

Employee Handbook

2021-2022



BACONTON COMMUNITY CHARTER SCHOOL

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OUR MISSION

Providing a safe, nurturing environment for a diverse community of learners to develop academic potential and ethical character leading to productive citizenship in the 21st century

Our Beliefs

- ❖ All students can become confident, lifelong learners.
- ❖ Students should be actively involved in the learning process.
- ❖ Teachers, administrators, parents, students, and the community share the responsibility for providing a supportive learning environment.
- ❖ Our school should utilize current technology to prepare students for the future.
- ❖ Because students are diverse and learn in different ways, instructional practices should incorporate a variety of learning activities and provide opportunities beyond the regular curriculum.
- ❖ Students should understand the relationship of what they learn to the world around them.
- ❖ Students deserve a safe, orderly, and positive environment in which to learn.
- ❖ Our school should provide experiences which promote social and emotional development.
- ❖ Our school should increase students' involvement with the fine arts.
- ❖ To provide our students with appropriate curriculum and learning experiences, our school should continue its commitment to their improvement.

Community Commitments

- This is our school, something we are creating together. We expect you to treat it as something precious and fragile, to realize that it is a work in progress, and to be as patient and forgiving with others as you are committed to our kids.
- No surprises! If something is going wrong, if you make a mistake or do something you shouldn't have, let us know. We can't support/defend you if we don't know what is going on. This holds true for us - it is our job to make sure our calendar, processes, deadlines, and events are delivered to you clearly and consistently.
- You are just as responsible for solving problems as we are. We may have more time for addressing systemic problems, but our school's health is a shared responsibility. We trust you to take care of small problems.
- Give as much of your attention to successes and things that do work -- as you do to what's not working, and let the people responsible for those successes hear from you.
- Be on time for everything. As a school we expect all of us to start and finish on time. If you are late you hold us all up. If you are late we will assume it is for a legitimate reason (until it becomes a pattern). When you are late you are responsible for whatever you missed.
- If you know you are going to miss a meeting or be absent for the day, you need to notify Pam Sangster and make arrangements to provide substitute plans.
- We expect you to think for yourself, to actively participate in meetings and conversations, to speak up when you have something to say, and to understand that smart people can disagree respectfully and still work together closely.
- We expect you to know and follow the employee and student handbooks, and to adhere to and enforce all school policies, procedures and deadlines.
- Like our students, we expect all of us to be nice, work hard and get smart. We all learn best by experience, and we expect all of us to see success and failure as opportunities to learn. We should all have a growth mindset when it comes to self, students, and coworkers.
- You have the right to question what we are doing and why. You do not have the right to disregard policies and procedures you don't agree with.
- You should expect to be treated like a professional in every aspect of your work.
- This is a participatory democracy. The school depends upon teacher and staff leadership, and we expect each person to find one or more places where they contribute to the school community outside the classroom.
- There are decisions that do not belong to everyone. We will be as clear as we can be in letting you know when a decision is for administration, when we are seeking consultation, when it is a consensus decision, and when it is a 100% delegated decision.
- We expect teachers and staff to be prompt with grading. Assessment feedback is like fish - older than a couple of days and it goes right in the trash.
- It is polite, professional, and important to return phone calls and emails within one business day. Even if you have to call to make a time to speak, people need to know you intend to respond.
- When we are working with kids, we are working with kids. Independent or group work during class is not an opportunity to check email, grade papers, or run errands. It is a time to conference with kids, to check work quality, to sit in and listen, or to simply observe kids in the process of learning.
- We expect people to speak directly to others when they are upset by others' behavior or decisions. We must model for our students how to resolve conflict with courage and respect, rather than mirror adolescent behavior. If you have a hard time doing this, you can then turn to an administrator for help.
- We expect all of us to own the entire campus - hallways, cafeteria, gymnasium, playgrounds and bathrooms. Monitoring and holding students accountable for their behavior and language, picking up litter and welcoming visitors are all manifestations of a school that pays attention to the small stuff.
- We expect all of us to use data frequently. Data for decisions, data for feedback to individual students and classes, data to evaluate effectiveness, and data to figure out what needs fixing and what needs celebrating.
- Confidentiality is an ethical and professional responsibility. Please don't talk about kids and families in public spaces (on or off campus) or with other students and families present.
- Ask for help. No one on our staff is perfect, everyone feels overwhelmed at one point or another, and everyone makes mistakes. Trust your colleagues to be as helpful, forgiving, and supportive as you are.
- We expect you to "think like a parent" when working and communicating with families. If you are not a parent, ask a colleague what it's like to get good news from out of the blue, or what it's like to get bad news long after you can do anything about it.
- We expect everyone to treat students with respect. You should not yell, use sarcasm, or belittle a child. "Think like a parent" before you speak; ask yourself "How would I feel if someone said that to my child?"
- All teachers and staff are responsible for understanding and enforcing school rules and expectations. In addition to the policies articulated in this employee handbook, all teachers and staff are responsible for the policies in the BCCS Code of Conduct and the student and family handbook.

Lynn Pinson and Your Administrative Team

General School Consistencies

FACULTY INFORMATION FOR THE MAIN OFFICE

You are responsible for delivering the following information to Pam Sangster:

- Contract-signed
- A copy of your teaching certificate(s)
- Teacher experience verification, if appropriate
- Teacher Retirement System number and name as carried by retirement system
- Copy of Social Security card
- Copy of Driver's License
- Birth date
- Cell & home phone numbers, and home mailing address

If your name has been changed you must:

- Apply for new teaching certificate (there is a fee)
- Notify the Teacher Retirement System
- Apply to Social Security office for a new card
- Make sure payroll gets a copy of new card (paycheck has to read as your SS card reads—until this is changed your name cannot be changed)

DRESS CODE

You are a professional. In order to maintain a professional setting in our school, faculty and staff are expected to dress appropriately. The faculty dress code should closely resemble the student dress code with modest clothing and neat grooming, meeting the standards expressed for students.

Every Friday will be a jean and BCCS spirit shirt day. This is the only day T-shirts are acceptable as part of the faculty dress code, and they must be a BCCS Spirit Shirt.

Employees may also participate in Wednesday Jeans Day for \$1.00. Proceeds go to our school's charity fund. Again, Jeans are allowed on Wednesdays with a \$1.00 donation and on Fridays. Jeans should be in keeping with the student dress code which includes no holes.

SCHOOL DAY

TEACHERS The official school day for teachers is from 7:45 AM to 3:45 PM. Teachers are to be signed in and in their rooms by 7:45 AM, ready to greet students. Everyone is expected to sign in and sign out in Infinite Campus each day. Teacher's times may vary with assigned responsibilities. These are agreed upon between the Teacher and Lynn Pinson.

STAFF Times for staff may vary according to assigned responsibilities. These are agreed upon between the staff member and Lynn Pinson.

STUDENTS The school day for students is from 8:00 AM to 3:15 PM. Students may be dropped off in the morning no earlier than 7:00 a.m. **ALL** students arriving before 7:45 AM are to report to the auditorium or lunchroom. Students should not be roaming campus or hanging out in other areas. *Students should be in the classroom by 7:55 AM.* Students arriving after 8:00 AM must present a tardy slip to the teacher before being allowed in class. If they don't have one, send them back to the office. Please be consistent with this. Do not let it slide for some students and not others or on certain days and not others.

SICK LEAVE

The state provides sick leave funds for the equivalent of about three days for classroom teachers. All other sick leave is funded locally. So, you can imagine this is a drain on our budget. Sick leave may be used for personal illness, physical disability, and physical injury, exposure to contagious disease, or death or illnesses in the employee's immediate family. Teachers and staff are encouraged to use sick leave days only when necessary. "Mental health" days are not appropriate requests.

Since appointments are made in advance, please complete the *Leave* form as soon as possible. Do not make appointments on half days, as those will be professional development days. Also, try not to make appointments on Wednesday afternoons, as those will be set aside for any necessary faculty meetings.

PERSONAL/PROFESSIONAL LEAVE

Three days from sick leave may be used for personal/professional leave. Personal leave must have prior approval from Lynn Pinson at least two weeks in advance. Regardless of the number of sick leave days you have, any personal leave days after the third day will be deducted from your pay. You may not take personal days the day before or after a holiday. **Leave forms must be filled out for any time that you plan to be away from school, regardless of the amount of time.**
***Anytime you leave campus for any reason, you must have it approved.**

When you check out early, hours accumulate. For every 8 hours of early leave or late arrival, one day of leave is used. Because of the family nature of our school, BCCS grants a maximum of one day for employees to accompany their children on a field trip. This must be approved by Lynn Pinson and is contingent upon otherwise satisfactory attendance.

