CRISP COUNTY PRIMARY SCHOOL

2026-2027 Student Handbook



Dr. Leah Slimp, Principal
Mr. Edward Hammock, Assistant Principal
Mrs. Ashley Ward, Assistant Principal
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CRISP COUNTY PRIMARY SCHOOL
330 Old Hatley Road
Cordele, GA 31015
229-276-3450
www.crispschools.org

Dear Parents,

Welcome to Crisp County Primary School for the 2026–2027 school year! We are excited to begin another year filled with learning, growth, and discovery. At CCPS, we are committed to creating a safe, supportive, and engaging environment where every child is encouraged to learn, explore, and succeed each day.

Our dedicated faculty and staff work hard to build meaningful relationships with students, foster a strong sense of community, and make each school day a positive experience academically, socially, and emotionally. We believe every child can achieve success, and we are committed to providing a rigorous and enriching educational experience that supports the needs of all learners.

As we begin this new school year, we look forward to helping students adjust to new classrooms, build friendships, and grow in confidence as learners. Through high expectations, encouragement, and support, we will continue working together to help every child reach their fullest potential.

Strong communication between home and school is essential to student success. We value your partnership and encourage your involvement throughout the year. After reviewing the enclosed handbook, please sign and return the agreement form to your child's homeroom teacher.

Thank you for your continued support of our school. Together, we can make the 2026–2027 school year a successful, memorable, and rewarding experience for all students. Please do not hesitate to contact us if we can assist you in any way.

We wish you and your child a wonderful and successful school year!

Warm regards,
The Crisp County Primary School Administration and Staff

TABLE OF CONTENTS

Academic Calendar 5
CCSS beliefs 6
Policy of non-discrimination 6
Vision/mission 7
Arrival/dismissal 8
Attendance 8
Book bags, toys, and money 9
Birthday Parties 9
Bus rules 9
Care of school property 10
Cell phones 10
Child Abuse Policies 10
Conferences 10
Confidentiality 10
Distraction Free Devices 11
Dress code 11
Drug-Free School 11
Facebook 11
Family meeting nights 11
Field Trip 11
Fire and tornado drills 12
Gifted Education Program 12
Grades 13
Guidance and Counseling Services 13
Illness 14
Media center 14
Medication policy 15
Personal Safety 15
Promotion standards 15
Public Services 15
Refund Policy 16
Report Cards 16
Special Medical Needs Statement 17
School deliveries 17
School nutrition 17
Student withdrawal/transfer 18
Teacher qualifications 18
Technology Policy 18
    Google Workspace 19

Testing Information 20
Visitors 20
Title I Parental Engagement 21
Child Internet Protection Act 26
Weapons Policy 27
Search and Seizure 28
Student Directory Information 28
Crisp County Board of Education Procedures 29
Georgia Compulsory School Attendance Law 29
Notice of Rights Under Section 504 30
The Cougar Way 32
    Leadership Team 32
    Mission Statement 32
    Cougar Code 32
    Behavior Matrix 33
    Student Acknowledgement 33
    Parent Involvement 33
Crisp County Code of Conduct 34
Discipline Plan 35
    Possible Consequence by Teachers 35
    Consequences by Administrators 35
    Severe Violations 36
    Chronic/Habitual Disciplinary Plans and Behavior Support Services 36
    Opportunity Room 36
    Anti-Bullying Statement 36
    Bullying Prevention 37
    Restraint and Seclusion Procedures 37
Response to Intervention/MTSS 37
Behavior Definitions 38

Crisp County School System Calendar 2026-27

2026

July

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2027

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June

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27	28	29	30			

Jul. 1	12 month first day
Jul. 2	4th of July Holiday
Jul. 13	11 month first day
Jul. 20	Media first day
Jul.3,10,17,24	Buildings Closed
Jul. 22	New Hire Orientation
Jul. 23	New Teacher School Induction
Jul. 27-Jul.30	Teacher Preplanning
Jul. 31	1st Day of School/First Day Grading Period
Sep. 4	Grade Reports
Sep. 7	Labor Day Holiday
Oct. 8	Last day Grading Period
Oct. 9	Teacher Planning, Student Holiday
Oct. 12	Columbus Day Holiday
Oct. 13-16	Fall Break
Oct. 19	First day Grading Period
Oct. 22	Report Cards
Nov. 13	Grade Reports
Nov. 23-27	Thanksgiving Holidays
Dec. 18	Last Day Grading Period, Early Release
Dec. 21-31	Christmas Holidays
Jan. 1-4	New Year Holidays
Jan. 5	Teacher Planning, Student Holiday
Jan. 6	First day Grading Period/Students back
Jan. 7	Report Cards
Jan. 18	MLK Holiday
Feb. 8	Grade Reports
Feb. 15	President's Day Holiday
Feb. 16	Winter Holiday
Mar. 10	Steer and Barrow Day (Teacher Planning)
Mar. 18	Last day Grading Period
Mar. 19	First day Grading Period
Mar. 25	Report Cards
Apr. 2	Teacher Planning, Student Holiday
Apr. 5-9	Spring Break
Apr. 26	Grade Reports
May. 26	Last Day of School/Grading Period, Early Release
May 27-28	Teacher Postplanning
May. 28	Graduation
May. 31	Memorial Day Holiday
Jun. 2	HS & MS Report Cards Issued
Jun. 7	Media last day
Jun. 14	11 month last day
Jun. 4,11,18,25	Buildings Closed
Jun 30	12 month last day
	School not in session
	Teacher Planning Days
	Holidays
	Buildings closed
	First/Last Day Grading Periods
	Grade Reports
	Early Release for Students

CRISP COUNTY SCHOOL SYSTEM'S BELIEFS

- All children are deserving of opportunities to acquire a quality education in schools that are safe and secure.
- Recognizing the worth, dignity, and leadership capacity of every individual, all stakeholders including students, parents, community, faculty, and administrators shall have a voice in the education of our community's youth.
- All staff strives toward the educational, social, moral, vocational, and personal development of each child.
- Highly qualified and effective teachers collectively represent the foundation of quality instruction and have the greatest impact on student achievement.
- Diversified, differentiated, and accelerated learning opportunities are required to optimize each student's unique potential.
- Strong partnerships among home, school, and community reinforce the value of an education and increase student achievement.
- Developing well-rounded students who are excited about learning requires us to supplement quality academic curricula and instruction with opportunities to develop students' potentials in the arts, in athletics, and in areas of vocational interest and to encourage public support of the endeavors.
- A sense of authentic stewardship drives the effective and efficient use of resources including finances, personnel, facilities, transportation, and technology.
- Respectful, collaborative relationships among all stakeholders at every level of the chain of command strengthen our organization.
- Excellence shall be the goal of every endeavor at all levels of this organization, and we are intolerant of mediocrity.
- Personal commitments of regular attendance and a strong sense of work ethic among staff and students powerfully enhance the educational experience and quality of life.

