

Quitman County School High School

Student - Parent Handbook

2021-2022



This Student Handbook Belongs to:

Name: _____

Teacher: _____ **Grade:** _____

“Maximizing Potential”

Quitman County Schools Administration Team

2021-2022

Jonathan Curry

Principal

Dr. Nina Williams-Gordy

Assistant Principal

Kawanna Edwards/Brittany Nance

School Counselors

Fred Drake

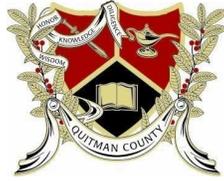
Athletic Director

Shirley Fair-Johnson

CTAE Director

Amye Murdock

Special Education Director



Quitman County PreK-12 School

Welcome to Students and Parents

Dear Parents and Students:

Welcome to the 2021-2022 school year at Quitman County PreK-12 School.

It is with extreme humbleness and honor that I write this letter as the new Principal of Quitman County Elementary/Middle/High School. While this is my first year as your Principal, this is my seventh year working in this awesome school district. I feel very fortunate to be a part of this community where you all have accepted me as one of your own.

As I review the vision of this school, I am excited about the opportunity presented to me to lead us out of this pandemic. The challenges are great but surmountable. I believe wholeheartedly that all children can learn and that collectively, we can put them in a position where each one can achieve that individual success that he/ she desires. This year we will work to ensure that our students have the best year ever as we transition back to what we consider normalcy.

We have collaborated to provide this year's edition of the Student/Parent Handbook to inform you of the policies and procedures that will help to guide us through this school year. It is filled with information throughout that will prove to be very useful. I ask that you please review this handbook and discuss its content with your child/ children. After having done so, I believe that many of the questions, concerns, and expectations that you may have will become clearer as to how we operate on a daily basis. Additionally, it will give you an overview of how we will provide your child with a safe, structured, and friendly learning environment where teaching and learning can take place at its optimum level.

Again, welcome to this school year. The teachers and staff all join me in saying that we are happy to have you as part of the Quitman County School Community.

In the event you have any questions about the content of the handbook, I encourage you to contact me at (229) 334-4298.

Sincerely,

Jonathan D. Curry
Jonathan Curry, Ed.S.
Principal

Quitman County High School

Our Vision

An individualized learning environment that maximizes students' potential, provides digital resources and supports creativity, collaboration and innovation among teachers and students.

Our Mission

Maximizing potential in everyone, every day.

Our Core Beliefs

- We believe all students can learn.
- We believe in the use of multiple methods and strategies to promote learning for all.
- We believe in flexible scheduling to best meet the needs of students.
- We believe that schools must model and reinforce positive behavior.
- We believe every student and adult is responsible and accountable for reaching his or her highest potential.
- We believe in a safe and orderly learning environment.
- We believe decisions and actions must be based on data and needs of children.
- We believe that support from home, school and the community supports student success.

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Quitman County School Board of Education

As representatives of the people, the Quitman County Board of Education are responsible for ensuring that school system operations are efficient, financially and legally sound, and focused on the best interest of Quitman County's children.

2021 – 2022

**Mr. Jon-Erik Jones
Superintendent**

**Mr. Willie Anderson
Chairman**

**Mr. Larry Wilborn
Vice Chairman**

**Mrs. Christi Green
Member**

**Mr. Jimmy Eleby
Member**

**Ms. Sherri Hunter
Member**

Quitman County School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in its programs & activities & provides equal access to all designated youth groups.

Quitman County School Calendar 2021-2022

July

July 26-30, 2021 Pre-Planning (Teachers)

August

August 2, 2021 First Day of School

September

September 3, 2021 (No School)
September 6, 2021 Labor Day (Holiday)

October

October 5, 2021 End of 1st Nine Weeks
October 12, 2021 Report Cards
October 15-19, 2021 Fall Break

November

November 19, 2021 Early Release
November 22-26, 2021 Thanksgiving Break

December

December 17, 2021 End of 2nd Nine Weeks
December 17, 2021 Early Release
December 20, 2021 – January 3, 2022 Christmas Break

January

January 3, 2022 Teacher Inservice Day
January 4, 2022 Report Cards
January 17, 2022 Martin Luther King Jr. Holiday

February

February 18, 2022 Early Release Day
February 21, 2022 President's Day

March

March 9, 2022 End of 3rd Nine Weeks
March 11-14, 2022 Winter Break
March 15, 2022 Report Cards

April

April 4-8, 2022 Spring Break
April 18-29, 2022 GMAS Testing Window

May

May 2-13, 2022 EOC Testing Window
May 20, 2022 Last Day of School
May 20, 2022 Early Release
May 20, 2022 Graduation Day
May 23-26, 2022 Post Planning (Teachers)

Registration Information

Age Requirements

COMPULSORY ATTENDANCE LAW Attending school regularly is very important if students want to succeed in school. Georgia law requires that all children between the ages of six (6) and sixteen (16) attend school unless they have a lawful reason to be absent. State policy defines the school year as 180 attendance days. The Compulsory Attendance Law applies to students under the age of six (6) after they have been enrolled in Quitman County Schools for twenty (20) days.

Attendance Zones

Students must attend school in the attendance zone where their parents/ guardians reside with the exception of Clay County students who have the option of attending QC Schools per Letter of Agreement.

Custody

Parents should provide to the school any court documents regarding custody of the child. Student enrollment forms, as well as other official documents of the school, must be signed by the natural parent or legal guardian with whom the child resides. Educational decisions concerning the child are reserved for the enrolling parent, although both parents can be involved in the process. If there is a disagreement between the two parties, the enrolling parent's decision shall be the governing decision.

It is a crime for any person to make or attempt to make a change of custody of a minor child by removing the child from school without permission of the person who enrolled the child in school, even if the person attempting to remove the child has a court order granting that person custody. Court orders that specifically authorize or direct the release of custody by the school will be followed. The school will not interject in custody or visitation disputes between parents.

The school will give to noncustodial parents, upon request, all information required under the Family Educational Rights and Privacy Act and the laws of Georgia unless there is a valid court order directing the school not to divulge such information. If such an order exists, a certified copy must be presented to the principal.

Guardianship

If a student resides with any person other than a natural parent, a certified copy of the court documents that establish legal guardianship will be required at the time of enrollment. For information regarding petitions for temporary guardianship, please contact the Probate Court of Quitman County.

Example: If a child resides in Eufaula, Alabama and they move to Georgetown, Georgia to live with their grandparent, then the grandparent must establish legal guardianship (Affidavit of Guardianship), for that child to enroll in Quitman County Schools.

Required Enrollment Documents

Proof of Residence

To enroll in Quitman County Schools a student must reside in Quitman County with a natural parent or legal guardian, or the student must be under the care of a state agency with placement in Quitman County. Proof of residence is required when a student initially enrolls in a school and whenever a change of residence occurs. The principal or designee will accept the following records as proof of residency:

1. Two current utility bills (gas, electric, or water) or one current utility bill and a rental/lease agreement. Records must include the name and street address of the parent/guardian. Rental agreements must identify the parent/guardian as the tenant of record fiscally responsible for the residence. Persons listed as occupants of a stated residence are not considered tenants for the purposes of this policy.

OR

2. A current property tax statement, settlement statement, home- stead exemption notice, or property deed *and* two current utility bills (gas, electric, water, sanitation, or cable). Records must include the name and street address of the parent/guardian.

OR

3. An *Affidavit of Residency* signed and executed by authorized personnel of Quitman County Schools. A parent/guardian who resides full time in Quitman County, but is unable to provide the records listed above, may complete a *Quitman County Schools Affidavit of Residency* at the school system.

Proof of residence is subject to investigation. Students enrolled under false information are illegally enrolled and will be withdrawn from school. Parents/guardians may be charged tuition for the period of time their child is illegally enrolled. Knowingly and willfully providing false information regarding proof of residence violates state law and may subject one to fine and/or imprisonment.

Emergency Contact Information

It is critical for the school to be able to contact parents at any time students are at school. The school must have the parents' current address and home, cellular, and business telephone numbers. Emergency contact persons and their telephone numbers are needed in case a parent cannot be reached. This information is required at the time of registration and whenever a change occurs with the parents' address, telephone, or emergency contact information.

Social Security Number

At the time of enrollment in Quitman County Schools, parents are asked to provide their child's Social Security Card. A parent or guardian who objects to the incorporation of the social security number into the school records of a child may have the requirement waived by signing a statement objecting to the requirement.

Eye/Ear/Dental Examination

A student, regardless of grade level, who has never been in a Georgia public school, must provide certification of eye, ear and dental examinations on the Georgia Department of Human Resources Form 3300. Any child admitted to school without a certificate must present one within 120 calendar days. Forms may be obtained and completed at the local public health departments or physician offices.

Form 3231 (Certificate of Immunization)

Georgia Law requires children attending school (Kindergarten – 12th grade) to be age appropriately immunized with all the required vaccines at the time of first entry in school. A new entrant is a child entering a school in Georgia for the first time or entering after having been absent from a Georgia school for more than 12 months or one school year. All students, regardless of grade and including foreign exchange students, must have the Georgia Department of Human Resources Form 3231 immunization certificate marked "Complete for School". Immunizations are required for diphtheria, pertussis, tetanus, hepatitis B, polio, measles, mumps, rubella, and varicella (chicken pox). Protection against each of these diseases must be addressed on the form 3231. The form can be computer generated and if the child attends more than one school, an original or a photocopy of the form must be submitted to the second school.

Transfer Students

Student enrollment and placement decisions are based on performance in previous schools or programs. A transferring student in a grade higher than the sixth grade must present a certified copy of his or her academic transcript and disciplinary record from the school previously attended (Board Policy JBC). Transcripts from non-accredited schools will be considered on a case-by-case basis. Additional information and testing may be required in order to make a determination of credit to be accepted from the student's previous school. School credits or work completed under an individual tutor may not be accepted for credit. The school counselor will validate transfer credits.

Good Standing

The parent must disclose whether the student is currently serving a suspension or expulsion from school and whether the student has ever been adjudicated guilty of a felony. **Any student who is not in good standing at their current school, for example: is currently under suspension or expulsion in another school system must clear that suspension/expulsion before any consideration will be given to their enrollment in Quitman County Schools.**

Withdrawal from School

At the time of withdrawal students must return their iPad, all textbooks, library books, and other school-owned items. Any such items not returned, and any other school-related expenses for which the student is responsible (such as lunch charges), must be paid for at the time of withdrawal. The school may withhold grade reports, diplomas, and/or certificates of progress until restitution is made for lost or damaged textbooks and/or media materials.

In situations where a custodial parent enrolls a child in school, that same parent must be the person who withdraws the child from school. However, the custodial parent who enrolled the child in school may give written permission to the school to allow a noncustodial parent to complete withdrawal procedures.

Student Records

In accordance with state and federal regulations, the Quitman County Board of Education has established policies and procedures to ensure the confidentiality of student records. Any parent with questions concerning student record information maintained for his or her child should contact the school principal. The practices observed concerning student records are described below.

Directory Information

Directory information is that which may be considered of general interest to students, parents, or the public. The following information is classified as directory information:

1. The student's name, address, date and place of birth, and photograph.
2. The weight and height of members of athletic teams.
3. Awards and other recognition connected with student performance at school.

Unless the parent/guardian or eligible student requests otherwise, directory information may be disclosed to the public upon request.

Schools are required to disclose the names, addresses, and telephone numbers of high school students upon request by military recruiters and institutions of higher learning unless individual students 18 or older or their parents request that the information not be released. The parent/guardian or eligible student has the right to refuse to allow any of their student information to be designated as directory information. To exercise this right, written notification must be filed with the principal within 30 days of the date of enrollment or the start of the school year.

