

# Jamestown Elementary School

*Armored in Excellence*



## **Faculty Handbook 2025-2026**

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# Employee Handbook

The Richmond County Board of Education Employee Handbook is available online at [www.rcboe.org](http://www.rcboe.org) and lists the general policies and procedures of the school system. Please note that the handbook is intended to assist all employees of the Richmond County School System.

## School Work Day

- It is the policy of the State Board of Education to regard the minimum workday as eight (8) hours and the minimum workweek as forty (40) hours. The work day for teachers **is 7:45 a.m. - 3:45 p.m. and paraprofessionals is 8:00 a.m. - 3:15 p.m. or 8:15 - 3:30 p.m.** This on-campus time should be devoted to teaching and preparation for teaching or extra responsibilities such as breakfast or bus duty, conferences, and meetings as deemed necessary by the building-level administrator. **All personnel are required to sign in and out on the computer located in the front office. If the computer is down, you are required to sign in on paper. All staff should be on duty no later than 7:50 a.m. (not walking in or signing in).** If for some reason, a parent stops you in the hall or an emergency prevents you from signing in on time, please let Mrs. Robinson be aware of this. Monthly reports are prepared for Ms. Ford for monitoring purposes. When you are continually running late or not on your duty, it will affect your TKES ratings.

# Absences/Personal Leave

- Teachers and paraprofessionals are required to contact the **principal, assistant principal, and bookkeeper** by text as soon as possible (preferably the night before or by 5:00 a.m.) if you will be out that day. Ms. Ford's number is 706-284-3914, and Mrs. Iwanski's number is 815-901-3642. **Teachers are responsible for entering absences in Frontline when needing a sub, including Professional Learning and Asynchronous Learning Days. You are to have lesson plans or emergency plans in place.**
- If any personnel find it necessary to leave school prior to school being dismissed, you **must check in with the principal/assistant principal and tell the bookkeeper. Certificates of Absence (COAs) must be completed when arriving late or leaving early.** Teachers and paraprofessionals may not leave the building for any reason. Emergencies arise but advanced appointments must be reported to **the principal two days in advance in writing. Excessive absences will not be tolerated.**
- Any personal leave requests for the day before or after a holiday, during pre- or post-planning must be submitted in writing first to the principal and then forwarded to the Assistant Superintendent for approval. **Two weeks' notice for leave before or after holidays is needed for the approval process.** You only have 3 personal days, and it is your responsibility to keep up with this by accessing your information in Business Plus. Refer to the section on Employee Leave and Absences in the RCBOE Teacher's Handbook. (The handbook may be accessed online on the RCBOE webpage.) **It is preferable to give the administration at least three days' prior notice for personal leave. Do not put personal leave absences in Frontline without first speaking with an administrator.**
- **Certificates of absence should be signed prior to a preplanned absence or immediately upon return from an unexpected illness.** Please check in with the bookkeeper to take care of this paperwork. These forms are turned in to the Central Office.

## **Cell Phone Policy**

Teachers may bring their cellular phone to school and be required to sign a Cell Phone Agreement. However, we work in a job that does not require you to have a phone 24/7. It is only to be used in emergencies where the life or health of a student or staff member is in immediate danger. **Parents should not be called or texted during instructional time. Please limit cell phone use to times when students are not present.**

## **Child Abuse Reporting Policy**

- Georgia Law requires all persons who suspect child abuse/neglect to report it to the proper authority, which is the Department of Family and Children Services (DFCS) Child Protective Center at 1-855-GACHILD (1-855-422-4453).
- Reports are taken 24 hours a day, 7 days a week. Child Abuse and Neglect: Georgia Mandated Reporter. Mandated Reporter can be found at [www.rcboe.org](http://www.rcboe.org). Go to Staff and Departments, select Student Services, then select Social Workers, or under the Frequently Used forms.
- Please see Ms. Ford, Mrs. Iwanski, or Mrs. Keel after filing the report or before if you need assistance.

## **Committees/Special Assignments**

A COMMITTEE is only as STRONG as its members. All staff members should sign up for at least one committee/club AND one special event.

