

**Policy
Medication**

Descriptor Code: JGCD

All medications other than the exceptions listed in this policy, whether prescription or over-the-counter, may be administered only in accordance with the guidelines set forth by the principal of each school. All medications must be taken by the student, parent or guardian to the school office immediately upon arrival at school and must be in original pharmaceutical containers, clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the times for dosage. Any student possessing prescription or over-the-counter medication not in accordance with these guidelines will be considered in violation of the School District's drug policy and shall be subject to the discipline set forth in the student code of conduct and/or the student/parent handbook.

A student for whom the school has on file supporting medical documentation may carry at all times with parental/guardian permission inhalers for asthma, auto-injectable epinephrine for allergic reactions and all necessary supplies and equipment to perform monitoring and treatment functions authorized by the student's diabetes medical management plan. Students authorized to self-administer such medications shall be instructed not to permit any other student to handle, possess, or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the student code of conduct.

In order for the student to carry and self-administer such medications, or in order for the school to store and administer the medication for students who are unable to self-administer because of age or any other reason, parents must provide a written statement from a licensed physician confirming that the student is able to self-administer the medication, if applicable, and written permission from the parent for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication. Such permission shall release the school district and its employees and agents from civil liability for administering such medication to students, or if the self-administering student suffers an adverse reaction as a result of self-administration of such medication. The terms of this paragraph may be met through a student's diabetes medical management plan developed and implemented pursuant to state law.

Parents are encouraged to provide to the schools duplicate medication and supplies in the event a student is unable to self-administer or fails to bring the medication or equipment to school.

Nurses or other school employees are authorized to administer an auto-injectable epinephrine, if available, to a student who is having an actual or perceived anaphylactic adverse (allergic) reaction, regardless of whether the student has a prescription for epinephrine. Such persons also are authorized to administer levalbuterol sulfate, if available, to a student in perceived respiratory distress, regardless of whether the student has a prescription for levalbuterol sulfate. Any school employee who in good faith administers or chooses not to administer such medication to a student in such circumstances shall be immune from civil liability.

**Policy
Bullying****Descriptor Code: JC DAG**

The Gilmer County Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows: An act that is:

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

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

Procedures may be developed at each school encouraging a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other

procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. However, upon a finding by the disciplinary hearing officer, panel or tribunal that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the student/parent handbooks.

Gilmer County Board of Education

Date Adopted: Pending
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Last Reviewed: 8/29/2017

**Policy
Student Code of Conduct**

Descriptor Code: JCDA

It is the policy of the Gilmer County Board of Education ("Board") that the school district shall develop and implement age-appropriate student Codes of Conduct designed to improve the student learning environment and which will comply with state law and State Board of Education Rule 160-4-8-.15. Each Code of Conduct shall include the following:

1. Standards for student behavior designed to create the expectation that students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students. The standards should be designed also to encourage students to respect each other and school district employees, to motivate students to obey student behavior policies adopted by this board and to obey student behavior rules established at each school within this school district;
2. Student support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services available at each school, the school system and other public entities or community organizations which may assist students to address behavioral problems;
3. Progressive discipline processes designed to create the expectation that the degree of discipline imposed by each school will be in proportion to the severity of the behavior of a particular student, the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law;
4. Parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors which detract from the learning environment.

The Superintendent shall involve parents in developing and updating student codes of conduct in accordance with applicable system policy and regulation. Each code shall require disciplinary action for each infraction of the code.

The student code of conduct shall be distributed to each student and/or the student's parents or guardians during the first week of school and upon the enrollment of each new student. The parents shall be requested to sign an acknowledgement of the receipt of the code of conduct and return promptly the acknowledgement to the school. The student code of conduct shall be available in the school office and each classroom.

Nothing in this policy shall be construed to infringe on any right provided to students pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act.

All student codes of conduct shall be submitted to the board for approval.

Policy
Awarding Units and Transferring Credit

Descriptor Code: JBC(4)

Board Policy

Descriptor Code: JBC(4)

Awarding Units and Transferring Credit

The Board of Education ("Board") shall fully comply with the requirements of Georgia Board of Education Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades and the State Department of Education's *Guidelines for Awarding Units of Credit*. All terms used in this policy are as defined in the Rule and its *Guidelines*.

The requirements of this policy shall apply to all students regardless of the date they first entered the ninth grade.