POLICY OF NON-DISCRIMINATION

It is the policy of the Crisp County Board of Education not to discriminate on the basis of race, color, national origin, sex, marital status, age, native language, religion, creed, or handicap in educational programs and activities, admission to facilities, or employment practices.

VISION STATEMENT

Cougars Continually Preparing for Success!

MISSION STATEMENT

The mission of the Crisp County Primary is to produce high achieving students of excellent character by providing meaningful, individualized, instructional opportunities that meet the needs of the whole child (socially, emotionally, and intellectually.)



ARRIVAL AND DISMISSAL

ARRIVAL

- Please do not bring students to school before 7:30 a.m. There is no one on duty to supervise students before this time.
- Arrival begins at 7:30 a.m., and the instructional day begins promptly at 8:05 a.m. All students should be in their classrooms and ready to learn by 8:05.
- All children must be dropped off at the designated areas during the designated times. We have staff members on duty to ensure your child exits the vehicle and enters the building safely. Parents/Guardians are not allowed to park and walk children into the building. All families should use the drop-off lanes and remain in your vehicle.
- Families will not be able to walk children to the classrooms, enter the building, or go to the cafeteria, office, or lobby. We will have additional personnel in the front and back areas to make sure your children safely make it to their classrooms.

DISMISSAL

- Parent Pick-Up: Parent Pick-up tags for vehicles will be distributed at the beginning of the school year. Anyone picking up a child must have a Parent Pick-up tag. Anyone without a tag will be asked to present a photo ID and must be on the student record identified as a person who can pick-up the student. **CCSS Policy: Transportation changes must be made prior to 2:00.**
    - 2:50-3:15 — Parent Pick-Up
    - Buses begin to depart: Approximately 2:45
    - Late Buses: Approximately 3:45

ATTENDANCE

Students are required to attend school daily. Excused absences are sickness and death in the child's immediate family. The school must have a written excuse from a parent or doctor if a child is absent. If a child is late, the parent must walk the student in and sign the student in with the front office. After 3 tardies and absences, the school will require parents to schedule a parent conference.

TARDINESS Students who arrive at school after 8:05 a.m. will be counted as tardy.

EARLY CHECK-OUT: Students are encouraged not to leave school early, except in the case of an emergency, or medical appointment. Any student checked out before 11:30 will be counted absent. **No pick-ups will be allowed after 2:00** due to parent pick-up traffic, board policies, and to ensure the safety of our staff and children. All visitors must show a picture ID when checking students out.

BOOK BAGS, TOYS, AND MONEY

All bookbags carried by CCPS students must be clear. For safety purposes, rolling book bags are NOT allowed. Toys are not allowed at school. Based on their appearance, toy guns may be considered a real weapon. This is a decision based on administrative discretion. The teacher may on rare occasions allow a special item to be brought to class for educational purposes or for a special activity. Unnecessary money should not be brought to school.

BIRTHDAY PARTIES

Birthday parties are permitted at CCPS, and they will take place at the end of the school day. Please note that visitors are not allowed to attend these parties. All party materials must be dropped off on the morning of the celebration. Additionally, we kindly ask that no homemade food or baked goods be included.

BUS RULES

1. Students must practice acceptable conduct at all times.
2. Food or drinks must not be consumed on the bus.
3. Objectionable or dangerous objects are not permitted.
4. Smoking, chewing, and dipping is prohibited.
5. Drivers may assign seats to students.
6. When crossing a street is necessary, students should immediately cross in front of the bus in full view of the driver.
7. Students will keep arms and head inside the bus at all times.
8. Nothing is to be thrown from the bus.
9. STUDENTS MUST BE QUIET AT RAILROAD CROSSINGS.
10. The emergency door is to be used only at the discretion of the bus driver.
11. Students are to be at the bus stop at the scheduled time and to wait in an orderly manner.
12. The use of obscene language or gestures is prohibited.
13. Willful destruction or defacing school property is prohibited.
14. Students shall not operate the door or stop arms of the bus.
15. Students failing to respond to correction by bus drivers shall be reported to the school administration who may deny the students bus transportation. Improper bus conduct may result in bus suspension.

Riding the school bus is a privilege. Improper conduct on buses may result in that privilege being denied. At the beginning of the school year, a letter will be sent home explaining the consequences for students who have inappropriate bus behavior.

CARE OF SCHOOL PROPERTY

Students are responsible for all school property, including technology, in their possession. In the event that school property is damaged or lost, the student is expected to pay all replacement costs. All parents and children are encouraged to participate in the beautification and upkeep of our school.

CHILD ABUSE POLICIES

As child care providers, all staff and volunteers are mandated reporters. This requires all staff and volunteers to report any cases of suspected abuse or neglect to the proper authorities. All staff receive annual training in identifying and reporting child abuse and neglect.

CONFERENCES

Parent/Teacher conferences are encouraged. Communication between the parent and teacher is most beneficial to students' success. Parents should make an appointment with the teacher to schedule a conference. In addition, a designated fall student holiday will be reserved specifically for parent/teacher conferences to provide families with an additional opportunity to meet with teachers regarding student progress.

CONFIDENTIALITY

All personnel records are confidential in so far as third parties are concerned, with the school and the parent being the first and second parties. The Family Educational Rights and Privacy Act (FERPA) prohibit disclosure of educational records unless:

- Required by court order or subpoena
- Warranted by health or safety emergency
- Parents or an eligible student provides written consent.

School employees may disclose information obtained through personal observation but not information gleaned from student records. The guidance counselor must inform parents when a student admits a drug problem, after first giving the student the option of informing the parent. The annual student handbook shall serve as a means to communicate school drug policy to students, school staff, and parents.

DISTRACTION-FREE DEVICE POLICY

Student electronic devices such as cell phones, smartwatches, tablets, headphones, and smart glasses are not allowed on campus. If a student has a cell phone/device, it will be taken up, and a member of administration will contact the family to arrange the return.

DRESS CODE

Research has indicated that there is a distinct relationship between students' attire and their classroom behavior, attitude, and achievement. Students are expected to be neat, clean, and dressed for success at our schools.

The basic dress rules for CCPS students are as follows:

1. All items of clothing should be clean, comfortable, and appropriate for school; they should not be too tight, improperly revealing, or show undergarments. Belts must be worn if pants do not fit at the waistline.
2. Fishnet shirts, halter-tops, sundresses, or bare mid-section outfits are not permitted.
3. T-shirts with suggestive drawings or pictures (gang related, alcoholic beverages, drugs, or sexual suggestions) will not be permitted.
4. Shoes must be worn at all times. Children should wear suitable shoes for running, jumping, climbing, and other activities. Please consider sending your child in tennis shoes on PE days.
5. Clothing accessories such as hats, caps, bandanas, "do rags", sun visors, sweatbands/ headbands, or sunshades may not be worn unless it is a school sponsored dress up day.

DRUG-FREE SCHOOL

Crisp County School System maintains a drug-free educational environment.

FACEBOOK

CCPS has our own Facebook page. We post daily photos of children and activities around the school. Be sure to go now to Crisp County Primary School and like our page.