Academic Information

Academic information includes items such as individual student attendance and discipline records, transcripts, and test results. Such information is confidential and access is restricted. Student records are available to students' parents/ guardians. The rights afforded to parents/guardians can transfer to the student when the student reaches eighteen years of age. Professional personnel, in the normal functions of the school and as approved by the superintendent, may access student records. Exceptions to restricted access of student records are set forth in law and include but are not limited to the following: In the event that part or all of a student's record may be made available in compliance with a judicial order or any lawfully issued subpoena, advance notice of such compliance will be given to parents and eligible students unless the law permits or requires that a notice not be given.

In the event of an emergency, appropriate persons will be given access to a student's records if knowledge of information contained therein is necessary to protect the health and safety of a student or other persons. If students move to another attendance area within the school system or seek to enroll in a school outside of the system, students' records will be sent to the new school upon official request from that school. In questions of record inaccuracy, misleading information, or information in offense of the privacy or rights of students, parents/guardians should contact the principal to request an opportunity for correction or deletion of said material in the student's record.

Attendance Policies and Procedures

Attending school regularly is very important if students want to succeed in school. Georgia law requires that all children between the ages of 6 and 16 attend school unless they have a lawful reason to be absent.

Absences

Students who have 3 consecutive absences or a chronic pattern of absences during the school year will be considered truant. The legal penalties for truancy include referral of students and parents to the Truancy Officer. If the Truancy Officer is unable to resolve the issue, a complaint will be filed with the courts. Any Georgia resident who has control or charge of a child who is convicted of violating mandatory school attendance requirements will be subject to a fine of not less than \$25 and not more than \$100, imprisonment not to exceed 30 days, community service, or any combination of such penalties per absence. In addition, failure to satisfy the state's attendance requirements can affect the opportunity for students to obtain or keep a driver's permit/license.

Once the student has more than 3 unexcused absences, the following will take place:

Steps	# of Days	Description
Step 1	3 unexcused days	A warning letter will be sent home & teacher phone call (Document in PowerSchool)
Step 2	5 unexcused days	Certified Letter sent home (Compulsory Attendance Law)
Step 3	7 unexcused days	Counselor & Truancy Officer/ Parent Liaison will meet with the parent(s) and student to notify them that they have only 3 unexcused absences remaining prior to violating the attendance requirements contained in subsection (a.1) if O.C.G.A. 40-5-22 Attendance Contract
Step 4	After 10 days	A letter will be sent from a school administrator to the parent or guardian regarding attendance. # If the student is between 14 and 18 years of age and the ten unexcused absences are within one semester or two quarters, his/her eligibility to obtain or retain driver's license may be impacted. (Citation for court will be administered at day 11).

On the **FIRST DAY** students return to school from an absence, parents should provide the school with a written note explaining the reason for the absence. The note should include the date(s) of the absence, the reason(s) for the absence, and the signature of the parent or of the doctor who treated the student.

*****Any high school student who has accumulated 7 days of absences per class will not receive credit for courses taken during the semester. Students missing more than 7 days of absences wishing to receive credit will be required to go before the attendance committee.*****

Students will be permitted THREE (3) DAYS to make-up any missed assignments during the absence(s). It is the student's/parent's responsibility to get the assignment from the teacher. Any additional time will be at the discretion of the principal.

*****Any student who is absent from school may not attend/participate in any school related event until the next school day.**

Tardies

The school day begins at 7:45 am and ends at 3:00 pm. The tardy bell rings at 7:55 am. Students not in class before the tardy bell rings will be considered tardy to school. For any student dropped off AFTER 7:55 am, **IT IS MANDATORY THAT A PARENT OR GUARDIAN COME INSIDE THE SCHOOL WITH THE STUDENT AND SIGN HIM/HER IN.**

Steps	# of Tardies	Description
Step 1	3 rd Tardy	Written notification from Parent Engagement Specialist to notify parents of possible consequences for continued tardies
Step 2	4 th - 9 th Tardy	Upon a student's 4 th tardy, a disciplinary referral will be made to the Principal or Principal's Designee. Consequences may include loss of driving privileges, detention, in school detention, or other action in accordance with local school system policy.
Step 3	10 or more Tardies	10 or more tardies may result in immediate referral to support agencies outside the school system as the Principal deems appropriate. Among these agencies are the Department of Children and Family Services (DFACS), law enforcement, Juvenile Court, Family and/or Youth Connections, or other external agencies.

*****When administrative actions taken to correct truancy have proven ineffective, the school system may file proceedings in court and furnish evidence for the conviction of parents and/or child for non-compliance with state attendance laws.**

Checkouts

Students who check -in late or check-out early must report to the school office and present a written note from their parent explaining their absence. If students are checking out for medical reasons, they should be seen by the nurse first and the nurse should contact the parent. For students who are frequently absent, the principal may ask the parent to provide more information, such as medical documentation, concerning the absences.

**** Student check-outs after 2:30 pm are not permitted**

Changes in Transportation

Changes in transportation plans WILL NOT be accepted over the telephone due to security reasons. Transportation changes should be sent to the teacher in writing the morning of the change. You may come to the school in person to hand deliver a written note or you may fax the school at 229-334-4700 BEFORE 12:00 P.M. Please include a phone number on the fax so that we may call to confirm receipt.

******PLEASE DO NOT RELY ON EMAIL MESSAGES******

Cancellation of School

In the event of severe weather or other emergencies, official information about school closing will be broadcast on the school website, via automated calling system, Columbus area radio, television stations. Parents should be aware that severe weather or other emergencies could cause school to be canceled during the school day. Parents should plan accordingly.

Driving and Parking on School Campus

Students who drive to school should take textbooks, paper, pencils, etc., needed for school when they initially park and leave the car. Students **MAY NOT** return to their car at any time during the school day. Violation of the rules, regulations, and policies of the Board of Education and/or the school concerning driving or parking a vehicle on school campus can result in suspension or expulsion from school, revocation of parking privileges, and/or having the vehicle towed away at the driver's expense. Students must have valid driver's licence and a parking permit to drive on campus.

Driver's License / Certificate of Attendance

The Teenage and Adult Driver Responsibility Act requires that students between the ages of 14 and 18 must satisfy school attendance and discipline requirements in order to receive and maintain a Georgia driver's permit or license. The principal or his/her designee will establish procedures for students to obtain a Certificate of Attendance. Students should submit their request for a Certificate of Attendance at least two weeks prior to the date needed. For additional information, contact the school office.

While a student vehicle is on school property, the principal and his/her designee have the right to search the vehicle without obtaining permission of the student or the owner of the vehicle.

Curriculum, Instruction, & Assessment

Instructional Materials

IPads, textbooks, and other instructional materials are the property of the school and are loaned to students to use during the school year. Students are expected to handle these materials carefully and to keep them in good condition. Replacement IPads and/ or textbooks will not be provided until the school receives payment for any textbooks lost or damaged by students.

Media Center

Students may check out books from the media center to take home. The media center is open all day during each school day. Students are responsible for items they borrow from the media center and will be required to pay for any items they lose or damage.

Grading System

Student achievement will be evaluated based on class participation, classroom and homework assignments, tests and quizzes, learning and performance tasks and special projects. A report of student progress will be issued after the completion of each grading period. The report card format will vary by grade level.

Grading Procedures and Report Cards

Students are evaluated on a nine-week basis with the semester grade being a cumulative grade that represents 18 weeks of work. Parents will receive a grade report at the end of 4.5 weeks and a report card at the end of each nine weeks and semester. Comments may be written on these grade reports. Informal progress reports may be sent out at times other than the school-wide grade report. The letter equivalents for numerical grades are as follows

Quitman County Grade Scale

90–100=**A**

80–89 =**B**

70–79 =**C**

Below 70 = **F**

Parents may access grades by using the Parent Portal. Please contact the school for assistance.

Homework

- It is the policy of the Quitman County School District that homework is suitable in difficulty and length of time required for completing it. Homework should not encompass new material and should grow naturally out of classroom learning and activity. It should be preceded by sufficient instruction to allow the child to complete it by him/herself.

The purposes of homework include:

- To reinforce knowledge and skills within the capabilities of the intended students.
- To support student academic achievement by providing timely feedback.
- Assignments should be relevant and appropriate, never as punishment.
- To increase depth of students' learning experiences.
- To promote student academic maturity, work ethic, and responsibility.
- To support collaboration among students, teachers, and parents.
- To give students an opportunity to reflect on concepts and skills.
- Promoting growth in self-responsibility and self-direction in learning.
- Directing students toward good work habits.
- Enriching, enhancing and extending school experiences
- Bring students into contact with out-of-school learning resources.
- Helping children learn to manage time.

Special Education Grading

Grades for special education students may be based on the degree of completion of the student's Individual Education Program (IEP).

Standardized Testing

Standardized tests are administered to students as required by law. The purpose of the testing program is to monitor student achievement. The results of such tests are used to identify students' strengths and weaknesses in academic areas, and to determine the effectiveness of educational programs. Parents will be notified when test scores are returned to the school. Questions about test scores should be directed to the principal.

Classroom Assessments

Assessments are designed for the purpose of helping teachers identify students' learning needs and teach to those learning needs. Teachers will implement strategies to help create classrooms where learning is the number one focus.

Promotion & Retention

High School students cannot miss more than 7 days per semester. High School promotion and retention is based on the earning of course credits. Course credits include Core Credits (All English, Math, Science, Social Studies and Health and PE) and all other classes are considered Elective Credits (Spanish, Business and Technology, etc.) Students must have the following credits to achieve the following classifications:

Freshmen	0-6 Credits	Meet 8 th Grade Promotion Requirements to enter 9 th Grade
Sophomore	7-12 Credits	Must have passed 3 of the required 9 th Grade Core Courses
Junior	13-18 Credits	Must have passed 6 of the required Core Courses
Senior	19+ Credits	Must have passed 9 of the required Core Courses

Promotion/Retention of Special Education Students

The promotion/retention requirements of the Quitman County Board of Education may not be required of all special education students. Requirements for promotion should be documented in the student's IEP. If the student's parent/guardian chooses to appeal the decision to retain the student, the parent may present their concerns to the Promotion/Retention Committee. This committee will review the overall academic achievement of the student, the student's performance on Georgia state-approved assessments and the standards for promotion adopted by the Quitman County Board of Education. A decision to promote a student must be a majority decision of the Promotion/Retention Committee.

Eligibility for Graduation

The Georgia Board of Education and the Quitman County Board of Education establish graduation requirements. To be eligible for graduation both State Board and Local Board requirements, must be met:

• State Board Requirements (Add Classes to areas of study)

Areas of Study	Units Required
English (Core Class) (9th Grade Literature, 10th Grade Literature, American Literature, and British Literature)	4 Units
Mathematics (Core Class) (Algebra 1, Geometry, Advanced Algebra, and Pre-Calculus)	4 Units
Science (Core Class) (Environmental Science, Biology, Chemistry, Physical Science)	4 Units
Social Studies (Core Class) (American Government, World History, United States History, and Economics)	3 Units
Health and Physical Education	1 Unit
CTAE and/or Modern Language/Fine Arts	3 Units
Electives	4 Electives

Total (minimum)	23 Units
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• **Quitman County District Local Board Requirements**

- o In addition to the State Board Requirements, students are required to take 4 additional electives, for a total of 27 credits to graduate.

Note: Both State and Local Board Requirements MUST be met to be eligible for graduation.

High School Diploma * – This document certifies that students have satisfied attendance, unit credits and state assessment requirements.

*** A student will be allowed to participate in graduation exercises after all requirements for a High School Diploma have been met.**

Graduation Ceremony

Students who have not completed ALL graduation requirements set by the State and Local Board of Education will not be allowed to participate in graduation ceremonies. Student’s participation in the graduation ceremony is a privilege and not a right. Therefore, the School Board has the right to prohibit a student’s participation if the student is found to have violated any provision of the Code of Conduct. The graduation date is subject to change if, during the school year, the school is closed due to inclement weather or any other emergency on a regular school day.

