

**Atkinson County
Elementary School
Handbook**

2021-2022

**Mr. Bob Brown
Superintendent**

FY 22 Dates	Events
July 26-30	Pre-Planning
July 29	Open House (3 PM - 6 PM)
August 2	First Day of School
August 31	Parent Teacher Conf./ Progress Reports
September 2	Early release for students & staff (12:30 PM)
Sept. 3 & Sept. 6	Labor Day Holidays
September 7	Data Day/STAFF ONLY
October 7	45 Days
October 8	Report Cards
October 13	In-Service Day
October 14-15	Fall Holidays
November 12	Progress Reports
November 19	Early release for students & staff (12:30 PM)
November 22-26	Thanksgiving Holidays
December 17	89 Days
December 17	Early release for students & staff (12:30 PM)/Last Day of 1st Semester
December 20-31	Christmas Holidays
January 3-5	In-Service Days (January 4 - DATA Day)
January 7	Report Cards
January 17	Martin Luther King Jr. Day (Holiday)
February 10	Parent Teacher Conf./Progress Reports
February 17	Early release for students & staff
Feb. 18 & Feb.21	Presidents' Day (Holidays)
March 14	135 Days
March 17	Report Cards
April 8	Early release for students & staff (12:00 PM)
April 11-15	Spring Holidays
April 28	Progress Reports
May 20	Early release for students & staff (12:30 PM)/Last Day of School/Graduation
May 23-24	Post- Planning

FACILITY	ADMINISTRATOR	PHONE NUMBER
Central Office	Bob Brown, Superintendent	912-422-7373
Atkinson County High School	Melissa Wilbanks, Principal	912-422-3267
Atkinson County Middle School	Calandra Holmes, Principal	912-422-3267
Pearson Elementary School	Jarred Morris, Principal	912-422-3882
Willacoochee Elementary School	Anthony Davis, Principal	912-534-5302
Transportation Department	Ray Douglas, Director	912-422-7317

Telephone Directory

Board of Education
Bus Transportation

912-422-7373
912-422-7317

Central Office Staff
912-422-7373

www.atkinson.k12.ga.us

Mr. Bob Brown
Mrs. Edy Leverette
Mr. Henry Brown
Mrs. Lisa Strickland
Mrs. Tracy Mizell
Mr. Jeffery Harrell
Mr. Ray Douglas

Superintendent
Curriculum Director
Title Program Director
Special Education Director
School Food Service Director
Technology Director
Transportation Director

Board of Education

Mr. Mark McKinnon
Mrs. Shirley Fraizer Cooper
Mr. Danny Hodges
Mr. Danny Smith
Mr. Landon Meeks

Elementary School Principals

Dr. Anthony Davis	Willacoochee Elementary	912-534-5302
Mr. Jarred Morris	Pearson Elementary	912-422-3882
Dr. Calandra Holmes	Atkinson Co. Middle School	912-422-3267
Dr. Melissa Wilbanks	Atkinson Co. High School	912-422-3267

System Statement

Advancing Together Children's Opportunities

Legal Documents for Student Handbooks

1. Elementary and Secondary Education Act (ESEA) 20 USC § 6312(e)
 - Right To Know Notification



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

ATKINSON COUNTY SCHOOL SYSTEM

Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals

Date: August 1, 2021

Dear Parents,

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

- Whether the student's teacher—
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; 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 school principal.

Sincerely,

Atkinson County High School, Dr. Melissa Wilbanks, 912-422-3267

Atkinson County Middle School, Dr. Calandra Holmes, 912-422-3267

Willacoochee Elementary School, Dr. Anthony Davis, 912-534-5302

Pearson Elementary School, Mr. Jarred Morris, 912-422-3882



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

ATKINSON COUNTY SCHOOL SYSTEM **de notificación de derecho a la información**

Derecho a conocer las calificaciones profesionales de los maestros y paraprofesionales

Fecha: August 1, 2021

Estimados padres:

Conforme a los requisitos de la Ley para que todos los alumnos tengan éxito, a la **Atkinson County School System** le gustaría comunicarle que puede solicitar información sobre las calificaciones profesionales del (de los) maestro(s) y/o paraprofesional(es) de su hijo/a. Puede solicitarse la siguiente información:

- Si el maestro del alumno:
 - ha cumplido con la calificación y los requisitos para la licencia del Estado para los niveles del grado y las asignaturas en las que el maestro enseña;
 - está enseñando en carácter provisional o de emergencia a través del cual no se exigen los requisitos para la licencia ni la calificación del Estado y
 - está enseñando en el campo de la disciplina de la certificación del maestro.

- Si son paraprofesionales los que le brindan servicios al alumno y, de ser así, sus calificaciones.

Si desea solicitar información acerca de las calificaciones del maestro y/o paraprofesional de su hijo/a, comuníquese con School Principal.

Saludos cordiales,

Atkinson County High School, Dr. Melissa Wilbanks, 912-422-3267

Atkinson County Middle School, Dr. Calandra Holmes, 912-422-3267

Willacoochee Elementary School, Dr. Anthony Davis, 912-534-5302

Pearson Elementary School, Mr. Jarred Morris, 912-422-3882

2. Family Educational Rights and Privacy Act (FERPA) 20 USC § 1232g; 34 CFR §§ 99.7 and 99.37

STUDENT RECORDS

Student records are open on a need to know basis and, as such, are open to faculty members with some restrictions. An appointment for viewing a student's record can be made by the parent with the guidance counselor. During registration students are given a Program of Study.

NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review, within 45 days of a request, the education records of a student who is your child, or in the case of a student who is eighteen (18) or older, your own education records. Parents or eligible students should submit to the Superintendent a written request identifying the record(s) they wish to inspect. The Superintendent or designee will make arrangements for access and provide notice of such arrangements.

- (1) The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district decides not to amend the record, it will notify the parents or eligible

students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

(2) The right to consent to disclosures of personally identifiable information (PII) from the student's education records, except to the extent that FERPA and its implementing regulations authorize disclosure without consent. One exception that permits disclosure without consent is to school officials with legitimate educational interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including school nurses and school resource officers); a member of the school board; a person or company with whom the district has contracted to perform a specific task (such as attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school district has outsourced services, such as electronic data storage; or a parent or student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his/her tasks. The District allows school officials to access only student records in which they have a legitimate educational interest. School officials remain under the district's control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties without authorization. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(3) FERPA requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from the student's education records. However, the district may disclose appropriate designated "directory information" without written consent, unless the parent or eligible student has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include this type of information from the student's education records in certain school publications, such as the annual yearbook, graduation or sports activity programs, and honor roll or other recognition lists.

The School District has designated the following information as directory information:

- (a) Student's name, address and telephone number;
- (b) Student's date and place of birth;
- (c) Student's participation in official school activities and sports;
- (d) Weight and height of members of an athletic team;
- (e) Dates of attendance at schools within the district;
- (f) Honors and awards received during the time enrolled in district schools;
- (g) Student Image; and
- (h) Grade level.

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. In addition, two federal laws require school systems receiving federal financial assistance to provide military recruiters, upon request, with students' names, addresses, and telephone numbers unless parents have advised the school system that they do not want their student's information disclosed without their prior written consent. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to refuse to allow it to be disclosed to the public upon request without your prior written consent. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled in writing within 30 days after officially enrolling in school.

(4) You are also notified that from time to time students may be photographed, videotaped, or interviewed by the news media at school or some school activity or event; unless you, as a parent/guardian object in writing to the principal to your student being photographed, videotaped or interviewed. You must notify the principal of your objection by the date

specified above. The principal will take reasonable steps to control the media's access to students. However, your submission of a written objection does not constitute a guarantee that your student will not be interviewed in circumstances which are not within the knowledge or control of the principal.

- (5) You have the right to file with the United States Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of FERPA or the regulations promulgated thereunder. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

3. Protection of Pupil Rights Amendment (PPRA) 20 USC § 1232h; 34 CFR Part 98

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and eligible students (18 or older or emancipated minors) certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above. If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all the rights described herein.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 2020.

4. School Nutrition Program 7 CFR § 245.5; 42 USC § 1758(b); OCGA § 20-2-66(b)(3)

NOTICE OF PUBLIC PARTICIPATION IN SYSTEM WELLNESS PLAN

Public participation in the review and revision of the Atkinson County Wellness Policy and Plan is encouraged. Your thoughts, ideas, comments and suggestions regarding the Wellness Plan are

appreciated. Please contact Tracy Mizell at 912-422-7373 ext. 2115 for more information. Please send your written correspondence to Tracy Mizell, District SNP Supervisor at tracymizell@atkinson.k12.ga.us

Special Assistance Certification and Reimbursement Alternative II and CEP PUBLIC RELEASE FOR NON-BASE YEAR NATIONAL SCHOOL LUNCH/SCHOOL BREAKFAST PROGRAM

Atkinson County School System shall continue to participate in the National School Lunch and National School Breakfast Program Special Assistance Provision for Free Meal Reimbursement in School Year **2021-2022**. Through Provision 2, a school district or a single school may offer meals at no charge to all students. Continued participation in this provision eliminates the procedure of distributing and processing free and reduced-price meal applications each school year. The following schools from the Atkinson County School District will be participating for Breakfast and Lunch in School Year 2021-22: Willacoochee Elementary, Pearson Elementary, Atkinson County Middle/High

5. Nondiscrimination 34 CFR § 106.9—Title IX (sex); 34 CFR § 100.6(d)—Title VI (race); 34 CFR § 104.8—Section 504; 28 CFR § 35.106 (disability; 34 CFR § 110.25 (age)

Statement of Nondiscrimination

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in education programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Atkinson County Board of Education does not discriminate in any educational programs or activities or in employment practices. The following individuals have been designated as the employee responsible for coordinating the Atkinson County school system's effort to implement this nondiscriminatory policy. Henry Brown, Lisa Strickland, Atkinson County Board of Education 912-422-7373; 98 Roberts Avenue, Pearson, GA 31642. The Atkinson County Board of Education is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

1. Individuals with Disabilities Education Act (IDEA) 20 USC § 1415(d)
 - Under the IDEA, Atkinson County School District will provide parents of a child with disabilities a copy of their parental rights one time a year. Also, a copy of their rights will be given to parents upon initial referral or parental request for an evaluation, upon filing a request for a due process hearing, and upon request of a parent.
 - **Georgia's Tiered System of Supports for Students (Multi-Tiered System of Supports - MTSS) Parent Notification**

Multi-tiered System of Supports (MTSS), now referred to as Georgia's Tiered System of Supports for students by the Georgia Department of Education, is a framework that ensures successful education outcomes for all students by using a data-based problem solving process. The intent of Georgia's Tiered System of Supports is to provide and evaluate the effectiveness of multiple tiers of integrated academic and social-emotional instruction and intervention support matched to student needs that align with educational standards. A multi-tiered service delivery model incorporates standards and skills-based instruction, assessments to inform instruction, efficient use of school resources, evidence-based programs and practice, focus on integration and alignment with core instruction, and frequency and intensity of instruction/intervention matched to student needs.