FAMILY AND MEDICAL LEAVE ACT

BCCS complies with the federal Family and Medical Leave Act. Eligible employees may be able to take up to 12 weeks of unpaid, job-protected leave for situations covered under FMLA. Requests for leave must be made to Lynn Pinson as soon as the employee becomes aware of a situation in which he/she will need to use leave under this Act. Employees must provide adequate information for the school to determine that the request meets the provisions of this Act.

TEACHER ABSENCES

Contact Pam Sangster to arrange for a substitute. Teachers will communicate as soon as possible with grade level teams and with administration regarding absences, and will leave plans to be implemented by the covering teachers.

In case of emergency, call Pam Sangster. When you are out unexpectedly, you should complete a Leave form immediately upon return to school. Unused sick leave is computed toward retirement credit for certified teachers.

EMERGENCY SUBSTITUTE PLANS

Prepare a substitute teacher file to stay on your desk in a visible folder marked "Substitute". Include a class roster for each class you teach, schedule, any special notes regarding children, procedures, and discipline plans. Emergency lesson plans of a generic nature and supplemental activities or suggestions should be included in the folder.

JURY DUTY

School personnel are authorized to be absent for jury duty without loss of pay or leave days. On occasion some jurors are dismissed after a short time for the rest of the day. In this event, school personnel should report to school.

STAFF CHILDREN

If your children come here before/after school, you are responsible for monitoring their behavior. Teacher's children should remain in their parent's room as long as you are there to supervise. During faculty meetings, team meetings, parent conferences, etc., children should be in before or after school care. Please make arrangements for your children; do not leave them unsupervised on campus. Children do not need to attend teacher work days, including pre- and post-planning; please make arrangements for off campus childcare.

If you teach a faculty/staff member's child, please treat that child like any other in your classroom. Do not send the child to the parent for discipline for any reason. ALL students should be referred to the office for discipline if needed. Parents, please, do not interfere with issues concerning your child during your work hours unless a conference has been scheduled.

DISCIPLINE/CLASSROOM MANAGEMENT

The behavior of students on campus, or at any school function, is the responsibility of all teachers and staff. All students are accountable to the faculty/staff of BCCS.

CONFIDENTIALITY

Information about student achievement, ability, and behavior is confidential and is to be shared only with parents or other educators working with the child. Avoid discussing students around other children (including your own), or with volunteers, substitutes, parents, or neighbors. Student privacy is protected by federal law. Confidentiality is essential. Students sometimes read emails which teachers send, so be very careful about using e-mail.

SOCIAL MEDIA

Teachers and other school employees are role models for their students. Because of that, even their personal lives can sometimes be critiqued by parents and community members. Therefore, we must be sure to conduct ourselves in a way that would be a positive role model when in public and on public forums. BCCS employees should not post any of the following things on social media sites:

- references to drinking alcohol
- foul or crude language or jokes
- anything that is derogatory or inflammatory about our school, a co-worker, parent, or a student (even in cryptic tones; people infer easily)
- relief to be away from your students (rather than saying "Thank God it's Friday, maybe say, "Looking forward to some family time this weekend")
- Anything else you would not want a student to see, because they can find a way to see it even if you aren't "friends" with them.

Faculty and Staff should not be engaged in social media with any students. This is a breach of our professional ethics.

Employees should not engage in social media for personal use during school hours.

CHILD ABUSE

GEORGIA LAW PERTAINING TO CHILD ABUSE AND NEGLECT

For purposes of brevity, the following items are summarized from Georgia Code Section 19-7-5:

- ✓ Any person who believes that a child under the age of 18 has: (a) physical injury or injuries inflicted upon him other than by accidental means; (b) or has been neglected or sexually assaulted or exploited; shall report the suspected abuse/neglect in accordance with school policy.
- ✓ Suspected abuse/neglect should be reported to the Administrator/Assistant Principal/School Psychologist/School Counselor who will contact DFACS. The Administrator will be the liaison between the school and the Department of Family and Children's Services, and will take investigative steps before finally reporting suspected cases of child abuse or neglect to DFACS.
- ✓ Any person participating in the making of a child abuse/neglect report shall in so doing be immune from any liability, providing the report is made in good faith.
- ✓ Any person, who knowingly and willfully fails to report a suspected case of child abuse/neglect shall be guilty of a misdemeanor and upon conviction thereof, shall receive a sentence appropriate to a misdemeanor offense.
- ✓ The education of school system personnel in the identification of child abuse/neglect shall rest with the system and be coordinated by the School Psychologist.

If a student mentions abuse of any kind, and the Administrator determines it is referable, do not contact the parent. Call Social Services to get an immediate determination from DFACS as to what status the report should take and will proceed from there. For teachers and counselors: If time is of the essence and the information is there, then the Administrator can give the okay to contact DFACS.

All employees must complete Mandated Reporter training annually. You must turn in a copy of the completion certificate to Pam Sangster. https://www.prosolutionstraining.com/store/product/?tProductVersion_id=861 Or, you may participate in a face to face training on campus; training notes are provided in this handbook. Be certain to sign in for the training to acknowledge you have participated in this required annual training.

FACULTY WORKROOM

The faculty workrooms are off limits to students unless accompanied by an employee. **Please clean up behind yourself!** The workroom is not a storage room for things you don't want in your classroom.

EMPLOYEE INJURIES

Faculty and staff injuries can usually be avoided by using good judgment in working at the school. **Any accident or injury occurring in the performance of employee duties must be reported immediately to Pam Sangster in the office.** A claim form for Workman's Compensation should be filled out within 24 hours.

FINANCIAL ACCOUNTING

The State Board of Education has established auditing standards for Georgia schools. The books of BCCS are audited annually. *The following criteria must be followed:*

- When a teacher collects money in the name of the school, receipts must be issued. Receipt books are provided by the office and are to be turned in at the end of the school year. All monies collected in the name of the school must be deposited in the office **daily**.
- All disbursements must be by checks written in the office. Under no circumstances should any purchases be made by any individual expecting reimbursement unless such purchases have been approved in advance by the Administrator. No reimbursement will be made without a receipt. A purchase order should be obtained for all purchases.
- No cash/checks are to be left in the rooms overnight nor should they leave the building for any reason.

FUNDRAISING

Our school has several money-making projects each year to support our various programs. These fundraisers are important to the fiscal solvency of our school. Therefore, we expect all teachers to encourage and motivate students to participate in fundraisers. All fundraisers must be approved by the Administrator.

Employees are expected to attend the Fall Festival and Night of the Stars, as these fundraisers directly support our instructional programs.

FACULTY/STAFF OBSERVATIONS

Personnel are observed regularly by school administrators with oral and/or written feedback provided. Teachers will be evaluated using TKES. The full process requires a minimum of 2 formal observations and 4 walk-throughs; veteran

teachers may be evaluated using the flexible process.

LUNCHROOM

Elementary teachers are asked to eat lunch in the lunchroom with students and to monitor student behavior. Middle and high school teachers supervise lunch according to a rotating schedule.

Notify the lunchroom at least two weeks or more prior to a field trip. Also, do not plan to serve lunch to an entire class and supplant the school food service meals without prior administrative approval.

MEDICATION

All prescription medicine will be dispensed by the nurse.. Teachers need to send any medication sent from home to the nurse's office. Please inform parents that prescription medication must be sent in its original container with the prescription printed on the bottle. Teachers with students that take medication daily are responsible for sending the students to the nurse's office. Substitute plans should reflect this need.

STUDENT ACCIDENTS

When a student is injured at school, notify the nurse and the office, and call the parent/guardian. For your protection, wear disposable gloves any time you might come in contact with body fluids.

ANNOUNCEMENTS

School announcements will be made via email, memos, or over the intercom. School-wide announcements will be made at 8:00 AM each morning over the intercom and at 2:15 PM. each afternoon. Please send announcements you want made to the high school office by 7:45 AM each morning and by 2:00 PM in the afternoon.