A graduation fee may be charged to cover costs for such items as diploma covers, printing costs, custodial expenses, floral arrangements and guest speakers. Students will be given written notification of this fee including a description of such costs.

Honor Graduates

Seniors who meet the following criteria will be considered Honor Graduates: Have a cumulative average for four years of **90** or above (no rounding up).

Valedictorian and Salutatorian

To be eligible for selection as valedictorian or salutatorian in Quitman County Schools, students must meet the following criteria:

- Honor Graduate
- Full time student as defined by state board policy 160-4-2-16.
- Have attended high school in the Quitman County School System for a minimum of two consecutive full academic years, which must be the student’s junior and senior year.

The **Valedictorian** will be the eligible honor graduate with the highest cumulative average.

The **Salutatorian** will be the eligible honor graduate with the second highest cumulative average. In the event of a tie within one tenth of a point, in a class ranking for Valedictorian or Salutatorian, then students will be named Co- Valedictorian and/or Co-Salutatorian.

Selection of the valedictorian, salutatorian, and other honor graduates will be determined by their numerical averages at the end of their 1st semester of their senior year.

Programs & Services

Counselor

Comprehensive Counseling Program Plan Objectives for Students

The primary goal for the PreK-12th grade comprehensive counseling program for Quitman County Schools is to promote and enhance student learning through three counseling domains: Academic, Career, & Social/Emotional Development. Each of these areas encompasses a variety of mindsets and behaviors standards as defined by the American School Counselor Association (ASCA) National Model; and which correlates with CCGPS. The School Counselor's responsibility includes the design, organization, implementation, and coordination of a comprehensive school counseling program in accordance with the four areas of the ASCA National Model: Assess, Deliver, Manage, & Design. Approximately 80% of the School Counselor's day is spent directly with students through classroom guidance, individual counseling, group counseling, and responsive services. The ratio of students to counselors in Quitman County Schools is 320:2. The plan includes the following goals:

- A. Decrease the amount of counseling and discipline referrals for bullying**
 - a. Bullying will be addressed through classroom guidance lessons presented throughout the school year.
 - b. Individual counseling is provided from students identified as "offender/bully" and "victim".
 - c. Quitman County Schools has a bullying reporting system in place. Students are able to fill out bullying reporting forms and anonymously submit information in various locations throughout the school.
- B. Helping students who exhibit behavior and/or family issues that impact education/ Responsive Services.**
 - a. Students will have access to the counselor via referral. Referrals can be made by: Parent/Guardian, teacher, administrator, students/self.
 - b. The counselors will conduct needs assessments to identify students for identified small groups (i.e. anger management, grief/divorce, etc.)
 - c. The counselors will involve appropriate school and community professionals, as well as parent/guardian(s), in a crisis situation.
 - d. The counselors understand what defines a crisis, the appropriate and ethical response, and a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
- C. Encouraging Parental Involvement**
 - a. The school counselors will send out a yearly needs assessment to annually analyze and improve the counseling program.
 - b. The counselors, in collaboration with teachers/administrators/and parental liaisons, will contact family members to schedule meetings concerning behavior, attendance, and/or academic needs.
- D. Preserving and Supporting the Social and Emotional Development of All Students**
 - a. Students will be taught character education to include self-discipline, honesty, trustworthiness, manners, respect, listening and following direction, consideration, compassion, self-esteem, other special request by the classroom teacher or administrators. This will be taught mainly through classroom guidance, but also through individual and small group.
 - b. Pre/post test and needs assessments will be given to students periodically to evaluate the effectiveness of lessons and interest of students.
- E. Assisting students in Exploring Career Development**
 - a. Students will participate in an annual career activity/fair.

- b. The school counselors will conduct classroom counseling sessions on careers via YouScience, and/or other resources made available by the Georgia Department of Education.
- c. The counselors will coordinate activities/lessons which will help students to explore career interests and aptitudes. (9th-12th).
- d. The Counselors will coordinate college tours which aid in career discovery and academic majors (i.e. Savannah State, Wallace Community College, Military Branches, etc).

F. Assisting students who experience academic problems.

- a. In collaboration with teachers and administrators, the counselor will assist in determining strategies that will be most effective for teachers and students based upon the needs of the child.
- b. The school counselor will conduct academic groups for students identified as potentially failing for the academic year.
- c. The school counselor will encourage teachers to make referrals for academic small groups due to poor academic skills and grades.
- d. The counselors will review data to determine counseling strategies to assist students in their academic development.
- e. The counselors will use school data to identify and assist individual students who do not perform at grade level and do not have opportunities/resources to be successful in school.

G. Consultation & Collaboration

- a. The school counselors assist administrators in gaining a better understanding of the general characteristics and needs of the school's total student population.
- b. The school counselors assist teachers in better understanding the abilities, interests, achievements, goals, and needs of students. Teachers may not be aware of home situation(s) which impede learning for a child. The counseling department assist the child in getting their needs met in the school environment.
- c. The school counselors assist other staff members in increasing their knowledge about selected students so that special services can be provided effectively.
- d. The school counselors help facilitate transition from elementary school to middle school, from middle school to high school, and from high school to postsecondary/ workforce/military through collaboration with parents and community stakeholders.

H. Professional Development

- a. The school counselors will stay current by attending local and state counseling conferences.
- b. The school counselors are members of professional counseling and education-related organizations (i.e. ASCA, GSCA, PAGE, GAE)
- c. The school counselors will participate in professional development, in-service training, consultation, and collaboration. Teaming and parenting with faculty/staff, parents through newsletter/remind 101, community outreach, and district committees.
- d. The school counselors will adhere to the ethical standards presented by ASCA and the Georgia Professional Standards
- e. The school counselors will use professional reflection, consultation, and supervision to promote professional growth and development.

***Confidentiality is an ethical term that refers to a professional school counselor's promise to a student that they will respect a student's right to privacy by not disclosing the information revealed to the counselor to a third party, except when: The student explicitly authorizes or requests it,**

Any individual is in danger of harm, such as due to suicidal ideation, child abuse, or neglect, and/or; Disclosure is mandated by law, such as in the instance of a subpoena or court order. For questions or concerns regarding school counseling ethics or limits to confidentiality, please contact a school counselor.

***All students have the right to meet with a school counselor without written consent from the parent/guardian while in a school setting at Quitman County Schools. School counselors do not provide long term counseling. If a student or parent may need additional counseling services, a school counselor will provide a list of community resources to assist.**

Please contact our school counselors at:

Ms. Kawanna Edwards

kawanna.edwards@quitman.k12.ga.us

brittany.nance@quitman.k12.ga.us

Ms. Brittany Nance

Hospital / Homebound Services

Georgia State Board of Education Rule 160-4-2-31.

Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in a public school in Georgia in order to receive HHB services. HHB services are not intended to supplant regular school services and are by design temporary. The student must anticipate being absent from school for a minimum of ten (five days if on a block schedule) consecutive or intermittent school days due to a medical or psychiatric condition. The student's inability to attend school for medical or psychiatric reasons must be certified by the licensed specialist or licensed psychiatrist who is currently treating the student for the diagnosis presented.

Student Eligibility

Eligibility for HHB service is based on the following criteria:

1. The student must be enrolled in the public school system in which he or she is requesting this service. Private or home school students are **NOT** eligible for HHB services from a Georgia public school.
2. The student must have a medical and/or psychiatric condition that is documented by a licensed physician. Only a psychiatrist can submit a medical request form for an emotional or psychiatric disorder. The psychiatric condition presented must be listed in the latest edition of the *Diagnostic and Statistical Manual (DSM)*. The referring licensed physician and/or licensed psychiatrist must be the treating physician or psychiatrist for the medical and/or psychiatric condition for which the student is requesting HHB services. Examples include the following:
 - >A student with leukemia may not request HHB services with a medical statement from a pediatrician. A statement from the oncologist currently treating the student is required.
 - >A student with paranoid delusions may not request HHB services with a medical statement from a psychologist or pediatrician. The medical request must be from the licensed psychiatrist currently treating the student.
3. The student must be anticipated to be absent from school for a minimum of ten consecutive school days or for intermittent periods of time anticipated to exceed ten school days during the school year.
4. If the school is on an approved block schedule, then the ten day minimum requirement is reduced to five consecutive or five intermittent days during the school year.
5. Students who have been declared emancipated by a court or are 18 years of age or older are eligible to sign the *Hospital/Homebound (HHB) Services Request Form* and the *Compliant Authorization for Exchange of Health and Education Information (The Health Insurance Portability and Accountability Act - HIPAA)*.
6. HHB students who have any form of influenza or other airborne contagious diseases will not be provided

services until the licensed physician certifies that the student is no longer infectious.

7. The local education agency (LEA) may require the parent, guardian, emancipated minor, or student 18 years of age or older to sign the HIPAA form relating to the reason for the request for HHB services. If the LEA requires the HIPAA form, it must be submitted before services can be provided.
8. Students approved for intermittent HHB services must be absent for three consecutive school days on each occurrence before HHB services will be provided.

Note: Chronic illnesses that require long term intermittent absences may require students missing many days, but possibly not three consecutive days. Quitman County School System will use its discretion and evaluate these cases on an individual basis.

Application Process

Quitman County's Federal Programs Director will be the initial contact for parents/guardians to provide information regarding the policies, procedures, and the application process. The contact information is as follows:

Shirley F Johnson,
Quitman County Schools
(229) 334-4298 Extension 2
(229) 334-2109 Fax

School Nurse

A school nurse serves as a care provider and advocates for the promotion and protection of the health status of students in Quitman County Schools. The school nurse collaborates with parents, educators, and existing community health resources to provide appropriate information and/or services.

School Nutrition Program

Hot meals are served daily and all meals are nutritionally balanced. In accordance with the guidelines set by the Georgia Department of Education School Nutrition Program, our school nutrition program strives to deliver quality meals and education that contribute to the nutritional well-being of our students.

Student Support Team

The Student Support Team (SST) is a committee of experienced teachers, counselors, and administrators who provide suggestions for teachers and parents to implement with students who are exhibiting academic, and/or behavior difficulties. Either school personnel or parents may refer students to the SST.

Positive Behavioral Interventions and Supports

"Positive Behavioral Interventions and Supports" or P.B.I.S. means an evidence based data-driven framework to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes through a multi-tiered approach, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports.

Special Education

Special education services are provided to meet the needs of students with disabilities. Programs are provided for students in all disability areas recognized by the state of Georgia. Programs are provided based on the identified needs of each student. If your child has a learning or behavior problem, or if you suspect that your child has a disability, you should contact the principal or chairperson of the Student Support Team at the school.

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator, Amye Murdock at the following address:

173 Kaigler Road Georgetown, GA 39854
(229) 334-4298
Amye.Murdock@quitman.k12.ga.us

Title Federal Program

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments. The Title I program focuses on the academic needs of the most disadvantaged students.

Title I, Part A Public School Choice

Georgia's Intradistrict Transfer (O.C.G.A. §20-2-2130, O.C.G.A. §20-2-2131) option allows parents of students enrolled in a public elementary or secondary school in Georgia to elect to enroll their student in a public school that is located within the school district in which the student resides other than the one to which the student has been assigned by the local board of education if such school has classroom space available after its assigned students have been enrolled. The parent shall assume the responsibility and cost of transportation of the student to and from the school. Each local school district establishes its own process (available to all students) to implement the transfer requirements of Georgia's Intradistrict Transfer option.

Title X, Part C – McKinney-Vento Education for Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

For more information on the rights of and services available to children and youth experiencing homelessness, please contact: Ms. Fair-Johnson 229-334-4298.

If you need further assistance, call the National Center for Homeless Education at the toll-free Help Line Number: 1-800-308-2145 or e-mail homeless@serve.org.

Title II - Preparing, Training, and Recruiting High Quality Teachers and Principals

The purpose of Title II is to provide financial assistance for preparing, training, recruiting and retaining high quality teachers and principals. Funds provide professional activities, which enhance teacher skills and directly impact student learning.