Evaluating student response to instruction/intervention guides Student Support Teams (SST)s with appropriate educational planning.

Georgia's Tiered System of Supports will offer all schools in Atkinson County School District the following:

Tier 1: High-quality core instruction to meet grade-level standards/expectations for ALL students that are provided by classroom teachers.

Tier 2: Skills-based intervention (received in addition to Tier 1 instruction) that is designed to meet the needs of a targeted group of students and can be provided by a variety of professionals.

Tier 3: Intensive skills-based intervention (received in addition to Tier 1 instruction and Tier 2 targeted intervention) that is specific and designed to meet the needs of a very small group of students and are generally provided by certified and trained instructional staff.

For more information regarding Georgia's Tiered System of Supports for Students, visit the Georgia Department of Education's website at: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/TieredSystemofSupports.aspx>

- **Child Find Notice**

In accordance with IDEA regulations, the Atkinson County School System seeks to ensure that all disabled students (ages 3-21) who are in need of special education within its jurisdiction are identified, located, and evaluated, including those attending private school and home school. Final identification of students with disabilities and programming for such students occur only after an appropriate evaluation and determination by a Multidisciplinary Placement Team. If the "child find" process indicates that a student may require special education and supportive services in order to benefit from the regular education, the student shall be referred to a Multidisciplinary Placement Team to determine the student's eligibility for special education services. If you know a child with a disability that is not being served, please notify: Atkinson County School System, Special Education Director, Special Education Department, 98 Roberts Avenue, Pearson, GA 31642, 912-422-7373.

- **Special Education**

Special education services are provided to students with disabilities who need specialized instruction. Programs are provided in all areas of disability: Autism, Deafblind, Deaf/Hard of Hearing, Emotional & Behavioral Disorder, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay (ages 3-5), Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment & Blindness. Parents who suspect their child may have a disability should contact the principal or the chairperson of the school's Multi-Tiered System of Supports Team.

- **Georgia Special Needs Scholarship Act OCGA § 20-2-2113**

Under provisions of the Georgia Special Needs Scholarship, parents of students who receive special education services may choose to transfer their children to other public or private schools in Georgia. For additional information, please visit the Georgia Department of education website at <http://public.doe.k12.ga.us>, or contact the Atkinson County Schools Special Education Department at 912-422-7373.

- **Gifted Education Program**

A gifted-identified student, as defined by the Georgia Board of Education, is one who demonstrates a high degree of intellectual, creative, and motivation ability(ies); possesses exceptional leadership skills or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with the student's abilities. Students, grades kindergarten through twelve, in the Atkinson County School System, who demonstrate a high degree of intellectual, academic, creative, and motivation ability shall be provided special services by the Program for Gifted Students. Students currently enrolled in the Atkinson County School system may be nominated for consideration in the gifted program throughout the current school year. These nominations may be made by teachers, parents, peers, or the students themselves. The gifted coordinator at each school site will be responsible for providing the documents for this nomination process.

All nominations are reviewed by the system Eligibility Team a minimum of two times during the current school year for consideration for referral for formal evaluation. Students referred for formal evaluations will have data gathered in four assessment areas – aptitude, achievement, creativity, and motivation. Students who qualify for eligibility will begin gifted services at the beginning of the next grading period. Gifted students who were enrolled in a gifted program from another state will have their records reviewed by the school counselor or designee. If test data does not meet Georgia eligibility requirements, then the student will be given subsequent evaluations during the next testing window. Newly enrolled students who were in a gifted program in another Georgia school will continue to receive gifted services upon written confirmation of eligibility.

- **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 is a directive to any person, business or government agency that receives federal funds to eliminate discrimination against persons with disabilities. Specifically, Section 504 states: No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which benefits from federal financial assistance. Under Section 504 a person with a disability (handicap) is anyone who has a mental or physical impairment which substantially limits one or more major life activities, such as caring for oneself; performing manual tasks; walking; seeing; hearing; speaking; breathing; learning and working; eating; sleeping; standing; lifting; bending; reading; concentrating; thinking; communicating; and major bodily functions (i.e. immune systems, cell growth, digestive, bowel, or bladder functions). The term “substantially limits” means the person is unable to perform a major life activity or major bodily function that a non-disabled person can do, or the person is significantly restricted in the performance of a major life activity in comparison to a non-disabled person. It is the policy of Atkinson County School System to comply with the provisions of Section 504 of the Rehabilitation Act of 1973 in providing a free appropriate public education for students with disabilities who qualify under the definition of the law. No student or other qualified individual shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any program or activity, on the basis of disability. The Atkinson County School System has specific responsibilities under Section 504, including the requirement to identify and evaluate students with disabilities. Any student or other disabled individual who is qualified for services under Section 504 will receive appropriate accommodations providing equal access to educational programs, services, and facilities. If a parent, guardian, or adult student has a question about parental or student rights under Section 504, contact the Section 504 Coordinator at 912-422-7373. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system website (www.Atkinson.k12.ga.us) or may be picked up at the Atkinson County Board of Education office or at any of the schools.