FAMILY MEETING NIGHTS/ACTIVITIES

These dates are planned and announced throughout the year. Stay tuned to Facebook and the webpage for announcements as well as checking your student's weekly communication folder.

FIELD TRIPS

All students have the privilege of attending field trips throughout the year. Permission slips are sent home prior to each trip. Parents are not allowed to attend field trips but encouraged to

attend all school related events on campus. No cash refunds are available. However, money can be transferred to an ice cream account or other related school activities.

FIRE AND TORNADO DRILLS

Fire or tornado drills will be conducted monthly for your child's safety.

GIFTED EDUCATION

To be eligible to receive gifted education services, the Georgia Board of Education has established multiple criteria for qualification. A student must demonstrate exceptional performance in three of four areas, which are mental ability, achievement, creativity, and motivation. Gifted Eligibility is determined after comprehensive assessments have taken place and the student meets the current Georgia requirements. All students are screened annually by their teachers for possible referral for gifted education services. Teachers routinely observe students throughout the year for the recognized traits, attitudes, and behavior characteristics of this population. In addition, teachers review test scores, academic progress, grades, special recognition, and awards received by their students. Students demonstrating these exceptional qualities may be referred to the Gifted Eligibility Team to be reviewed and considered for further evaluation. The Gifted Eligibility Team has the authority to make the final consideration for evaluation purposes.

AUTOMATIC REFERRAL

Based upon a review of system testing, certain students shall be referred for gifted program consideration called an automatic referral. The scores to be used for the automatic process will be determined by the administration each year. Those eligible for automatic referral shall be determined no later than the first grading period of a school year. Although students may be automatic referrals more than one time, a student may not be tested two consecutive school years.

REPORTED REFERRAL

Students may be referred for consideration for testing in the gifted program by teachers, counselors, parents, administrators, or self. Routine referrals may be submitted and received no later than January 31st. The information will be considered and reviewed by the Gifted Eligibility team to determine if further testing is needed.

GRADES

Standards-Based Grading (K–2)

In grades K–2, we use *standards-based grading* to show how your child is progressing in specific skills and learning goals. Instead of percentage grades, this system focuses on what your child knows and is able to do.

You will see the following marks on your child's report card:

- **M – Meets Standard:** Your child consistently demonstrates understanding of the skill or standard.
- **E – Emerging / In Progress:** Your child is developing understanding and is making progress, but has not yet fully met the standard.
- **N – Not Meeting Standard:** Your child is not yet demonstrating understanding of the skill and needs additional support.

This grading system helps teachers give younger learners meaningful feedback and allows parents to clearly see their child's strengths and areas for growth. Learning is a process, and students may move between levels as they continue to develop their skills throughout the year.

THIRD GRADE

Students will be issued a numeric percentage grade for Reading/Language Arts, Math, Science and Social Studies. A 4-½ week report will be issued for those students showing unsatisfactory progress.

Excellent Achievement:
A+ 97-100
A 93-96
A- 90-92

Satisfactory Achievement:
B+ 87-89
B 83-86
B- 80-82

Needs to Improve:
C 77-79
C- 73-76
D 70-72

Failing:
F 69 and below

GUIDANCE AND COUNSELING SERVICES

The guidance and counseling program at Crisp County Primary School is both preventive and developmental in design. Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help students develop socially and emotionally.

ILLINESS

Children who are ill should not be brought to school. Your child must be symptom and fever free for 24 hours before returning to school. If your child should become ill during the day, you will be called and asked to pick your child up. Anyone picking up a child from the school must sign the child out with a member of the front office staff.

- *Chicken Pox* – Students may return to school when all scabs are dry with no puss in the center of scabs. This will usually be about 6 days after a child breaks out.
- *Pink Eye* – Students will be sent home and medication must be obtained and administered before student will be allowed back in school.
- *Fever* – Students will be sent home with a fever above 100°F. Students must be fever free for 24 hours without medication before returning to school.
- *Head Lice* – Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. Head lice can be a nuisance, but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice. Both the American Association of Pediatrics and the National Association of School Nurses advocate that "no-nit" policies should be discontinued. "No-nit policies require a child to be free of nits before they return to schools should be discontinued for the following reasons:

    - Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as casings.
    - Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
    - The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
    - Misdiagnosis of nits is very common during nit checks conducted by nonmedical personnel.

MEDIA CENTER

The library manages the Accelerated Reading Program, which includes incentives and celebrations for students who meet their reading goals. Students are encouraged to check out 1–2 books each week and read them both at school and at home with parents or guardians. If a book is lost or damaged, a fee will be added to the student's Infinite Campus account, and notification will be sent home. Students with outstanding fees will be limited to checking out materials from a designated collection (Tie-Dye Books) until the fee is paid or the item is returned. The media center is open daily from 8:30 a.m. to 2:15 p.m.

MEDICATION POLICY

Medication to be administered at school must be brought to school by the parent or guardian. The medication must be prescribed by a doctor and in its original bottle. The parent/guardian must sign the form required by the school system. If medication is required that is not a prescription, the doctor must write a letter requesting the school to administer the medication during the day. This policy is designed to protect your child and our employees.

Students will not be given Ibuprofen or Tylenol at school UNLESS a parent has filed a release form and the parent provides the medication. Students wishing to have aspirin or Tylenol available may bring a bottle with their name permanently written on the outside with a signed release form from their parent or guardian to the nurse in the main office.

PARENT INFORMATION ON PERSONAL SAFETY EDUCATION

Each student will be taught personal safety as a part of our health curriculum. Information will be sent to parents to let them know when this part of the health curriculum will be taught. If parents choose to exclude their child from the personal safety instruction, they must do so in writing to the principal.

PROMOTION STANDARDS

All students are expected to meet specified criteria based on the CCSS board policy in order to be eligible for promotion into the next grade. Please speak with your child's teacher regarding promotion standards.

PUBLIC SERVICES

Middle Flint Area Mental Health
Mental Retardation and Substance Abuse Program
Crisp County Office
1335 N. 5th Street Extension
Cordele, GA
229-276-2367

Drug Abuse Help Line: 1-800-338-6745, 24 hours a day, offers information, referrals, and telephone counselors.

REFUND POLICY

If a student misses a field trip or any school-sponsored event, cash refunds will not be issued. Fees may be transferred to the student's ice cream account or applied toward other related school activities.

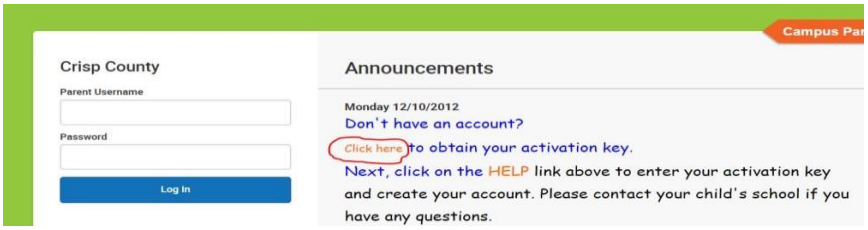
REPORT CARDS

Progress Reports are available after each grading period. Report cards are available via Infinite Campus for all grade levels. Paper copies will be sent home every nine weeks. Parents need to create an account in Infinite Campus. Instructions are below.