Awarding Units of Credit

1. Students shall be awarded credit only for courses that include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the State Board of Education (SBOE) in accordance with the provisions for each program or course described in the State Board Rule(s) and State Department Guidelines.
2. The Board may award units of credit for middle school courses that are based on the state-adopted curriculum for grades 9-12.
3. The superintendent or designee is authorized to establish procedures whereby a student may earn course credit by demonstrating subject area competency without regard to the amount of instructional time the student spends in the course. Students and parents shall be advised of such opportunities through the student handbook and/or advisement materials.
4. An eligible student may earn course credit by "testing-out," which means scoring at the Distinguished Learner achievement level on a state End of Course (EOC) prior to taking the course. Students attempting to test-out must have parent permission and their parents shall be informed of potential costs prior to the EOC administration. The cost of EOC administration to students who attempt to test-out, but who do not score at the Distinguished Learner achievement level shall be paid by the parent or student. Course credit earned through testing-out shall be reported in the same way as credit earned through course completion. Once a student has opted to test-out, and has achieved the Distinguished Learner achievement level, the Distinguished Learner EOC score will serve as their final grade on their transcript. The student will not have the option to take the course. Student eligibility criteria for earning credit by EOC "testing-out" and information regarding grade assignment and collection of any associated fees shall be included in the student handbook and/or advisement materials.

Accepting Transfer Credit and Grades

The Board will accept student course credit earned in an accredited school, which must have been accredited or hold provisional status at the time the credit was earned.

The Board will not substitute courses and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses

presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the SBOE.

Transfer credit shall be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers.

Elementary and middle school students transferring from home study programs, non-accredited schools or non-traditional educational centers will be placed at the appropriate grade level in a probationary placement based on satisfactory performance on standardized or locally developed tests focusing on grade level or subject area.

High school students transferring from home study programs, non-accredited schools or non-traditional educational centers will be placed in the appropriate grade level based on the number of units earned toward graduation. Units of credit shall be granted based on satisfactory performance on standardized or locally developed tests focusing on subject area. High school transfer students must take any state-mandated assessments, including applicable End of Course assessments.

For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Letter grades for high school transfer students will be converted to numerical grades using either a conversion scale provided by the prior school or, if a scale is not available, using a conversion formula established by the Superintendent or designee. Transferred course titles, if necessary, will be changed to appropriate course titles in the list of state funded courses.

The Superintendent or designee(s) will be responsible for having a process in place for:

- a) Determining whether transfer courses meet the state-adopted curriculum;
- b) Placing transfer students at the appropriate level and granting units of credit for high school students based on this policy;
- c) Administering any required EOC in accordance with state assessment guidelines and the state rule concerning transfer credit; and
- d) Ensuring that grades are placed on student transcripts.

Policy
Community Coaches

Descriptor Code: IDFC

Community Coaches

Descriptor Code: IDFC

The Gilmer County Charter School System Board of Education authorizes the School District's participation in the Community Coach program as adopted by the Georgia High School Association (GHSA). The Community Coach program shall be operated in full compliance with rules and regulations of the GHSA and the Gilmer County Charter School District.

A 'community coach' is defined as a person who does not have a professional-level certification, who relates in role and function to a professional and does a portion of the professional's job or tasks under the supervision of the professional, and whose decision-making authority is limited and regulated by the professional.

Available community coaching positions will be advertised by the HR Department on the GCCSS website so that all interested potential candidates may apply. The community coach will be hired upon recommendation of the head coach, principal and superintendent; completion of a Criminal Background check; and the approval of the Board of Education.

In selecting a community coach the following will be considered:

- a. Coaching experience
- b. Participation in sports
- c. Education background
- d. Philosophy of coaching

The community coach shall not serve as a community coach until all requirements have been completed and approved by the Gilmer County Charter School System Board of Education. The position of community coach shall be a temporary position and must be approved annually and shall receive compensation as determined by the Gilmer County School District for his/her service.

Community coaches must serve under the immediate supervision of a certificated GCSS employee, and may not be named as or function as the head coach. The school principal is responsible for ensuring that community coaches adhere to all policies, rules, regulations, guidelines and procedures of the local school district. The coach shall serve at the pleasure of the principal of the school and the local school district, either of which may terminate the services of the lay coach at any time for any reason at the sole discretion of the principal or local school district.

An annual evaluation shall be conducted by the Certified Coach and Athletic Director.

Community coaches must sign a Hold Harmless agreement with the Gilmer County Charter School System agreeing to Hold Harmless the members of the Gilmer County Charter School

System Board of Education and any of its employees in the event of an injury the coach might sustain while carrying out their responsibilities.

Gilmer County Board of Education

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