6. Attendance Protocol with Possible Consequences OCGA § 20-2-690.1(c)

Attendance:

Attending school regularly is very important if students are to succeed in school. Georgia law requires that all children between the ages of six (6) and sixteen (16) attend school unless they have a lawful reason to be absent. In addition, students under the age of six (6) who have been on roll for twenty (20) or more days fall under the provision of the Georgia Mandatory Attendance Law 20-2-150(c). State policy defines the school year as 180 attendance days.

Students who reach five (5) days of unexcused absences during the school year will be considered truant. The legal penalties for truancy include referral of students to Juvenile Court and referral of parents to Magistrate/Probate Court. Any Georgia resident who has control or charge of a child who is convicted of violating mandatory school attendance requirements will be subject to a fine of not less than \$25.00 and

not more than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties per absence.

Absences/Tardies/Early Check-Outs

Absence means the non-attendance by a student in an approved regularly scheduled class or activity, regardless of the reason for such non-attendance. An exception is when a student participates in an approved activity (such as, but not limited to: field trip, academic competition or approved athletic event), he/she may be excused from school, counted present, and shall be responsible for any work missed during the time he/she is away from school.

Tardies mean the failure by a student to be in the assigned classroom or instructional space at the assigned time without a valid excuse, or arriving at school or to class after the tardy bell.

Early Check-Outs means the student has left school before the end of the school day.

State law classifies all absences as unexcused or unlawful except those for (1) personal illness, (2) serious illness or death within the immediate family, (3) court order or an order by a governmental agency, including physical exam for military service, (4) observation of religious holidays, (5) conditions making attendance impossible or hazardous to student's health or safety, (6) registering to vote or voting in a public election, (7) serving as pages of the General Assembly, (8) have a parent/legal guardian in the military service and such parent/legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat supporting post up to a maximum of five school days or, (9) students in foster care are counted present when attending proceedings related to their foster care.

Students are expected to attend all scheduled classes on time each school day. Attendance is taken in all classes each day. All absences will be initially marked unexcused until a note is received in the school office. Students returning to school after an absence **MUST** submit a parent note or medical excuse within three (3) days. Only five (5) days per semester may be excused by a handwritten note from a parent/guardian for absences/tardies.

Parents/Guardians are responsible for providing appropriate documentation for their child's excusable absences or tardies. All notes excusing absences are subject to verification. A written note by the parent/guardian or other documentation is required when the student returns to school. The note should contain the dates of day(s) missed, the reason for the absence/tardy and a parent's/guardian's signature. If a note is not sent within three (3) school days explaining the student's absence, the absence/tardy will remain as unexcused on his/her attendance record. Five (5) days per semester may be excused by a handwritten note from a parent/guardian for absences/tardies. Subsequent absences/tardies will be considered unexcused unless otherwise accompanied by medical or other approved documentation. Students who have excessive absences due to illness will be given special consideration by the principal and/or superintendent.

Unlawful Absences/Tardies & Consequences:

Any absences which are not permitted under the compulsory school attendance law and by policies and regulations of the school system Board of Education will be considered unlawful and therefore unexcused. Up to five (5) parent notes per semester will be accepted for student absences and tardies before they are considered unexcused. Tardies and early checkouts will be calculated every day. Students who leave a class early or who are tardy to a class risk missing the acceptable number of days in classes. If a student misses more than twenty (20) minutes of a class period, the student will be counted as absent for that class period. The following consequences will apply for all unexcused absences and tardies:

Unexcused Absences	Consequence/Penalty
3 days	Parent contact by school personnel & documented in Contact Log of IC
5 days	School S. Worker will notify parent/guardian in writing with State Law attached
7 days	Visit by School Social Worker & Meet with Truancy Reduction Committee; Sign Attendance Agreement; Family attend TR Education Class

Tardiness to School:

Students are expected to be at school and in their classrooms by 7:50 A.M. Students who arrive to school after 7:50 A.M. will be considered tardy. **Parent/guardian must park and report to the front office to check-in student before going to class.** A student shall not be excessively tardy to school, to homeroom, or to any period of the school day at Pearson/Willacoochee Elementary School. Failure to comply with on time school attendance will result in consequences and penalties being assessed. Tardies will accumulate every nine weeks. At the beginning of a new grading period, a student starts back over at zero for the number of tardies for every class.

Number of Tardies	Consequence/Penalty
1	Warning
2	Warning & Parent/ Guardian Contact
3	Writing assignment & parent/guardian signature
4	Silent Lunch with behavior referral and parent contact

*Progressive discipline plan for any tardies after 4th.

*Tardy discipline starts over after each 9-weeks.

Early Checkout:

Provide documentation for early checkouts. Make sure to schedule medical appointments for after school hours or on days that school is not in session. Excessive early checkouts will be reported to the School Social Worker. **No checkouts after 2:15 unless it is an emergency (note required).**

7. Bullying Prohibition OCGA § 20-2-751.4(b)(4)

Bullying—OCGA 20-2-751.4—The Atkinson County Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in the Georgia Law, of a student by another student is strictly prohibited. Bullying is defined as follows: An act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through computer, computer system, computer network, or other electronic technology of a school. Students in grades 9-12 found to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panel, or tribunals. Upon receiving a report of bullying, the following actions are the minimal requirements, limited in performing additional measures, as they deem reasonably appropriate.