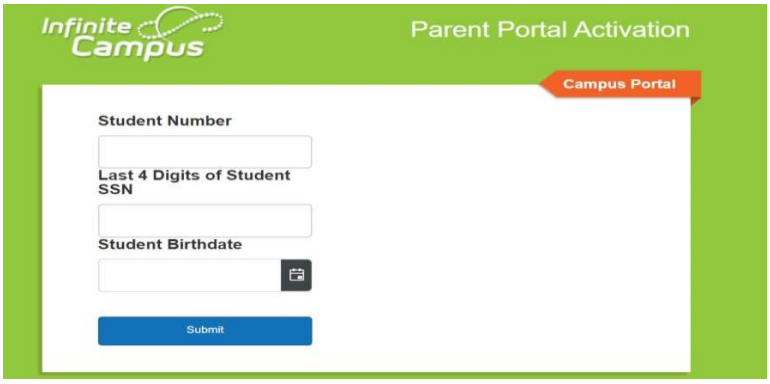
Parent Instructions for activating Infinite Campus Parent Account

Instructions for Website

Go to Crisp County Schools website at https://www.crispschools.org/ select parents, and then select Infinite Campus. Once the login page comes up, select *"click here"* and follow the directions on the next screen.



Once you're on the screen that looks like the one below, correctly enter the information and click submit. The next page will show the activation key. It should have the letters GUID in front of it and will be about 32 characters long consisting of letters and numbers.



Instructions forMobile App

Download the***Campus Parent***mobile app from your mobile device.Our District ID is HLWKYC(Account must be activated first before you can use the mobile app).

SPECIAL MEDICAL NEEDS STATEMENT

Please notify the teacher and administration of students who have recurrent medical needs such as asthma, seizures, allergic reactions, etc. in order that school officials can be prepared if emergencies arise. We have a school nurse to handle minor injuries. CCPS has a School Based Health Clinic that can address other health issues.

SCHOOL DELIVERIES

Crisp County Schools allows flowers or balloons to be delivered to children at school. However, balloons or flowers cannot be transported on CCPS buses. No deliveries are allowed on Valentine's Day.

SCHOOL NUTRITION

All students are offered breakfast and lunch free of charge. The Crisp County School Nutrition Program encourages students to join the SNP staff for a nutritious breakfast and lunch each school day. Research has shown that good nutrition helps students be more productive in their schoolwork each day. The right food provides the fuel needed by the body to operate a more efficient brain. Breakfast is served each day from 7:45 am until 8:05 am in each classroom. The Crisp County School Nutrition Staff looks forward to providing students with a nutritious meal.

Guest Meals- Adult: $3.50 (Breakfast); $5.50(Lunch)

Milk: Students are expected to drink milk with their meal. Exceptions will be made for medical reasons only. A doctor's excuse is required. The price of extra milk is 50¢.

Ice cream: Ice cream will be available for purchase on Monday, Wednesday, and Friday for $1.00. Students who wish to purchase ice cream must turn in their money to their teacher by 8:05 AM. No money will be accepted after 8:05 AM.

Fast Food: Fast food is prohibited for students for breakfast and lunch.

Snacks: Students may bring a nutritious snack to school. All snacks are to be eaten during recess or at the teacher's discretion. Candy, cookies, chewing gum, etc. are not recommended at school unless the classroom teacher gives special permission. In an effort to minimize sugar intake for our students and be more nutritious, we ask that you do not bring cake or cupcakes for birthdays. A healthier choice is recommended.

STUDENT WITHDRAWAL/TRANSFER

Parents are required to notify the school in advance if students are withdrawing or transferring to another school. The school you are transferring to must request records.

TEACHER QUALIFICIATIONS

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

The following information may be requested whether the student's teacher -

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

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the Principal, Dr. Leah Slimp at (229) 276-3450.

TECHNOLOGY POLICY

CCPS routinely incorporates many forms of technology into curriculum and instruction. We are committed to the goal of having technology, computers and network capabilities used in a responsible, efficient, ethical, educational and legal manner in accordance with the mission of Crisp County Schools. It is a privilege to use the resources.

CCPS has security precautions in place to maintain the safety and integrity of our school, staff and students. Expectations of technology users:

- Be courteous and ethical
- Follow teacher directions
- Treat technology (Chromebooks, iPads, laptops, speakers, keyboards, printers, Mimeo, etc.) with care

Acceptable uses of the network include activities that support teaching and learning. All CCPS students and parents will receive a copy of the CCSS Technology Agreement that requires parent signature to indicate understanding and agreement with the policies. Misuse of technology and network may result in suspension of privileges, payment of fees and additional consequences.

GOOGLE WORKSPACE: The Crisp County School System (CCSS) utilizes Google Workspace for Education Core Services, a set of education productivity tools from Google including Gmail, Calendar, Docs, and Classroom. Students use their Google Workspace for Education accounts to sign into their Chromebooks, complete assignments, and learn 21st century digital citizenship skills.

In addition to the Core Services, Google Workspace for Education offers supplemental apps and tools, or Additional Services. In these Additional Services, Google may show non-targeted ads to your child and may use collected information to provide, maintain, and develop new Additional Services. To view the terms of service for these Additional Services, please visit:
https://workspace.google.com/terms/additional_services.html
To read Google's answers to frequently asked questions about student data privacy and security, please visit:
https://edu.google.com/why-google/privacy-security

CCSS takes its responsibility for protecting the confidentiality and security of student information very seriously. CCSS has contracted with Google to provide access to Google Workspace for Education to students in a closed and secure environment that is not accessible to anyone outside of CCSS. Google is obligated to comply with all federal and state laws regarding student data privacy and security including the Family Educational Rights and Privacy Act (FERPA). To review the generally applicable terms of service that Google provides for the Core Services in their entirety, please visit:
https://workspace.google.com/terms/education_terms.html

Please be advised that this handbook serves as your notification that you are allowing CCSS to provide your student with access to Google Workspace for Education Additional Services as part of their individual student accounts. If you would like to opt your student out of these Additional Services you will need to complete this Google
Form: https://forms.gle/YWU58tR8hZfBTxvE8

If you are unable to access the Google Form you will need to request your student's teacher to provide a paper copy of the consent form.

TESTING INFORMATION

- Kindergarten Screening and Assessments: Dibels 8th, GKIDS, PPVT, iReady
- First Grade Assessments: Dibels 8th, iReady
- Second Grade Assessments: Dibels 8th, iReady
- Third Grade Assessments: Beacon, Dibels 8th, Georgia Milestones Assessment, iReady

VISITORS

Instructional time is very critical and it must be protected to maximize your child's learning. Classroom observations, conferences, and visits must be scheduled in advance with the teacher and/or school administration and will be permitted by appointment only pending there is no interruption of classroom instruction. Anyone entering the building must be cleared by the front office, be listed in Infinite Campus on the student profile and show an ID with a picture.

