AND PROCEDURES

1. At least one month prior to field trips, Field Trip Request Forms and Bus Transportation Request Forms should be completed by the teacher(s) or sponsor(s) and be submitted for approval by the principal prior to requesting approval by the Transportation Director.
2. The principal, teacher(s), sponsor(s) and chaperones shall assume full responsibility for such field trips. Regarding field trip activities, board policies and school rules will be in effect prior to, during, and after school, seven days per week. Disciplinary action will be taken should infractions occur.

3. Each trip agenda is to be followed exactly as written and approved. An agenda for each trip is to be approved by the principal prior to requesting approval from the central office. Buses are expected to return at the announced time so that parents/guardians may pick up their children without delays.
4. Bus Transportation Request Forms are to be forwarded to the Transportation Director at least two (2) weeks prior to the date(s) of the trip. A minimum of five (5) days will be needed prior to the field trip for approval/verification.
5. Participants (teachers/staff, students, parents, chaperones) on field trips are to be informed of the following:
 - Board policies and school/system rules will be enforced;
 - The guidelines/procedures for the trip and the necessity of their abiding by them; school authorities are in no way responsible for personal property carried by students/others on the trip nor are liable in case of accident or misfortune.
6. Prior to the scheduled field trip, teachers, parents, and chaperones must ensure that each student submits a signed field trip permit that is to be filed in the school office. The purposes of this permit are to ensure parental authorization for the student to participate in the field trip activity and to provide information on who may need to be contacted in the event of an emergency.
7. For safety purposes, a roster of all field trip/athletic event participants, including students, teachers, coaches, chaperones, etc. should be filed in the school office; a copy of this roster is to be provided to the bus driver and the teacher/coach in charge of the field trip.
8. It is expected that buses will be clean prior to their leaving the designated school and must be returned to the bus shop in the same manner. It is not the bus driver's responsibility to clean up (removing trash, gum/candy wrappers, cans/plastic bottles, etc.) at the conclusion of a field trip.

SCHEDULING GUIDELINES

1. Each school will submit a tentative schedule of field trips (including athletic events, extracurricular activities, instructional activities, and entertainment events) during the first two (2) weeks of the semester. Coaches, band director, and other sponsors are to submit their schedules for participation at this time.
2. The principal will coordinate field trips across grade levels to eliminate duplication of site visitation. Multiple trips by different grade levels of students to sites such as Turner Field, World of Coca Cola, Georgia Aquarium, etc. will not be approved.
3. An appropriate number of chaperones will be assigned with regard

to the ages of the students as well as the planned activity.

4. A maximum of two (2) buses will be available for out-of-county field trips on any particular date. In the event that multiple trips are requested for the same date, priority will be given to the request that is received in the central office first. The principal of the school whose trip must be re-scheduled will be notified that the request cannot be approved for that date. A determination will need to be made relative to re-scheduling the trip.
5. Grade level trips for students in grades K-5 will be limited to a maximum of two (2) out-of-county educational trips per year.
6. Grade level and/or class trips for students in grades 6-12 will be limited to a maximum of two (2) out-of-county educational trips per semester. Clubs will be limited to one field trip per semester.
7. It is expected that School Food Services will prepare sack meals for each student/participant while on one-day field trips. Therefore, it will be necessary for the teacher(s)/sponsor(s) to submit a Meal Request Form to the lunchroom manager at least one month in advance of the date of the field trip. Charges for sack meals (breakfast and/or lunch) will be assessed at the same rate as meals served at school.
8. Out-of-county field trips will not be approved for the months of August and April unless for academic or athletic competition or as a result of a special invitation.
9. Out-of state excursions will be limited. Approval for such out-of-state trips must be received from the Board of Education at least one calendar month prior to the scheduled trip.
10. Bus drivers for field trips must be approved by the Transportation Director prior to buses being assigned for field trips. This is necessary to ensure that the regular route assignment is covered.
11. Entertainment field trips (Six Flags, White Water, Wild Adventures, etc.) will only be scheduled on Saturdays.

BUS DRIVERS

1. All bus drivers must be listed on the approved list of bus drivers.
2. In order to ensure that drivers are available for regular bus routes, the Transportation Director will assign drivers for field trips. To promote continuity of instruction, teachers and/or coaches may not be allowed to drive field trips other than the ones for which they are directly responsible.
3. It is expected that coaches/club sponsors will be responsible for driving buses on athletic trips, club activities, competitive events,

and student conferences.

FIELD TRIP COSTS

1. Educational groups will need to collect funds for field trips prior to the implementation of the trip. It is suggested that the total cost for field trips be kept as inexpensive as possible. Teacher(s)/sponsor(s) need to charge adequate field trip fees to cover expenses such as entrance fees, bus travel (if applicable), etc. Students should be discouraged from taking large amounts of cash or other valuables on field trips. Approved accounting procedures are to be followed.
2. Schools may be assessed a minimum of \$1.00 per mile (one way) to partially defray the costs of fuel and driver. Additional charges, as determined by the Superintendent or his designee, may be added to cover the cost of cleaning the bus or making repairs as a result of neglect.
3. All extracurricular or co-curricular field trips, which are related to instruction or competition (such as athletics, band, gifted education, special education, FBLA, FFA, FCCLA, 4-H, BETA, etc.) will not be charged a fee for travel expenses.

Fund-Raising
Projects

Fund-raising projects must be approved by the Principal and Board of Education prior to beginning any sales/solicitations. All funds collected through school fundraisers will be accounted for in accordance with board policies.

Grading
Procedures

GRADING POLICY Recording Grades:

Instructions concerning grades will be given to teachers on special bulletins or memos. Any grade changed by a teacher at anytime must be initialed by said teacher. Grade changes must be made on grade book, grade sheet, and notification given to principal. No teacher will be permitted to request another teacher or to ask the principal to request a teacher to change a grade or give make-up work to enable a student to become eligible to participate in athletics or any other curricular activity.

Grading Period:

Each grading period will be nine weeks long. Students will receive a progress report at the middle (4 ½ weeks) of each grading period. Teachers will send a grade sheet home every two weeks. At the end of each 9-week grading period, a report card will be issued. Semester grades will be issued at the middle and end of each school year.

Grade Calculations:

Grades will be calculated according to the stipulations outlined in the student handbook for the respective school.

Guest Speakers

Guest speakers may be useful in enhancing instruction. Approval from the Principal is expected before committing dates/times with the prospective guest speaker.

Hall Passes

Teachers should not allow students to leave the classroom without a hall pass. Hall passes should contain the following information: Student's name, Time and Place of departure, Destination, and Teacher's signature. Students should not be allowed to leave the classroom to speak to students in other classes.

Teachers are to monitor students who have been excused to restroom privileges outside of scheduled restroom breaks.

Inclement Weather Procedures

Treutlen County Schools Inclement Weather & School Closing Information

WHO IS WATCHING THE WEATHER?

The superintendent and administrative staff carefully monitor weather conditions during seasons of inclement weather.

WHERE DO THEY GET THEIR INFORMATION?

The school district staff listens to weather forecasts. The director of transportation monitors and tests road conditions on bus routes and our maintenance departments checks school power conditions. Local and state law enforcement agencies and neighboring school systems are consulted about road conditions. Careful consideration is given to the most dangerous bus routes in the district.

WHAT FACTORS ARE CONSIDERED WHEN MAKING THE DECISION TO CLOSE SCHOOL?

The safety of all Treutlen County children is the primary concern. Even if it looks clear on your street, dangerous conditions may exist in some other part of the district. In deciding whether the children will be safe, the following factors are considered:

- Information on road conditions from the director of transportation and law enforcement agencies, including whether roads are iced or icing;
- Time snow or ice starts and the amount;
- Weather predictions;
- Building conditions (e.g., whether we have power and heat);
- Parking lot and sidewalk conditions; and
- Temperature and wind-chill factor.

WHO MAKES THE DECISION?

The superintendent of schools is responsible for making the final decision, based on the above factors and recommendations from the district staff.

WHEN IS THE DECISION MADE?

The superintendent tries to make the decision by 6:00 a.m. so that the broadcast media can be notified.

HOW IS THE PUBLIC NOTIFIED?

Treutlen County school closings will be announced on the local and regional

broadcast media outlets.

WHAT IF SCHOOL CLOSES DURING THE DAY?

If school closes during the school day all students will be sent home in the usual manner (bus, day-care van, etc.) unless other directions are on file with the school. It is impossible for the school staff to accept phoned directions during emergency closures. Parents should plan in advance for early school closings. Make sure that the child knows where to go, how to get there and what to do upon arrival. The public will be notified by the same methods listed above.