It should be noted that bullying may be witnessed directly by staff or reported by a student, parent or stakeholder by name or anonymously. Acts of bullying shall be punished by a range of consequences through the progressive discipline process as stated in the Code of Conduct. However, upon a finding by disciplinary hearing officer, panel, or tribunal that a student in grades 9-12 has committed the offense of bullying for a third time in a school year, the student shall be assigned to an alternative school.

The term, Bullying, also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if

- (1) *directed specifically* at students or school personnel,
- (2) *maliciously intended* for the purpose of threatening the safety of those specified or *substantially disrupting* the orderly operation of the school, and

(3) creates a *reasonable fear* of harm or has a *high likelihood* of succeeding in that purpose. (from **Phil Hartley PPP, 2018 Resa**)

8. Equity in Sports OCGA § 20-2-315(g)

Gender Equity

State law prohibits discrimination based on gender in athletic programs of local school systems (Equity in Sports Act, O.C.G.A. & 20-2-315). Students are hereby notified that the Atkinson County school system does not discriminate on the basis of gender in its athletic programs. The sports equity coordinator for this school system is the Atkinson County Athletic Director. Inquiries or complaints concerning sports equity in this school system may be submitted to the Athletic Director, Carl McGowan 912-422-3267.

9. PSC mandated process for students reporting allegations of inappropriate behavior by school employees
OCGA § 20-2-751.7

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

O.C.G.A. § 20-2-751.7.(a) “The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.”

(a) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

(b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal’s designee, and shall submit a written report of the incident to the school principal or principal’s designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent’s designee.

(c) Any school principal or principal’s designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney. Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal’s designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

10. School Report Cards OCGA § 20-14-34(d)

Each school in the Atkinson County School district will provide parents with appropriate student performance and school completion performance portions of the school report card annually. Report cards will be posted on the Atkinson County School System’s websites.

11. Complaint Procedures for Students O.C.G.A. § 20-2-751.5,

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination on the basis of race, color, national origin, sex (including, but not limited to sexual harassment), disability, harassment and/or bullying. Both informal and formal resolution processes are available to address any complaints arising out of the above-described categories. Allegations of discrimination should be immediately reported to an administrator or counselor at the school, center or any school event. The Local Administrator shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter. Formal complaints should be filed within thirty (30) calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. **As per O.C.G.A. § 20-2-751.5, it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours.**

12. NON-RESIDENT STUDENT

Policy JBCB :

Nonresident

Students

Status : ADOPTED

Last Revised

Date: 11/20/2014

Out of system students shall be permitted to apply for enrollment in Atkinson County through the principal of the individual school. Decisions will be made on the following basis:

1. State Residency No student will be considered for out-of-system enrollment unless that student is a resident of the state of Georgia.
2. Space Available Students may and will be rejected if their enrollment creates overcrowding or other encumbrance at a particular school, program of study, or grade level.
3. Student Academic Record Students whose academic record shows the student to be likely for failure or dropout may be denied access to Atkinson County Schools.
4. Student Behavior Record
 - a. Students who have excessive disciplinary referrals or who have disciplinary referrals or legal issues that are viewed as cause of concern may be denied access to Atkinson County Schools.
 - b. Students who have been suspended or expelled in another school system may be denied access to Atkinson County Schools.
 - c. Students who have been assigned to alternative school as the result of a tribunal in another school system may either be denied or required to complete the assigned time in alternative school in Atkinson County.
 - d. Students who have been referred to a tribunal in another school system must complete the tribunal process in that school system prior to being admitted to Atkinson County Schools.

Students who have been denied admission at any local school may appeal their denial in writing to the superintendent within ten (10) days. The Superintendent shall review the matter and shall make a decision to uphold or to reverse the decision of the principal. The decision of the superintendent shall be final.

Transportation

Transportation may be provided only so long as the student meets the bus along the bus's designated route and so long as there is no overcrowding.

Discipline and Attendance

Students attending from out of system are expected to conform to rules and guidelines set by the Board of Education, the local school, and the staff at the school. The principal may revoke a non-resident student's privilege of attending school in Atkinson County without convening a disciplinary tribunal if the student becomes a disciplinary or attendance problem. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

13. Search and Seizure

In January, 1985, the U.S. Supreme Court ruled that school officials have the right to search students under their jurisdiction when there are "reasonable grounds for suspecting that the

search will reveal evidence that the student has violated or is violating either the law or the rules of the school" and the search is conducted in a reasonable manner. (New Jersey v. T.L.O., 469 U.S. 325, 105. S. Ct733, 744; 1985).

Students and parents are hereby notified that school officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student book bags, school lockers, desks and other school property are subject to inspection and search by school administrators at any time without further notice to students and parents.

Students are required to cooperate if asked to open book bags or lockers. At the discretion of administrators, metal detectors and drug or weapon sniffing dogs may be utilized at school, at any school function, including activities that occur outside normal school hours or off school campus. To help ensure the safety and security of our staff and students, closed circuit security cameras are in place throughout ACHS. Fourth amendment rights are in no way violated by the use of video cameras. Video may become evidence in disciplinary concerns and student hearings.