## **Communication**

- **Check and empty your mailbox and email periodically throughout the school day.** Messages are sent or placed in your box during the day to minimize classroom interruptions. This is a job responsibility expected of all faculty and staff.
- Read Staff Bulletins from Ms. Ford and refer to important announcements and dates.
- When sending any student to the office, please make sure they have a pass and a note explaining the issue at hand. Otherwise, they will be sent back to class. Nurse passes were included with your beginning-of-the-year supplies.
- Good two-way communication between families and schools is necessary for students' success. Provide many opportunities to communicate, such as information on your teacher's class webpage, newsletters, conferences, phone calls, and emails. **Graded papers and conduct grades should be sent home every other Tuesday (Take Home Tuesday). Grades should be updated in Infinite Campus frequently, at least every 5 days.**
- The diversity among families means that it is not possible to rely on a single method of communication that will reach all homes. It is essential to incorporate a variety of strategies into an overall plan.
- Occasionally, surprise a parent because they are not accustomed to always hearing **positive comments** from teachers about their children. We all like good reports.
- **Record all communications with parents in the Contact Log in Infinite Campus.** At a minimum, you should have at least one contact recorded per month.
- Many classes use Class Dojo. These contacts should also be recorded in Infinite Campus.
- A history of behavior issues should be noted in the Contact Log when sending students to the office so that the admin has a history of communication with parents about behavior.

## Discipline

- To have an effective school learning environment, a degree of classroom management needs to be present. Teachers should be able to handle individual cases involving discipline. However, you should not tolerate insubordination, lack of proper respect, or improper conduct on the part of a student. Positively model everything. Don't assume they know. Follow the school-wide Positive Behavior Intervention and Support (PBIS) program.
- Be firm but fair and consistent. Tell them what you expect and set up procedures for all routine matters (distributing books, collecting papers, sharpening pencils, trash disposal, etc.) Establish acceptable standards and behavior (talking, whispering, moving around the room, dismissal, etc.) Never promise consequences that you are unable to deliver.
- Teachers should keep a documentation folder including student information such as: notes from the parents, copies of notes sent to the parents, notes of phone conversations with parents, copies of school conference requests, disciplinary records, etc.
- **No CHILD IS TO BE ASKED TO sit or STAND IN THE HALL FOR DISCIPLINARY PURPOSES or take away their SPECIALS.**
- **Time out in other classrooms should be used on a limited basis. No student should be sent to another classroom for an entire day for a time-out. Students should not have time out in classes more than one grade level above or below their current grade.**
- **It is required that all faculty and staff follow the school-wide discipline plan.** Use level offenses and actions before completing a disciplinary form or sending it to the office. Include all actions taken by you before the referral. Class Discipline Consequence Log, Behavior chart, Action plan. Do not put the referral into Infinite Campus.
- Only the Principal and Assistant Principal have the authority to suspend a child or send them home. **DO NOT CALL A PARENT AND ASK THEM TO PICK UP THEIR CHILD FOR MISBEHAVING.**
- **We will use Spotlight to track minor (classroom) and major (administrative) discipline.**

# Duties and Responsibilities

## Attendance

- Every teacher is to keep a daily attendance report in Infinite Campus and enter it by 8:45 a.m. every day. Students who are absent from school are required to bring a written excuse on their first day back to school. When students are absent, **it is the classroom teacher's responsibility to complete the following and log it in Infinite Campus under the Communication Log.**
  - 1st & 2nd absences – Contact by calling the parents. Call on the 3rd and 4th absences.
  - 5th unexcused – Complete a social worker referral and notify the Data clerk, Principal, and Assistant Principal. Ensure that a 5-day notice letter has been provided to you for distribution.
  - Keep the administrators updated if students continue to miss days.

## Classroom

Classroom maintenance is a joint effort involving students, teachers, custodians, and administration. If a repair is needed anywhere, please report it to Mr. Averhart and Mrs. Robinson. Each teacher shall also keep their assigned room thoroughly clean and orderly. Expect the best. Demonstrate and be positive.

## Duty

- All teachers and paraprofessionals are assigned morning and dismissal duty. If you cannot do your duty, **you must find someone to cover for you that morning or afternoon. It is your responsibility to make sure the coverage has been done for you.**
- **Lesson plans are to be available and accessible each week. Lesson Plans should be uploaded to your grade's OneDrive folder by Friday at 9:00 a.m. Please make sure they are current. Have substitute plans on hand for five days in case of an emergency.**
- See instructions for Sub Tub and make sure one of your teammates knows where the tub is located.
- **Intervention plans must be in your lessons. This is separate from your small group reading and math teacher stations. You will have separate plans for your daily 45-minute intervention which include research-based and includes what resources are being used. Make sure there is a list of students and keep documentation on hand.**

## Meetings

- Faculty meetings will be held as needed. Make preparations to attend. Weekly updates are sent each week through email so it is your responsibility to check your email for current updates.
- All teachers are expected to be present on professional learning days and asynchronous learning days. Remember it is your professional responsibility to keep your certificate up to date and valid.