MOMENT OF SILENCE

In compliance with Georgia law, at the opening of school on every school day in each public school classroom, the teacher in charge shall conduct a brief period of quiet reflection for not more than 60 seconds with the participation of all pupils. This time is not intended to be 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. Teachers and administrators shall not suggest or imply that students should or should not use the moment of reflection for prayer, nor shall they deny to any student the right to use it for a moment of quiet prayer. The moment of silence should also be a moment of stillness for students. This will be done during morning announcements. Teachers are expected to model appropriate behaviors – still & quiet – during this time.

PLEDGE OF ALLEGIANCE

Each child shall be given the opportunity to pledge allegiance to the flag daily. Students may choose not to participate but should be respectful of others during the pledge. This will be done during morning announcements. All employees are expected to model appropriately respectful behavior during the pledge.

TELEPHONE USE BY STUDENTS

Students should never use the phone without permission from a staff member. If a student needs to call a parent, the student should go to the office. Teachers may call parents if a child needs a change of clothes or is sick and needs to be picked up. **Please let the office know if a parent has been called.**

VISITORS

Parents are encouraged to visit our school. They are asked to contact you or the school in advance if they wish to visit your room. Visitations should not interfere with school activities. All visitors should check in the office first and receive a pass. Any employee seeing a visitor not wearing a pass should ask the person to check in at the office immediately.

Teachers are urged to invite people from the community to share special talents, trades, and ideas. Remind all volunteers to register with the office and get a pass. Please make sure the administration and office staff are informed of any invited guests prior to their arrival.

ETHICS

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

Baconton Community Charter School prohibits discrimination on the basis of race, color, ethnicity, religion, gender, or disability in our hiring practices, activities, or educational programs.

SCHEDULE

Teachers should submit a copy of your daily schedule by the end of pre-planning week to the office. Please work with Special Education teachers on your schedule if you have any special needs students. Post a copy by the door outside your room. If necessary, turn in changes to the office and make changes on the schedule posted outside your door.

STUDENT WORK

Student work should be on display outside your classroom throughout the school year. This is a point of pride for our students. Displays should be changed frequently (at least quarterly) to show learning that is current within your classroom.

PARENT COMMUNICATION

Communication is the key to our success with parents and the community. At Open House, explain to parents when to expect papers home (newsletters, graded papers, daily work, etc.). **Weekly newsletters should be sent home each Monday in K-5.** It should include major topics/standards covered for the week, school or class news, praises, conversation starters, etc. This may be done by individuals or grade level teams. You may want to send them via email to ensure the parents get them. Please email a copy to Lynn Pinson, and place a copy with your lesson plans each week. You may do a webpage or blog through your school Google account instead of a newsletter, but be sure it is updated often, parents know how to access it, and paper copies are sent to any parent without internet access.

Communicate frequently and honestly with parents about student progress. Remember to include successes. All students are not/will not be on grade level, but parents should know the level at which the child is performing before the end of the first quarter.

If a student is failing, a parent must be notified by phone or conference before the grade is sent home on the report card, preferably in advance enough that there is time to bring the grade up. Remember **NO SURPRISES!** You need to **document** this communication with parents.

You are expected to document all parent communications in Infinite Campus. (This is especially important if a child is having problems academically or behaviorally.)

PARENT CONFERENCES, IEP, RTI & 504 MEETINGS

Parent conferences may be the most important interaction we have with parents. We need to be up front and honest when meeting with parents. Conferences for PreK-5th grade are to be held twice each year, in the spring and fall. Parents are expected to meet with you at these times. If you need help from an administrator, please let us know so we can plan to be with you during the meeting. Generally speaking, meetings should be held in the homeroom teacher's classroom. Remember that there should be no surprises for parents when it comes to grades, discipline, and student performance.

Parent Conference Guidelines

Parent conferences are one of the most important things that we do. Any time that you are scheduled to attend a parent conference **it must be a priority for you** to be there. The following is a list of guidelines that you are expected to follow for parent conferences:

Be present and on time. You are not to miss parent conferences for any reason other than absence from school. If you have duty, ask Pam to find someone to cover so you can go to the conference. Do not plan conferences on Professional Development days without administrative approval.

Be prepared to give the parents detailed information. Detailed means that you can tell them what the student's grades are and how he/she is doing with attendance and behavior, and specific content that is troubling the student. Make sure that you can tell the parent how the child is doing. Bring your gradebook so you will have the information you need. It is best if this is in writing. You may have notes pre-prepared or take notes during the conference. You should have parents sign the notes, so that you have proof that you did indeed make them aware of any problems.

Be professional. You need to come across as an expert who knows what you are doing. This involves several things including your attitude, appearance, and actions. You need to show respect for the parents ***even if they do not show you respect.*** You need to appear interested and professional. Put yourself in the parent's position: empathy is a valuable asset. Do not use teacher "jargon" that the parents do not understand or try to intimidate them in any way. **Be courteous.** Sometimes teacher conferences go bad. Do not get into blaming or fussing with parents. This accomplishes nothing. Even in the worst-case scenario, the conference is only a few minutes long. Be positive even in the face of negative attitudes. If you feel that the conference has come to a point where nothing can be resolved simply stop the conference by telling the parents you would like to schedule another conference with an administrator present. **Be involved.** Take notes! Act like you are interested. Make an impression on the parents. Don't give pat answers, "He is doing fine in my class and we are having no problems." Remember to be detailed in what you tell the parents.

DISCIPLINE/CLASSROOM MANAGEMENT

Teachers must consistently enforce the school's Code of Conduct and rules at all times. First and foremost, our classrooms must model a healthy, productive, and engaging learning environment. We must remember to hold students accountable for the things that we value. Recognize that your classroom is your domain, therefore, managing it in a practical way increases productive student learning. Continued redirection and provision of consequences that pertain to the situation will promote an environment of clear communication between teacher and student. Consistency equals good practice.

Classroom management, including discipline, is primarily the responsibility of the classroom teacher. Your plan for managing student behavior must be *clear, concise, and communicated* to the students in a manner which they can comprehend. Appropriate and expected school behaviors must be taught and reviewed just as academic subjects. Each team should work together in developing a grade level discipline plan that is in keeping with our commitment to the PBIS framework.

Teachers are leaders first of all. Leadership is the influence you have on your students. Teachers are encouraged to be creative in providing positive and effective behavior management. Our interaction with students must be appropriate for the

behavior and the student's development.

Responding in anger, removing a student from the classroom to work in the hall, assigning busy work, writing parent notes or referrals that have an angry or upset tone, and raising your voice at students are not effective for managing student behavior. In a crisis situation, bring the student to the office or send for an administrator. When referring a student to an administrator, complete the discipline referral form. The student should return with the referral form which will have the consequence written on it. Send the form home and ensure that the form comes back the next day. The signed copy should be returned to the office.

Refer to the PBIS handbook for further guidance.

FIELD TRIPS

Each grade should meet at the beginning of the year to plan for field trips. A tentative plan should be submitted to the Building Administrator for approval. If approved, the Building Administrator will forward the request to Pam Sangster and Lynn Pinson for further processing. Parents should be notified well in advance of these trips. Field trips should be related to the instructional program. Trips should be planned to leave school after 8:30 AM and return by 2:30 PM, unless otherwise approved by the Administrator. Any chaperones must be listed on the field trip form for verification of Volunteer Approval through BIB. Students must wear school uniforms for all school related travel.

Please notify the office two weeks (10 school days) ahead of time whether or not your class will be eating in the lunchroom or will be eating off campus.

If a child does not return a permission slip, it is the responsibility of the teacher to contact the parent to make sure the parent received the permission slip.

If you schedule a trip that requires the school to issue a check, you must have a price confirmation prior to the trip and you must give Pam Sangster a receipt when you return.

Please consult with administrators before withholding trip privileges from a student.

ATTENDANCE – STUDENT

Attendance will be taken by the teacher on the computer each morning and must be done by 8:15 AM. Mark all absences as Unexcused unless you have been given an excuse note prior to the absence. Send notes from parents explaining absences to the office. The secretary will make the change in the computer from Unexcused to Excused. Remind students and contact parents if absence excuses are not being sent to you.

Any absences not followed up with a note will be considered unexcused. Teachers should not grant makeup work until they have been presented with an Excused Absence form from the office. Once the note has been received, all makeup work must be completed promptly.