Student Section

Process for Parents to Address Concerns

When parents have concerns about their child's education or educational setting, the following is an outline of the process to follow.

1. The first step is to talk with the teacher(s) of the child. This should take place in a scheduled parent teacher conference which is scheduled through the School Counselor.
2. If the parent is not pleased with the outcome or response after working with the teacher(s) on the specific concern, the parent needs to address his/her concerns to the principal of the school.
3. If the parent is still not pleased with the outcome or response after meeting with the principal, the parent will need to contact system level personnel based on the specific concerns.
 - Transportation – Mr. Ray Douglas, 422-7317
 - Maintenance - Mr. Ray Douglas, 422-7317
 - School Nutrition Program - Mrs. Tracy Mizell, 422-7373
 - Federal Programs, Migrant, ESOL - Mr. Henry Brown, 422-7373
 - Special Ed, Gifted, 504, Testing, Hospital Homebound - Mrs. Lisa Strickland, 422-7373
 - Facilities-Mr. Ray Douglas, 422-7317
 - Curriculum & Instruction, Professional Learning -Mrs. Edy Leverette, 422-7373
 - Athletics – High School – Mr. Carl McGowan, 422-3267
 - Athletics – Middle School - Mr. Carl McGowan, 422-3267

4. The Superintendent of Schools is willing to work with parents regarding concerns. However, parents should try to resolve their concerns as close to their child's classroom setting as possible. This is where services are provided and the school personnel know the most about the child and the issue. If you feel that you have followed this process and have been unsuccessful at having your concerns addressed, contact the Superintendent's Secretary at 422-7373.

Tardiness / Time Required To Be Counted Present For The Day

Students arriving at school after the school's beginning time are considered tardy unless riding a "late bus." The instructional day starts at 7:50. Any student arriving after 7:50 will be considered "tardy". A student will be counted tardy up to 11:30. At 11:31 the student will be considered absent for the day.

Check Out Procedures

Please do not check students out early unless absolutely necessary. Students need to be in class in order for learning to occur. Students who are leaving school early on a given day for any reason must be signed out in the school office by the parent/guardian or an adult properly identified to school officials. Students returning to school before the end of the day should sign in on the same sheet. Students are to remain in the classroom until notified to come to the office for dismissal. When a situation arises that a student needs a message delivered to him or her regarding transportation home from school, we ask that all of those messages be brought to the school's attention by 2:15.

Hospital/Homebound

A child who has a medically diagnosed physical condition that is non-communicable and restricts the student to home or hospital for a period of time which will significantly interfere with that child's education (a minimum of 10 projected school days) is eligible for the services of an itinerant hospital/homebound teacher.

Request for Assignments

If you would like schoolwork sent home for your child because of illness, please call the school office within the first two hours of the school's beginning time. The schoolwork may be sent home with another student at your request or may be picked up in the school office within a half-hour after the school's ending time.

Makeup Work

Students must arrange to make up work missed resulting from an excused absence **within 3 days** of returning to school. It is the student's responsibility to contact the teacher within 3 days of returning to school and to make arrangements for making up work. The makeup work is to be completed within three days after returning to school unless arrangements are made with the teacher to give extended time for makeup work. Makeup work is not scheduled during class, but on the student's time and at the teacher's convenience. Students who fail to make up work in the allotted time shall receive a zero for the work missed because of the absence.

School Nutrition

The Atkinson County School Nutrition Program (SNP) will be continuing a Community Eligibility Option program. This CEO Program will continue to allow all students to eat breakfast and lunch at No Cost. We are able to carry out this program because of the number of directly certified students and the great participation we have at lunch in these

schools. There will be no free and reduced applications gathered from parents, which means students are no longer categorized by income. There will be no charges allowed. Students will have the opportunity to purchase extra items as long as they have money in their account or money in hand.

Parent Notification

MTSS

The purpose of MTSS is to support and assist students who may be having difficulty at school academically or behaviorally. The team assists teachers in providing interventions through the pyramid of interventions for struggling students and/or providing referrals to other school programs to assist students in becoming more successful. MTSS referrals may be made by a student, counselor, teacher, administrator or parent. This team is responsible for writing the education plan and monitoring the progress of students receiving interventions.

Parent Information-Title I Federal Programs

Parents may request to the principal of the school information regarding the professional qualifications of their child's classroom teacher(s). Information will be made available in a timely manner to include the following:

- Whether the teacher has met State qualifications for certification at the grade level(s) and subject area(s) that they teach.
- Whether the teacher is teaching under a certificate that waives the qualifications and criteria for certification.
- The baccalaureate degree major or other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.
- Whether their child is provided services by paraprofessionals and, if so, their qualifications. Parents will be informed as to the status of their child's school making progress towards state goals Waynesville Primary School's current status is that of Title I Distinguished School.

Student Support Process

The Atkinson County Board of Education provides a variety of resources which are available at every school within the district to help address student behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems.

School counselors, social workers, psychologists, and Student Support Team / RTI coordinators use a team approach to assist students, staff members, and parents in developing and implementing disciplinary and behavioral correction plans for students with behavioral problems. Such support personnel also assist in meeting the needs of students by networking appropriate home, school, and community services to address identified student behavioral problems.