WHAT IF SCHOOL OPENING IS DELAYED?

If school opening is delayed, please follow the same routine/schedule as normal, but push back the start time by two hours.

Inventories

Teachers are responsible for completing/updating appropriate inventory forms for their respective classrooms. Inventories must include equipment, instructional materials, and supplies. Copies of the inventory forms are to be filed as follows:

- Teacher copy
- School Office copy
- Central Office copy

**ACCEPTABLE USE AND INTERNET SAFETY GUIDELINES FOR THE COMPUTER
NETWORK OF THE TREUTLEN COUNTY SCHOOL DISTRICT**

The Treutlen County School District is pleased to make available to students access to interconnected computer systems within the District and to the Internet, the world-wide network that provides various means of accessing significant educational materials and opportunities.

The school district has made a significant investment to ensure that every classroom and student has access to the Internet. Access to the school district's computer systems and the Internet is provided for educational purposes and research that is consistent with the school district's educational mission and goals. In order for the school district to be able to continue to make its computer network and Internet access available, every student must take responsibility for appropriate and lawful use of this access and practice Internet Responsibility. Students must understand that the use of the school district's computer network and Internet access is a privilege, not a right. Misuse may jeopardize those privileges and subject the student to potential disciplinary and legal action.

Treutlen County School District will enforce the following Acceptable Use and Internet Safety Guidelines. Upon reading the guidelines, each student must sign the Internet Network Access Agreement before they will be given the opportunity to enjoy Internet access at school. If a student is under the age of 18, his or her parents or legal guardian must also read and sign the agreement. The school district will not provide access to any student who fails to obtain the required signature on the agreement.

Below are the provisions and guidelines you agree to comply with and uphold. If you have any questions about these provision, you should contact the site administrator. Anyone violating these guidelines shall be subject to, at least, the revocation of privileges.

I. PERSONAL RESPONSIBILITY

The act of signing the Internet Network Access Agreement signifies your agreement to follow not only the rules in these guidelines, but also your agreeing to refrain from any other misuse of the computer network that is not included in the guidelines but has the effect of harming another or his or her property. Students and their parents will be responsible for compensating the school district for any losses, costs, or damages incurred by the district relating to or arising out of the misuse of the school's network.

II. TERM OF PERMITTED USE

A student who submits to the school, as directed, a properly signed agreement and follows the guidelines to which she or he has agreed will have computer network and Internet access during the course of the student's enrollment in the school.

III. ACCEPTABLE USES

The school district is providing access to its computer networks and the Internet for only educational purposes and research consistent with the school district's educational mission and goals. If you are unsure about whether a particular activity is educational or consistent with the school's mission, you may consult with your teacher to help you decide if a use is appropriate.

IV. UNACCEPTABLE USES

Among the uses that are considered unacceptable and which constitute a violation of the guidelines are the following:

- A. Accessing, sending or posting materials or communications that are:
 - 1. Damaging to another's reputation
 - 2. Abusive
 - 3. Obscene
 - 4. Sexually oriented
 - 5. Threatening
 - 6. Contrary to the school's policy on harassment
 - 7. Illegal
- B. Using the network for any illegal activity, including violations of copyright or other contracts or transmitting any material in violation of Federal and State laws and regulations
- C. Using the network for private financial or commercial gain
- D. Wastefully using resources
- E. Utilizing any software having the purpose of damaging the school district's system or other user's system
- F. Gaining unauthorized access to resources or entities
- G. Invading the privacy of others
- H. Using another user's password or account
- I. Posting material authorized or created by another without his or her consent
- J. Posting of anonymous messages
- K. Using the network for commercial or private advertising
- L. Forging of electronic mail messages
- M. Attempting to read, delete, copy or modify the electronic

mail of other system users and deliberately interfering with the ability of other system users to send or receive electronic mail

- N. Using the network while access privileges are suspended or revoked
- O. Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette
- P. Making use of Internet chat lines

V. INTERNET SAFETY

- A. Individual Responsibility of Parents and User: All users and their parents or guardians are advised that due to the nature of the Internet, it is extremely difficult for the Board of Education to completely regulate and monitor the information received or sent by students. Students will be required to make independent decisions and use good judgment in their use of the Internet. Parents are the best guide as to which material should not be accessed. Therefore, parents must participate and communicate their own expectations to their student regarding materials on the Internet.
- B. Personal Safety: Be safe. In using the computer network and Internet, do not reveal personal information such as your full name, home address or home telephone number. Do not arrange an in-person meeting with someone you "meet" on the computer network or Internet without your parent's permission.
- C. "Hacking" and Other Illegal Activities: It is a violation of these guidelines to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access.
- D. Active Restriction Measures: The school district, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent students from accessing visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors. The school will also monitor the online activities of students, through direct observation and/or technical means, to ensure that the students are not accessing such depictions or any other materials which are inappropriate for minors.

VI. PRIVACY

Network and Internet access is provided as a tool for your

education. The school district reserves the right to monitor all computer and Internet activity by a user. Therefore, privacy is not guaranteed. All such information files shall be and remain the property of the school district and no user shall have the expectation of privacy regarding such materials.

VII. FAILURE TO FOLLOW GUIDELINES

The use of the computer network and the Internet is a privilege, not a right. Anyone violating these guidelines shall be subject to having their privileges revoked and potential disciplinary or legal actions.

INTERNET NETWORK ACCESS AGREEMENT

I accept responsibility to abide by the Board of Education's Acceptable Use Guidelines. I understand that the use of the computer network and Internet is a privilege not a right, and I agree:

To use the computer network and Internet for appropriate educational purpose and research;
To use the computer network and Internet only with permission of teachers and administrators;

To be considerate of other users on the network and use appropriate language for school situations;

Not to intentionally degrade or disrupt Internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, or violating copyright laws;

To immediately report any security problems or breeches of these responsibilities to appropriate School staff;

To comply with all of the rules and expectations included in the policy and procedures;

Not to divulge personal information such as addresses and telephone numbers over the Internet.

I understand that I have no right to privacy when I use the school Internet network, and I consent to staff monitoring of my communications.

I also understand that any conduct that is in conflict with these responsibilities is inappropriate and may result in termination of network access and possible disciplinary action.

Student _____ name _____ (please print): _____

Student Signature: _____

Date: _____

Due to the nature of the Internet, it is neither practical nor possible for the Board of Education to enforce compliance with user rules at all times. Accordingly, parents and students must recognize that students will be required to make independent decisions and use good judgment in their use of the Internet. Therefore, parents must participate in the decision whether to allow their children access to the Internet and must communicate their own expectations to their children regarding its use.

As the parent/legal guardian of the above student, I have read, understand and agree that my child or ward shall comply with the terms of the School District's Use and Internet Safety Guidelines for student access to the school district's computer network and the Internet.

Parent/Guardian
Signature: _____

Date: _____

Lesson Plans Lesson plans are essential in providing documentation of instructional strategies and content relative to Georgia Performance Standards. Each teacher is expected to submit lesson plans for review per a schedule as outlined by the respective principal.

Mailboxes Mailboxes for faculty/staff should be checked by authorized personnel. Students will not be permitted to retrieve mail from mailboxes. Mailboxes should be checked daily before school, during lunch, and after school.

Non-Discrimination Policy Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); gender (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990; or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Employees, students, and the general public are hereby notified that the Treutlen County Board of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as employees responsible for coordinating the system's effort to implement this non-discrimination policy:

- Perkins Act – Tammy Davis, Coordinator
- Title VI – Tricia Storey, Coordinator
- Title IX – Alice Heath, Coordinator

Section 504 and ADA – Tricia Storey, Coordinator
Inquiries concerning the application of the Perkins Act, Title VI, Title IX, or Section 504 or ADA to the policies and practices of the Board of Education may be addressed to the persons listed above at the Treutlen County Board of Education, 5040 Third Street South, Soperton, GA 30457; to the Regional Office of Civil Rights, Atlanta, GA 30323; or to the Director, Office of Civil Rights, Education Department, Washington, D.C. 20201.

**Parental
Involvement
Policy**

Parental Involvement Plan
Treutlen County Schools
Revised January 2008

Part I

The Treutlen County School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited

English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language the parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents 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 at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II

1.The Treutlen County Schools will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- (1) Include parents on committees.
- (2) Include parents on school-wide planning teams.
- (3) Include parents on school councils.

2.The Treutlen County School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- (1) Include parents on committees.
- (2) Include Parents on school-wide planning teams.
- (3) Include parents on school councils.