Title IV Part-A - Student Support and Academic Achievement

The purpose of Title IV Part-A is to improve students' academic achievement by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV-B - 21st Century Community Learning Centers (21st CCLC)

The purpose of Title VI-B is to provide financial assistance to rural and low income students to meet challenging academic content and student performance standards.

http://www.doe.k12.ga.us/tss_title.aspx

Contact Information for the Title I, Title II, Title IV-A, TITLE V, And Perkins V Federal Programs:

Ms. Shirley Fair-Johnson

Federal Programs Coordinator,

P.O. Box 248, 229-334-4298 fairs@quitman.k12.ga.us

Code of Conduct

It is Quitman County Schools' goal to provide a safe learning, working and teaching environment in order for every student to reach his or her full potential; however, appropriate action must be taken to address behavior in violation to the code of conduct. The purpose of the Student Handbook and Student Code of Conduct is to assist students, parents, teachers, and administrators in promoting and maintaining this positive teaching and learning environment.

The Student Code of Conduct will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Within every school, the principal and staff inevitably have the responsibility and authority for maintaining an orderly educational environment. In addition, the principal is authorized to take administrative action whenever a student's misconduct away from school has a detrimental effect upon other students or on the orderly educational process.

Expectations for Student Behavior

Good behavior is essential in maintaining a positive learning environment and in developing responsible citizenship. Self-control is closely linked to success. The student handbook with the Student Code of Conduct is given to each student in grades kindergarten through twelve. Students who enter Quitman County Schools during the school year will receive the Student Handbook upon enrollment. All students, regardless of age or grade level, are required to know the contents of the Code of Student Conduct and abide by it and any other rules of conduct imposed by the schools they attend. Parents are asked to read the handbook to understand the rights and responsibilities for their children. Students who misbehave are subject to disciplinary action that could include suspension or expulsion. The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Students are expected to adhere to all school rules and regulations, follow directions, and interact respectfully with fellow students and school personnel.

Progressive Discipline

Progressive discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Progressive discipline should promote positive student behavior while establishing clear and fair consequences for unacceptable behavior,; and state what is unacceptable (i.e. physical, verbal abuse (oral and written), bullying, sexual, discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation or any other attribute. Disciplinary actions are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors. The school discipline process should include appropriate consideration of support processes to help students resolve such problems. These resources may include but are not limited to the following: Positive Behavioral Interventions and Supports; Student Support Team; counseling with the school counselor, behavior, attendance and academic contracts or plans; and peer mediation.

Positive behavioral interventions and supports

Positive behavioral interventions and supports, or P.B.I.S., is an evidence based data-driven framework to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes through a multi-tiered approach, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports. Be Respectful, Be Responsible, Stay Focused, and Stay Safe are the expectations.

Student Behavior Code

The Student Behavior Code governs students' conduct in all of the following situations/circumstances:

- on school grounds; off school grounds at a school activity;

- off school grounds at a non-school activity, but where the misconduct leads to a disruption of school or any other violation of the Student Code of Conduct;
- en route to and from schools or any school- sponsored activity;
- on the bus;
- and at the bus stop.

The Student Behavior Code provides examples of offenses that may occur and is not intended to include all offenses for which disciplinary action may be taken as it is not possible to identify every behavior which might result in discipline consequences. The offenses have been organized into four (4) levels of prohibited behaviors: Level 1 Offenses, Level 2 Offenses, Level 3 Offenses, and Level 4 Offenses. Parents and students should carefully review ALL information contained in the Code of Conduct. Students are subject to disciplinary action for engaging in or attempting to commit any of the prohibited behaviors listed in the Student Code of Conduct. A student serving In-School Suspension and/or Out-of-School Suspension is not allowed to participate in regular school activities, extracurricular activities, athletics, or other school-sponsored activities. Depending on the circumstances surrounding the offense, school administrators have the right to deviate from the progressive discipline procedures. For example, a student maybe assigned a lesser consequence regardless of the number of previous violations accumulated by the student. Additionally, if a student receives two Level 2 Discipline Referrals, he/ she may have the consequence reduced by having the parent/guardian come in and complete a module(s) on supporting the student in correcting the behavior. If the violation warrants deviation upward from the progressive discipline procedure, the principals must get the approval of the Superintendent. A Student Disciplinary Tribunal may also be called at the discretion of the administration.

Level 1 Offense

Level 1 offenses are minor acts of misconduct that interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student’s own learning process.

Level I Offenses			
Unexcused tardies to school or class	Mild Inappropriate language/Mild Profanity	Horse-playing with other students	Unauthorized carrying of book bags in the classroom or hallways
Deliberately pushing/ shoving another student	Public Displays of Affection	Failing to do classwork, not prepared for class or no supplies for class.	Mild Disruption of classroom
Cutting (Skipping) class	Possession/ use of cellphones or other electronic devices other than at lunch	Minor verbal altercation	Lying, cheating
Harassment or Bullying (first offense) - teasing, taunting (written, physical and/or verbal)	Excessive talking	Parking Violation	Disrespectful to students, school personnel, or other persons.
Insubordinate, defiant, disrespectful to school personnel or school volunteers.	Deliberately giving false or misleading information	Exhibiting gang affiliation, i.e. identifying sign, symbol, tattoo, graffiti, or attire	Gambling

Inappropriate physical contact between students	Inciting or advising others to engage in prohibited behavior	Failing to report to detention and/or violating rules of the In-School Suspension	Violating any other minor Board of Education or school rule
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Violations of a Level 1 offense can result in disciplinary action as outlined below:

Level I Consequences			
1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Review classroom/school rules and give warning to student(s).	Classroom Consequence	Teacher conference with parents to discuss behavior and classroom expectation	Office Discipline Referral (ODR).

Depending on the circumstances surrounding the Level 1 offense, the Principal, or Assistant Principal, reserves the right to deviate from the progressive discipline policy. For example, a student may be assigned In-School Suspension for up to five (5) days or assigned Out-of-School Suspension for up to five (5) days for any Level 1 Offense regardless of the number of previous violations, if the violation warrants deviation from the progressive discipline policy. Corporal punishment may be administered at the Principal's or Assistant Principal's discretion in lieu of students being assigned to ISS and OSS.

Level 2 Offenses

Level 2 offenses are intermediate acts of misconduct. These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehavior directed against persons or property but which do not seriously endanger health, safety or well-being of others.

Level II Offenses			
Refusing to relinquish cell phone/earbuds or using cell phone in class	Minor Cheating, Plagerism	Open Defiance	Vandalism (minor and removable)
Walking out of class	Moderate Class disruption s (more than 5 minutes)	Inciting a fight	Trespassing while on suspension
Entry into areas designated for the opposite sex only	Under the Influence of drugs or alcohol	Possessing Drug Paraphernalia	Aggressive profanity to an adult
Possessing, accessing or viewing obscene or vulgar materials	Harassment or Bullying (second offense) - teasing, taunting (written, physical and/or verbal)	Theft—minor (less than \$100)	Property Damage (less than \$100) of another student
Dress Code—Inappropriate attire for school	Possession of Fireworks	Vulgar/Obscene Gestures	Forgery and altering of school records

Leaving school or skipping school without permission	Fighting between two students to a degree that does not cause physical injury	Possessing, using, selling, buying, giving away, bartering, or exchanging any tobacco product or smoking paraphernalia	Refusing to comply with assigned disciplinary consequences
Damaging or vandalizing school or personal property (less than \$100)			

Violations of a Level II offense can result in disciplinary action as outlined below:

Level II Consequences			
1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
In-School Suspension for up to three (3) school days.	In-School Suspension for up to five (5) school days.	Out-of-School Suspension for up to two (2) school days.	Out-of-School Suspension for up to three(3) school days
5 th	6 th	7 th	8 th
Out-of-School Suspension for up to five (5) school days.	Out-of-School Suspension for up to nine (9) school days with the being submitted to the Student Disciplinary Tribunal.	Out-of-School Suspension for up to nine (9) school days with the being submitted to the Student Disciplinary Tribunal.	Out-of-School Suspension for up to nine (9) school days with the being submitted to the Student Disciplinary Tribunal.

Depending on the circumstances surrounding the Level 2 offense, the Principal, or Assistant Principal, reserves the right to deviate from the progressive discipline policy. For example, a student may be assigned In-School Suspension for up to five (5) days or assigned Out-of-School Suspension for up to five (5) days for any Level 2 Offense regardless of the number of previous violations, if the violation warrants deviation from the progressive discipline policy. Corporal punishment may be administered at the Principal’s or Assistant Principal’s discretion in lieu of students being assigned to ISS and OSS.

Level 3 Offenses

Level 3 offenses are serious acts of misconduct. These behaviors include, but are not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, that may threaten health, safety, or property and other acts of serious misconduct.

Level III Offenses			
Fighting—involving multiple students and/or physical injury	Any act that endangers the welfare or safety of other students or staff.	Harassment or Bullying (third offense)-teasing, taunting (written, physical and/or verbal)	Sexual Harassment or using an electronic or other device to forward or take inappropriate, indecent, vulgar, sexual or obscene pictures of students or school employees and/or sexual contact. Sexual Activity/Misconduct on school grounds or event

Breaking and Entering (Burglary)/Larceny	Physical Assault or Battery – Student	Theft more than \$100 including but not limited to attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property.	Trespassing on another school campus during school hours
Arson (setting items on fire)	Bomb threat or False Fire Alarm	Use, possession of alcohol	Use, possession of prescription or non-prescription drugs
Use, possession of tobacco /VAPE	Major Disruption of classroom or school	Gang Fighting or Group Fighting	Use of Fireworks on school grounds during school day or event
Disorderly Conduct	Vandalism – major	Possessing any alcoholic beverage	Possessing any drug or unlawful substance, any substance represented to be a drug
Intentionally using, selling, buying, giving away, bartering, receiving, or exchanging any counterfeit money	Use, possession of weapons which includes possessing, using, selling, buying, giving away, bartering or exchanging any weapon, explosive compound, or an object that can reasonably be considered and/or used as a weapon.	Using, selling, buying, giving away, bartering, exchanging, or receiving any alcoholic beverage whether at school or any school-related activity prior to attending school or a school-related activity.	Using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any drug or substance declared unlawful, any substance or chemical that is mood altering when taken, or any substance represented to be a drug or unlawful substance or admits to the use of any substances represented to be a drug prior to attending school or a school-related activity.
Possessing, using, selling, buying, giving away, bartering, or exchanging any over-the-counter medication.	Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.	Terroristic threats, i.e. threat, whether spoken, written, or transmitted by an electronic device, to commit an act of violence.	Misuse of electronic or technological resources or devices, including but not limited to unauthorized access to the system network, creating or using false user names, passwords, or proxies, transmitting malicious programs or viruses.

Violations of a Level III offense can result in disciplinary action as outlined below:

Level III Consequences			
1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Out-of-School Suspension for up to three (3) school days.	Out-of-School Suspension for up to five (5) school days.	Out-of-School Suspension for up to seven (7) school days.	Out-of-School Suspension for up to ten (10) school days

Engaging in or attempting to commit any Level 3 offense may result in the student being assigned Out-of-School Suspension with the matter being submitted to a Student Disciplinary Tribunal. This suspension includes regular school activities, extracurricular activities, athletic participation, and other school events. Students are not allowed on school grounds except for the purpose of attending the disciplinary hearing and for picking up class assignments at the office. Students are allowed to make up schoolwork missed pending the disciplinary hearing.

If the Student Disciplinary Tribunal finds the student has engaged in or attempted to commit a Level 2 or 3 offense, the Student Disciplinary Tribunal will issue either a long-term suspension or expulsion from school. The Student Disciplinary Tribunal has the discretion to assign the student the alternative school for one or more semesters. A student assigned to the alternative school is not allowed to go on any other school grounds.