## **Emergency Procedures should be included in your Sub tub.**

Fire Drill-Georgia State Law mandates at least one fire drill each month. Teachers are expected to take attendance and teach their students the proper procedures. Students are to exit the room quietly and walk to their designated spot. Students need to be taught that they are to be quiet while waiting for the entry bell to ring. Attendance should be noted in the Navigate Prepared APP.

- Tornado Watch and Warning means weather conditions are favorable, and to get prepared to move to the protective area if the warning signal is given. A warning means a tornado has been spotted. Go immediately to the protective area and take your position. Train students to face an interior wall with knees and elbows on the ground and hands over the back of their heads.
- Soft and Hard Lockdowns imply that there is no identified danger, but doors are to be locked and instruction is to continue. A hard lockdown implies that imminent danger is known. Lock doors, move out of sight, and maintain silence. Wait for the signal that the lockdown has been lifted, followed by specific directions.
- THERE SHOULD BE NO ROCKS OR OTHER OBJECTS PLACED OUTSIDE DOORS TO HOLD THEM OPEN. CLASSROOM DOORS MUST BE LOCKED AND CLOSED AT ALL TIMES WHEN STUDENTS ARE PRESENT. DO NOT USE CLIPS TO PROP CLASSROOM DOORS OPEN WHEN STUDENTS ARE IN THE ROOM.

### **Fiscal Responsibility**

- All money collected by faculty or staff must be counted and turned in to the Bookkeeper with the appropriate forms filled out, signed, and dated. The Bookkeeper will issue a receipt to the teacher. Never keep money on or in your desk. All money received from students and parents must be listed on a Cash Receipt form and a currency sheet.
- Party money should also be accounted for and turned in. Receipts can be presented for reimbursement.



## **Grading Policy**

- While the Richmond County School System's grading system has been developed, the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators. Please follow the attached school's assessment and evaluation.
- **Grades should be entered weekly.**
- The teacher is responsible for speaking with parents about unsatisfactory grades and keeping them well informed. Keep electronic grades current for parent viewing – Infinite Campus. Grades should be updated in Infinite Campus at least every 5 days. **Notify parents...be proactive! If a child is failing, call before the progress report/report card goes out. This should not be the first notification**
- Keep in mind what grading is used for. It provides students with feedback on their own learning, clarifying for them what they understand, what they don't understand, and where they can improve. Grading also provides **feedback to teachers on their students' learning, information that can inform future teaching decisions.**
- Create assignments that have clear goals and criteria for assessment. The better students understand what you're asking them to do the more likely they'll do it!
- Use different grading scales for different assignments. Grading scales can include but are not limited to:
  - Letter grades with pluses and minuses (for papers, essays, etc.) **Light Grading** – Bear in mind that not every piece of student work may need your full attention. Sometimes it's sufficient to grade student work on a simplified scale (minus/check/check-plus or even zero points / one point) to motivate them to engage in the work you want them to do
  - 100-point numerical scale (for exams, certain types of projects, etc.)
  - Check +, check, check- (for quizzes, homework, response papers, quick reports or presentations, etc.)
- **Multiple-choice questions** – These are easy to grade but can be challenging to write. Look for common student misconceptions and misunderstandings you can use to construct answer choices for your multiple-choice questions, perhaps by looking for patterns in student responses to past open-ended questions. While multiple-choice questions are great for assessing recall of factual information, they can also work well to assess conceptual understanding and applications.
- **Test Corrections** – Giving students points back for test corrections motivates them to learn from their mistakes. Moreover, test corrections can actually save time grading, since grading the test the first time requires less feedback to students, and grading the corrections often goes quickly because the student responses are mostly correct. **Grades should not be averaged when students have more than one attempt at an assignment.**