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

WHAT IS FAMILY ENGAGEMENT?

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

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

ABOUT THE PARENT AND FAMILY ENGAGEMENT POLICY

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

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

JOINTLY DEVELOPED

During the Title I Input meeting held in April, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement plan for the 2024-2025 school year. Methods used to invite parents to this meeting included: labels in students' agendas, each Title I school's website and Facebook page, and email/text blasts to parents. Feedback was provided on the following topics: Schoolwide Improvement Plan and Home-School compacts (both of these items are specific to each Title I school); Title I Budget;1% set-aside budget for Parent Engagement; Parent and Family Engagement Policy; Parent Resource Center; and building capacity for parents and staff.

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school district website or by submitting written comments to your child's school. All feedback received in April of 2024 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district and school websites and in parent resource centers, included in each school's student handbook, disseminate it during the annual Title I school meetings in the fall, and email the link to all parents in a format and language they can understand.

COMMUNICATIONS

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

STRENGTHENING OUR SCHOOL

This year, the Federal Programs' Director will provide assistance and support to all schools' Family Engagement Coordinators to ensure parental involvement requirements are being satisfied and that parent engagement strategies and activities are being implemented. Schools will receive notifications and resources from the district to help them improve and strengthen family engagement. Through frequent communication and school visits, the schools' principals and the schools' Family Engagement Coordinators will review the Family Engagement Plan and school activities.

Additionally, at a district leadership team in January, the Family Engagement Coordinator will review parental involvement requirements and discuss planning opportunities for parental involvement activities and meetings for the remainder of the school year.

RESERVATION OF FUNDS

The CCSS will reserve 1 percent from the total amount of Title I funds it receives in 2025-2026 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the CCSS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. The district will host an annual Title I Input Meeting in the Spring of 2025 for parents to provide suggestions on how these parental involvement funds will be used in the upcoming year. Feedback forms and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

OPPORTUNITIES FOR MEANINGFUL PARENT CONSULTATION

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

- *Annual Title I Meeting~ Fall of 2025*

At the beginning of the school year, all Title I schools will host a meeting to inform all parents of the Title I requirements and the school's participation in and parent's rights under Title I.

- *Title I Input Meetings ~ Spring of 2026*

All parents are welcome to hear the latest updates from the Crisp County School System as well as review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 2025-2026 school year. Each school in the district will invite parents to attend this meeting using at least two of the following communication methods: labels in agenda; school website and/or Facebook page; email blasts; texts blasts. The district will also communicate information regarding this meeting on the school district website.

SCHOOL-PARENT COMPACTS

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

BUILDING CAPACITY

The CCSS will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the CCSS will implement a variety of family and community engagement initiatives.

Of Parents - CCSS will provide families with information about the overall Title I program and its requirements. The district works with its Title I schools to help families understand academic expectations for student learning and progress. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.

Crisp County School System will build the capacity for strong parental involvement by providing assistance to parents in understanding such topics as:

- Georgia Milestones
- Georgia Standards of Excellence and Georgia Performance Standards
- The requirements of Title I Part A
- How to monitor their child's progress
- How to work with educators to improve the achievement of their child
- Google Classroom
- Infinite Campus

CCSS will foster parental involvement by providing materials and training such as literacy training and using technology, as appropriate, to help parents to improve their student's academic achievement. CCSS will coordinate and integrate parental involvement programs that teach parents how to help their child/children at home. The school will provide resources that encourage and support parents in fully participating in the education of their student (s). CCSS will ensure that information related to school and parent programs is provided in a format and language understandable to all parents/guardians.

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

Of School Staff - Crisp County School System will educate teachers, staff, and principals on the value and utility of the contributions of parents. Ideas for reaching out to and communicating with parents as equal partners will be explored.

CCSS will conduct two trainings during the school year to increase family engagement, improve school-family communication, and build ties with parents and the community. CCSS will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments.

To ensure that information related to district, school, and parent programs, meetings, and activities is available to all parents in an understandable and uniform format, each school will utilize their social media page and school website, as well as the districts'. Parent notifications and resources will be sent home in parents' native language, where applicable, and interpreters can be available at parent events and meetings, if requested. The district will also utilize other school message systems to post information for parents.

PARENT AND FAMILY ENGAGEMENT EVALUATION

Each year, the CCSS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I Schools through an annual parent survey. Beginning in February, each Title I school will send home a survey and email a link to the survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. These surveys will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs of parents of children eligible to receive Title I services to design strategies for more effective family engagement.

Accessibility

The CCSS will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies. In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district family engagement coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

ADOPTION

This district wide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting. This policy was adopted by the Crisp County School District on May 16, 2025, and will be in effect for the 2025-2026 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

CHILD INTERNET PROTECTION ACT

Procedures or guidelines have been developed by the superintendent, administrators and /or other appropriate personnel, which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are:

- obscene
- child pornography
- harmful to minors

as those terms are defined in Section 1703 (b) (1) and (2) of the Children's Internet Protection Act of 2000.

Such procedures or guidelines are designed to:

- Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
- Promote the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Prevent unauthorized access, including so-call "hacking", and other unauthorized activities by minors online;

- Prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
- Restrict minor' access to materials "harmful to minors," as that term is defined in Section 1703 (b) (2) of the Children's Internet Protection Act of 2000.

Students will have access to the Internet in the Media Center, Computer Lab, and in their classrooms in order to do supervised projects and the Georgia Milestone Assessment System (GMAS) Online. Every precaution has been and will be taken to ensure students will not have access to inappropriate materials.

WEAPONS

The Crisp County Board of Education believes the presence of weapons on school property is detrimental to the welfare and safety of the students and school personnel, and is a violation of state law.

It shall be unlawful for any person to carry, possess, or have under control any weapon within a school safety zone, at a school building, during a school function, or on school property or on a bus or other transportation furnished by the school.

The term "weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other kind of knife having a blade of three or more inches, straightedge razor, spring stick, metal knucks, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chakha, nun chuck, nunchuka, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or laser as defined in O.C.G.A., 16-11-106.

Punishment: A fine of not more than $10,000, imprisonment for not less than two or more than ten years, or both. A juvenile who violates this shall be subject to the provision of O.C.G.A., 15-11-37.

THE PENALTY FOR VIOLATION OF THE WEAPONS POLICY BY BRINGING TO SCHOOL A FIREARM WILL BE A ONE-YEAR EXPULSION FROM SCHOOL, EXCEPT THAT THE SUPERINTENDENT MAY MODIFY THE EXPULSION REQUIREMENT FOR GOOD CAUSE ON A CASE-BY-CASE BASIS.

**Based on toy weapon appearance, toy guns may be considered a real weapon. This is a decision based on administrative discretion.