Level 4 Offenses

Level 4 offenses are the most serious acts of misconduct as this is misconduct that threatens the health, safety, or well-being of others. These offenses must be immediately reported to the principal or designee. These violations are so serious that they require notice to outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed.

Level IV Offenses			
Sexual Battery	Aggravated Battery	Aggravated Sexual Battery	Aggravated Child Molestation
Armed Robbery	Homicide/Murder	Kidnapping	Rape
Voluntary	Aggravated Sodomy	Arson	Manslaughter

Violations of a Level IV offense can result in disciplinary action as outlined below:

Level IV Consequences

Student Disciplinary Tribunal

Engaging in or attempting to commit any Level 4 offense will result in the student being assigned Out-of-School Suspension with the matter being submitted to a Student Disciplinary Tribunal. This suspension includes regular school activities, extracurricular activities, athletic participation, and other school events. Students are not allowed on school grounds except for the purpose of attending the disciplinary hearing and for picking up class assignments at the office. Students are allowed to make up schoolwork missed pending the disciplinary hearing.

If the Student Disciplinary Tribunal finds the student has engaged in or attempted to commit a Level 4 offense, the Student Disciplinary Tribunal will issue either a long-term suspension or expulsion from school. The Student Disciplinary Tribunal has the discretion to assign the student the alternative school for one or more semesters. A student assigned to the alternative school is not allowed to go on any other school grounds.

Corporal Punishment:

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 student 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 antisocial or disruptive in nature;

(3) Corporal punishment must be administered in the presence of a principal or his or her designee, employed by the board of education authorizing such punishment, and the other principal or the designee of the principal, must be informed beforehand and in the presence of the student of the reason for the punishment;

(4) The principal or designee 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 designee of the principal or who was present; provided, however, that such an explanation shall not be used as evidence in any subsequent civil action brought as a result of the corporal punishment.

Corporal punishment shall not be administered to a child whose parents or legal guardian has filed with the principal a statement stating that they do not want their child receiving corporal punishment.

Disciplinary Hearings

Disciplinary hearing officers are appointed by the Board of Education to hear disciplinary matters.

Notwithstanding anything to the contrary here within, disciplinary hearing officers have the authority to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Quitman County Schools Code of Conduct. If a hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than 10 school days after the beginning of the suspension unless the parent and school mutually agree to an extension. Prior to the hearing, students and parents will receive a notice to include the following:

1. The rule which the student has allegedly violated.
2. A description of the student's acts.
3. The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
4. The maximum penalty that the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to require witnesses to be present at the hearing.

School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent. At the hearing students and parents will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's expense, to represent the student. The decision of the disciplinary hearing officer may be appealed by submitting a written notice of appeal to the superintendent within twenty (20) days from the date the decision is made. When a hearing is appealed, the Quitman County Board of Education per Board of Education Policy (JCEB, Rule 7 & 8), will review the transcript of the hearing, make a decision based solely on the record, and notify students and parents in writing of the Board's decision. At the hearing before the Board, students have the right to be represented, at the students' and parents' expense, by an attorney. Students and parents may appeal the Board's decision to the State Board of Education by giving the superintendent written notice within 30 days of the decision of the Quitman County Board of Education.

Bullying (O.C.G.A 20-2-751)

Bullying is prohibited. Georgia law defines bullying as any willful attempt or threaten to inflict injury on another person when accompanied by an apparent present ability to do so, or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. A student found to have committed the offense of bullying will be assigned In-School Suspension or short-term suspension. A third offense of bullying will result in long-term suspension or expulsion.

Bus Misconduct

Bus drivers have complete charge of students riding the bus and will report misbehavior to the school administration. School administrators are responsible for disciplining students for bus misbehavior. To help maintain order on the bus, drivers have the authority to assign a special seat on the bus to any

student. Video/audio recorders are placed on school buses for the purpose of aiding supervision and may be used as evidence that misbehavior has taken place.

For the safety of all students who ride the bus, students are expected to obey the following rules:

1. Students must use the bus and the bus stop assigned to them.
2. Students may not ride a different bus unless they present to the driver a note from the parent that has been approved by the principal or assistant principal.
3. Students who must change buses at any school must follow the rules of that school.
4. Students may not reserve seats, and must stay in their seats while the bus is in motion.
5. Students must keep the center aisle of the bus clear at all times.
6. Students must obey the directions of their bus driver.
7. Students are not allowed to consume food or drink on the bus.
8. Students may not transport balloons, flowers, glass containers, or animals (dead or alive, including insects) on the bus.
9. Students must not litter, throw anything out of the window, or cause damage to the bus.
10. *Students must obey all bus safety rules and all rules listed in the Behavior Code.*

In addition, Georgia law prohibits the following acts while on a bus:

11. Acts of physical violence.
12. Bullying.
13. Physical assault or battery of persons on the bus.
14. Verbal assault of persons on the bus.
15. Disrespectful conduct toward bus drivers or other persons.
16. Unruly behavior.
17. Using any electronic devices during the operation of a bus, including but not limited to, cell phones, pagers, audible radios, tape or CD players, or any other electronic communication device in a manner that might interfere with bus communications equipment or the driver's operation of the bus.
18. 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.

If a student violates a bus conduct rules, school administrators may take disciplinary action, including suspension from riding the bus for as many as ten days and/or suspension from school for as many as five days. If bus misbehavior is severe, a disciplinary hearing may be called.

Except as otherwise set forth herein, the general progressive discipline plan for bus misbehavior is as follows:

1st Offense: A documented warning from the driver. Disciplinary action will be at the principal's discretion.	2nd Offense: Bus suspension for three (3) days.
3rd Offense: Bus suspension for five (5) days.	4th Offense: Bus suspension for ten (10) days.

5th Offense:

A disciplinary hearing will be called. Students are prohibited from riding the bus pending their disciplinary hearing.

Fighting on a bus is among the most serious offenses committed by students, as it endangers everyone riding the bus by causing the driver's attention to be diverted. Fighting on a school bus may result in immediate suspension from the bus and/or school with no prior warning or progressive disciplinary action being taken.

During the period of bus suspension, parents/guardians will be responsible for providing the student's transportation to/from school. Bus suspension is not an excused absence or tardy. If a student causes damage to a school bus, parents/guardians will be required to repay the cost of any damage to the bus. At the discretion of the principal, parents/guardians may be asked to meet with school officials to develop a school bus behavior contract for the student.

Criminal Offenses

Students who violate regulations in the Code of Conduct are subject to punishment by Quitman County Schools. Students who commit offenses that violate local, state, or federal laws are subject to charges by law enforcement authorities.

Damage to iPads, Textbooks, and Media Materials

iPads, textbooks and media materials are expensive and should be handled with care. If students lose or damage such property, parents will be charged the full replacement cost and students may be subject to disciplinary action. Replacement iPads, textbooks, and media materials may not be issued until restitution is made. Georgia law provides that grade reports, diplomas, or certificates of progress may be withheld for failure to pay for lost or damaged iPads, textbooks, or media materials.

Damaging or Setting Off a Fire Alarm

It is a crime to willfully damage or destroy a school fire alarm so as to endanger human life, or to set off a school fire alarm with no reasonable belief that a fire exists on the school premises.

Disruption of a Public School (O.C.G.A. 20-2-1181, 20-2-1182)

It is unlawful for any person, including parents, to disrupt or interfere with the operation of a public school. Georgia law prohibits the upbraiding, insulting or abusing of any teacher, administrator, or bus driver upon the premises of any school in the presence and voice range of a student. Vandalism or **Damage to School** .

Property

Students who deface or destroy school property willfully, maliciously or carelessly will be charged with the full cost of the damage and will be subject to disciplinary action as outlined in the Code of Conduct.

Student Dress Code Policy

It is the Board of Education's belief that it should have and enforce dress, hair codes and a uniform policy that will assist in preventing disruption of the educational environment, prevent health or safety hazards, and prevent interference with the learning of other students. The following regulations regarding the dress code/uniform policy apply to students while on school grounds, while participating in school athletic events, while participating in school extracurricular activities or while on any transportation vehicle owned or used by the Board of Education.

The following dress code will be enforced:

Pants

- Pants/Jeans/Shorts must be appropriately sized, fitting in the waist, crotch, and leg; not baggy, oversized or excessively tight.

- Leggings, yoga pants, or tights are prohibited.
- No holes, rips or tears in pants, short or jeans more than 1 inch above the knee.
- NO sagging.

Belts

- Belts must be threaded through loops.
- Only one belt may be worn.
- Buckles must be no larger than 2 inches in length or width.

Shirts

- Shirts will be short or long sleeve in grade 9-12. The standard to be used to determine if a shirt is sleeveless or not will be: 3 visible seams (neck, shoulder and hem)
- Shirts must be appropriately sized in the shoulders, sleeves, and length; not baggy or excessively tight in grades 9-12.
- The shirt/top must cover the midriff at all time (e.g., standing, sitting, stretching, and bending) without a jacket or coat.
- Exposure of cleavage and/or midriff is prohibited.
- The shirt/top cannot be oversized/undersized and may not extend below the natural hip on boys and girls.

The following will not be permitted:

- Muscle shirts (includes undershirts)
- Tank tops
- Garments with spaghetti straps
- Crop tops
- Halters
- Midriffs
- Open sleeve/Open shoulder/Peek Shoulder

Shorts, Skirts, or Dresses

- No shorter than 2 inches above the top of the knee
- May not be tight, undersized, oversized, wide-legged, full thigh or wind shorts
- Dress and skirt length must be no shorter than 2 inches above the top of the kneecap
- Dress and skirt slit must not exceed 2 inches above the top of the kneecap

Shoes

- Shoes must be worn at all times
- No house shoes or slippers
- No shoes with wheels
- No flip flops or slides
- Heel height must be 3 inches or less

Hair

- Must wear or groom hair in such a way that the style is not distracting to the school environment.

Miscellaneous

- Clothing items must be free of pictures, emblems and/or writings that are lewd or obscene.
- Clothing items must not advertise or depict tobacco products, alcoholic beverages, drugs, violence, vulgarity, gang symbolism, sexual symbolism and/or substance abuse prohibited under policy.
- Clothing items or style may not be construed as gang related or indicative of gang identification, including bandannas
- No trench coats or dusters

- **All clothing and grooming should conform to standards that may not, in the principals, opinion, cause disruption of or interference with normal school operations or safety.**

The Following Will Not Be Permitted:

- Tight fitting dresses, pants, leggings, or skirts
- See “through” or see “in” garments
- Any clothing that reveals skin or undergarments
- Bathing Suits
- Excessively torn or ripped attire
- Cut-off clothing
- Any visible belt chain that may (or may not) be attached to a pocket item
- Headgear will not be worn or carried during school hours in any building or gymnasium to include hats, wraps, caps, bandanas, skull caps, sweatbands, ear muffs, toboggans, kerchiefs, wraps, scarves, turbans, nets, etc.
- Sunglasses will not be worn during school hours
- Obvious pajamas or sleep wear
- Chains or jewelry that have the potential to be used as a weapon (e.g., heavy neck chains, double or triple rings, wallet chains, chain belts, safety pins, etc.)
- Leather collars or collars intended for use on animals may not be worn on school property
- Gloves on hands
- Facial or tongue piercing
- Shoes with pop out rollers
- blankets

Spirit Days:

The principal, in cooperation with the sponsor, coach, or other persons in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action. A sponsor, coach, or other person in charge with the principal’s approval, may establish dress standards for students who participate in these activities. The dress and grooming code may be modified with administrative consent to accommodate extracurricular activities and special events.

Consequence for Dress Code Offense

1st Offense: An explanation of the offense will be given to students by the administrator and students will be placed in In- School Suspension pending a parent bringing the appropriate clothing. Students may return to regular class upon correction of the dress code offense.

2nd Offense: Students may be placed in In-School Suspension for one (1) day. Students may return to regular class after serving one full school day in In-School Suspension.