- **Please make sure there are sufficient number of grades to allow multiple opportunities for students to demonstrate mastery of the standards.**
- Each semester represents an 18-week grading period.
  - Progress Report 1 will be issued at the end of the first 6-weeks.
  - Progress Report 2 will be issued at the end of 12-weeks.
  - Semester Report Card will be issued at the end of 18-week grading period.
- You should have at least 3 major assessments every 3 weeks for each content area that take into account the standards that have been taught. Ensure that you include performance assessments, vocabulary, word work, and charts and graphs.
- Grades K-3 are evaluated using the standards-based report card. The new report card for grades K-3 will include a grading scale (1-4). If an indicator is not measured during the grading period, the student will NOT receive a mark on the report card.
  - 1 - Beginning Learner
  - 2 - Developing Learner
  - 3 - Proficient Learner
  - 4 - Distinguished Learner
- **How will promotion be determined?** Students in K-3 must have at least an overall score of 2 in ELA and Math. The overall score will be calculated as the average of the 4th term scores on each indicator for ELA and Math. Third-grade students must also meet the requirements related to the Georgia Milestones Assessment. Students in grades 4-5 must have an overall score of 70 in ELA and Math as well as either Science, Social Studies, or Health. Students should also meet the requirements related to the Georgia Milestones Assessment.
- Grades 4-5 shall be evaluated in all courses by means of numerical grades.
  - A = 90-100
  - B = 80-89
  - C = 75-79
  - D = 70-74
  - F = Below 70 (**No grades lower than a 60**)

## **Honor Roll**

- Honor Roll-At the end of each semester grading period, students are awarded for the following in Pre-K-3
  - Perfect Attendance
  - Good Conduct
- In grades 4 and 5, students are also awarded each semester for the following:
  - Honor Roll-All A/B in each subject.
- At the end of the year, students meeting the following criteria will be recognized as follows in grades **4-5**.

## **Academic**

- All “A/B” academic achievement Honor Roll Criteria: A or B in each subject and S in all categories requiring a grade of S or U, with the exception of conduct.
- All “A” academic achievement Honor Roll Criteria: A in each subject and S in all categories requiring a grade of S or U, with the exception of conduct.
- i-Ready
- SRA
- Citizenship
- Perfect Attendance
- Most improved in each subject
- Fifth-grade students who have attended Jamestown Elementary in grades K-5.
- Teacher discretionary awards can be given in the classroom.

## **Academic and Conduct-Distinguished Scholars**

- Criteria: “A” in each subject area and “S” in all categories requiring “S” or “U”, including conduct.
- In grades **PreK-3**, students are recognized at the end of the year for the following.
- Citizenship
- Good Conduct
- Most Improved in Reading and in Math
- i-Ready
- SRA
- Perfect Attendance
- Teacher Discretionary Awards can be given in the classroom.

## **Records**

- All records need to be accurate, written with a permanent black pen, and kept up to date. Do not wait until the end of the year to complete records, but update throughout the year. All records must be returned to the vault for overnight security.
- **Review your records within the first two weeks of school. (Check for any special needs, 504, health, or missing information.)**
- **It is your responsibility to check your records in the first two weeks and find all the students in the RTI process. Pull their RTI red folders and turn in the Child Find Checklist to the counselor and the administrators by September 1st.**
- If a student is withdrawing during the year, the teacher should pencil in information at the time the student leaves.
- If you are missing any records or have any questions, please see Mrs. Keel.

## **Multi-Tiered System of Supports (MTSS)**

- The goal is for the school to intervene, or step in, and start helping before anyone falls really far behind. MTSS is meant to be a prevention system to maximize student achievement and reduce behavior problems.
- It is the teacher's responsibility to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.
- Intervention is required daily for all students and is to be taught by the classroom teacher. If you have questions concerning what interventions, diagnostics, progress monitoring, small group activities, or need ways to help you differentiate your lessons, please see Ms. Ford, Mrs. Iwanski, or the augmented teachers.

## **Professional Dress**

- Teachers and staff are expected to dress in a professional and appropriate manner that will be most conducive to the educational environment. Good judgment and common sense should be used in choosing appropriate attire. The minimum dress and grooming standard for employees shall meet or exceed the standard required for students in the Uniform Code of Student Conduct. Employees are expected to be familiar with the student dress code, to enforce it, and to meet or exceed its standard in their professional dress and grooming. Refer to the RCBOE Teacher's Handbook for more information.