Our school goal is for students to be absent fewer than 5 days. Penny Neeld & Shannon Sharp track attendance, notify parents of patterns, and handle referrals to the Board and to MAST. **Attendance in middle and high school must be taken each period.** This is a CCRPI reporting requirement.

INSTRUCTION

The faculty and staff at BCCS are united in a vision of quality curriculum and instruction to support all students in achieving personal and academic success. Attention to quality instruction ensures a professional culture rooted in continual growth. Engaging instructional practices, attention to differing learning styles and needs, and frequent feedback are essential characteristics of effective teaching.

Using Film for Instruction

Film is used in classes at BCCS primarily to supplement text by providing students with a visual or alternative perspective or an entry point into a topic. Teachers are strongly encouraged to utilize excerpts following the 10 and 2 Rule, with 10 minute excerpts, immediately followed by 2 or more minutes of discussion, analysis and processing time.

There are rare occurrences when a full length film is most effective to illustrate key ideas in a course. Permission from home is required for full length films with a rating above students' age group.

GRADING GUIDE

Assessment at our school is meant to provide students and families accurate, detailed, and clear feedback on the quality of their learning based on multiple kinds of assessments. We believe in the power of assessments *for* learning to promote student growth. Assessments *for* learning are defined as assessment strategies that give students key information necessary to understand what they're aiming for and the steps needed to get there. This is distinguished from assessments *of* learning, those assessments that occur at the end of a study and show what a student has learned. Students are expected and supported to engage in a process of assessment for growth and learning, through active reflection on their work and other self-assessment strategies. This emphasis on self-assessment, along with other assessment for and of learning strategies, should be built into assessment plans for all courses.

Teachers create assessment plans for all course targets that include assessments for learning strategies to support all students in meeting the target, and assessments of learning that determine students' mastery of that target. Moreover, in order to give students timely feedback to promote growth in learning, teachers strive to return assessments to students within 3-5 school days from their administration. Teachers strive to return extended written pieces and in-depth projects to students within a 5-10 day period. Teachers are expected to post grades in the computer in a timely manner, which should be at least once per week.

FINAL GRADES

Teachers are encouraged to review final grades. For final grades ending in 9 (89, 79, 69), please review whether these should be rolled up.

ROLE OF HOMEWORK/PROJECTS

At our school, we believe that homework is especially effective as practice towards learning targets rather than evidence of learning target mastery levels. Homework is therefore not typically used as an assessment of learning, although work on assessments outside of class (combined with appropriate in-class assessment for learning strategies as support along the way) is a reasonable homework expectation. To support equity for students from all backgrounds, teachers ensure that homework tasks are accessible to students on their own and do not require adult help or supervision to complete.

Teachers will post homework on the board during class every day, and students are expected to copy assignments into their agendas (on nights where there is no homework students will write that in their assignment books). Assignments also may be sent via email or posted on a class website. Completed homework will be collected or reviewed each day. If a student fails to bring in homework, teachers may call home. If a student exhibits a pattern of failing to complete homework assignments, teachers, family members, and the student will meet to develop a plan for improvement. Failure to turn in homework three times will result in an office referral. (See PBIS handbook for further guidance on referrals).

What are the expectations for students' homework load?

Every student is expected to read independently for at least 20 minutes each night (published works like books, online newspapers, magazines, etc...). Additional coursework is assigned each day as determined by the classroom teacher. The grade-level team communicates with one another about balancing daily homework as well as the schedule for larger assignments, so that students experience a fair distribution of homework between all classes.

We do not assign homework just to keep students busy. Homework helps reinforce students' understanding of material or mastery of skills, helps develop productive work habits, and prepares students for approaching work. Generally speaking, the combined amount of homework assigned should not exceed ten minutes per grade level per night. In other words no more than thirty minutes total a night for third grade, forty minutes total for fourth grade, and fifty minutes total for fifth grade. Homework should not exceed one hour! Overloading students with homework creates poor parent relationships and can have a negative impact on student performance. Remember that if a student can perform a particular task 10 times they can likely do it 100, so no need for excessiveness.

ACADEMIC INTEGRITY

Cheating. Cheating includes, but is not limited to, copying another student's work or allowing another student to copy your work. If a student is caught cheating, he or she will be required to complete the assessment again or complete an alternate assessment; the teacher decides the appropriate course of action. Students will be required to complete make-up assessments outside of regular class time. Teachers should discuss with students what cheating can look like and make them aware that this is wrong. If you haven't ever discussed this expectation, don't expect them to meet the expectation.

Students caught cheating should be referred to the office. Cheating is a violation of BCCS's Honor Code.

Plagiarism. Plagiarism is using someone else's writing as though it were your own. Students should be taught what constitutes plagiarism and how to avoid it (see checklist below). While taking into account that some forms or instances of plagiarism are more egregious than others, plagiarism will be treated as any other form of cheating. This means that, at a minimum, the student will have to make up the assignment. You should explicitly teach what plagiarism looks like to students. Below is a checklist to help you teach that.

Checklist for students for avoiding plagiarism:

1. What type of source are you using? Is it your own independent material, common knowledge, or someone else's material?
2. If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks?
3. If you are paraphrasing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks whenever you use the author's exact language?
4. Is the source of material borrowed from another author, whether quoted or paraphrased, acknowledged in the text? Are all your source citations complete and accurate?
5. Does your list of citations include all of the sources you have drawn from in writing your paper?

RECESS

Recess should last less than 20 minutes. Teachers must be monitoring students at all times. No recess should take place

after 2:30 PM. Teachers are encouraged to break-up longer instructional periods with movement within the classroom, such as brain breaks and regrouping strategies.

FUN FRIDAY

Instructional time must be protected. Under no circumstances, should instructional time be supplanted by "Fun Friday." For example, it is not acceptable for students and teachers to "not do reading or math" because it's Fun Friday. Free play and reward activities must be limited to half an hour, and occur after lunch on Friday. If a pep rally or other school wide activity occurs, this will take the place of FF.

HALLWAY CONSISTENCIES

All students and staff members deserve a safe and respectful learning environment at all times. Therefore, we agree to the following consistencies:

- Students are released according to schedule.
- All employees monitor all students throughout the building.
- Students walk in hallways and on sidewalks, on the right hand side without touching walls.
- Students use appropriate school language and are expected to correct any inappropriate language immediately through an apology, rephrasing, or other method.

HALLWAY MONITORING

- All teachers must be visible in hallways and present at or near their doorways to assist in supervision during transition periods.
- Teachers greet and interact with as many students as possible, acknowledging them by name or asking for a name if not known.
- Teachers model appropriate student behavior, asking students to go back and re-do the transition appropriately. ● Teachers ask students to correct any inappropriate language immediately through an apology, rephrasing, etc. ● Teachers encourage older students to speak up and model appropriate behavior for younger students. ● Reinforce positive hallway behaviors with recognition and appreciation.

SCHOOL UNIFORM

When a student is in violation of the school uniform, teachers must send the student to the office to call home for appropriate clothes. An administrator will determine whether the student is to remain in the office until the parent arrives with the change of clothes, or will return to class until the parent arrives.

On Wednesdays, students and employees may wear jeans for \$1.00, and on Fridays, everyone may wear jeans & a Blazer spirit shirt.

Out of Uniform Days are scheduled throughout the year. Students must pay \$3.00.

STUDENT CELL PHONES

Teachers are not allowed to keep students' cell phones in their classrooms. All student cell phones must be turned into the office.

The only exception is for using personal devices in instruction, such as BYOT, which has been previously approved for a particular lesson by the Administrator or an Assistant Principal. The teacher must have a collection and storage plan.

Beginning in 2021-2022, high school students will be issued Chromebooks 1:1 for use during the school day. Students may not bring personal devices to class. Teachers should monitor computer use through GoGuardian and through proximity monitoring.

TECHNOLOGY

Each employee will be issued a school laptop computer and/or a desktop computer. For assistance with technology issues, contact Larry Burkett. Employees are expected to develop proficiency with technology and to use technology in keeping with the Code of Ethics for Georgia educators. Please exercise care and caution with equipment.

PROFESSIONAL DEVELOPMENT

Classroom teachers are responsible for identifying areas of potential professional development in classroom practice. Teachers should request support from the school's instructional leaders to support these areas of growth. In turn, these instructional leaders are responsible for providing resources and support for classroom teachers' practice and clearly communicating with classroom teachers regarding these services.