3rd Offense: A parent conference will be required. Student will be placed in ISS for three (3) days regardless of whether the offense is corrected.

4th Offense: A disciplinary hearing may be called at the principal’s discretion.

Personal Belongings

Personal belongings such as toys, electronic games, earbuds, playing cards, and cameras may NOT be brought to school or on class field trips unless they have been approved as part of a class assignment. If such items are brought to school, they may be taken up and kept in the school office until parents come to claim them. Also, students are subject to disciplinary action for bringing inappropriate items to school without the consent of the school administration. The school is not responsible for Items unclaimed by the end of the school year. Cell phones and ear buds are allowed in the lunchroom only and should not be visible at any other time during the school day.

School Safety Zone

School safety zones are defined as in, on, or within 1000 feet of any real property leased, owned, or occupied by Quitman County Schools. It is unlawful for any person to carry, possess, or have under his/her control any weapon or explosive compound while within a school safety zone, at a school building or school function, or on school property or a vehicle furnished by the school. Offense of this law is a felony. Furthermore, it is unlawful for any person to remain within the school safety zone without a legitimate cause or need. Failure to leave the premises when re-requested is grounds for a charge of a misdemeanor of a high and aggravated nature. Disruption of or interference with the operation of any public school shall be considered a misdemeanor of a high and aggravated nature.

Sexual Harassment

Sexual harassment includes but is not limited to inappropriate verbal, written or physical conduct of a sexual nature. Reports of such conduct shall be fully investigated. A substantiated charge against a student shall subject that student to disciplinary action that may include suspension or expulsion. Parents should help the school explain to students the absolute prohibition against acts of sexual harassment and the importance of reporting any incidents that may be interpreted as harassment. Allegations of sexual harassment should be reported to the principal, assistant principal, school counselor, or teacher. For additional information, please contact the principal.

Student Allegations of Employee Misconduct

Instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student should be reported to the principal.

As authorized by Georgia law, if it is determined that a student deliberately falsified or misrepresented information alleging employee misconduct, the student will be subject to disciplinary action that may include suspension or expulsion.

Student Questioning by Officials

(A) School Administrators: Principals and Assistant Principals have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Though it is important to inform parents about issues of concern, parent consent is not required prior to the questioning of students.

(B) Department of Family and Child Services (DFCS): DFCS officials investigating suspected child abuse are permitted to conduct reasonable interviews and inspections of children. Notice to parents is neither required nor desirable when the object of that investigation may be the parents. If the investigation involves suspected child abuse by individuals other than those residing in the child's household, parents will be informed that such interviews are being requested.

(C) Guardian Ad Litem: The Guardian Ad Litem is a trained professional appointed by the court to represent the best interests of minor children in court cases. Any request to interview a student or to inspect the student's school record should be submitted in writing along with court documentation establishing the Guardian Ad Litem relationship with the child.

Student Searches

To maintain a safe school environment, school administrators can search school property, such as lockers and desks, at any time given probable cause. In addition, a student may be searched if administrators have reason to believe the student is in possession of an article or substance which is illegal, prohibited by school rules, or dangerous. Administrators conduct student searches in private with another professional staff person as a witness. Students are given the opportunity to produce the item sought, or to voluntarily empty their pockets, pocketbooks, or book bags. Students may be asked to remove their jacket, vest, shoes or socks. Quitman County Sheriff may be summoned if there is reason to believe any search should be continued beyond the parameters set forth above.

Vandalism or Damage to School Property

Students who deface or destroy school property willfully, maliciously or carelessly will be charged with the full cost of the damage and will be subject to disciplinary action as outlined in the Code of Conduct.

General Information

Accidents and Illnesses

If a student is injured or becomes ill at school, every effort will be made to contact the parent and to take action at the parent's direction. If a parent cannot be contacted, school officials will take reasonable actions to preserve the health of the child. Parents must notify the school if their child has health problems that could result in a health emergency and should explain the procedures the school should follow.

Students will not be transported to the hospital by school officials. In the case of an emergency, 911 will be called, and every effort will be made by the school to contact the parent or guardian.

Book Bags

Students are allowed, but not required, to use a book bag to carry their textbooks and school supplies. Students are not to bring rolling book bags because such bags often create tripping hazards as well scuff marks through the building. Also, a luggage-type bag that is too bulky for students to safely hold in their lap is prohibited on the bus. For safety reasons, book bags may not be placed in the center aisle of the bus. **Book bags must be secured in a locker and may NOT be taken to classes.**

Bus Transportation

Students should adhere to the following safety rules at the bus stop:

- Students who must cross the road to board a bus should never do so until the bus has come to a complete stop, the proper warning signs are displayed, and the driver motions for students to cross.
- Students should cross the road in front of the bus, never cross the road behind the bus.
- Students should always stand a safe distance from the road (at least five feet).
- Students who must cross the road after exiting from the bus should always cross at least ten (10) feet in front of the bus after looking in both directions for traffic and after the driver motions for students to cross.
- Students should never run to or from the bus.
- Students should be at their assigned bus stop five minutes prior to the arrival of the bus.

Parents should contact the school for information regarding bus pick-up/drop-off times and locations or to discuss any concerns regarding bus routes or drivers. Parents should not interrupt bus routes or attempt to board buses to discuss issues with drivers. Please contact the principal or superintendent.

Child Abuse

Georgia law requires that school employees report to the local Department of Family and Children Services (DFCS) any suspected cases of child abuse or neglect. Failure to comply with this requirement may result in prosecution of the employee. Once a report has been made, official representatives of DFCS have the right to come to the school to interview the child. Parent permission need not be obtained by the department or the school.

Clubs & Organizations

As required by Georgia law, schools must provide to parents a list of all clubs and organizations available for students. Schools will send this information to parents at the beginning of the school year. Included with this list will be a form parents should use to notify the school if they wish to prohibit their child from participation in any club or organization. Please contact your child's school if you have not received this list and notification form. If

any new clubs or organizations are formed during the school year, schools will send information to parents, including a parent permission form for student participation.

All regular business meetings of any school activity group will be conducted under the supervision of an adult professional advisor. Students attending regularly scheduled club meetings must follow the rules established by their school. Clubs will meet on a scheduled basis so as not to conflict with academic instruction. It is recommended that every student join at least one club or organization to demonstrate school spirit.

Career, Technical and Agricultural Education

Career, Technical and Agricultural Education (**CTAE**) provides academic skills and real-world experiences necessary to build fulfilling careers in the 21st Century. CTAE students take classes tailored to their cluster which helps them to navigate their way to greater success – no matter what they choose to do after high school graduation. The aim of the program is to show students the relevance of what they are learning in the classroom, whether they want to attend a two-year college, a four-year university, train in a specific trade, or go straight into the world of work. Upon completion of a CTAE pathway, students will be afforded the opportunity to earn an industry recognized credential that aligns with their program of study. If you have any questions, contact the District CTAE Director, Shirley Fair-Johnson.

Business and Technology Pathway

Introduction to Business & Technology

The course provides an overview of business and technology skills required for today's business environment. Emphasis is placed on developing proficient fundamental computer skills and students will learn essentials for working in a business environment, managing a business, and owning a business. The pre-requisite for this course is adviser approval.

Business & Technology This designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. The pre-requisite for this course is Introduction to Business & Technology.

Business Communications

As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-looking business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.

Potential Careers Administrative Services Managers, Database Administrators, Management Analysts, Legal Secretaries, Medical Secretaries, and many more!

Industry Credentials

- Microsoft Office Specialist for Word
- Microsoft Office Specialist for Excel
- Microsoft Office Specialist for PowerPoint
- Microsoft Office Specialist for Access

CTSO (Career Technical Student Organization): Future Business Leaders of America (FBLA): For more information on this pathway, please see the Business & Technology Instructor or the CTAE Director.

Emergency Management Plan / Emergency Drills

The Georgia Emergency Management Agency reviews and approves the school system's comprehensive School Safety Plan and each school's Emergency Management Plan. A copy of these plans is available from the principal or the superintendent's office.

Fire/evacuation drills will be held on a monthly basis. Also, drills for severe weather, lockdown of the school, and bus evacuation will be held at least once each year. Parents should remind their children that during an emergency drill, students must respond quietly and quickly, and must follow the directions given by their teachers and administrators.

Extracurricular Activities

The Principal, Superintendent, and Board of Education must approve all extracurricular activities and field trips. Students who violate school rules or the rules of the Board of Education while on extracurricular activities or trips will be subject to disciplinary actions in the same manner as if the offenses were committed on school property and during school hours.

All school-sponsored activities will be conducted under the direct supervision of the sponsoring teacher(s) or coach. Any questions or concerns regarding such activities should be addressed to the sponsoring teacher, coach, and/or the principal. Whenever transportation to and from an activity or event is provided by Quitman County Schools, both the eligible students and supervising teachers or coach will ride in the vehicles provided so that supervision may be maintained, contingent upon the principal's approval, an exception may be made when the parent wishes to assume direct responsibility for his or her child's transportation. Students must be picked up from the school after an extra-curricular event in a reasonable time period to ensure being allowed to participate in future extra- curricular events.

The Superintendent and the Board of Education must approve any school- sponsored banquet, party, dance or event held on or off campus. Quitman County Schools assumes no responsibility or control for organizations outside the school system.

Students must adhere to GHSA eligibility rules and should contact the Quitman County High School Athletic Director concerning their eligibility for sports.

GHSA Eligibility Rules:

1.40 - LIMITS OF PARTICIPATION

1.41 Students must have a certificate of an annual physical examination on file at the school prior to participating in any athletic try-outs, practices, voluntary workouts or games that indicate the students are physically approved for participation.

1. Physical examinations will be good for twelve (12) months from the date of the exam. EXCEPTION: Any physical examination taken on or after April 1 in the preceding year will be accepted for the entire next GHSA school year.
2. The physical exam must be conducted by a licensed medical physician, doctor of osteopathic medicine, nurse practitioner or a physician's assistant.
3. The exam must be signed by an M.D., D.O., or by a Physician's Assistant, or an Advance Practice Nurse who has been delegated that task by an M.D., or D.O.
4. The GHSA requires that member schools use the latest edition of the pre- participation physical evaluation form approved by the American Academy of Pediatrics, et. al., found on the GHSA website.

Field Trips

Parents will receive notices of field trips well in advance of the scheduled trip and will be asked to sign a field trip permission form. Sometimes a small contribution may be requested to help defray transportation or facility costs. No student will be penalized in any manner or denied the opportunity to go on the field trip for failure to contribute.

Head Lice

Because head lice is so easily spread from one student to another, students with head lice (or eggs, often referred to as "nits") cannot remain at school. If a student has head lice, their parent will be asked to pick-up their child. Students will not be allowed to return to school until proof of effective treatment is provided and an examination indicates the student is nit free. In the event that head lice is a recurring problem, clearance from the Quitman County Health Department or a physician will be necessary before the student may return to school.

Illness and Medicine

If a student becomes too ill to remain in class, the school may contact their parent to make arrangements to be checked out of school. The principal should be notified in writing if a student has a chronic illness or disability that could require special or emergency treatment. Students should not be returned to school until fever and/or vomiting free for 24 hours without fever reducing medication. In an order for students to take Over-The-Counter (OTC) medicine, an OTC Authorization Form must be signed by the parent/ guardian and be on file.

Please do not send medicine to school by students. All prescription and OTC medicine must be kept in the school office unless approved by the principal. Students are subject to disciplinary action if they possess medicine at school without the principal's consent. Prescription medicine, including inhalers, must be in the original labeled container. The label must include the student's name, the name of the medicine, instructions for dispensing the medicine, and the doctor's name. Pharmacists can provide a duplicate labeled container with only the dosage to be given at school. OTC medicine must be in the original container and marked with the student's name. Sample medications can only be given when accompanied by a physician's note indicating the sample is for the student's use. Parents should pick up unused medicine from the principal or his/her designee. Any medicine not picked up will be discarded at the end of each school year.