- **Jeans may be worn on Fridays beginning in September for a \$20 contribution to the Jamestown Staff Spirit Club. (Payment should be made by September 1). All money collected will be deposited into the Faculty Fund to support staff events.**
- Additional jeans days will be announced at the discretion of the principal.
- Examples of clothing that are not appropriate would include, but are not limited to, leggings, jeggings, joggers, tight-fitting pants or tops, and slide-on type shower shoes (Nike slides and beach shoes). Graphic t-shirts are not allowed. School spirit shirts or “teacher” t-shirts are allowed.
- Dresses should be as long as the tip of your fingers when your hands are by your side.
- Shirts should be at least 3 fingers wide on your shoulders.
- **When in doubt, don’t wear it!**
- **A warning will be given for the first offense. Repeat offenders will be asked to go home and change, and be charged personal time or leave without pay.**

## **Supervision**

- Focusing on student supervision can help reduce problems and injury to students and staff while improving school climate and the connection between schools and the community. **All staff members are responsible for supervising students.**
- We are all legally and morally responsible for students when they are in school. **Do not leave students unattended during the day for any reason.** This includes before and after school, hallway, restrooms, auditorium, lunchroom, recess, safety drills, special events, field trips, and classrooms. Practice with students how they are to conduct themselves in the hallway, in the lunchroom, in the auditorium, and in special classes, and make sure they are aware of the rules and consequences. Follow the PBIS expectations.
- Instruct students in school rules, their responsibilities in conduct towards others, and school property. Notify parents of specific problems and seek their assistance. Assist cafeteria monitors who may have difficulties with students’ behavior in the lunchroom.
- When at recess, teachers need to be walking around and monitor student activities in all areas of the playground. Recess is limited to 15 minutes. If problems continue to take place at recess or interfere with instructional time, it will be taken away.
- Students are required to have hall passes when not in class.

**NOTICE OF NON-DISCRIMINATION FOR STUDENTS**

The Richmond County School System does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in its programs and activities for students. The following person has been designated to investigate any complaint communicated to the Board of Education alleging non-compliance of non-discrimination policies regarding student activities.

Associate Superintendent of Curriculum & Instruction and Technology  
864 Broad Street\*Augusta, Georgia 30901  
Phone: 706-826-1000

**NOTICE OF NON-DISCRIMINATION**

The Richmond County School System does not discriminate in employment or services on the basis of race, color, national origin, sex or handicap.

Inquiries can be directed to:  
Chief of Human Resources Officer  
864 Broad Street\*Augusta, Georgia 30901  
Phone:706-826-1000

## "Armored in Excellence"

### The Purpose and Benefit of this compact

The purpose of this compact is to ensure effective **engagement** of parents and to support a partnership between our school, parents and the community to improve student academic success.

This compact explains what families and schools can do to make a connection for the student between the two "worlds" they live in, home and school.

### Communication about Student Learning

Jamestown Elementary School is committed to request two-way communication with families about children's learning. Some of the ways you can expect us to reach you are: Canvas, Weekly homework folders, updates on the school website, grades in Infinite Campus, Class Dojo, parent-teacher conferences in the Fall and Spring, individual phone calls and text messaging. If you have questions or comments, you may contact your child's teacher by phone at 706.796.4760 or email. Email addresses are located on the school website at <https://www.rcboe.org/jamestown>

### Jointly Developed

The parents, students, and staff worked collaboratively to share ideas that developed the school-parent compact. The Leadership team met to develop academic goals based on the Georgia Standards of Excellence. Stakeholders, parents, and students provided feedback on their needs. Meetings were held throughout the year and comments were accepted anytime. Parents, stakeholders, and staff met to revise the compact until developing one that the majority agreed upon.

Official meetings are held each year, but comments are accepted anytime as Stakeholders are encouraged to use the input forms that are located in the parent center to give feedback at any time during the school year.

## Building Partnership

### 2025-2026 Jamestown Calendar

#### Augusta

Open House  
Volunteer Training 10am & 3:30pm  
Annual Title I BOY Parent Meeting

#### September

School Council Meeting  
Grandparents Day  
Infinite Campus & Canvas for Parents  
Volunteer Training 10am & 3:30pm

#### October

Parent Data Night  
School's Not Spooky  
PBIS and Spotlight for Parents  
Volunteer Training 10am & 3:30pm

#### November

Thanksgiving Meal (During Lunch)  
Book Fair  
Science Night  
Supporting Your Child's Academic & Behavioral Success at Home  
Volunteer Training 10am & 3:30pm