Workshops may be available through RESA. Approvals for workshop attendance must go through Lynn Pinson. Also notify Pam Sangster so that class coverage may be arranged.

Professional learning goals must be entered into the TKES platform with a plan for accomplishing the goals.

FACULTY MEETINGS

All staff members are expected to attend faculty and team meetings unless approved with prior communication with school administration.

PTO MEETINGS

PTO is very supportive of our classroom teachers and provides many of the extras for our school. Your participation in PTO is important. All staff members are expected to attend every PTO meeting. If you cannot attend, you must email Lynn Pinson in advance for approval to miss the meeting.

SCHOOL SAFETY

Every employee is expected to develop familiarity with the School Safety Plan. Each teacher should place class rosters in the Go Bag and ensure that all Go Bag materials are present and updated as needed.

All employees should follow the procedures outlined in the School Safety Plan, including participation in fire drills, foul weather exercises , and the phone tree.

FACULTY PARKING

Faculty and staff are expected to park in spaces reserved for employees, unless approved by Lynn Pinson. No employee should park on the loop or in the student parking lot. There are plenty of spaces near the high school to accommodate overflow from middle and elementary school.

FACULTY RESPONSIBILITIES

To promote the highest level of student learning, **high quality teaching** is at the center of all roles and responsibilities at BCCS. To this end, the primary responsibility of teachers is delivering quality instruction on a daily basis and therefore, the primary responsibility of leadership and support staff is to effectively manage the structures and systems that enable teachers to focus on teaching and learning each day. The language in this handbook does not replace formal job descriptions, but serves to articulate public expectations of shared work.

CLASSROOM TEACHERS

Each day...

- Arrive at school no later than 7:45 AM and leave no earlier than 3:45 PM unless you have prior approval from an administrator.
- Sign in upon arrival and use the sign out log when leaving the building during school hours.
- Track and report attendance, tardiness, classroom management/detentions. Period attendance must be taken every day in every class in middle and high school.
- Be an active presence in the hallway during transition times (arrival, dismissal, class changes).
- Maintain accurate and current records of students' progress in the computer.
- Collaborate with grade-level team to monitor student progress and plan supports.
- Ensure the delivery of accommodations and services called for in IEP plans and 504 plans. This includes testing accommodations on ALL tests.
- Check email daily; respond in a timely fashion to phone calls/emails (24 hour target, especially to families).

Each week...

- Attend faculty & grade-level team meetings as scheduled. Emergencies should be the only reason to miss these meetings. You should notify an administrator if you must miss.
- Submit weekly lesson plans by 8:00 AM each Monday via Google Classroom. Grade level teams may work together to plan, but each teacher is expected to submit plans that reflect the students' needs in his/her class. Resource teachers should plan regularly with classroom teachers. Differentiation and SpEd accommodations should be reflected in your lesson plans.
- Send weekly newsletters to parents that include topics being taught, upcoming events, recognitions, etc. If you would rather use a webpage or blog that is fine, but make sure parents know how to access it and that parents without internet access get paper copies.
- Maintain communication with Special Education teachers and support staff regarding curricular plans, instructional choices and individual student concerns.
- **Post grades to the computer regularly** – at a minimum, this means weekly.
- Implement MTSS interventions and record appropriate documentation.

Each quarter or bi-annually ...

- Administer and analyze benchmark assessments as determined appropriate for your grade & subject.
- Display relevant and high quality student work in room/hallways. Change them regularly to keep them fresh and current.
- Schedule and conduct quarterly MTSS meetings and attend MTSS/IEP meetings as scheduled.
- Send progress reports mid-quarter and report cards at the end of each quarter. Posting grades by deadlines is essential.
- Send Letters of Possible Retention twice a year. Keep a copy for your records.
- Conduct parent teacher conferences twice per year in PK-5th grades. Record of meetings must be documented. Conferences for grades 6-12 should be scheduled as needed.

Each year...

- Maintain a clean, orderly classroom space that is conducive to learning.
- Use electronic gradebook as provided by school.
- Review and revise curriculum maps and unit plans.
- Complete a property inventory each fall and spring.
- Complete a textbook inventory at the beginning and end of each year.
- Maintain a file of returned progress reports & report cards signed by parents.

Grade-level Team Meetings occur at least once weekly. Team meeting priorities are listed below. **Team Consistencies:**

Common lesson plans and assessments; team agreements for rituals, routines and procedures to support positive culture and consistent practice, in keeping with PBIS school wide consistencies; consistency in "extra-curricular" activities such as parties and incentives

Student Needs: Reviewing individual student needs for academic or behavior interventions

Curriculum Coordination: Aligning assessment and project calendars to avoid heavy student workloads across classes; clarifying accommodation and modification needs for assessments, etc.

Instructional Focus: Instructional support through looking at student and teacher work

SPECIAL EDUCATION TEACHERS

The role of Special Education teachers is to provide direct academic services to students as well as resource and planning support to classroom teachers. Special Education teachers work with classroom teachers to:

General:

- Ensure the delivery of accommodations and services articulated in each child's IEP
- Hold IEP review meetings; an LEA representative must be present at every meeting
- Provide all grade level teachers, including physical education/art/elective/pathway teachers and other necessary staff relevant to each special education student's daily education, copies of IEP accommodations/student supports and if applicable, the Behavior Intervention Plan by the end of the first week in school.
- Complete scheduled, appropriate assessment/progress monitoring for purposes of monitoring student progress towards meeting IEP goals and objectives
- Update students' IEPs including transition plans and Behavior Intervention plans as applicable throughout the year as adapted.
- Provide the building testing coordinator with information regarding special state testing accommodations needed.
- Assist teachers in planning interventions, conducting quarterly RTI meetings and completing required paperwork for documentation purposes in the RTI process
- Complete IEP progress reports for each 9 weeks for all special education students on your caseload. One copy should be provided to families with students' report card and a second copy should be placed in students' special education file.
- Complete weekly documentation of consultative services on appropriate form
- Attend team meetings as schedules allow.
- Monitor and address behavior expectations of special education students.
- Supervise and support special education paraprofessionals of students on your caseloads with weekly check-ins to review documentation and inclusion/supportive instruction student progression
- Offer direct academic services to students in the classroom and in pull-out groups as needed
- Adhere to a consistent schedule to provide essential services as needed
- Model quality professional behavior for all students
- Support positive and communicative staff culture
- Maintain accurate and appropriate records for each student with special needs
- Monitor curriculum and advise teachers appropriately

Inclusion/Co-Teachers:

- Meet at the beginning of the school year to lay out expectations for classroom procedures and management, to set up procedures for obtaining copies of teacher lesson plans, and develop weekly collaboration schedules
- Collaborate weekly regarding implementation of daily lessons, including flexible academic support for all students, as needed.
- Take an active part in daily presentation of academic content, monitoring of daily student progress, and daily classroom management.
- Complete daily documentation of inclusion/supportive instruction services on appropriate form

Pull-Out/Resource Teachers:

- Maintain weekly lesson plans (K-5) in pull-out classes to be turned in by 8:00AM every Monday morning via Google Classroom
- Maintain documentation of weekly planned activities for grades (6-12) study skill classes to address reinforcement/remediation of academic delays, behavioral needs and/or transition goals and objectives to be turned in by 8:00AM every Monday morning via Google Classroom.

PROGRESSIVE DISCIPLINE POLICY

Each staff member is expected at all times to perform the responsibilities of her/his position to the best of her/his ability. Key in the success of this task is effective communication of those responsibilities and any concerns about the performance of those responsibilities. Under the following framework, open and productive communication will assist all employees in improving their job performance and /or correcting any inappropriate behavior, including but not limited to poor work performance and class management, tardiness and attendance issues, and insubordination. While the policy is progressive, the Principal and Assistant Principal, at her discretion, may utilize any of the steps below without the requirement of a precursor step.

Step 1: Oral Warning

Staff member will be given an oral warning concerning the poor job performance or behavior. The warning will be given in private by the Principal and Assistant Principal, stating clearly the issue and expectations for how it should be corrected. Following this warning, a written memo will be sent to the employee summarizing the discussion. A copy of this memo will be filed in the personnel file of the employee and will also be forwarded to the Board Chair. The employee will have the option of placing a responsive memo in his or her personnel file within 2 weeks of the issuance of the warning.