Grievance Procedure

This procedure is established in order to provide a formal method for the resolution of any grievance concerning the treatment of students by system personnel, which is alleged to violate either system policy or student legal rights. These formal procedures should not be used unless informal conferences with the appropriate teacher and principal do not resolve the matter to the satisfaction of the aggrieved. Any student may bring a grievance, or the parents of such student, whose rights under system policy or application of law have allegedly been violated. The system Title IX/Section 504 Coordinator should be consulted whenever discrimination or harassment is alleged. (See Nondiscrimination Notice)

- Level One

If a grievance cannot be resolved informally the person(s) may submit a grievance within ten school days in writing to the principal of the school in which the grievance arose.

- **Level Two**

A notice, in writing, to the Superintendent within five school days may be filed. Copies of the original grievance and the decision made at level one must accompany such notice.

- **Level Three**

The aggrieved may request a hearing before the Board of Education by submitting notice of appeal with the Superintendent within ten school days. Copies of the original grievance and decisions made at levels one and two must accompany such notice. In addition, such notice shall contain a statement of reasons why such decisions are unacceptable. Further information concerning this procedure may be obtained by contacting the Central Office at 422-7373.

The Atkinson County Board of Education is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

CLOSING OF SCHOOL

Official announcements regarding school closings due to inclement weather or emergencies can be read on the district website Home Page at: www.atkinson.k12.ga.us and on the schools' social media pages.

Enrollment

To enroll at a school in Atkinson County one must be a resident of the county and reside with a legal guardian or parent. A child must be five years of age on or before September 1st of the current year in order to enroll in kindergarten, and six years of age on or before September 1st to enroll in 1st grade. The following student documents are needed when a student enters a school in Atkinson County:

1. A birth certificate with a State file number.
2. An up-to-date Immunization Record.
3. A dental, vision, and hearing screening record.
4. A transcript and/or clearance form from the school last attended.
5. A signed student registration card indicating that any false information provided at enrollment may result in the denial of the child from the Atkinson County School System.

WITHDRAWAL PROCEDURES

Students who are withdrawing from PES are to report to the SIS office to complete the appropriate withdrawal forms and turn in books and any other school-owned materials. Records will not be forwarded to the requesting school if the student owes money to the cafeteria or for a lost book(s).

Head Lice

If a child is found with nits or head lice, the parents/guardians are notified and asked to come pick up the child. The child must be treated before returning to school. A student may not

return to school until a parent has brought the child to the school nurse and had his/her head checked.

Immunizations

Georgia law requires that immunizations are kept current and updated records are kept in each student's file. Any child of sixth grade age must have at least one additional dose of MMR vaccine, for a total of two MMR vaccines, and two Varicella (chicken pox) vaccines or proof of immunity for admittance to school. This means that any child who has been retained and is entering the fifth grade is of sixth grade age and must meet this requirement.

Insurance

The school makes a group accident insurance policy available. Students are provided information concerning coverage and rates to take home to parents at the beginning of the school year. This policy protects students while at school, in route to and from school, and while participating in all school activities. A 12-month, 24-hour coverage is available.

Medical Concerns

All students need to return a Health Profile/Consent form to be kept on file with the school nurse.

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

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

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

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

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

If parents do not pick up student medication within one week after school is out, the school system will dispose of the medication.

Physical Education Exclusion

If a student is unable to participate in physical education classes due to illness or physical disability, the parent must send a note to the school, signed by a physician, stating the reason for exclusion. The student may be excluded from any physical activity that may endanger that student's health and safety.

School Council

School councils are intended to help local boards of education develop and nurture participation and to bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns and to share ideas for school improvement. School councils shall be reflective of the school community. There are four scheduled school council meetings each year—the dates are to be announced.

Pick up / Drop off Zone Information

Each school will identify an area(s) where student(s) may be dropped off for school and picked up after school dismisses. A person who carries a student(s) to school or picks a student(s) up from school may do so at the designated drop/pickup area. Any person who accompanies or meets the student(s) beyond the designated drop/pickup area is considered a visitor. A person on school grounds other than the designated drop/pickup area is considered a visitor. Visitors must first sign in at the front office. Extracurricular sponsors/coaches will designate drop off and pickup areas for their respective clubs or teams.

Academics

Academic excellence is our major objective at the elementary school level. Teachers help students every way they can, but students must do their part as well. Students are expected to complete all assignments given to them and to try their best to succeed. If they have any problems understanding the work they have been assigned it is their responsibility to ask questions and to tell the teacher that they do not understand and need help.

Grading System

A=100-90	B=80-89
C=70-79	F=69 & below
S=Satisfactory	N=Needs Improvement
G=Good	U=Unsatisfactory

AB Honor Roll and Superior Honor Roll

In order to recognize academic excellence, elementary schools in Atkinson County have an “AB Honor Roll” and “Superior Honor Roll”.

In order for a student to earn a place on the “**AB Honor Roll**” for each nine-weeks grading period, the following criteria must be met:

- Any student that has all 80s and 90s in all subjects.

In order for a student to earn a place on the “**Superior Honor Roll**” for each nine-weeks grading period, the following two criteria must be met:

- The student must earn a grade average of 90 in all academic courses.
- All grades must be above 69. A student cannot have a failing grade in any course.

The End-Of-Year AB Honor Roll and Superior Honor students will be determined from the first three nine-weeks grading periods.

Exemptions

Requirements

Pre-K and Kindergarten

Any student that meets promotional requirements will be exempt the last 3 days of school.