3. The Treutlen County School District will provide the following necessary

coordination, technical assistance, and other support to assist Title I, Part A schools in planning implementing effective parental involvement activities to improve student achievement and school performance:

Title I staff will collaborate with all school personnel to provide information, resources, and suggestions to assist parents in various strategies to help their children improve their academic performance.

4. The Treutlen County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Pre-Kindergarten, and Family Connections.

Our school system will work with these agencies to coordinate workshops and community services from such agencies as the Health Department and the Department of Family and Children Services.

5. The Treutlen County School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.) The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parents will have the opportunity to review and suggest changes to this plan each year as it applies to the effectiveness and appropriateness of the Parent Involvement Plan.

The Treutlen County School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—

- The State's academic content standards,
- The State's student academic achievement

standards,

- The State and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child's progress, and
- How to work with educators:

The school system conducts regularly scheduled parent-teacher conferences. At that time teachers will explain the above items. Written handouts concerning state assessments will be sent home with students as well as information being placed in the local newspaper. This information will also be explained at PTO meetings.

B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Teacher-Parent conferences are scheduled regularly, PTO meetings will feature these issues, and additional information will be sent home.

C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, and principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Offer Professional Learning opportunities to all faculty and staff.

D. The school district will, to extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, and Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage, and support parents in more fully participating in the education of their children.

E. The school district will take necessary actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to parents of

participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

F. The school district will develop appropriate roles for community-based organization and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.

G. The school district, with the assistance of its schools, will establish a district-wide parent advisory council to provide advice on all matters related to parental involvement.

**Permanent
Records**

Teachers and office staff have responsibilities for maintaining students' permanent records. NOTE: Students are not to be entrusted with permanent records or to record grades at any time. Permanent records are not to be taken away from campus. Only certified personnel are allowed to examine records. Records are to be returned to the school vault daily.

**Professional
Activities**

Faculty/staff members are required to attend and participate in professional meetings and activities when parents are invited.

**Professional
Personnel Leaves
& Absences**

Descriptor Code: GBRH

This policy shall apply to all certificated employees of the Treutlen County Board of Education. All employees are required to follow the work calendar

established by the Board of Education and may take leave from work only in accordance with this policy or other leave policies enacted by the board of education. Unless otherwise provided by the board of education, principals and other supervisors are not authorized to rearrange the work calendars of employees.

ACCRUAL OF SICK LEAVE AND ABSENCE FOR MEDICAL AND RELATED REASONS

Each certified employee of the Board of Education shall be entitled to sick leave, with full pay, computed on the basis of one and one-fourth (1 1/4) working days for each completed month (20 school days of service). All unused sick leave shall be accumulated from one fiscal year to the next up to a maximum of forty-five (45) days. Bus drivers may earn 11 1/4 days for nine (9) months. Certified employees are on ten-month, eleven-month and twelve-month contracts. Certified employees earn 12.5 days for 10 months, 13 3/4 days for 11 months and 15 days for 12 month contracts. Sick leave accumulated by a certified employee is transferable from one school system to another school system, up to a maximum of 45 days.

The leave provided for under this policy is available only for personal illness, injury or exposure to contagious diseases, or for absences necessitated by illness in the employee's immediate family.

For any absence in which sick leave is used, the Superintendent or his/her designee shall have the right to require a physician's certificate stating that the employee is ill and is unable to perform his or her duties. In the event that sick leave is used to care for a member of the immediate family, the Superintendent shall have the right to require a physician's certificate stating that the employee is needed to care for the sick family member. If an employee is absent for three consecutive days of sick leave, a physician's certificate must be furnished.

For the purposes of absences for medical and related reasons, members of the immediate family are defined as spouse, children, father, mother, sisters, brothers, father-in-law, mother-in-law, or other relatives living in the home of the employee.

PERSONAL AND PROFESSIONAL LEAVE

Employees may take three (3) days of personal/professional leave if prior approval of the absence has been given by the employee's immediate supervisor and if the presence of the employee requesting absence is not essential for effective school operation. A leave form must be filed and approved by the supervisor prior to leave. Unless otherwise approved by the Superintendent or verified by medical documentation, personal and professional leave will not be granted during pre-planning, post-planning, in-service days or on the day before or day after holidays. In addition, personal leave will not be granted during the first week of the student school year or during the last week of the student school year, unless the Superintendent, in his or her discretion, determines that such leave should be granted due to an emergency or extenuating circumstances beyond the employee's control. The Superintendent may refuse to allow an employee to take personal or professional leave if qualified substitutes are not available.

Employees are not required to disclose the purpose for which such absence is sought but may be required to state whether the absence is for "personal" or "professional" reasons.

Professional leave requests must be submitted and approved prior to attending the activity or event.

OBSERVANCE OF RELIGIOUS HOLIDAYS

Employees may use personal leave for the observance of recognized religious holidays. If an employee desires to take leave for the observance of recognized religious holidays in excess of the days allowed for personal leave, the employee may take unpaid leave for such purposes provided that such leave is not excessive and does not interfere with fulfilling the obligations of his or her job.

JURY AND WITNESS LEAVE

Each person employed by the Board shall be allowed leave with pay for the purposes of serving as a juror in any court or when subpoenaed to testify in a case arising out of the individual's duties as a school system employee. Jury and/or witness leave shall not be deducted from an individual's accumulated personal, professional or sick leave. No employee utilizing jury and witness leave shall be required to pay the cost of employing a substitute to serve during his or her absence for such leave. Employees who serve on juries or who are subpoenaed for reasons arising out of their employment with the school system may select one of the following alternatives:

1. Return the juror remittance to the system and receive full salary.
2. Keep the juror remittance and deduct it from the monthly salary by making a request of the central office.
3. Keep both salary and juror remittance and deduct from personal leave provided it does not exceed three days.
4. Use any combination of the above upon approval of the Superintendent.

MILITARY LEAVE

All employees of the Board of Education are entitled to paid leave not to exceed eighteen days in any one federal fiscal year for the purpose of complying with ordered military leave duty with the armed forces of the United States or State of Georgia, including duty as a voluntary member of the militia or reserve component of the United States or State of Georgia. Employees also are entitled to leave not exceeding thirty days in any one federal fiscal year if ordered to duty as a result of the declaration of any emergency by the governor or the appropriate officials of the United States armed forces. Employees who have military commitments shall inform the principal annually and shall cooperate to the extent possible in scheduling such leave so as to minimize the disruption in those employees' duties and the mission of the Board of Education.

BEREAVEMENT LEAVE

In the event of a death of a member of the immediate family, up to three days bereavement leave will be granted. Additional days in extenuating circumstances may be granted by the Superintendent. All such bereavement leave will be charged against the employee's sick leave.

FAMILY & MEDICAL LEAVE ACT

To the extent that any provision in this policy conflicts with or is superseded by the Family and Medical Leave Act ("FMLA"), the regulations promulgated thereunder, or any other federal law, the provision of the FMLA, its regulations or other law, as the case may be, control.

Date 7/17/2006
Adopted:

Promotion, Placement, & Retention Policy

TREUTLEN COUNTY POLICY PROMOTION, PLACEMENT, AND RETENTION POLICY

1. DEFINITIONS

- a. **Accelerated instruction** - challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Office of Student Achievement, to meet grade level standards in a compacted period of time.
- b. **Additional instruction** - academic instruction beyond regularly scheduled academic classes that are designed to bring students not performing on grade level, as defined by the Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before or after the school day, Saturday instruction, and or summer/inter-session instruction.
- c. **Differentiated instruction** - instructional strategies designed to meet individual student learning needs.
- d. **Grade level** - standard of performance, as defined by the Office of Student Achievement, on a Criterion-Referenced Competency Test (CRCT).
- e. **Placement** - the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.
- f. **Placement committee** - the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet expectations on the Criterion-Referenced Competency Test. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the Criterion-Referenced Competency Test.

- g. **Promotion** - the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.
- h. **Retention** - the re-assignment of a student to the current grade level during the next school term.

2. **LOCAL PROMOTION STANDARDS AND CRITERIA TO BE USED IN ADDITION TO CRCT SCORES**

REQUIREMENTS FOR STUDENTS IN KINDERGARTEN ENTERING FIRST GRADE IN ADDITION TO G-KAP/G-KIDS

- Recognize eight basic colors.
- Recognize five basic shapes.
- Count a minimum of 30 objects.
- Recognize all letters of the alphabet.
- Recognize numerals 0 - 10.
- Recognize and write first name legibly.
- Follow oral directions three (3) out of four (4) times.
- Use elaborate language to communicate with others for a variety of purposes.
- Understand number concepts up to 10.
- Demonstrate comprehension of beginning sounds.
- Teacher recommendation.