Step 2: First Written Warning

Staff member will be given a first written warning concerning the poor job performance or behavior. The warning will be given in private by the Principal and Assistant Principal, clearly stating that it is a first written warning outlining the issue, corrective actions to be taken, and the timeframe for these actions to be implemented. The warning will also outline that if the issue is not resolved, further disciplinary action will be taken, including, but not limited to, termination. The Principal and Assistant Principal will sign it and the employee will be asked to sign, however they have the option to refuse to sign. A copy of this memo will be filed in the personnel file of the employee and will also be forwarded to the Board Chair. The employee will have the option of placing a responsive memo in his or her personnel file within 2 weeks of the issuance of the warning.

Step 3: Second Written Warning

Staff member will be given a second written warning concerning the poor job performance or behavior. The warning will be given in private by the Principal and Assistant Principal, clearly stating that it is the second and final written warning outlining the issue, the corrective actions to be taken, and the timeframe for these actions to be implemented. The warning will also outline that if the issue is not resolved, further disciplinary action will be taken, including, but not limited to, termination. The Principal and Assistant Principal will sign it and the employee will be asked to sign, however they have the option to refuse to sign. A copy of this memo will be filed in the personnel file of the employee and will also be forwarded to the Board Chair. The employee will have the option of placing a responsive memo in his or her personnel file within 2 weeks of the issuance of the warning. The Principal and Assistant Principal will meet with the Board Chair to determine what action is to occur if, in fact, the poor job performance or behavior is not successfully corrected or changed in the timeline designated.

Step 4: Further Action Taken

In the event that the staff member does not correct the poor performance or behavior in the manner stated in the second written warning, the Principal and Assistant Principal will meet with the staff member and outline any further action to be taken. In the event this action is termination, the staff member does have the right to a hearing before the Board of Directors prior to the termination going into effect. A request for a hearing must be presented in writing to the Board Chair within 10 days of the notice of termination.

Mandated Reporter Training BCCS Employees

At BCCS, our Principal, Assistant Principals, School Psychologist and Counselor serve as a link between the student, family and school to address concerns that adversely affect student achievement.

Our Principal is the designated reporter of suspected abuse for Baconton Community Charter School.

O.C.G.A. 19-7-5 requires **all** employees and volunteers who work with children to report suspected abuse or neglect of children.

You can be charged with a crime if you do not report suspected abuse or neglect.

Indicators of physical abuse:

- Ø Bite marks
- Ø Patterned bruises or bruises in the shape of items
- Ø Welts
- Ø Scratches
- Ø Patterned & immersion burns
- Ø Unexplained fractures/dislocations
- Ø Bald spots on the scalp

Indicators of neglect:

- Ø Hoarding or begging for food
- Ø Poor hygiene (being unclean or unkempt)
- Ø Wearing inappropriate clothing for the weather
- Ø Having unmet medical, emotional or mental health needs
- Ø Having frequent unexcused absences
- Ø Inadequate supervision

Indicators of sexual abuse:

- Ø Difficulty sitting or walking
- Ø Pain or itching in the genital area
- Ø Play behavior with sexual overtones
- Ø Advanced knowledge of sexual activity
- Ø Sudden fear of people, places, or specific activities
- Ø Sudden change in patterns of behavior or socialization

Procedures for reporting suspected abuse

- Ø Report any suspicion of abuse to the Principal **immediately**.
- Ø Keep all information about the child confidential. Do not discuss the incident with other teachers or volunteers.

Suicidal or Homicidal Ideations or Gestures

- Ø Report any threats, observations, or concerns of self-harm or harm to others to the Principal **immediately**
- Ø Keep all information about the student and/or incident confidential.
- Ø The student should be supervised at all times.

Report the following concerns to the Principal **immediately**:

- Ø Suspected abuse or neglect
- Ø Suicidal or homicidal ideations

Thank you for your service to Baconton Community Charter School. If you have any questions about any of the information provided, please contact the Principal, an Assistant Principal, School Psychologist or Counselor.

Staff Complaints and Appeals Policy

Purpose : The purpose of this policy is to provide guidelines to school staff for filing complaints against the school or other employee of the school on any and all matters including complaints concerning Federal Programs: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG).

Dispute Resolution

1. The complaints process may be initiated directly to the Direct Supervisor.
2. Staff Members who initiate a complaint must do so in writing. Any complaint or grievance should be reported immediately after the event in concern. Investigations into alleged wrong-doing need to be completed as soon as possible. Investigations completed after an extended period of time are more difficult and may lose validity. Therefore, the Superintendent and/or Governing Board reserve the right to refuse response to any grievances submitted more than thirty (30) days after the incident occurred absent exigent circumstances.
3. Written notice should be complete, as brief as possible, and simply stated, including:
 - a. Summary of Facts
 - b. Identification of parties and witnesses
 - c. Specific identification of the policy, practice, or statute violated.
 - d. Statement of requested relief
4. The Direct Supervisor will provide a written response to the dispute within 5 school days.
 - a. The response will include a notice of the right to appeal the decision of the Direct Supervisor, to the Superintendent
5. If the staff member does not agree with the decision of the Direct Supervisor, an appeal may be filed with the Superintendent .
6. The Superintendent will provide a written response to the appeal within 5 school days.
 - a. The response will include a notice of the right to appeal his/her decision to the Governing Board.
7. If the Staff Member does not agree with the decision of the Superintendent, an appeal may be filed with the Governing Board.
8. Within thirty working days of receipt of the appeal of the Superintendent, the Superintendent will present the matter to the Governing Board at its regular meeting or at a special meeting called for that purpose. The Board will review the original complaint, the response of the Direct Supervisor, the response of the Superintendent, and the response of the complainant. In addition, the Board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
9. The Governing Board will review the complaint applying the clear/convincing evidence standard and either uphold the recommendation of the Superintendent or require the school to take some other action in response to the complaint.
 - a. A copy of the action of the Board will be furnished to the complainant, either as a part of the minutes of the Governing Board or as a separate written statement.
 - b. The Board will be the final reviewing authority.

Appeals: The Principal and/or Superintendent are required to provide evidence and seek approval of the Board for an employee's termination or disciplinary action that results in a loss of wages. Therefore, the Board will only accept appeal request for termination or disciplinary action of an employee if the employee alleges a violation.

Notice of Non-Discrimination

Baconton Community Charter School does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.¹ The following person has been designated to handle inquiries regarding the non-discrimination policies:

Lynn H. Pinson, Superintendent
260 East Walton Street, Baconton, GA 31716
229-787-9999

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

CHARTER SCHOOL ACCOUNTABILITY

Effective July 1, 2019, BCCS has entered into a charter agreement with the State Charter Schools Commission of Georgia and the Georgia Department of Education to operate. In exchange for waivers from sections of OCGA Title XX which allows us some flexibility in how we operate, BCCS agrees to meet or exceed a set of academic, fiscal and organizational goals.

The Comprehensive Performance Framework outlines the goals which the school must meet or exceed:
<https://scsc.georgia.gov/state-charter-school-performance/scsc-comprehensive-performance-framework>

Measure 1a, State Improvement Targets

Is school meeting targets set forth by state and federal accountability systems?

Meets Standard:

- The school met 100 percent (for all students and all subgroups) of the Improvement Targets set by the state in the Closing the Gaps component of the CCRPI. 2 points

Does Not Meet Standard:

- The school did not meet 100 percent of the State Improvement Targets set by the state in the Closing the Gaps component of the CCRPI. 0 points

Measure 1b, State Designations

Is the school meeting state designation expectations as set forth by state and federal accountability systems?

Meets Standard:

- The school does not have a designation 2 points

Does Not Meet Standard:

- The school was identified as a “TSI,” “CSI,” or “Turnaround Eligible” school 0 points Total Points

Available—Section I, Indicator 1: 4 points

Section I, Indicator 2: Student Achievement and Student Growth

All state charter schools must demonstrate their ability to positively impact students’ academic proficiency while also prioritizing the academic growth of their students. Specifically, state charter schools must perform above the level of the district(s) they serve as measured by CCRPI “content mastery” scores or by CCRPI “progress” measures or by the CCRPI “overall grade band score.”

Measure 1, Academic Achievement

Is the school annually outperforming the district(s) it serves (as measured by grade-band CCRPI content mastery scores)?

Meets Standard: 96 points available

- The charter school earned a higher “content mastery” score on the CCRPI than the district(s) it serves in all grade bands served (elementary, middle, and/or high school).