#### December

School Council Meeting  
Class holiday Party/Polar Express Day  
Spelling Bee  
Talent Show  
Volunteer Training 10am & 3:30pm

#### January

i-Ready for Parent  
Literacy Night/GMAS Prep  
Volunteer Training 10am & 3:30pm

#### February

Sweet Heart Dance  
Black History Program  
Title I EOY Annual Parent Meeting  
Volunteer Training 10am & 3:30pm

#### March

"Read Across America"  
Career Day  
Math Night/GMAS Prep  
Volunteer Training 10am & 3:30pm

#### April

Spring Showcase/GMAS Prep  
School Council Meeting  
Volunteer Training 10am & 3:30pm

#### May

Honor's Programs  
End of the Year Party

## Jamestown Elementary School



Ms. Jermeka Ford, Principal

## SCHOOL-PARENT COMPACT 2025-2026



Revision Date July 31, 2025

3637 Heirs Blvd.  
Hephzibah, Georgia 30815  
706.796.4760

<https://www.rcboe.org/jamestown>



## School-Parent Compact

### 2025- 2026 District Goals

During the 25-26 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 6%.

During the 25-26 school year, we will increase post-high school readiness by increasing our graduation rate by 2%.

### 2025-2026 School Goals

#### Initiative #1

By the end of the 2025-2026 school year, students performing on or above grade level in reading will increase by 5% in grades K-5 from 49% (135 students) to 54% (154 students) as measured by i-Ready Reading and from 18% (23 students) to 23% (40 Students) in grades 3-5 as measured by the Georgia Milestones Assessment.

#### Initiative #2

By the end of the 2025-2026 school year, students performing on or above grade level in math will increase by 5% in grades K-5 from 39% (108 students) to 44% (122 students) as measured by i-Ready and from 18% (23 students) to 23% (41 students) in math in grades 3-5 as measured by the Georgia Milestones Assessment.

#### Initiative #3

By the end of the 2025-2026 school year, Jamestown Elementary will continue to build a supportive learning environment that integrates social, emotional, and academic support to decrease chronic absenteeism by 5% and increase students' perceptions of well-being by 20%, as measured by the Student Health Climate survey.

We are partners in educating the children at Jamestown.

### ***As a teacher, I promise to...***

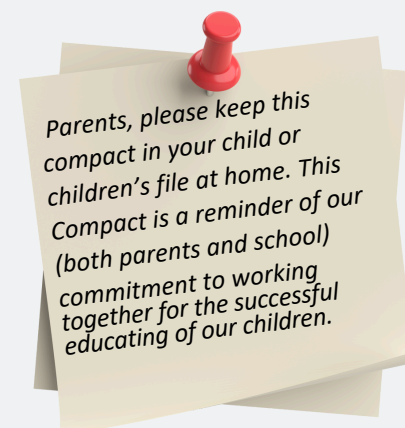
1. Communicate with parents every week and keep parents informed about their child's academic progress.
2. Develop reading and math goals based on common assessments and assist students in reaching them.
3. **Provide materials for students to take home to read on their reading level (library books and access to Renaissance).**
4. **Assist students with learning math facts by giving students opportunities to use web-based computer math games in class.**
5. **The teacher will update their webpage and ClassDojo with homework assignments.**

### ***As a parent, to help my child or children, I promise to...***

1. Read all communications sent by my child's teacher and stay informed about my child's progress by asking what they did in school daily.
2. Help my child reach their reading and math goals by working with my child consistently and communicating with teachers.
3. **Read aloud with my child for at least 30 minutes daily and check the reading log.**
4. **Practice math facts nightly to include addition, subtraction, multiplication, and division.**
5. **Check and assist when needed with my child's homework.**

### **As a student, I promise to...**

1. Bring home notes, letters, and other communication from school and give them to my parent(s) as well as tell my parents what I did in school every day.
2. Work toward achieving my goals in reading and math by staying focused, practicing, and giving my best.
3. **Read every night for 30 minutes.**
4. **Practice my math facts (addition, subtraction, multiplication, and division) until I have them memorized.**
5. **Complete all homework assignments.**





# Jamestown Elementary School

## Parental Involvement Policy and Plan for Shared Student Success



Ms. Jermeka Ford, Principal  
3637 Heirs Blvd.  
Hephizbah, GA 30815  
706.796.4760

Revision Date July 31, 2025

### What is Title I?

Jamestown Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to the challenging State academic standards to improve teaching and learning for students. Title I program must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with parents and members a written parent and family engagement policy.