SEARCH AND SEIZURE

The school's principal or designee may institute a search if there are reasonable grounds to believe that the search will reveal evidence that the student is in violation of the law or the rules of the school. Searches based on reasonable grounds may proceed without hindrance or delay, but shall be conducted in a manner that is not excessively intrusive in light of the age and sex of the student.

STUDENT DIRECTORY INFORMATION

Crisp County School System has determined the following information to be "Directory Information" and may be distributed to military recruiters, post-secondary institutions, potential employers, and printed in booklets/brochures regarding awards and or student recognition:

- Student's name, address, and telephone listing
- Date and place of birth
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Awards received
- Most previous school attended by student
- Diploma awarded

A parent or guardian who desires that the school district NOT RELEASE ANY OR ALL OF THE DIRECTORY INFORMATION about a student without prior written consent must notify the school district to that effect in writing. The request should be addressed to:

Crisp County School System
Attention: Principal
330 Old Hatley Road
Cordele, GA 31015

CRISP COUNTY BOARD OF EDUCATION EQUAL OPPORTUNITY/SEXUAL HARASSAMENT/DISCRMINATORY COMPLAINTS PROCEDURES

It is the policy of the Crisp County School District that racial, sexual, or other forms of harassment or discrimination are strictly forbidden. Any student, employee, applicant for employment, parent or other individual who believes he or she has been subjected to harassment or discrimination by other students or employees of the school district based upon his or her race, color, religion, national origin, age, disability or sex should promptly report the same to the principal of their school or the appropriate coordinator, who will implement the board's discriminatory complaints or harassment procedures.

The Title VI, Section 504, and Americans with Disabilities Act Coordinator is Kristen Stokes. The Title IX Coordinator is Pamela Braziel. Students may also report harassment or discrimination to their school counselor. Students and employees shall not be subjected to retaliation for reporting such harassment or discrimination. A copy of the discriminatory complaints procedure of the Crisp County School District (GAAA/JAA) are found in the school district policy manual, which is available to either the school office or the central office.

GEORGIA COMPULSORY SCHOOL ATTENDANCE LAW

Dear Parents/Guardians,

Absenteeism is detrimental to a student's achievement, self-esteem, promotion, test scores, graduation and employment potential. In order for students to succeed in school, attendance is critical; therefore, students need to be present and on time daily. Recent changes in the Georgia Compulsory School Attendance Law require that students and parents be informed of possible consequences for violation of the Georgia Compulsory School Attendance Law. Parents and/or students are in violation of the law each time that a student misses' school without a valid excuse.
Students may be legally excused from school only for the specific reasons outlines below:

1. When personally ill and when attendance in school would endanger their health or the health of others;
2. When in the immediate family there is a serious illness or death which would reasonably necessitate absence from school;
3. On special and recognized religious holidays observed by their faith;
4. When mandated by governmental agencies (i.e., pre-induction physical or subpoena);
5. When prevented from attendance due to weather conditions rendering school attendance impossible or hazardous;
6. When registering to vote (one day);

*Students should be counted present when serving as pages of the general assembly.

GA Code Section 20-2-690.1 with the revisions of Section 10 of the governor's Education Bill (HB 1190) states that "any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code Section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not more than $100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction.

Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense."

Additionally, the law now requires that each parent/guardian will sign a statement acknowledging receipt of the information above and this statement of acknowledgment will be kept on file at the school for each student enrolled. This letter shall serve as documentation of such. In addition, each child ten years or older will be required to sign this acknowledgment as well.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address:

Kristen Stokes
Crisp County School System
201 7th Street South
Cordele, GA 31015

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time; file a complaint with the United States Department of Education's Office of Civil Rights.

THE COUGAR WAY (PBIS)

The Cougar Way incorporates Positive Behavior and Instructional Supports (PBIS) as a way to reduce challenging behaviors by increasing desirable behaviors through prevention, positive consequences, and teaching appropriate behaviors (Conroy, et al. 2005). Periodically, there will be various types of PBIS (Cougar Way) celebrations. These celebrations might be geared towards individual classes or school-wide.

LEADERSHIP TEAM

Our PBIS leadership team consists of CCPS staff members. Our team is composed of a variety of teachers and specialists that provide support systems within our school.

COUGAR WAY MISSION STATEMENT

Our mission is to provide a positive learning environment where students can be responsible, be respectful, be safe in order to become productive members of society.

The CCPS staff believes that students are successful when they grow academically, socially and emotionally. To be successful, our behavior program needs to be a partnership between home and school.

COUGAR CODE

Be Responsible, Be Respectful and Be Safe are the expectations that allow our students to connect their behavior to our school-wide matrix.



COUGAR CODE BEHAVIOR MATRIX

CCPS has developed a behavior matrix which includes our expectations that align with the **Cougar Code - Be Responsible. Be Respectful. Be Safe.**

Each expectation is broken down into different settings with specific rules that apply to that particular setting

STUDENT ACKOWLEDGEMENT SYSTEM

Positive behavior is encouraged by noticing when students are following the rules and expectations. Classrooms are awarded when the classroom as a whole exhibit positive behavior. When the class meets the goal, the class earns a celebration. Students can also earn points daily when they are caught following The Cougar Code and being kind to others via PBIS Rewards. Students are immediately acknowledged for positive behaviors and point totals are tracked. Students can use their points to purchase items from Cody's Corner.

PARENT INVOLVEMENT

PBIS is not just for school, many families find that what students learn from The Cougar Way at school carries over to promote positive behavior at home.

Please support CCPS by:

- Reviewing behavior expectations with your child
- Using the behavior expectations matrix at home
- Using the same language that is being used at school with your child.
- Providing positive reinforcement at home (rewarding good choices with compliments "I see you put your dish in the sink after supper, thank you, that is so helpful" or quality time, "you worked so hard cleaning up all of your toys, let's get out your firetruck puzzle to do together.")
- Sharing comments with or asking questions about The Cougar Way to team members

The more involved families are in their child's education, the more likely the child is to succeed in school.

Research shows that parent support is more important to school success than a student's IQ or economic status.

Download the PBIS Rewards Family App to monitor your student's earned points, redemptions in Cody's Corner and see comments about their positive behavior and kind acts.

CRISP COUNTY PRIMARY SCHOOL CODE OF CONDUCT

Your child is very special to us! To guarantee that all children benefit from the excellent learning climate they deserve, our staff, in collaboration with parents and district leaders, have developed this discipline plan that becomes effective on the first day a student enrolls in school. These rules apply during school hours, while students are being transported on buses, and during school-sponsored activities.

We believe all students can behave appropriately in the classroom and throughout the school. Therefore, we will tolerate no behavior that prevents teachers from teaching and/or students from learning. Please review this information below.

CLASSROOM RULES

1. Follow directions.
2. Stay in seat during work time.
3. Raise hand and receive permission before speaking.
4. Keep hands, feet, and objects to self.
5. Show respect for classmates, personal property, and school property.
6. Bring necessary materials to class.