To enter first grade, a child must meet eligibility requirements set forth by the Georgia State Board of Education on a standardized test (as identified by the State Board of Education).

The child must be six (6) years of age on or before September 1 of that school year.

PROMOTION REQUIREMENTS FOR GRADES 1-2

Satisfactory completion with a grade of 70 or better in three (3) of five (5) subjects. Two (2) of the three (3) subjects passed must be Reading and Mathematics

- Reading
- Mathematics
- Writing
- Spelling
- Science/Social Studies/Health

PROMOTION REQUIREMENTS FOR GRADES 3-5

Satisfactory completion with a grade of 70 or better in three(3) of the five (5) subjects for the year. Two (2) of the five (5) subjects passed must be Reading and Mathematics. Students must pass state-mandated portions of the CRCT.

Reading	Spelling
Mathematics	Physical Science/Health
English	Art
Science	Music
Social Studies	

REQUIREMENTS FOR STUDENTS IN THE 6TH - 8TH GRADES:

Language Arts – 1 unit
 Mathematics – 1 unit
 Science – 1 unit
 Social Studies – 1 unit
 Health/P.E. – 1 unit
 Extended Learning Time – 1 unit
 Connections Classes – 1/4 unit each (4 during the year)

Total for the year – 7 units

In order for a student to be promoted to the next grade he/she must satisfactorily complete (grade 70 or above) 5 units (unspecified). In extenuating circumstances (age, grade level, etc.) placement will be considered.

3. REQUIREMENTS FOR GRADES 1-8

- a. Each school principal shall distribute student data from the Criterion-Referenced Competency Test to teachers prior to the beginning of each school year. Each teacher shall use data to focus instruction on identified student academic performance in grades 1-8.
- b. Each school principal or designee shall establish a student support team for each student in grades 1, 2, 4, 6, and 7 who does not achieve grade level on reading and/or mathematics sections on the Criterion-Referenced Competency Test. The student support team shall:
 - 1. Determine whether each student shall be retained or promoted based on a review of the overall academic achievement of the student as well as the student's Criterion-Referenced Competency Test performance;
 - 2. Develop an accelerated, differentiated, or additional instruction plan for each student who does not achieve grade level on the reading and/or mathematics sections of the Criterion-Referenced Competency Test; and
 - 3. Develop a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
- c. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs - Student Assessment.
- d. The school principal or designee shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and other criteria

established in this policy.

4. REQUIREMENTS FOR GRADES 3,5, AND 8

a. Promotion of a student shall be determined as follows:

1. No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and meet promotion standards and criteria established in this policy for the school that the student attends.
2. No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and the Criterion-Referenced Competency Test in mathematics and meet promotion standards and criteria established in this policy for the school that the student attends.
3. No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and the Criterion-Referenced Competency Test in mathematics and meet promotion standards and criteria established in this policy for the school that the student attends.
4. The school principal or designee may retain a student who performs satisfactorily on the Criterion-Referenced Competency Test but who does not meet promotion standards and criteria established in this policy.

b. When a student does not perform at grade level in grades 3, 5, or 8 on the Criterion- Referenced Competency Test(s) specified in section (a) above, then the following shall occur:

1. Within ten calendar days, excluding weekends and holidays, of receipt of the Criterion-Referenced Competency Test individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:
 - i. The student's below-grade-level performance on the Criterion-Referenced Competency Tests;
 - ii. The specific retest(s) to be given the student and testing date(s);
 - iii. The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the Criterion-Referenced Competency Tests; and
 - iv. The possibility that the student might be retained at the same grade level. for the next school year.

2. The student shall be given the opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity; and
 3. The student shall be retested with appropriate section(s) of the Criterion- Referenced Competency Test(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board.
- c. When a student does not perform on grade level on the Criterion-Referenced Competency Test in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur:
1. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.
 2. The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.
 - i. The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student;
 - ii. The notice shall describe the composition and functions of the placement committee; and
 - iii. The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.
 3. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.
 - i. The placement committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) of the subject(s) of the Criterion-Referenced Competency Test or the alternative assessment instrument on which the student failed to perform at grade level.
 - ii. The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.
 - iii. The placement committee shall review the overall academic achievement of the student in light of the

performance on the Criterion-Referenced Competency Test or the alternative assessment instrument and promotion standards and criteria established in this policy for the school that the student attends, and make a determination to promote or retain.

- iv. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.
 - v. The placement committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
 - vi. The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
4. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grades 3, 5, or 8 on the Criterion-Referenced Competency Test(s) specified in section (a) above whether the student is retained, placed, or promoted for the subsequent school year.
 5. A student who is absent or otherwise unable to take the Criterion-Referenced Competency Test in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the Criterion-Referenced Competency Test in reading and/or mathematics on the second administration day(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.
 6. A student's failure to take the Criterion-Referenced Competency Test in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing date(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board, shall result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this rule.
 7. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee.
 8. The decision of the placement committee may be appealed as

follows:

An appeal of the decision of the Promotion, Placement, and Retention committee may be made in writing to the principal of the school, which the student attends. The principal must respond to the appellant(s) within five working days (excluding weekends and holidays) of the receipt of the written appeal. If the written appeal to the principal of the school, is denied or if the principal made the final decision in the event a unanimous decision could not be reached by the committee, and the parent(s)/guardian still wishes to appeal this decision, the parent(s)/guardian may appeal, in writing, within ten calendar days (excluding weekends and holidays) to the local Student Review Committee. After reviewing the appeal, the Student Review Committee will make a decision on the disposition of the appeal at a called meeting within 10 business days after the receipt of the written appeal. The decision of the Student Review Committee is final.

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5. **PROMOTION REQUIREMENTS FOR GRADES 9-12**

	Class of 2009-2011	Class of 2012 & Beyond
9th to 10th	4	5
10th to 11th	10	11
11th to 12th	16	17
Graduate	22	24

Purchases

Funds are allocated annually for the purchase of instructional supplies. Purchase orders must be submitted and approved prior to placing orders. Purchase order forms may be obtained from the bookkeeper, completed by the teacher, approved by the principal, and forwarded to the Central Office for final approval/ordering.

**Required Drill
Schedules**

Required Drill Schedule

All students, faculty, and staff members are expected to participate in

required drills per the schedule below. Additional drills may be scheduled at the discretion of the Principal and System Safety Coordinator.

Month	Fire Drill (Building Evacuation)	Tornado Drill (Severe Weather)	Lockdown Drill	Date Completed
August	1		1	
September	1	1		
October	1 Statewide Drill (Exact Date TBD)			
November	1	1		
December	1			
January	1		1	
February	1	1		
March	1			
April	1			
May	1			

Response to Intervention

Response to Intervention

Student Achievement and the Pyramid of Intervention

Tier 1

- Provides effective instruction in every classroom for every student based on the Georgia Performance Standards. It isn't limited to academic content areas, but also includes developmental areas such as speech, behavior and social development.

Tier 2

- Provides pre-planned interventions for students who aren't successful at Tier 1. The interventions often include small group and computer based instruction. We will develop intervention teams at each school to work with each school to monitor interventions and student progress.

Tier 3

- Provides guidance by the Student Support Team. When students do not make adequate progress at Tier 1 or Tier 2, educators and parents meet to determine more individual and intensive interventions. A specific amount of diagnostic testing may be recommended to target specific weakness and determine the most appropriate interventions. Students who are still unsuccessful may be referred for evaluation from the school psychologist for possible Special Education or related services.

Pyramid of Interventions Guided Questions

Tier 1

Are the Georgia Performance Standards being taught in the regular education classroom?

Is the curriculum differentiated?

- Is the differentiated instruction observable when visiting the classroom?
- Is the differentiation documented in the teacher's lesson plan?

How is the student progress monitored?

How frequently is the progress monitored?

Has instruction been modified as a result of progress monitoring data?

Has universal screening or benchmark testing been done? Date(s)

- Were 80% or more of all students on target (meeting expectations)?
- Were 80% of the student's subgroup meeting expectations?

Are 80% of the students passing the class or subject?

- What is the average grade (GPA) for the class?

Have learning interventions been applied for the student(s) in question?

Tier 2

Have parents been notified that the student is struggling and needs extra instructional support?

In which established intervention program/services has the student participated?

Do the interventions have specific entry/exit criteria?

Who is responsible for the Tier 2 interventions?

How long has the student been receiving Tier 2 interventions?