Insurance

Parents are responsible for providing accident or medical insurance coverage for their child. Students must submit proof of insurance coverage prior to registration for any athletic activity. Please check with the principal to determine which, if any, class or activity may require insurance.

Lockers

Lockers are required for 9th -12th grade students. Lockers are property of the school and may be opened by a school official without the permission of the individual student. Students to whom lockers are assigned can be suspended or expelled if the locker contains weapons, drugs, or other unauthorized material. For this reason, students may not share lockers with other students as if one of the above items is found in the locker belonging to the other student, then the individual to whom the locker is assigned, will also face disciplinary procedures. Students found to be sharing lockers will receive a warning. The second time will result in the parent being contacted and informed that a third offense will result in the student losing that locker without a refund. The other students, to whom the locker does not belong to, will receive a warning for the first offense, followed by parent contact, and a Discipline Referral for the third offense. Students will be assessed a locker rental fee of \$10 at the beginning of each year as part of registration.

Lunch with Students

Parents are welcome to eat lunch with their children at school. On such occasions, parents are encouraged to purchase a school lunch but are permitted to bring food to the school for consumption by themselves and their children. ***Commercial foods may not be delivered to the school without prior approval by the principal.***

Notice of Equal Opportunity

The Quitman County Board of Education maintains a policy of equal educational, athletic, and employment opportunity. The intent of this policy is to ensure the absence of discrimination towards a particular race, color, religion, gender, handicap/disability, age, or national origin in any school or school system policy which might affect the administration and treatment of students or the employment of personnel in connection with the educational programs and services of Quitman County Schools. Students and parents should bring such concerns to the attention of the principal. Employees should address such matters with their immediate supervisor.

Notice of Pictures of Students

Unless the parent/guardian requests otherwise, pictures and/or recordings of students may be taken by the news media, individual schools, or the school system during the school day or at school events. Such pictures or recordings of students may appear on school and school system websites, or in other public places. If the

student's name is used with a picture, then the school will receive written permission from the parent. If the parent/guardian wishes to prohibit the taking of any picture or audiovisual recording of their child by the news media, the school, or the school system, notification must be filed, in writing, within **30 days** of the beginning of the school year or the date of enrollment. Pictures and/ or recordings that identify students as receiving special education instruction will not be publicly displayed.

Parent - Teacher Conferences

Parents are encouraged to contact the school to arrange a parent-teacher conference when the parent would like more information about their child's performance at school. Parent-teacher conferences can be an effective way of helping students improve their schoolwork. **To schedule conferences, parents should contact the school office or the teacher. Teachers are not available for parent- teacher conferences during instructional time.**

Pledge of Allegiance

Students will be given the opportunity to recite the Pledge of Allegiance to the Flag of the United States of America during each school day. Parents should notify their child's teacher if they do not wish for their child to participate in reciting the Pledge. Students who do not wish to participate may either stand or remain seated during the Pledge.

School Supplies

Parents are expected to furnish pencils and paper for their child's use at school. The elementary school operates a school supply store that sells supplies at reasonable prices. Parents may send money for their child to purchase supplies at the school store or they may purchase supplies elsewhere.

Silent Reflection

In each classroom the teacher in charge, at the opening of each school day, shall conduct a brief period of quiet reflection for not more than 60 seconds. This moment of quiet reflection is not intended to be and shall not be conducted as a religious service or exercise but shall be considered as an opportunity for a moment of silent reflection on the anticipated activities of the day.

Solicitation of Students

Solicitation of students by any business, industry, organization, or individual for the purpose of selling a product, service, or membership is prohibited on school grounds. The selling of any article or subscription, or any other activity undertaken for the purpose of raising funds or collecting monies in or through a school is prohibited unless the particular activity is approved by the Quitman County Board of Education. **Please do not allow your child to bring items to school to be sold to students or employees.**

Summer Preparation for Learning

Summer preparation is critical to student success as students prepare to begin a new school year. It is our belief that the learning process does not begin on the first day of school or end on the last. Summer learning assignments help students develop an early awareness of course requirements and performance expectations, provide students meaningful practice on required skills, and give teachers and students an awareness of student knowledge and ability levels. All summer assignments are considered mandatory unless specified otherwise in the course syllabus.

Supervision of Students at School

Students are under the supervision of school staff during the school day. The school is not responsible for students on school grounds during any time other than the school day or during school-sponsored events after the school day. Schools cannot be responsible for supervising students prior to the arrival of the first bus each morning.

Fire Drills

The purpose of fire drills is to make exit of students from the building as nearly automatic as possible and take precedence over every other school activity. At least one drill shall be held monthly, weather permitting. When the fire alarm sounds, all teachers should dismiss their class in a rapid and orderly manner and proceed with them to the designated outer exit. Classes should remain outside until signaled to re-enter. The first group to reach an exit should hold doors open until the building is cleared. Each class should use the exit door nearest their rooms at the time.

Lockdown Drills

Lock down drills help ensure the safety of pupils and staff members while inside the school. A lock down drill takes precedence over every other school activity that is taking place. When a lock down is announced, all teachers should ensure that all students are present, and follow procedures that are set until proper notification is given that the area is secure. No person will be allowed in or out of the school during a lock down without permission from the administration or immediate supervisor.

Video/Audio Recorders

Video recorders are placed throughout the school and video/audio recorders are used on school buses for the purpose of aiding supervision. Video/audio recordings may be used in the classroom for the purpose of improving instruction, developing strategies for dealing with student behavior or as evidence that misbehavior has taken place.

Visitors

Parents are encouraged to visit the school for conferences and school activities. When parents would like to eat lunch with their child at school, the school office should be notified by 9:00 a.m. so the lunch count can be increased. Students may not bring relatives or friends to school as “spend-the-day” visitors. Approval by the principal or his/her designee is required for any visitor to observe in classrooms.

As required by Georgia law, visitors to the school must report to the school office and sign in when they arrive. Visitors must wear a visitor’s badge while in the school.

Disclaimer: The policies of the Quitman County School System Student Handbook are in effect for the 2020-2021 school year. However, the school administration reserves the right to make changes to the student handbook to ensure the safety, security and orderly operation of Quitman County K-12 School. Furthermore, the Quitman County Board of Education reserves the right to waive any policy outlined in this student handbook.

Quitman County School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in its programs, activities, and provides equal access to all designated youth groups.

Local Educational Agency (LEA)/District-Level and School-Level Parent and Family Engagement Plan

Quitman County Schools

Parent and Family Engagement Plan

2021-2022

Revised: March 23, 2021

In support of strengthening student academic achievement, Quitman County School System, receiving Title I, Part A funds, does therefore develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by section 1116(a)(2) of Every Student Succeeds Act (ESSA). This policy establishes the system's expectations for meaningful parent and family engagement and describes how the school system will implement a number of specific parent and family engagement involvement activities, and it is incorporated into the school system's plan submitted to GaDOE.

The Quitman County School System agrees to implement the following statutory requirements as outlined by Section 1116:

The school district will put into operation programs, activities and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs, consistent with section 1116 of Every Student Succeeds Act (ESSA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with section 1116(d) of the ESSA.

In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, and of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, 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 be governed by the following definition of parental involvement and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition in Section 8101 of the ESSA:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1116 of the ESSA

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED LEA PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

The Quitman County School System will take the following actions to involve parents and family members in the joint development of its LEA plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 111(d) of the ESSA:

- The QCSS shall provide parents of Title I students multiple opportunities to jointly develop, review and revise Title I documents.
- Quitman County Schools will provide reasonable support for parental activities as requested by parents. QCSS will endeavor to provide activities that parents request based on survey results, parent verbal requests, and parent/teacher requests. Parents can submit requests through school administrators, school faculty/staff, Parent & Family Engagement Coordinator, and the Title I Coordinator. This communication can be done via email, US mail, online surveys, conversations, or telephone calls.
- Quitman County Schools will host 2 different Annual Title I meetings. During the Annual Title I Meetings, the Parent & Family Engagement Coordinator will present and distribute various information to parents. Parents will be given information regarding the purpose of Title I: To include LEA parent and family engagement plan, school compacts, Homeless, Foster-care, and direction as to where to locate CLIP documents on the district website.
- Parents will be invited to input meetings in order to review the LEA parent and family engagement plan, school compacts, CLIP, school improvement plan, and other Title I documents. Parents will be invited to come and review district-wide Title I documents that will be located in the Parent Center. Input forms are available for parents and community members to provide their input. The Federal Programs Coordinator and the Parent & Family Engagement Coordinator are available for questions or concerns. If parents or community stakeholders are not able to attend the meeting, they may request copies of the documents to be sent to them or access them from the Quitman County School District website under either the Parental links or the Federal Programs link. Parents can review documents and complete

comment forms at any time from the website or the parent center.

- Distribute parent surveys to all parents of students enrolled in Title I schools to involve parents in the development of this plan.
- The District and School’s Parental Involvement Plan and school-parent compacts will be made available to all parents through the district website and Parent Resource Center located at the school. These documents can also be obtained from District Office.

The Quitman County School System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:

- Quitman County School District requires all Title I schools to involve parents in the school review and improvement process. Schools must notify all parents using multiple methods of communication about the opportunities to be involved.
- The district will assist schools in holding meetings for parents of students in Title I programs to discuss the review and implementation of the Title I plan.
- Parents shall also be involved in the review and improvement process by completing input-evaluation/parent satisfaction surveys for each school and the results will be used for the district plan.

TECHNICAL ASSISTANCE

Quitman County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education:

The system will employ a Parent & Family & Engagement Specialist. Parents will have easy access to the PFE Specialist. The PFE Specialist will be housed in a Parent Center located in the school building.

- The PFE Specialist will coordinate ongoing workshops and activities for parents and the community. Title I Funds will be used to support parent and family engagement activities. The parenting calendar that is located on the district website will be updated frequently. The PFE is a member of the county’s Family Connections Collaborative. This team meets monthly.
- The PFE Specialist will work with the principal to develop a calendar or plan to provide professional development to staff in the form of meetings/trainings, webinars, and or videos. The PFE Specialist will conduct 2 different trainings per semester for a total of 4 each year to staff.

- The district will review school parent and family engagement plans to ensure compliance, including sign-in sheets from parent meetings showing it was developed with parent input, jointly with parent input.
- The Federal Programs Director will attend all required regional and state Title meetings. The Parent & Family Engagement Specialist will attend regional and state Title 1 Parenting Meetings. This information will be shared with school faculty and administration.

COORDINATION OF SERVICES

The Quitman County School District will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs: Pre-K through the parent resource center.

- The District will assist schools in coordinating and integrating with the Pre-Kindergarten program to invite participating families and children to take a tour of the school and participate in planned transition activities. Announcement flyers will be given to all parents (Pre-K through 12th grade) Title IA Funds will fund snacks and supplies.
- The District will coordinate with other organizations, businesses, and community partners to provide opportunities for families to receive transitional information for a new setting. The PFE Specialist will attend community meetings (Rotary club, Family Collaborative, School council, County meetings, MDT meetings, and or churches) to share transitional brochures and booklets for PK, K, 5th grade, 8th grade, and 12th grade parents. The district will provide a portal booklet/brochure rack that is foldable so that the PFE Specialist can easily take these items with her to community meetings and events.
- The District will coordinate a parent workshop in coordination with Pre-K. Title I program funds will purchase snacks & supplies for the meetings. This meeting will include school readiness and the importance of parental involvement.
- Provide Kindergarten Transitional brochures that are available from GaDOE in parent resource rooms

ANNUAL EVALUATION

The Quitman County School District will take the following actions to conduct, with the involvement of teachers, parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement plan in improving the academic 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 evaluation will also include identifying the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions. The school district will use the findings of the evaluation about its parent and family engagement plan

to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, its parent and family engagement policies.