RECESS BEHAVIOR RULES

1. Rough play (fighting, wrestling, karate, kicking, etc.) is not allowed.
2. Use equipment properly.
3. Follow directions.
4. Throwing rocks, sticks, pinecones, pecans, etc. is not allowed.
5. Stay in assigned area or with group.

RESTROOM AND HALL RULES

1. Walk in line on the right side of the hall.
2. Talking without permission will not be allowed.
3. Keep hands, feet, and objects to self.
4. Running and playing will not be allowed.
5. Show respect for school property.

CAFETERIA RULES

1. Walk or stand quietly in line without skipping.
2. Talk quietly with neighbors seated near you after eating.
3. Clean personal space after eating.
4. Use good manners; no throwing or exchanging of food.

BUS RULES

Bus discipline rules and procedures are sent home to be signed by parents and/or guardians each year.

DISCIPLINE PLAN

CONSEQUENCES FOR VIOLATION OF THE PHONE DISTRACTION POLICY

1st Offense: The phone/device is confiscated, held in a secure location by administration, and a legal guardian must come to the school to pick up the device.
2nd Offense: The phone/device is confiscated and held in a secure location by administration. The student will serve one day in ISI, and a legal guardian must come to the school to pick up the device.
3rd Offense: The phone/device will be confiscated and held in a secure location by administration. The student will serve two days in ISI, and a legal guardian must come to the school to pick up the device.
4th Offense: The phone/device will be confiscated and held in a secure location by administration. The student will serve one day of Out-of-School Suspension and one day in ISI. A legal guardian must come to the school to pick up the device.

*Any offenses beyond the fourth offense will result in more punitive consequences at the discretion of administration.

POSSIBLE CONSEQUENCES BY TEACHERS

1st Offense: Reminder: verbal reminder to student(s) that a rule is being broken.
2nd Offense: 5-10 minutes time out in the teacher's classroom where the incident occurred.
3rd Offense:10 minutes time out in the teacher's room where the incident occurred.
4th Offense: Up to 20 minutes time out in another teacher's classroom. Parent contacted by phone and **Classroom Behavior Report** form sent home. The **Classroom Behavior Report** must be signed and returned the following day.

The teacher has the option of discussing habitual behaviors individually with an administrator. Severe misbehavior (profanity, racial slurs, fighting, leaving campus without permission, etc.) will result in an immediate **Office Discipline Referral**. Other offenses that will result in an immediate office referral are bullying, vulgarity, excessive aggression, hostility, and blatant disrespect.

CONSEQUENCES BY ADMINISTRATION

1st Office Referral — Administrator will contact parents. Administrator(s) and teacher will meet to discuss the student's behavior and academic progress. An Office Discipline Referral will be sent home for parents to sign and return the following day.
2nd Office Referral — Parent will be contacted for a conference. A face-to-face parent conference will be required before the child is allowed back in school. An Office Discipline Referral will be sent documenting contact and/or the required parent conference and signed by the parent.
3rd Office Referral — Administrator will evaluate the situation on a case-by-case basis. If your child continues to disobey the school's rules, more severe consequences such as corporal punishment, STAR, "Opportunity Room," or suspension may be administered. An Office Discipline Referral will be sent home documenting action(s) taken by the administration.

SEVERE VIOLATIONS

Office referrals for severe offenses may result in more severe consequences. Please remind your child that objects that could harm others ***will not*** be tolerated at school. These include sharp objects, knives, guns, firecrackers, lighters, etc. Any student who brings a weapon will be disciplined with consideration given to local board policies. Severe and/or repeated offenses will be evaluated on a case-by-case basis giving consideration to academic, disciplinary, SST, Special Education, and attendance records, as well as relevant extenuating circumstances. Such offenses could result in the student being referred for a system disciplinary hearing with a Disciplinary Hearing Officer.

CHRONIC/HABITUAL DISCIPLINARY PLANS AND BEHAVIOR SUPPORT SERVICES

Georgia law requires local boards of education to implement policies that promote cooperative planning between parents, administrators, and teachers whenever children display a chronic or habitual pattern of misbehavior that disrupts the learning environment within the school. Identification of children for whom official behavioral support plans must be drafted will be handled on an individual basis with regard to the frequency and the severity of a child's poor conduct. A component of this process shall include meetings with the school's Student Support Team, which will establish behavioral benchmarks and identify appropriate support personnel who will implement intervention strategies designed to assist students as they make progress towards established goals.

OPPORTUNITY ROOM

Crisp County Primary can utilize an Opportunity Room as a consequence for students with chronic or severe discipline issues. TOR can only be assigned and approved by an administrator as a consequence of a reported and documented major behavior. An appropriately trained CCPS employee will be assigned to monitor the students at all times. The Opportunity Room is a disciplinary program aiming at improving and managing challenging behaviors allowing students to remain in a learning environment while isolated from the rest of the student body. The main goal is to have students stay caught up work, receive explicit behavior skill and social-emotional instruction and support, and help with any other difficulties they are having.

ANTI-BULLYING STATEMENT

Crisp County Primary School is committed to providing a safe learning environment and to promptly address any bullying behaviors. Behavior that infringes on the safety of students will not be tolerated.

BULLYING PREVENTION

Crisp County Primary School is committed to ensuring students receive the age-appropriate instruction and foundational skills needed to be respectful, responsible and safe. Prevention focuses on strategies for reducing bullying behaviors by blending Cougar Way/PBIS strategies with explicit classroom instruction. Teaching students to identify and respond effectively to bullying and other harmful behaviors of others matches our students' developmental levels. Students receive explicit character education instruction from our Guidance Program and have the support of our School Counselors. Our 3rd grade students attend a Stop Bullying Program presented by our certified School Resource Officer (SRO).

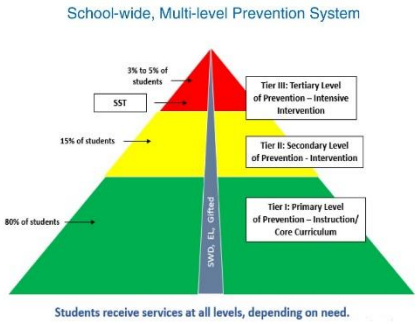
RESTRAINT AND SECLUSION PROCEDURES

All Crisp County Schools support a positive approach with proactive strategies to address students with behavioral needs. Therefore, restraint and seclusion shall be used only when there seems to be an imminent risk of danger to the individual student or to others. Restraint and seclusion shall be used only as a last resort as an intervention choice. In the event that restraint or seclusion is used, the dignity, privacy, and safety of individuals shall be preserved. Restraint and seclusion shall be initiated only in situations that are identified as an emergency and shall be implemented only in a competent and responsible manner.