Are the interventions scientifically research based?

Are Tier 2 interventions different than instruction that was delivered in Tier 1?
Are Tier 2 interventions done in addition to Tier 1 instruction?
Are the interventions being delivered with fidelity to their design?

- If NO, explain what is being modified and why.

Who is responsible for progress monitoring and managing the data?
Is student progress being monitored at least once a week?
Is the student showing any progress?
Has the student passed a recent vision/hearing screening?

Tier 3

Has a completed referral packet been sent to the School SST Chair documenting the Tier 1 and Tier 2 interventions?

Did the SST meet to review Tier 1 and Tier 2 interventions and make recommendations?

Have individual assessments been administered to determine specific educational needs and/or weaknesses? (This does NOT include ability or IQ tests.)

What individual interventions were provided based on the assessment results?

Are the interventions different from those in Tier 1 and Tier 2?

Are the interventions in addition to those in Tier 1 and Tier 2?

How long has the student been receiving Tier 3 interventions?

How much time per day is spent on interventions for this student?

Is student progress being monitored 2 to 4 times each week?

Is the student showing progress?

Did the SST meet again to review the results of Tier 3 interventions and make further recommendations?

These are the questions that must be asked as your work through the Pyramid of Interventions. At each point in the process there should be documentation to support your answers. You are not required to submit this sheet to the school psychologist or the intervention team. It is for your guidance as you DOCUMENT each tier of intervention.

Tier 1 – Implementation of GPS and Differentiated Instruction

Good Progress Struggling Learner

Continue Tier 1

Try Classroom Learning Interventions

Frequent Progress Monitoring

Making adequate progress/Continue Tier 1

Insufficient Progress

Try different Classroom interventions

Tier 2

Try established interventions

Small Group Instruction

More frequent progress monitoring

Making adequate progress/Continue Tier 2

Insufficient Progress

Try different intervention

Request assistance from Intervention Team

Tier 3

SST
Individual Assessments
Tailored intensive interventions
Very frequent progress monitoring
Making adequate progress/Continue Tier 3

Insufficient Progress
Consider making a Special Ed referral

- Students should not become tracked in Tier Two or Tier Three. If interventions are implemented with fidelity, students should move to the next level or back towards level one after a reasonable amount of time.

TIER 1

The following are forms for guiding the process through the Tiers of Intervention.

The checklist can be used to make sure all file content is in place as the student has intervention.

Should a teacher need further assistance at Tier 1, from peers, counselors, psychologist, or Speech Therapist, there is a form requesting assistance. This looks similar to SST forms from the past.

Note there are suggestions for use with students in Tier 1.

In determining students who have high impact on AYP, the chart can be used to list those who have scored at-risk in universal screening for reading.

If students do not make adequate progress, which indicates they are closing the gap toward their expected grade level, the teacher can consider referral to Tier 2.

Treutlen County Schools
Intervention Checklist

Treutlen County Schools
Intervention Assistance Request

referral piece to be completed.

The referral forms are sent to the principal for review. The principal will determine whether more Tier 1 interventions need to occur or whether the student should progress to Tier 2 interventions. If the decision is to progress to Tier 2, the parents will be notified. There is a sample letter in this section.

Tier 2 interventions are listed. If a school desires to use any program not listed, contact the Special Education Director. The Director will make sure the program utilizes scientifically research-based instruction and methodology. If this is not done, the intervention may not qualify for Tier 2 and will impact any advancement to Tier 3 AND student achievement.

Tier 2 requires Progress Monitoring and reporting to the parents and administrators. The EIS team will provide the forms for these. The Progress monitoring will be specific to the program used. The reports to parents will indicate how the child is progressing and will include useful tips for the parents. Sample forms are found in this section.

Treutlen County Schools
Referral from Tier 1 to Tier 2

Early Intervening Services
Referral from Tier 1 to Tier 2

Speech/Language Attachment

**Safety Planning &
Pandemic
Panning**

The Treutlen County School System is involved with the Treutlen County Department of Public Health and the Treutlen County Emergency Management Agency to plan for outbreaks of influenza at a PANDEMIC proportion. This planning includes the Bird Flu which has been a major concern of the Department of Public Health and the Center for Disease Control.

Part of this planning is designing a system of education to continue academic instruction for our students should they miss an extended amount of school because of extreme illness, or should the schools be closed for an extended period of time because of student, staff, or family illness.

Currently, our goal is to INFORM our students, staff, parents, and community about INFLUENZA and PANDEMIC issues. This includes some history of influenza and precautions we can take to protect our family from disease and illnesses.

Safety Procedures

In order to provide a safe school environment for students, employees, and visitors, the following drills will be conducted as prescribed:

- Fire Drill
- Tornado Drill
- Bomb Threat Drill
- Intruder Drill

Teachers are expected to familiarize themselves with their responsibilities in participating in these drills.

**School Bus Code
of Conduct**

School Bus Code of Conduct, Safety Procedures and Prohibited Items

Message to Parents and Students: The bus riding privilege is granted to your

child as a service of the Treutlen County School System. Students are expected to follow the rules set forth in the Code of Conduct and this special School Bus Code of Conduct while at the bus stop and on the bus. Compliance with the rules and cooperation with the driver will assure that the bus riding privileges will continue. Driver Authority: The bus driver is authorized to give directions, issue directives, assign seats, and to prohibit any item from the bus that may threaten the safety or welfare of any person. The driver's decision is subject to review by the Transportation Director.

School Bus Rules:

Obey and cooperate with the bus driver; be courteous to all passengers; refrain from eating and drinking on the bus; help keep the bus clean; and if asked, help clean the bus.

Follow the Code of Conduct at the bus stop and on the school bus unless exceptions are noted below.

Audible electronic music playing devices such as radios, iPods, MP3 players, CD players, etc. may be transported on the school bus if not prohibited by the student's school, but they may not be used without permission of the driver and may not be used without headphones.

Electronic communication devices, including cell phones, pocket pagers, etc. may be transported on the school bus if not prohibited by the school, but they must be kept in the OFF mode and concealed in the book bag, purse or similar carrying device.

On school busses, Georgia Law specifically prohibits acts of: (a) *physical violence, *physical assault, or *battery; (b) *bullying; (c) *verbal assault; (d) disrespectful conduct toward the bus driver or any other person; (e) using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the bus; (f) using any electronic device during the operation of the school bus, including but not limited to cell phones; pagers; audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the bus; (g) engaging in any other unruly behavior. *NOTE: In addition to appropriate disciplinary action, a parent/guardian meeting is required to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Ref. O.C.G.A. 20-2-751.4 – 20.2.751.6

Exception: Some items prohibited in another section of the Code of Conduct or in items three and four above, may be permitted on a bus during field trips, athletic trips, etc., if approved in advance by the principal and the teacher/coach in charge (Example: baseball bats may be transported to a baseball game, radio with headphones may be used with permission on a field trip, etc.). *Ref. O.C.G.A. 16-11-127.1

Notice: If a student is found to have engaged in bullying, physical

assault, or battery of another person on a bus, the parent/guardian shall meet with the administrator to form a school bus behavior contract for the student as required by law. Ref. O.C.G.A. 20-2-751.5

School Bus Operational and Safety Procedures:

Transportation service is provided to/from an assigned bus stop ONLY. After school, students who board a bus other than their assigned bus or request to get off at a different stop will be returned to the school where a parent or guardian may pick them up. Arrive at the bus stop five minutes early. Wait in an orderly manner. Stay off the road and away from traffic. Do not approach a moving bus. Before crossing a road, look in both directions for traffic, then look at the school bus driver and wait for a hand signal before crossing. Cross the road about ten feet in front of the bus. Never cross behind the bus. Use the handrail when going up and down the steps. If you drop an item while crossing, signal the driver with a waving motion of your hand. Wait for the driver to signal back before picking it up. Sit with your back against the back of the seat and bottom against the bottom of the seat. Stay seated while the bus is in motion. Keep head, hands and feet inside the bus. The open door is your signal to get up from your seat at your assigned bus stop. Talking in a quiet voice is permitted. Be silent at railroad crossings. Do not distract the driver.

School Functions Teachers must make a reasonable effort to attend all required school functions. The principal will inform employees of mandatory functions.

School Nurse Program The services of a full-time registered nurse are available to students who have parental consent for receiving treatment. These services include:

- Assessment/treatment for minor health-related complaints
- Hearing and Vision Screenings
- Basic First Aid
- Administration of daily prescribed medications (as ordered by child's physician)
- Periodic classroom guidance on health-related issues regarding illness prevention
- Designating and training an individual to administer medications when the nurse is absent.