Approaches Standard: 60 points available

- The charter school earned a CCRPI “content mastery” score that is the same as 2 or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school).

Does Not Meet Standard: 0 points available

- The charter school earned a lower “content mastery” score on the CCRPI than the district(s) it serves in all of the grade bands served (elementary, middle, and/or high school).

OR 1

(if the school did not outperform its comparison district as measured by grade-band CCRPI content mastery scores)

Measure 2, Growth of All Students

Are students in the state charter school annually demonstrating academic growth compared to their academic

peers enrolled in the traditional schools (as measured by grade-band CCRPI progress scores)? Meets Standard: 96 points available

- The charter school earned a higher “student progress” score on the CCRPI than the district(s) it serves in all grade bands served (elementary, middle, and/or high school) OR in all grade bands in which the school did not earn a higher CCRPI “content mastery” score.

Approaches Standard: 60 points available

- The charter school earned a CCRPI “student progress” score that is the same as 2 or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school).

Does Not Meet Standard: 0 points available

- The charter school earned a lower “student progress” score on the CCRPI than the district(s) it serves in all the grade bands served (elementary, middle, and/or high school).

OR

(if the school did not outperform its comparison district as measured by grade-band CCRPI content mastery or progress scores)

Measure 3, Combined Achievement and Growth

Are students in the state charter school annually demonstrating academic achievement and growth compared to their academic peers enrolled in the traditional schools (as measured by the CCRPI overall grade band scores)?

Meets Standard: 96 Points Available

- The charter school earned a higher “overall grade band” score on the CCRPI than the district(s) it serves in all grade bands served (elementary, middle, and/or high school) OR in all grade bands in which the school did not earn a higher CCRPI “content mastery” or “progress” score.

Approaches Standard: 60 Points Available

- The charter school earned a CCRPI “overall grade band” score that is the same as 2 or higher than the district(s) it serves in at least one—but not all—of the grade bands served (elementary, middle, and/or high school).

Does Not Meet Standard: 0 Points Available

- The charter school earned a lower “overall grade band” score on the CCRPI than the district(s) it serves earned in all the grade bands served (elementary, middle, and/or high school). Total Points Available—Section I, Indicator 2: 96 points

Section I: Second Look Criteria 3

In any year of the charter term, a state charter school may satisfy academic accountability requirements by meeting standards presented in Section I, Measures 1 - 3 OR by meeting ANY of the following criteria:

Second Look, Part A, CCRPI Single Score 4

Is the school outperforming the district(s) it serves as measured by CCRPI Single Score?

Meets Standard: 96 Points Available

- The charter school earned an overall CCRPI (single) score that is higher than that of the district(s) it serves.

Does Not Meet Standard: 0 Points Available

- The charter school earned an overall CCRPI (single) score that is the same as or lower than that of the district(s) it serves.

Second Look, Part B, Value-Added Impact Score

Is the school annually outperforming the district(s) it serves as measured by value-added impact on student achievement (school level impact)?

Meets Standard: 96 Points Available

- The charter school earned an “impact score” on the SCSC Value-Add Performance Analysis that is higher than that of the district(s) it serves in all relevant grade bands.

Does Not Meet Standard: 0 Points Available

- The charter school earned an “impact score” on the SCSC Value-Add Performance Analysis that is the same as or lower than that of the district(s) it serves in at least one grade band served.

Second Look, Part C, Beating the Odds Determination

Is the school “beating the odds” as determined by the Georgia Department of Education?

Meets Standard: 96 Points Available

- The charter school was designated as “beating the odds.”

Does Not Meet Standard: 0 Points Available

- The charter school was not designated as “beating the odds.”

Total Points Available—Section I, Second Look: 96 points

SECTION I: OVERALL DETERMINATION OF COMPLIANCE

As measured by the indicators and measures set forth in this section, is the school meeting academic performance standards?

70-100 pts. Meets Academic Performance Standards

50-69 pts. Does Not Meet Performance Standards

0-49 pts. Falls Far Below Academic Performance Standards

EXPLANATORY NOTES: SECTION I

Section I, Indicator 2

1. Points earned in Indicator 2, Measure 1 for Student Achievement may not be combined with points earned in Indicator 2, Measure 2 for Student Growth or Measure 3 for CCRPI Overall Grade Band Score. Similarly, points earned on Measure 2 may not be combined with points from Measure 3.
2. For the Approaches Standards category “same as” is defined as a score that is not below 3 percent of the comparison district’s score.

Section I, Second Look

3. Points earned in Section 1, Measures 1-3 will not be combined with points earned in Section I, Second Look.
4. For schools that do not serve all three grades bands, the school’s CCRPI single score (as utilized in Section I, Second Look, Part A) will be compared to a recalculated district score that is weighted with only the grade bands the school serves.

FEDERAL PROGRAMS GOALS 2021-2022

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

1. Decrease the percentage of SWD who drop out of school by developing and implementing an early warning system that focuses on monitoring of attendance, behavior/discipline and course completion for SWD.

- An early warning system will be developed utilizing the toolbox that are being made available through the DOE.
- Once the early warning system procedures are developed the pertinent information will be disseminated to stakeholders including parents, teachers and SWD through a variety of methods including: professional development, social media, pamphlets, and/or stakeholder meetings
- Part of the implementation procedures will include monthly monitoring of grades, attendance and discipline of SWD. Monitoring will be conducted by the Special Education Director.
- Data regarding discipline, grades and attendance for SWD will be shared with administration and board members monthly.
- Progress towards meeting this goal will be reviewed monthly by the Special Education Director

2. Provide inclusion services that allow SWD consistent access to the general curriculum. a. Services for SWD will be monitored bi-monthly with the high school special education teachers to ensure access to the general education curriculum. Monitoring will be conducted by the high school special education teachers and the Special Education Director.

- Grades will be monitored monthly by the high school special education teacher for SWD in general education classes.
- Tutoring opportunities will be provided for SWD who are not passing classes at progress report (every 4.5 weeks) with student participation logs in tutoring/remediation maintained. Tutoring will be provided by the general education subject area teachers with consultation from the high school special education teachers. Supervision/monitoring of tutoring sessions will be conducted by the Special Education Director and/or high school special education teacher once a month with a fidelity checklist to monitor fidelity of tutoring instruction for SWD. d. High school special education teachers will maintain and provide student tutoring participation logs monthly to Special Education Director.
- BCCS currently collaborates with Vocational Rehabilitation on meeting transition needs of SWD. BCCS will continue this collaboration.
- Monitoring of completion of high school transition activities will be completed by the high school special education teacher.

• IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

Services provided for young children with disabilities in the BCCS district include screening for young children in Pre-k and kindergarten, a referral process for interventions, research based interventions and monitoring of progress, referral for a comprehensive evaluation and evaluation procedures, and services through special education services if identified as a SWD.

Staff designated to support the young children population will include:

- School Counselor
- RTI Coordinator
- Pre-K Coordinator
- Special Education Teacher
- Speech/Language Therapist
- Elementary School Assistant Principal
- Special Education Director

1. Develop relationships with community stakeholders to provide information regarding services for SWD in our district.

a. A school representative will attend district sponsored child find activities with community stakeholders. b. School representative will provide documentation of attendance and participation in child find activities. c. Information will be provided with the enrollment application packet of services provided in the district for young children with disabilities.

d. For Pre-K students entering BCCS, information will be provided to the parents at Pre-K orientation of services provided at BCCS for young students with disabilities as well as an over view of the referral process for students suspected of having a disability.

e. The Special Education Director and Pre-K will monitor the implementation of these activities.

2. Provide a structured, streamlined process for referral of young children enrolled in BCCS suspected of having a disability.

a. The Pre-K Coordinator will provide training to general education teachers of young children in the referral process.

b. For Pre-K students entering BCCS, information will be provided to the parents at Pre-K orientation of services provided at BCCS for young students with disabilities as well as an overview of the referral process for students suspected of having a disability.

c. A pre-school evaluation team will be assigned.

d. RTI team will complete required RTI documentation for each student in process. e. Pre-K coordinator and school counselor/RTI coordinator will monitor RTI timelines and intervention reports every three weeks.

f. A monthly report will be provided to the Special Education Director regarding RTI timelines.