## School Plan for Shared Student Achievement

### What is it?

This plan describes how Jamestown Elementary will provide opportunities to improve parent engagement and support student learning. Jamestown Elementary believes that parent involvement means the participation of parents in regular two-way and meaningful communication involving student academic learning and other school activities. We value the contributions and involvement of parents to establish an equal partnership for the common goal of improving student achievement. Parents and families are invited to help decide how parent and family engagement funds are used, as their input is valued in planning meaningful activities. This plan describes the different ways that Jamestown Elementary will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and home.

### How is it revised?

Jamestown Elementary invites parents to the Annual EOY Title I meeting. At which time, parents are asked to share input and revise the current policy. Additionally, parent input and comments regarding this policy and plan is welcomed throughout the school year. This plan, along with the compact, survey, and police are on the school's website. Input/Feedback sheets are available on the parent table located in the entrance of the school. The school will submit any parent comments to the district if they do not find the plan satisfactory.



### Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. Jamestown Elementary will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

### Where is it available?

In the Fall of the year, the revised plan is sent home with each student, given at Open House, Title 1 Annual Meeting and parent conferences. The plan is available on the school's website, Facebook page, ClassDojo, and in the office. Parents can also obtain a copy from the Parent Resource Center.

## 2025-2026 District Goals

During the 25-26 school year, we will increase student content mastery in tested subject areas on the Georgia Milestones by 6%.

During the 25-26 school year, we will increase post-high school readiness by increasing our graduation rate by 2%.

## 2025-2026 School Goals

### Initiative #1

By the end of the 2025–2026 school year, students performing on or above grade level in reading will increase by 5% in grades K–5 from 49% (135 students) to 54% (154 students) as measured by i-Ready Reading and from 18% (23 students) to 23% (40 Students) in grades 3–5 as measured by the Georgia Milestones Assessment.

### Initiative #2

By the end of the 2025–2026 school year, students performing on or above grade level in math will increase by 5% in grades K–5 from 39% (108 students) to 44% (122 students) as measured by i-Ready and from 18% (23 students) to 23% (41 students) in math in grades 3–5 as measured by the Georgia Milestones Assessment.

### Initiative #3

By the end of the 2025–2026 school year, Jamestown Elementary will continue to build a supportive learning environment that integrates social, emotional, and academic support to decrease chronic absenteeism by 5% and increase students' perceptions of well-being by 20%, as measured by the Student Health Climate survey.

## Building Capacity of Parents

The curriculum follows the Georgia Standards of Excellence (GSE), which are the learning goals set by the state. These standards help guide what students learn in each grade and subject.

**Curriculum:** ELA/Reading – myView Literacy, Savvas Realize

Word study/Phonics: Foundations, Wilson Language

Math: GaDOE Inspire, and Ready Classroom Math

Science – Georgia Inspire Science, McGraw

Social Studies: GaDOE Inspire, myWorld, Savvas Realize, and Studies Weekly

**Assessments:** i-Ready is a universal screener for grades K-5 used to assess students' current academic levels in ELA and Math. The i-Ready diagnostic assessment is conducted three times per year to monitor student growth. i-Ready is a Dyslexia Screener for students in grades K-3 to determine whether students exhibit risk factors associated with dyslexia or other reading difficulties. The Georgia Milestones Assessment for grades 3-5 is used to determine mastery of grade-level standards. Review the calendar of educational trainings and school events provided below. This schedule outlines all upcoming opportunities for family engagement, student support sessions, and key school activities throughout the year.

## Calendar of Training and Events

### August

Open House

Volunteer Training 10am & 3:30pm

### October

Annual Title I BOY Parent Meeting **10–30–25**

Parent Data Night

School's Not Spooky

PBIS and Spotlight for Parents

Volunteer Training 10am & 3:30pm

### December

School Council Meeting

Class holiday Party/Polar Express Day

Spelling Bee

Talent Show

Volunteer Training 10am & 3:30pm

### February

Sweet Heart Dance

Black History Program

Title I EOY Annual Parent Meeting **2–26–26**

Volunteer Training 10am & 3:30pm

### April

Spring Showcase/GMAS Prep

School Council Meeting

### September

School Council Meeting

Grandparents Day

Infinite Campus & Canvas for Parents

Volunteer Training 10am & 3:30pm

### November

Thanksgiving Meal (During Lunch)