School Nutrition Program The School Nutrition Program will serve nutritious and appealing meals that meet the dietary guidelines and contribute to the quality and excellence of the students' educational experiences.

Meal Prices: SUBJECT TO CHANGE

Students may qualify for free meals or for reduced price meals. A Free and Reduced Price School Meals Application will be sent home with each student the first day of school.

Selling/Solicitations Private organizations, teachers, groups of students, and parents of students in other schools may not sell items, make collections, conduct drives, or sell subscriptions on school property during the school day or at school events without authorization by the Principal.

Student Attendance

Descriptor Code: JB

Treutlen County School System will monitor student attendance daily. Codes for attendance used in the student records database (SASI) will be consistent between schools to indicate excused absences, unexcused absences, tardies, early withdrawals, in-school suspensions, out-of-school suspensions, etc. The local Board of Education will adopt policy and procedure outlining the specific steps to be taken to monitor and address the attendance of all students. Each school will create a building level procedure in accordance with this policy based on the following definitions.

EXCUSED ABSENCES

In order for a student to have an excused absence, a written excuse from the parent or doctor must be presented to the Attendance Clerk in the main office within three days after the absence. These excuses will be maintained in the student's folder. Excused absences include:

1. A student having a personal illness such that his or her attendance in school would endanger the student's health or the health of others. The Principal may require a doctor's excuse solely after 5 excused absences in a semester.
2. A serious illness, death or emergency in a student's immediate family necessitating absence from school.

3. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
4. Celebrating religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. A period not to exceed one day is allowed for registering to vote or voting in a public election.
7. A student whose parent or legal 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 or her parent prior to the parent's deployment or during the parent's leave.
8. Excused status can be obtained for special circumstances at the discretion of the Principal. Such approval should be obtained prior to the date of absence.

UNEXCUSED ABSENCES

A student is absent any time he or she is missing from school or from any assigned class or school activity for reasons other than those stated above. If a student is unexcused, he/she will not be allowed to make up work for credit (including tests) and must receive a zero for missed work when other students receive a grade.

TARDINESS

A student is tardy when he or she arrives at an assigned place after the designated time. Repeated or habitual tardiness is disruptive of the orderly instructional process. Teachers or Principals will have the discretion to take corrective action such as detention, ISS, silent lunch, etc.

Upon enrollment and registration each school year, parents and guardians will be given notice of State Compulsory Attendance Law pursuant to O.C.G.A. Code 20-2-690.1 and local Board of Education school attendance policy indicating possible consequences and penalties for failing to comply with compulsory attendance law (See Attachment A: Consequences and Penalties Regarding Excessive Unexcused Absences, Tardies, and/or Early Dismissals). The school will make reasonable efforts to ensure receipt and comprehension of the policy by requesting signatures from parents/guardians that this notice was received and understood. At the middle and high schools, students will also receive this notice and provide signature. At the elementary school, this notice will be received by all students who have reached age ten (10) or above by September 1 of that school year. This notice should also be included in each school's Code of Conduct.

Each school will establish an Attendance Support Team (AST) which will be chaired by each school's Principal and include as its members the Attendance Coordinator, School Counselor, and any Faculty Member having direct contact with the parents/guardians of or providing direct service to the specific student(s) to be discussed. Each school's AST will meet when deemed necessary by the attendance protocol to discuss excessive absenteeism and will be responsible for implementing and monitoring policy to reduce tardy days, early withdrawals, and truancy. Parents shall be invited, as well as encouraged, to attend these meetings. For purposes of this Protocol, the term "parent" may include any adult who had charge and control over the child, including a biological, adoptive, foster, or step-parent, a guardian or any other person who has control or charge of the child's attendance at school. In this regard, two parents residing in the same household with the child are equally responsible for the child's attendance at school.

- Daily attempts will be made to call the parents of absent students.
- After three (3) absences, the School Social Worker will make a phone contact with the parent(s).
- At three (3) unexcused absences the School Social Worker will mail a letter to the parent. This letter serves to notify the parent(s) of attendance to date (absences, tardies, and early withdrawals).
- At five (5) unexcused absences the School Social Worker will mail a letter to the parent(s) along with a copy of the attendance laws mandated by the state. This letter will request the parent to contact the Principal to arrange an AST meeting and will outline the penalty and consequences of such absences and that each subsequent absence will constitute a separate offense.
- At seven (7) unexcused absences and/or ten (10) absences total, the Principal or other designated Administrator will call the parent(s) to investigate and request an AST meeting.
- At ten (10) unexcused absences, the AST will review the case again and make a referral, if a referral has not been made previously. The Principal will notify the Department of Motor Vehicles, as specified in O.C.G.A. 40-5-2, of the unexcused status with regard to mandatory denial of driving permits and licenses.

The Principal, in conjunction with the School Counselor, will:

1. Review available information from the AST and parent contacts from school staff.
2. Meet with the student(s) and/or attempt a home visit to explore the reasons for excessive absences and to offer assistance to the student and family for addressing the cause of absences. Examples of such assistance would include, but are not limited to:
 - Brief individual or group therapeutic intervention with students at school

- Recommendation to seek public or private mental health or counseling services with the possibility of intensive in-home support
 - Recommendation to seek public or private medical or dental services
 - Recommendation to seek public assistance programs
 - Referral to the school's Student Support Team
 - In-home support facilitated by the School Counselor
3. Upon further investigation, determine the need for immediate referral of:
- Students ages ten(10) to sixteen (16) for prosecution for failure to comply with Compulsory Attendance
 - The family to the Department of Family and Children Services for suspicion or indicators of abuse and/or neglect **{If a referral is necessary, the local Child Abuse Protocol will take precedence regarding further action.}**

In most cases, Court referrals will be made at this point or at the next unexcused absence. Continue to monitor student attendance weekly and provide support related to the student and family's educational needs once a referral is made to a court or to the Department of Family and Children Services.

4. Review end of year attendance records with each school's Principal and determine a list of active referrals for the beginning of the next school year.
5. Notify the Department of Motor Vehicles as specified in O.C.G.A. 40-5-2 regarding denial of driving permits and licenses. **{In general, students known to be on probation for truancy and students with excess of ten (10) unexcused absences, fifteen (15) total absences or any combination of tardies and early withdrawals totaling fifteen (15) will be referred to or monitored for attendance concerns on a monthly basis the next school year.}**

Grades and Absences

Final course grades of students shall not be penalized because of absences if they following conditions are met:

1. Absences are justified and validated for excusable reasons.
2. Make up work for excused absences was completed satisfactorily.

Student Health/Safety (Lice/Scabies)

The Treutlen County Board of Education recognizes the importance of protecting the health and welfare of students and employees of the educational system. The following procedures will be strictly adhered to for the purpose of controlling the spread of lice and scabies in the Treutlen County Schools:

- The Treutlen County Health Department will provide in-service education for educators to acquaint them with characteristics of infestation.
- A child suspected of infestation will be referred to school nurse for determination of infestation.
- Removal from school setting: If living parasites are observed, immediate removal is mandated; parents/guardian will be contacted to remove their child from the school site.
- The name of the infested child will be immediately referred to the Treutlen County Health Department. All members of the family enrolled in school will also be checked.
- Before re-admittance to the school site, the appropriate re-admission forms must be signed by the Treutlen County Health Department or a licensed doctor noting that treatment has occurred.
- If any nits are present, even after treatment, the child will not be allowed to return to school.
- Up to three (3) days will be excused for the treatment of head lice.

Note: Parents/guardians of infested students are to be advised that the necessary treatment for the child may be inexpensively obtained at the Treutlen County Health Department or a pharmacy.

Student Records

Descriptor Code: JR

It is the policy of the Treutlen County Board of Education that all employees

shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Pupil Protection Rights Amendment (PPRA). The Board has developed and adopted student privacy policies in consultation with parents in accordance with federal law. Additionally, parents will be directly notified of these policies at least annually via the Student/Parent Handbook issued to students at the beginning of the school year or at the student's time of enrollment.

The Superintendent shall implement procedures whereby every principal is directed to develop a means to notify, on an annual basis, students and parents, including non-English-speaking parents, of their rights under the Family Educational Rights and Privacy Act and the Pupil Protection Rights Amendment, either by letter or through a student handbook distributed to each student in the school.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students (those over eighteen years of age or enrolled in post-secondary educational institutions), professional educators with legitimate educational interests, and those federal or state officials whose access is authorized in connection with an audit or evaluation of federal or state supported education programs or for the enforcement or compliance with federal legal requirements related to those programs. The Superintendent shall direct the publication of procedures through which parents or eligible students may request the correction of errors in student records.