3. Develop and implement screening activities for young children.

a. Pre-K evaluation team will provide screening activities for entering Pre-K and Kindergarten students (4-5 year olds).

b. Data from screening activities will be reviewed three times a year (fall, spring, winter-depending upon the specific activity) by the preschool evaluation team and referrals to the RTI team made as appropriate. c. Data obtained will be provided to the Special Education Director and reviewed quarterly.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

1. Teachers will be trained annually on IEP/eligibility procedures.
2. LRE is ensured through consideration of a full continuum of services at IEP meetings that best meets SWD needs in the least restrictive environment.
3. IEP accommodations/modifications are shared with teachers at the beginning of each school year, after 2nd semester and if any changes are made at an IEP meeting. Teachers are also provided with read access to SWD on their caseloads IEPs. A meeting will be held at the beginning of the school year with all general education teachers providing services to SWD to discuss accommodations and to address any questions they may have. The Special Education Director will conduct the meetings. Forms documenting that teachers have read and received accommodations/modifications for SWD on their caseloads will be signed by teachers for each SWD on their caseload and turned in to the Due Process Facilitator.
4. Our system utilizes the GOIEP system to better ensure compliance of FAPE.
5. All IEPs are reviewed by the Special Education Director prior to finalizing the IEP.
6. A procedure manual is provided to all SPED teachers to ensure compliance with district procedures.
7. A calendar of monthly mandatory special education staff development meetings will be provided at the beginning of the school year. These monthly staff meetings will be utilized to provide professional learning to special education staff related to FAPE.
8. Staff will be provided with opportunities to attend professional learning opportunities through GADOE, RESA, GLRS or other resources that support FAPE.
9. The Special Education Director will redeliver pertinent training provided through various GADOE conferences, SELDA training, and other PL opportunities monthly. Documentation of professional learning participation and topics will be obtained via participation logs and agenda documentation.
10. Teachers will provide proof of completion of approved professional learning participation via provision of course completion certifications if appropriate as well as GLRS, RESA professional learning logs. As appropriate, teachers will provide redelivery of information from their professional learning to special education staff.
11. Data from the following sources will be reviewed by the Special Education Director and SWD case managers for SWD as appropriate to ensure FAPE: attendance, grades, course completion, progress monitoring of goals and objectives, state assessments, local benchmarks, discipline.

• IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

1. The state sponsored GOIEP system is utilized to help maintain compliance to state and federal laws and regulations.

a. All special education teachers will be provided professional learning booster session in using GOIEP and understanding and utilizing their GOIEP dashboard to help maintain compliance to timelines. This booster session will be scheduled with our Program Specialist – Ga DOE/GO-IEP Unit.

b. District procedures training for timeline and paperwork compliance will be provided annually. c. District dashboards will be monitored for compliance with timelines. Monthly reports will be run and addressed accordingly by the Special Education Director.

d. IEPs will be reviewed for compliance by the Due Process Facilitator and Special Education Director prior to be finalized.

2. 100% of initial evaluations will be completed within the 60 day timeline.

a. Parent consent for evaluation will be date stamped upon entering special education office, establishing the 60 day timeline.

b. Special Education Director, School Psychologist and Speech Pathologist will monitor evaluation calendar for timely completion of initial evaluations monthly.

3. Local procedures are provided for teacher compliance of provision of appropriate paperwork related to FAPE to parents on a timely basis.

a. Paperwork timelines related to FAPE will be reviewed monthly by the Special Education Director. b. Monthly reminders will be provided to teachers regarding due paperwork.

4. Noncompliance procedures will be developed to address any issues related to (IEPs, Transition Plans, etc.)

a. Paperwork compliance will be part of TKES observations.

b. Professional learning will be provided to special education staff related to paperwork compliance annually as a group.

c. In situations of noncompliance, TA will be provided on an individual basis specific to that teacher's needs. 5.

Monthly professional learning related to FAPE will be provided by the Special Education Director. a. Agendas including topic of professional learning will be maintained monthly with participation signature sheets.

b. A calendar will be provided to teachers at the beginning of the school year regarding date and times of mandatory monthly trainings.

Federal Programs Equity Gap Goals

Student Achievement/Reading Lexile Scores
 Our data shows that there are gaps in student achievement in subgroups. We have students who are economically disadvantaged and students with disabilities that are not meeting targets in ELA, science, and social studies.

Strategies/Activities	Documentation to show Implementation	Documentation to show Effectiveness
<ol style="list-style-type: none"> 1. Implementation of a universal screener given three times a year. 2. Use of STAR for progress monitoring. 3. Hiring of MTSS teacher to ensure screenings, progress monitoring, and implementation of remedial support. 4. Implementation of resources including IXL, corrective reading, Read Theory, and direct instruction to ensure struggling students are receiving the extra support needed to increase student achievement. 	<ol style="list-style-type: none"> 1. Progress monitoring weekly to measure the success of interventions. This progress monitoring will include STAR and corrective reading assessments. 2. Data Team Meetings to be held three times a year to discuss student data and interventions needed to increase student achievement. 	<ol style="list-style-type: none"> 1. Universal Screening (MAP) will provide an overall picture of the effectiveness of the interventions. 2. Georgia Milestone scores will provide another measure of effectiveness.

School Mean Growth Percentile/Achievement All Subjects
 Looking at data, our school SGP score is 75.7 and the state score is 81.

<ol style="list-style-type: none"> 1. Provide monthly training for all middle school teachers for development of content, pedagogy, and student support and interventions. 2. Weekly PLC meetings to provide time for research for new strategies to be implemented to increase student achievement. 3. Implement parent curriculum nights to increase parent engagement and provide support and information needed to increase student achievement. 	<ol style="list-style-type: none"> 1. Training agendas 2. Training sign-in sheets 3. Lesson plans 4. PLC minutes 5. Curriculum night agendas and sign-ins 	<ol style="list-style-type: none"> 1. Universal Screener results 2. Georgia Milestone results 3. Parent Surveys 4. CCRPI results
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CONTACTS

Payroll	Pam Sangster or Sandy at Continuum	HS Discipline & Academic Behavior Plans	David Bell & Mary Sullivan
Contracts & Pay Scale	Lynn Pinson	Discipline K-5	Kelly Edwards
Sick Leave/Early Leave	Pam Sangster	Middle School Discipline & Academic Behavior Plans	Zack Dallas & Missy Huber
Register New Student	Pam Sangster	Google passwords & accounts	Mary Sullivan & Larry Burkett
Attendance/ MAST	Penny Neeld ES&MS Shannon Sharp HS	State Testing	Mary Sullivan
Fundraiser Permission	Lynn Pinson	Prom	Becky Shiver
Special Ed/504	Tina Coalson	Jr Beta Club	Shari Cranford
MTSS	Meredith Powell	Beta Club	Shari Cranford
Facilities Concerns	Larry Burkett	Yearbook	Melanie King
Technology Concerns	Larry Burkett	FFA	Maggie Ramsey
Elementary Computer Lab Scheduling	Michelle Brooks	Student Government	Tracey Bostick
Middle School Lab Scheduling	Clay Bell	Homecoming Week	Cheerleaders
		Homecoming Dances	Student Govt
Paper for the Copier	Building Secretary or Pam Sangster	4H	Debra Cox @ 4H Office
Certification Background Checks	Pam Sangster	Yearbook	Melanie King
Lunch Count	Penny Neeld or Building Secretary	Night of the Stars	Carrol Hays
HS Schedules	Mary Sullivan	Literary Team	Donna Faircloth
Transcripts	Shari Cranford or Shannon Sharp	Middle School Softball	Nicole Rucker
Drivers License forms	Pam Sangster	Middle School Baseball	
Safety Plan/Go Bags	Mary Sullivan	Middle School Football	Zack Dallas
Certificates/Medals	Michelle Brooks	Middle School Cheerleaders	Stacy Shiver
Honors Day – High School	Connie High	Sparks	Angie Mobley
Honors Day – Middle School	Missy Huber	Softball	Blake Pollock
Honors Day - Elementary	Kelly Edwards	Baseball	Ryan Davis

Infinite Campus – Gradebook	Shari Cranford		Tennis	
PBIS	Tyler Autry		Golf	Zack Dallas
PTO President			Cross Country & Track	Glenn Palmer,
Grandparents Club	Jimmy & Beth Woods		Football	David Bell
Governing Board Chair	John Hilliard		Cheerleaders	MaryBeth Morris
			Cross Country (Girls)	Tina Coalson
			Track (Girls)	Heather Rivera