Parents will complete evaluations. The evaluations will be sent home by the student, located in the parent center, and also posted on the school webpage. The Parent and Family Engagement Coordinator will collect school surveys, analyze the data, and report data findings to the Federal Programs Director.

RESERVATION OF FUNDS

Reservations of 1% is not applicable to the district. But if it were applicable, the Quitman County School District would involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the 1 percent reserved goes directly to Title I schools. Although the 1% is not applicable, parents will have input into how the parenting set-aside will be spent.

The PFE Specialist will plan and prepare for a 2nd Title I meeting. The PFE Specialist will send out flyers, post on school website, and use the system's automatic calling system to invite parents to the Title I meeting, and etc. An agenda, sign-in sheet, and handouts be will kept on file. At this meeting information will be distributed; the budget will be shared with parents & Input will be gathered. Distribution of school's parent and family engagement plan, school improvement plan, homeless/foster care information, and compacts will occur at the Annual Title I Meeting.

At Input Meetings, parents will be informed as to how they can provide input regarding how the funds are used. Parents will be given a survey. This survey will also be posted on the District webpage and also sent home by each child to carry home to parents for them to complete. Surveys are to be returned to the child's teacher. Children are to return the surveys to their teacher.

BUILDING CAPACITY OF PARENTS

The Quitman County School District will, with the assistance of its Title I schools, build the parents' capacity for strong parental involvement by providing funds for materials & training on such topics as literacy training, using technology (including education about the harms of copyright piracy), math training and etc. to help parents work with their children to improve their children's academic achievement. The PFE Specialist will plan and coordinate all school level parent meetings/workshops. Assistance will also be provided to parents in understanding the following topics:

- Annual Title I Meeting to disseminate/distribute information to families & explain Title I, Part A requirements
- Title I Stakeholders' Input Meeting to gain input on the parenting plans; compacts; The CLIP; Comprehensive Needs Assessment; School Improvement Plans
- How to monitor their child's progress parent workshop
- How-to-work-with-educators parent workshop

- The State and local academic assessments including alternate assessments parent workshop
- The State’s student academic achievement standards parent workshop
- Literacy parent workshop
- Math parent workshop
- Using technology parent workshop
- PBIS
- Dual enrollment
- Work-Based Learning
- Parent involvement Professional Learning workshops for school staff regarding school climate and building a welcoming climate and relationship between families and schools

Quitman County School District and coordinated by the school PFE Specialist will:

- Ensure that parents receive parental notices in a family friendly language;
- Provide system-wide phone message service through the phone system for communication with parents;
- Provide PowerSchool Portal training for all parents
- Provide parent guides upon request to provide tips and ideas to parents on helping their children with core content subject areas;
- Provide take-home learning materials for parents to use with their children (Literacy, math, and etc); and
- Provide a Parent Resource Room with current materials to help parents work with their children to improve their children’s academic achievement.

BUILDING CAPACITY FOR SCHOOL STAFF

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

- The PFE Specialist will establish requirements and work with school principals to facilitate meetings with school staff.
- Provide the schools with an opportunity to view a parent and family engagement video; read an article/newsletter
- The PFE Specialist will provide adequate professional learning on parent and family engagement for teachers and administrators 2 different times each semester (total of 4 different trainings).
- Federal funds will be used to purchase Professional Learning Supplies for Professional Learning activities for school staff.

BUILDING CAPACITY FOR INVOLVEMENT

QCSD will embrace its students, parents and community. Administrators, faculty and staff will collaborate with businesses and community-based organizations to provide resources and networks for parents and students.

- All Title I schools shall hold 2 different Annual Title I Meetings at a convenient time during the fall of each year. All stakeholders (parents, community, staff) of Title I students are to be invited to the meeting. At the meeting, each school will inform parents about the purpose, goals, guidelines and expectations of the Title I program to include Parent and Family Engagement Plans, Parent-School Compacts, Input, Foster-care, Homeless, Migrant workers, and ELs. Parent sign-in sheets, meeting agendas and advertisements are submitted to the Federal Programs office from the PFE Specialist. To the extent practicable, accommodations will be made for parents with disabilities, language barriers, and other special needs.

- All parents will receive notices concerning the following:

- LEA and School-level Parent Involvement Plan
- School/Parent Compact
- Parent’s Right to Know Teacher/Paraprofessional Qualifications letter
- Notification of Professionally Qualified Teachers and Paraprofessional letter
- Complaint Procedures
- Shared Decision Making Invitation/Input Meetings, and
- All other Parent Activities

- Title I schools shall communicate regularly with parents through a variety of media, including but not limited to: parent/teacher conferences, parent workshops/events, Parent Resource Center, district newsletters, flyers, emails, websites, call-out messenger system, school’s marquee, and social media, such as FaceBook.

- Quitman County School District shall maintain a Parent Resource Center that is strategically located within the school building. Schools will notify parents about the center’s location, hours of operation and available resources (create a flyer). Parent Resource Centers shall provide learning opportunities for parents that promote literacy, parental development, learning at home, information about Title I, communication and decision making.

- Title I, Part A funds will be used to provide training and supplies for parent professional learning activities and meetings.

- Title I, Part A funds will be used to provide training and supplies for community members’ professional learning activities and meetings.

- Title I, Part A funds will be used to pay transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

- An attempt will be made to host Parent school meetings at two separate times—one in the morning, and that same meeting in the evening

- The district and Title I schools follow the framework for parental involvement as prescribed by the National PTA. The national standards for Family-School Partnerships are:

- Welcoming all families into the school community - Families and school staff engage in regular, two-way, meaningful communication about student learning.

- Communicating effectively - Families and school staff engage in regular, two-way, meaningful communication about student learning.

- Supporting student success - Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

- Speaking up for every child - Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

- Sharing power - Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

- Collaborating with community - Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

- QCSD will embrace its students, parents and community. Administrators, faculty and staff will collaborate with businesses and community-based organizations to provide resources and networks for parents and students.

TARGETED POPULATIONS

School personnel works collaboratively to ensure all needs of students are addressed through several safety nets. Safety nets could include researched evidence-based strategies and interventions such as: Pyramid of Intervention, Student Support Team (SST), Response to Intervention (RTI), and differentiated instruction. Students also receive additional support from the academic coach, parent liaison, after school tutorial program, and ILT.

- Neglected or Delinquent: The purposes of Title I, Part D are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Quitman County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. These students will be evaluated by means of the same assessment instruments as other

scholars to measure academic achievement. School personnel will follow district, State, and federal guidelines to ensure students meet state standards established for all learners.

Participation in parental involvement opportunities offered by the district as well as school-based activities will be available to all parents or guardians of delinquent and neglected students. Further parental assistance may be provided by means of parenting materials, resources and supplies available for all parents of students enrolled in schools within the district. Additional support for delinquent and/or neglected children may be available from the Title I Office.

•Homeless: Quitman County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. These students will be evaluated by means of the same assessment instruments as other scholars to measure academic achievement. School personnel will follow district, State, and federal guidelines to ensure students meet state standards established for all learners.

Participation in parental involvement opportunities offered by the district as well as school-based activities will be available to all parents or guardians of delinquent and neglected students. Further parental assistance may be provided by means of parenting materials, resources and supplies available for all parents of students enrolled in schools within the district. Additional support for delinquent and/or neglected children may be available from the Title I Office. Refer to the District Homeless Procedures on file with the Homeless Liaison at the main school building and on the District web page.

•Foster Care: Quitman County School District will provide a free and appropriate public education for children whose primary residence is a facility or treatment center for neglected children. These students will be evaluated by means of the same assessment instruments as other scholars to measure academic achievement. School personnel will follow district, State, and federal guidelines to ensure students meet state standards established for all learners.

Participation in parental involvement opportunities offered by the district as well as school-based activities will be available to all parents or guardians of delinquent and neglected students. Further parental assistance may be provided by means of parenting materials, resources and supplies available for all parents of students enrolled in schools within the district. Additional support for delinquent and/or neglected children may be available from the Title I Office.

A district Transportation Plan is available for foster care students. The goal of this plan is to keep the student at QCSS, if it is in the best interest of the student. The guidance counselor serves as the Foster Care Contact for Quitman County School System.

•English for Speakers of Other Languages (ESOL)
Language support for English Learners (EL) will be provided in accordance to Title III laws and mandated by the Civil Rights Office. A faculty representative will receive training from the Local Education Agency (LEA) and Georgia Department of Education Title III to serve ESOL students as needed.

- At-Risk Students: The Prevention and Intervention Programs for Children and Youth Who Are At-Risk of not meeting standards set by the Georgia Department of Education are provided academic supports for success. State funds may be utilized to provide students additional assistance to improve achievement, meet standards, or exceed standards.

- Homebound Students: Hospital homebound services are provided by the school system. The aim of these services is to allow students to continue their educational process during their recuperation. All teachers follow the Georgia Standards of Excellence/Common Core Georgia Performance Standards in their lesson plans. Response to Intervention (RTI) meetings are held as needed for students to ensure that they are on track to succeed in the classroom. Presently, Quitman does not have any homebound students.

ADOPTION

This Quitman County School System Parent and Family Engagement Plan has been developed jointly, and agreed on with parents and family members of children participating in Title I, Part A programs as evidenced by the input data.

This plan was adopted by the Quitman County School District on March 23, 2021 and will be in effect for the period of the 2021-2022 fiscal school year. The school district will distribute this plan to all parents of participating Title I, Part A children in the fall. This plan will be located in the Parent Center at the school, online and at the district office.

Quitman County PreK-12 School

Right to Know Professional Qualification of Teacher and Paraprofessionals
July 1, 2021

Dear Parents/Guardians,

In compliance with the requirements of the Every Students Succeeds Act, the Quitman County School System would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

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

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualification, please contact me, Principal Jonathan Curry, at (229) 334-4298.

Sincerely,

Jonathan Curry

Jonathan Curry
Principal

Athletic Department

Coaching Staff

Athletic Director: Fredrick Drake

Boys Varsity Basketball—Head Coach- Fred Drake
Assistant – Jerome Upshaw

Girls Varsity Basketball – Head Coach - [Shawndra Davis](#)
Assistant – [Jazmine Forte](#)

Boys Middle School Basketball – Head Coach- TBA

Girls Middle School Basketball – Head Coach - TBA
Assistant- TBA

Middle/Varsity Baseball – Head Coach- [Larry Franklin](#)
Assistant- [Fred Drake](#)

Middle/Varsity Softball – Head Coach- [Larry Franklin](#)
Assistant- TBA

Boys Track & Field – Head Coach- Charles Ellington

Girls Track & Field – Head Coach-

Varsity Cheerleading – Head Coach- [Demetria Harris](#)

Middle School Cheerleading – Head Coach-

Volleyball – Head Coach- TBA
Assistant- [Bree Fair](#)

Clubs and Organizations

Dear Parent

State law requires that parents have the right to withhold permission for their students to participate in any school sponsored club or organization designated by them. The following school sponsored clubs will be in operation during this school year, for which information is provided regarding the name of each club, its purpose, faculty sponsor and a description of past or planned activities. You, as the parent/guardian, have the right to withhold in writing your permission for your student's participation in any club or organization. For your convenience, a form is included in this handbook if you do not wish for your student to participate in the club you have designated on the form. If a club is added during the school year, you will be provided information on the club and your written permission will be required prior to your student's participation.

Club: Beta Club Charter

Advisor:

Club: National Honor Society

Advisor: Ms. Twana Purifoy-Anderson/Ms. Demetria Harris

Club: QCS Student Council

Advisor:

Club: STEM

Advisor:

Club: FBLA

Advisor: Ms. Ashanti Smith

The above is a very brief and general description of each club's purpose. Should you have any questions you are encouraged to contact the club advisor for more detailed information. If you have any objections to your child's participation in any club described above please complete the Club Option-out form in this handbook.