The Board of Education designates the following information as "directory information." Unless a parent or eligible student makes a timely request to the principal of the school where the student is enrolled that such information not be designated directory information on the individual student, such information will not be considered confidential and may be disclosed upon request.

- (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 clubs and sports;
- (e) Weight and height of student if he/she is a member of an athletic team;
- (f) Dates of attendance at the School System schools;
- (g) Honors and awards received during the time enrolled in Treutlen County School System;
- (h) Video, audio or film images or recordings;
- (i) Photograph; and
- (j) Grade level.

Student records shall be provided to schools within or outside the school district upon request of the school where a student is enrolling in accordance with Georgia Board of Education Rule 160-5-1-.14, Transfer of Student Records.

Procedures For Obtaining Access to Student Records

Any parent whose parental rights have not been specifically revoked by court order, any guardian, or any individual acting as a parent in the absence of a parent or guardian may inspect the education records of his or her child.

Generally, a parent will be permitted to obtain a copy of education records of his child upon reasonable notice and payment of reasonable copying costs.

With the exception of directory information as defined above, personally identifiable information will not be released by the school system from an education record without prior written consent of the parent or eligible student except where authorized by federal law. These circumstances include, but are not limited to:

1. Disclosures will be made to school administrators, teachers or other professionals employed or associated by the school system who have some role in evaluating or educating the student.
2. Records will be sent to a school where the student has enrolled upon request of the institution.
3. Disclosures will be made to federal or state officials in connection with the audit of educational programs.
4. Disclosures will be made in connection with financial aid applications of the student to determine the eligibility for and amount of aid as well as enforcement of the terms and conditions of financial aid.
5. Disclosures will be made to comply with state law, Internal Revenue Service laws and regulations, judicial orders or lawfully issued subpoenas. Unless otherwise required by a judicial order or federal grand jury subpoena, a reasonable effort will be made to notify parents or students in advance of such disclosures.
6. Disclosures will be made to organizations conducting studies on behalf of or by educational institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs and improving instruction.
7. Disclosures will be made to accrediting institutions to carry out their accrediting function.
8. Disclosures will be made in connection with a health or safety emergency.
9. Disclosures will be made to the Attorney General of the United States or to his or her designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes specified in 18 U.S.C. 2332(b)(5)(B) and 2331.

Each records custodian in the school district shall maintain a record of each request for access to and each disclosure of personally identifiable

information from the educational records of a student in accordance with regulations governing the Act.

A parent or eligible student who believes his record contains an error may request its correction by submitting a written explanation of the error and the basis for believing it to be in error to the principal or his or her designee, who shall investigate and determine whether or not to amend the record. If the matter cannot be thus resolved, a parent or eligible student may request a hearing pursuant to federal regulations at 34 C.F.R. 99.21-99.22 as well as applicable state regulations. If the hearing results in a determination that the record contained erroneous information, it shall be corrected and the parent or eligible student shall be informed in writing of the correction; if the information contained in the record is determined not to be erroneous, the parent may place a statement in the record commenting upon the contested information and stating the basis for disagreement. The statement shall thereafter be disclosed whenever the portion to which it relates is disclosed.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Definition of Terms Used in PPRA:

"Instructional Material" - Instructional material that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as material accessible through the Internet). The term does not include academic tests or academic assessments.

"Invasive Physical Examination" - Any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

"Personal Information" - Individually identifiable information including: (1) a student or parent's first and last name; (2) home address; (3) telephone number; or (4) social security number.

Requirements:

No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

A parent of a student may, upon request, inspect any survey created by a third party containing one or more of the items listed as (1) through (8) above before the survey is administered or distributed by a school to a student and may choose to opt the student out of participation in the survey. The Superintendent shall develop procedures for: (1) granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received, and (2) making arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed as (1) through (8). The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

A parent of a student may, upon request, inspect any instructional material used as part of the educational curriculum for the student. The Superintendent shall develop procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.

Parents shall be notified prior to the administration of physical examinations or screenings that the school may administer to students. This notice shall offer the parent the opportunity to opt the student out of any non-emergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

The parent of a student shall be notified prior to the commencement of activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). Such notice shall offer the parent the opportunity to inspect, upon request, any instrument used in the collection of such information before the instrument is administered or distributed to a student and to opt the student out of such activities. The Superintendent shall develop procedures that: (1) make arrangements to protect student privacy in the event of such collection, disclosure, or use, and (2) grant a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

Date
Adopted: 7/17/2006

Student Support Team

Treutlen County Student Support Team

The SST *SHALL* consist of the referring teacher and at least two of the following participants, as appropriate to meet the needs of the student:

- Principal
- General Education teacher
- Counselor
- Lead Teacher
- School Psychologist
- Subject area specialist
- ESOL teacher
- Special Education teacher
- School Social worker
- Central Office personnel
- Section 504 coordinator

Parents/guardians shall be invited to participate in all meetings of their child's SST and in the development of interventions for their child.

Each school *SHALL* include the following steps in the SST process:

1. Identification of learning or behavior problems
2. Assessment, if necessary
3. Education plan
4. Implementation
5. Follow-up and support
6. Continuous monitoring and evaluation

Documentation of SST activities *SHALL* include the following:

1. Student's name
2. Names of team members
3. Meeting dates
4. Identification of student learning and/or behavior problems.
5. Any records of assessment(s).
6. Education plan and implementation results.
7. Follow-up and, as appropriate, continuous evaluation.

EXCEPTIONS TO THE USE OF THE SST PROCESS

- School personnel and parents/guardians may determine that there is a reasonable cause to by pass the SST process for an individual student. Documentation in the student's record *SHALL* clearly justify such action, including whether the parent or guardian agreed with such a decision. In cases where immediate referral is sought, the SST shall still determine what interim strategies, interventions, and modifications shall be attempted for the student.
- It is not necessary for a student who transfers into the Treutlen County Schools with a current IEP or 504 Plan to go through the SST process.

STUDENT SUPPORT TEAM
PROCESS AND PROCEDURES

Georgia Department of Education Kathy Cox, State Superintendent of
Schools
February 2008

Student Support Team Process Checklist

The purpose of this checklist is to serve as a guideline for effectively implementing the SST process. Check all that apply.

1. Teacher notifies parent, student, principal, and school SST coordinator that student is experiencing unresolved problems in school.
2. SST Coordinator provides teacher with the following:
 - SST request form, including background information.
 - Letter of invitation/notification to parent to parent.
3. Classroom teacher completes SST request form.
 - Parent Invitation/notification letter is mailed.
4. SST Coordinator schedules first SST meeting and invites parent/guardian and any of the following based on the needs of the student (Minimum 3 team members total must be present):
 - Classroom teacher(s) who work with the student.
 - Other classroom teachers.
 - Special Education teacher.
 - Speech/Language Pathologist.
 - School Psychologist.
 - School administrator.
 - School counselor.
 - School Social Worker
 - 504 Coordinator
 - ESOL teacher
 - Student, if appropriate
 - Other appropriate personnel

5. SST meeting #1 is held.
 - Background information reviewed
 - Information provided by classroom teacher discussed
 - Work samples reviewed
 - Strategies previously tried by teacher discussed.
 - Develop new strategies specifically related to student's problem
 - Consent to test vision/hearing sent to parent/guardian or requested if parent/guardian is present.

6. Strategies implemented in classroom (suggested period of 20 school days)
7. Additional information requested at meeting #1 is gathered.
8. SST meeting #2 is scheduled with
 - Parents notified and invited to attend.
9. SST meeting # ___ held: Parents notified and invited to attend.
 - Outcome of modifications discussed.
 - SST decides on plan of action.
 - Develop new modifications.
 - Continue current modifications if successful.
 - Consult with school psychologist or SST Coordinator for further plan of action.
 - Section 504 is developed, if appropriate.
 - Refer for evaluation for possible special education eligibility.
 - SST meeting minutes completed.

10. Additional SST meetings held as needed to review student progress.
11. Student referred for evaluation for possible eligibility for special education services.
 - Hearing and Vision must be current within one calendar year, and the student must pass both hearing and vision.
 - When hearing and vision are passed then Parental Consent to Evaluate is sent to parent/guardian if parents are not present at the meeting.
 - Consent to Evaluate is signed by parent/guardian and returned to SST chairperson.
 - Referral packet is sent immediately to the Special Education Director who will facilitate the School psychologist testing the student in the required timeline of 60 days.
 - SST request form, including background information.
 - SST summaries of all meetings.
 - Modification plans with outcomes and dates.
 - Hearing and vision report (must be current within one year of testing date).
 - Referral for psycho-educational evaluation form.
 - Signed Consent for Evaluation forms.
 - Appropriate documentation for area(s) in which the student has the most difficulty.
 - Work samples (5 for each area of weakness).
 - Behavior observation form.
 - Speech/ Language information checklist.