Book Fair

Science Night

Supporting Your Child's Academic & Behavioral

Success at Home

Volunteer Training 10am & 3:30pm

### January

i-Ready for Parent

Literacy Night/GMAS Prep

Volunteer Training 10am & 3:30pm

### March

"Read Across America"

Career Day

Math Night/GMAS Prep

Volunteer Training 10am & 3:30pm

### May

Honor's Programs

End of the Year Party

## Coordination of Services!

Students do best when families, schools, and communities work together. Here are just some of the ways we partner with families throughout the year:

- Volunteer Training – Get involved and support school activities.
- Workshops to Support Learning at Home
  - Parent Data Night – Understand your child's academic performance and assessments.
  - PBIS and Spotlight for Parents – Learn how we support positive behavior in school.
  - Supporting Your Child's Academic & Behavioral Success at Home – Practical tips and resources for families.
  - i-Ready for Parents – Learn how to use i-Ready to track and support learning.
  - Infinite Campus & Canvas for Parents – Stay informed about grades, assignments, and classroom updates.

### *Parent Resource Center*

To further support these efforts, a designated Parent Resource Room is available for families to access materials, information, and tools that reinforce learning and engagement at home. Visit the Parent Resource Center to explore books, study materials, and activities to enjoy with your child at home. Computers and iPads are available for the parent portal and educational resources.

Monday - Friday

## Jamestown Elementary is Branching Out!

Jamestown Elementary will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- Communicate with parents every week and respond to parental concerns within 48 hours of contact.
- Keep parents informed about their child's academic progress and changes in behavior
- Send home daily or weekly homework assignments.
- Develop reading/math goals based on state assessments and assist students in reaching them.
- Provide tutoring services in literacy and math that are available during the school day to give students extra academic support when needed.
- Provide monthly trainings for staff during their planning periods on strategies to improve communication with parents and ideas to increase family engagement.
- Staff will also share best practices during regularly scheduled faculty meetings.
- Communicate with all families and the community on a regular basis regarding school-wide events and activities. Workshops will be offered at various times.
- Work with our parents to develop relevant trainings to help understand the curriculum (i-Ready Reading and Math), assessments (Georgia Milestones Assessment), and helpful presentations to educate our staff on the importance of parental involvement.
- Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement
- Use our Partners in Education and School Council to improve awareness of the activities and events listed in the school's parental involvement policy.
- Offer workshops for parents to help further enhance their various educational levels
- Collect feedback from parents at all events, place input cards around the building, and post the suggestion form on the school website to respond to parents' requests for additional support for parental involvement activities
- Provide parents with access to the District's Complaint Policy Form to submit feedback if the Title I Schoolwide Plan is found to be unsatisfactory. Upon request, the school will offer regular meetings in multiple formats, including posted meeting notices and online presentations, and may provide transportation, childcare, and home visits to support family engagement.





### **Motto**

“Armored in Excellence”

### **Vision**

Jamestown Elementary School will provide educational experiences of distinction for ALL students that is “Armored in Excellence”

### **Mission**

The mission of Jamestown Elementary School is to provide effective and engaging instruction in a supportive environment that is conducive to learning and exudes excellence.

### **Pledge**

I will act in a way that I will be proud of myself, and others will be proud of me too.  
I come to school to learn, and I will learn.  
I will have a good day. For, I am special.  
Filled with potential and armored in excellence.

## **School-Parent Compact**

As part of this plan, Jamestown Elementary and our families will develop a school-parent compact, an agreement outlining how parents, teachers, and students will collaborate to ensure all students meet grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the Annual Title I EOY meeting, Title I Parent Trainings over the school-parent compact, policy, and survey, and Input and Revision meetings. To support all families, including English Language Learners (ELLs) and migrant families, access to resources in their preferred language will be provided through translated materials and interpreters to help families understand important school information and participate in school meetings. The school-parent compacts are sent home, posted on the school’s website, and available in the Parent Resource Center.



## **School Community Team**

Jamestown Elementary invites all parents to join the School Community to share ideas and ways to involve other parents to build partnerships with school, families, and the community. The team will meet four times during the school year, but parents can also submit their ideas or suggestions at any school activities and meetings, as well as through our parent surveys and website. If you would like to learn more about the School Community Team, please contact the principal at 706.796.4760.