A PARENT LETTER ON RESPONSE TO INTERVENTIONS

"Learning Today… Graduating our Future Leaders Tomorrow!" is the vision of the Crisp County School System. It is our goal at Crisp County Primary School for all students to have the resources and instruction necessary to reach their full potential while receiving a free and appropriate public education. In compliance with Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Improvement Act, CCPS is dedicated to meeting the needs and services for all students to receive the best quality education through programming for the individual student. The school adheres to a policy of non-discrimination in educational programs and activities while striving to provide equal educational opportunity for all students as required by Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability. Crisp County Primary School embraces the *Multi-Tiered System of Supports (MTSS) Model (formerly referred to as "Response to Intervention*", as a system of service delivery that uses evidence based interventions, monitoring and evaluation for ongoing tracking of individual students in making informed decisions about the student's educational and behavioral programming needs. This system provides students who do not respond to instruction with increasingly intensive levels of intervention. CCPS is dedicated to meeting the requirements of the *Multi-Tiered System of Supports.*

*Should you have more questions about the *Multi-Tiered System of Supports*, please contact a school administrator.



CRISP COUNTY PRIMARY SCHOOL BEHAVIOR DEFINITIONS

BEHAVIOR	MINOR PROBLEMS	EXAMPLES	MAJOR PROBLEMS	EXAMPLES
DEFIANCE	Student engages in brief or low-intensity failure to follow directions or talks back	*Not limited to mild talking back, eye rolling and sucking teeth*	Student engages in continued or high-intensity failure to follow directions or blatantly defies school employee request.	*Continuous talking back, rolling eyes, sucking teeth, non-compliance*
DISRUPTION	Student engages in disturbance that interrupts an activity or instruction.	*Loud talking, yelling, screaming, noise with material, horseplay*	Student repeatedly engages in behavior causing an interruption in a class or activity despite prior Reprimand.	*Excessive or repeated loud talking, yelling, or creaming, noise with materials, horseplay*
PHYSICAL AGGRESSION	Student engages in non serious, but inappropriate physical contact. No injuries occur.	*Pushing, shoving, horseplay*	Student engages in actions involving serious physical contact where injury may occur.	*Hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.*
INAPPROPRIATE LANGUAGE	Student engages in low intensity instance of inappropriate language.	*Student uses inappropriate language, but not directed to employee, student, or others*	Student uses abusive words, profane or vulgar language (written or oral) or gestures DIRECTED at or toward an employee or student.	*Student repeatedly uses inappropriate names, words or curse words to peers or adults*
PROPERTY MISUSE/DAMAGE	Student engages in low intensity misuse of property.	*Handling a book the wrong way, writing on desk or walls*	Student participates in an activity that results in destruction or disfigurement of property.	*Vandalizing, defacing, or setting fire to school, public or private school property*

BEHAVIOR	MINOR PROBLEMS	EXAMPLES	MAJOR PROBLEMS	EXAMPLES
TECHNOLOGY VIOLATION	Student engages in non-serious but inappropriate misuse of technology during instructional day.	*Inappropriate use of cell phone, tablet,* **camera**, *computer, etc*	Student engages in misuse of Technology/computer.	*Accessing inappropriate websites, researching inappropriate content, sending or taking inappropriate pictures, disabling/tampering/ trespassing/hacking/ alternating hard drives*
TANTRUMS	Student causes an interruption in class or activity.	*Crying, screaming, throwing things*	Not a major behavior. May go as disruption if it is prolonged	
INCONSOLABLE CRYING	Student cries for an extended period of time. All typical comfort strategies are unsuccessful. (At least 30 Minutes)	*Crying, isolating, refusing typical comfort strategies*	Not a major behavior.	
SELF INJURY	Student physically abuses self.	*Self-scratching, head banging, self-biting, skin picking*	Not a major behavior, counselor referral.	
REPETITIVE BEHAVIOR	Student engages in self stimulating behavior or "stimming". Child may have repetitive motions or movements.	*Fixating on one object or motion*	Not a major behavior, counselor referral.	

BEHAVIOR	MINOR PROBLEMS	EXAMPLES	MAJOR PROBLEMS	EXAMPLES
SOCIAL WITHDRAWAL/ ISOLATION	Student socially withdrawals during classroom activities with peers/adults or withdrawals from play or social Interactions with peers or adults.	*Hanging at the door for Extended periods of time waiting for parents, falls asleep in response attempts to engage, turns face or eyes away from interaction*	Not a major behavior, counselor referral.	
INAPPROPRIATE LOCATION/ RUNNING AWAY	Student leaves or stays in area alone without permission to escape an activity, direction, task, or place.	*Student leaves classroom without permission to visit the media center*	Student leaves the building without permission.	*Student leaves the school without permission to meet somebody*
OPPORTUNISTIC/ PLANNED THEFT			Student is in possession of, passed on, or is responsible for removing some else's property greater than $5.00.	*Student is in possession of another student's sweatshirt valued at $25*
FIGHTING			Student is involved in mutual participation in an incident involving physical violence.	
BULLYING			Student repeatedly delivers direct or technology-based messages that involve intimidation, teasing, taunting, threats or name calling. Real or perceived power of imbalance.	*Making repeated threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. If the victim is also an aggressor, the behavior is defined as a conflict*

BEHAVIOR	MINOR PROBLEMS	EXAMPLES	MAJOR PROBLEMS	EXAMPLES
TOBACCO			Student is in possession of, is using, or distributes tobacco.	*Smoking cigarettes, e-cigarettes, or using any tobacco products*
DRUGS			Student is in possession of or is using illegal drugs/substances or imitations. Distributes drugs.	*Deliberately smelling, inhaling or ingesting any legal/illegal substance*
ALCOHOL			Student is in possession of, is using, or distributes alcohol.	*Deliberately ingesting any legal/illegal substance*
WEAPON			Student bringing a weapon as defined on page 27.	
INAPPROPRIATE DISPLAYS OF AFFECTION			Student engages in inappropriate, verbal and/or physical gestures/contact, of a sexual nature with another student/adult. Counselor referral.	

CRISP COUNTY PRIMARY SCHOOL BEHAVIOR DEFINITIONS

	CLASSROOM	HALLWAY	RESTROOM	CAFETERIA	PLAYGROUND
BE RESPONSIBLE	Helping hands	Line up on the right side of the hall	Wash your hands every day	Raise your hand for help Keep your area clean	Line up when your teacher calls Discard all trash
BE RESPECTFUL	Be kind	Leave space between you and your friends	Respect each other's privacy	Use Voice Level 2 Use good manners	Take turns with your friends Use kind words
BE SAFE	Walking feet Listening ears	Keep hands and feet to yourself Walk one friend behind the other	Stay in line and wait your turn	Stay in your seat at the table Use walking feet Keep your food on your tray	Keep hands and feet to yourself Use equipment properly

CCPS
Crisp County Primary School

CRISP COUNTY PRIMARY SCHOOL BEHAVIOR DEFINITIONS

	MORNING ROUTINE	BEDTIME	BATHROOM	MEAL TIME	
BE RESPONSIBLE	Get dressed Eat a healthy breakfast	Take a bath Put on pajamas Read a book	Brush teeth	Help set the table Clean your area	
BE RESPECTFUL	Tell family members good morning	Tell family members	Flush toilet	Listen to others	
BE SAFE	Sit in car sear to go to school	Pick up toys	Wash hands	Clean up dishes	