Documentation Of The Student Support Team Process Proper documentation is essential in the SST process. Forms should be easy to use and efficient while still providing adequate documentation of the team's activities. Written summaries of the team's actions should be kept for every meeting. The actions of the SST should be so clear that new teachers each year will have no difficulty determining what has been tried and found successful for the student in the past. All information should be dated. Team members should adopt the attitude of, "If it isn't written down, it didn't happen". Documentation of SST activities should include the following:

Student's name

Name of team members

Meeting dates

Identification of student needs

Any records of assessment

Educational plan and implementation results

Follow-up and, as appropriate, continuous evaluation.

A suggested list of forms to document the SST activities is as follows:

Organizational Checklist: helpful in tracking the activities of the SST and assuring that all necessary procedures are implemented in a timely manner.

SST Request: essential in gathering initial information on the student. The form should be easy to complete while still providing pertinent information about the student's difficulties, strengths, and weaknesses. Request forms which are a combination of checklist, narrative, and copies of student records are most beneficial.

Parent Notification/Invitation to Meeting: should clearly inform parents of the purpose of the request and invite their participation in the process.

Background Information: helpful in gathering developmental, behavioral, and environmental information about the student.

Meeting Summary: must document the actions of the SST in each meeting. These should be written in a professional manner. Parents should be given a copy of the summary from each meeting. SST members should refrain from making diagnoses or judgment statements in SST summaries. The student's problems should be clearly defined. The discussion of the team should be summarized, and the recommendations should be documented. If the student is being referred to special education, considered for Section 504 eligibility, or no longer needs the services of the Student Support Team, the summary must reflect this decision.

Educational Plan: must clearly define the strategies to be implemented and the outcomes after implementation. This may be included with the summaries or developed as a separate document. Team members should develop an appropriate Educational Plan (containing, in general, 3-5 appropriate strategies) based on the student's strengths and weaknesses. The plan should be implemented for an appropriate period of time (20 – 30 school days is suggested) as sufficient to determine its effectiveness. Plans should be updated as needed based on student response to the modifications. The outcome for each modification should be clearly documented as to the student's specific response.

Consent for Hearing/Vision/Educational Screening: required prior to administering any individual hearing/vision screening or educational

screening instrument.

Speech/Language Checklist: should identify the student's weaknesses in the areas of voice, language, frequency, and/or articulation. This may be included with the SST Request.

Behavior Documentation: should contain anecdotal information which documents the student's behavior difficulties. The information is most helpful when it includes antecedent, behavior, and consequences.

Dismissal Letter: may be used to explain the decision to dismiss a student from SST if the parents do not attend the SST meeting.

These are required components of SST Documentation.

These are suggested components in implementing an appropriate SST process.

Georgia Department of Education Kathy Cox, State Superintendent of Schools February 2008

Substitute Teachers

Classroom teachers are responsible for providing written lesson plans for substitute teachers. Substitute folders are to be prepared by the teacher; folders must contain all relevant information pertinent to classroom routine. Emergency lesson plans (sufficient to cover three days of instruction) are required and should be filed in the school office. Such plans are to include class roster, classroom rules and procedures, and daily schedule.

Supervision of Students

Students must have proper adult supervision at all times; therefore, teachers should not leave students unattended at any time. Students are not to be placed in the hallway for any reason without adequate supervision. Teachers must not delegate students with the authority for taking names of other students for any reason.

Teachers should maintain all classroom management activities within their classrooms. Classroom management responsibilities are not to be delegated to students.

Teachers are expected to stand in the doorway of their respective classrooms in order to monitor hall traffic and the conduct of students in their classrooms. The same procedure is expected during afternoon dismissal.

Teacher Evaluations

Local and State Board policies require that teachers be evaluated annually. The Georgia Teacher Observation Instrument (GTOI), Georgia Teacher Duties and Responsibilities Instrument (GTDRI), and/or other approved instruments will be utilized for teacher evaluations. Other faculty and staff evaluations will be completed based on job requirements and performance.

Teacher of the Year

A candidate for Treutlen County's Teacher of the Year program should be an exceptionally dedicated, knowledgeable, and skilled teacher who:

plans to continue in active teaching status;

inspires students of all backgrounds and abilities to learn;

possesses the respect and admiration of students, parents, and colleagues;

plays an active and useful role in the community as well as in the school; and

is poised and articulate.

Each school faculty will select one candidate annually for competition at the local and state levels.

Teacher Qualifications

Parents/guardians have the right to know and inquire about the qualifications of teachers. Teachers are expected to be "*highly qualified*" in the fields for which they are responsible.

All teachers and paraprofessionals must be "*highly qualified*" or have a plan in place to become "*highly qualified*" within six months following the initial

date of employment.

Notification will be given to parents of students who are taught any core academic classes by teachers who are not "*highly qualified*."

Teacher-Student Relationships Faculty/staff members should not allow a relationship to develop between themselves and a student or students that would make your actions toward that student or students in any way unprofessional. Do not attempt to be one of the students. Faculty/staff should act, walk, talk, and dress in a manner that reflects professionalism.

Textbook Inventories Teachers are responsible for keeping accurate records of all classroom books issued to them. Individual students will assume monetary responsibility for any book that is lost or damaged while in their possession. Funds collected for lost/damaged textbooks are to be submitted to the school office.

Use of School Facilities Requests for using school facilities for any non-school function must be submitted to the Board of Education for approval.

Videos/Movies All movies/videos shown must be approved by the Media Specialist or Principal. Videos/movies must be correlated with the teacher's current lesson plans. All videos (except for those purchased by the school) must be submitted for approval prior to the viewing date.

Visitors During school hours, ALL visitors must sign in at the office and receive a visitor's pass.

Weapons Notice Teachers are to review the weapons policy with students during the first day of school. It is unlawful for any person to carry, possess, or have under control any weapon at a school building, school function, or on school property or on a bus or other transportation furnished by the school.

The term "weapon" means and includes any pistol, revolver, or any dirk, bowie knife, switchblade knife, ballistic knife, or any other knife having a blade of two or more inches, straight-edge razor, razor blades, spring stick, metal knucks, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way to allow them to swing freely, which may be known as a nun chuck, or fighting chain, throwing star or oriental dart, or any weapon of the kind.

PUNISHMENT: A fine of not more than \$5,000; imprisonment for not more than five (5) years. (O.C.G.A. 16-11-127.1)

Weapons Policy

Descriptor Code: JCDAE

It is the policy of the Treutlen County Board of Education that 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: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any type of knife or switchblade, straight-edge razor, razor blade, spring stick, metal knucks, blackjack, or any flailing instrument, nunchaku, chains, throwing star, oriental dart, or any bat, club or other bludgeon-type weapon, as well as other weapons described in O.C.G.A. 16-11-127.1. Students who possess firearms on campus will be subject to a minimum of a one calendar year suspension and will be referred to law enforcement officials.

Discipline Action and Procedures

All employees must report violations of this policy to the principal or assistant principal of the school where the violation occurred. If the principal has reasonable cause to believe that a report is valid, he/she must immediately make an oral report to the Superintendent and to the police and district attorney.

The student's parents or guardian will be notified immediately of his/her child's involvement in any activity involving weapons.

Students will be given a copy of the Code of Conduct, which includes a statement of prohibited conduct with regard to weapons and possible disciplinary actions.

Date 7/17/200

Adopted: 6

Work Day

Descriptor Code: GBRC

The minimum workday for which basic State pay is earned is eight hours and the minimum workweek is forty hours. A schedule designating the beginning and end of each workday for teachers will be set by the Superintendent or the principal of each school. Circumstances may sometimes necessitate a longer workday on campus.

The minimum workday for which the basic State pay is earned shall entail such duties as teaching, teacher preparation, staff meetings, conferences with students and parents, planning conferences, developing IEPs and other extra class responsibilities.

Every teacher who is employed in grades K-5 for more than half of the regular school day shall be provided a duty-free lunch of not less than 30 consecutive minutes in accordance with the provisions of state law.

Date Adopted: 7/17/2006

School-day hours for teachers, administrators, and paraprofessionals will be

7:30 AM until 3:30 PM unless otherwise assigned.