1st Grade – 5th grade:

Any student that has Superior Honor Roll (90 or above in every subject for each nine weeks grading period) will be exempt the last 3 days of school.

Any student that has AB Honor Roll (all 80s and 90s in every subject for each nine weeks grading period) will be exempt for the last 2 days of school.

Report Cards

Report cards will be issued at the end of each nine-week grading period. The report card will be taken home and signed by a parent or by a guardian. If a conference is desired with the teacher, the parent can make the arrangements by calling the school office.

At mid-point of each nine-week grading period students will be given a progress report. This will help both the student and the parent to assess the progress that the student is making and to make recommendations for improvement if needed.

Promotion / Retention

The Board of Education shall require all schools governed by its authority to abide by the State Board of Education Rule 160-4-2-.11, which specifies how the state-adopted assessments administered in grades 3, 5, and 8 will be used in making promotion, placement and retention decisions for students once the Georgia Milestones Assessment Program is fully implemented by the State Board of Education.

The Board hereby authorizes each school to develop procedures or regulations that specify how the state-adopted assessments and what local promotion criteria will be used in making decisions concerning promotion, placement or retention of students in Grades 1, 2, 4, 6, and 7, (and for students in grades 3, 5, and 8 in years when reliance on state-adopted assessments has been waived). Such procedures or regulations must be approved by the Superintendent or designee(s) and shall provide for the following:

1. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.

2. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.
3. To be promoted students should meet the following minimum requirements excluding any requirements tied to state assessments when applicable:
 - A. Kindergarten: First grade promotion or placement decisions are made on an individual basis, using the Georgia Kindergarten Inventory of Developing Skills (GKIDS) results in concert with teacher recommendations and other relevant information.
 - B. Grades 1-5: An elementary student shall be promoted to the next grade if he/she passes Language Arts, Reading, and Math and either Science or Social Studies. Students who do not meet all of the above criteria shall be referred to the Retention Review Committee as described in # 4 of this policy.
4. A mechanism shall be established whereby a school level team (Retention Review Committee) will review a student's performance prior to any decision to retain the student.
5. Prior to a student's retention, the student's parents must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter.
6. School level promotion and retention decisions shall be final and not subject to further appeal.

Visitors

For the protection and safety of our students, visitors and parents coming to campus must report to the main office. Students are not permitted to bring visitors to school during the school day.

School Safety

Our school safety committees have developed plans to address and help curb the growing incidence of violence in schools to respond effectively to such incidents, and to provide a safe learning environment for our children, teachers and other school personnel. The plan addresses preparedness for natural disasters, hazardous materials, acts of violence, and acts of terrorism. Parental and community input is welcome. Georgia has a Toll-free School Safety Hotline available to the public: 1-877-729-7867

Internet Use

The purpose of the INTERNET service is to provide students and employees access to the INTERNET to: 1) enhance delivery of education; 2) provide access to career and professional development activities; 3) allow for limited high-quality self-discovery.

The purpose of education is to prepare students for success in life and work in the 21st Century.

- (a) Students must learn what actions are appropriate on a limited purpose network as compared to what actions might be appropriate through a general personal account.
- (b) District employees have an obligation to use the district system in a manner specified by their employer.

Specifically, the System supports resources that will enhance the learning environment under directed guidance of the school staff. Therefore, students' access to and use of the INTERNET at school will be under staff direction and will be monitored, as is any other classroom activity.

Limited Access Level:

The level of access for students and employees is limited as set forth in the purpose of INTERNET service. The use of the INTERNET will reflect on the district; therefore, employees and students are to guide their activities accordingly.

Expectations:

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with school rules and standards. The use of the network is a privilege, not a right, and may be revoked if abused. The users are personally responsible for their actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

The district Acceptable Use Policy (AUP) prohibits the use of the INTERNET for the purpose of purchasing products or services. The district will not be responsible for financial obligations arising from the unauthorized use of the INTERNET.

The following practices shall be prohibited:

1. Searching, viewing or retrieving materials that are not related to the district's stated educational purpose;
2. Copying, saving or redistributing copyrighted material outside the guidelines of "fair use" copyright law;
3. Subscribing to any service or ordering goods or services;
4. Sharing of a student's home address, phone number or other personal identification;
5. Playing games unless specifically assigned by a teacher;
6. Visiting/participating in chat rooms;
7. Disrupting the use of the network;
8. Any activity deemed unsuitable or undesirable by the local administrator;
9. Any activity that violates a school rule or local, state or federal law.

All users should also be advised that any other use which is not in keeping the purpose as stated in this policy shall also be prohibited and result in disciplinary action. Student violations may result in discipline up to and including loss of privileges, suspension or expulsion. Staff violations may result in discipline up to and including dismissal.

Publication of Materials:

The publication of any materials (e-mail, web page, etc.) must contain the author's e-mail address. Plagiarism is considered inappropriate, and students and employees are to stay within the bounds of what is acceptable and the "fair use doctrine" of copyright law. All users should give credit where credit is due.

Copyright law prohibits the transfer of a work, in the form of digital data, without the explicit written consent from the creator of the work. No copyright notice or registration is required in order to be considered a copyrighted piece of work.

Online Safety Education:

All students attending Atkinson County Schools will receive Internet safety education including appropriate online behavior, cyber bullying awareness and response, and interacting with others on social network sites.

Parental Permission:

A parental permission form will not be required. Only a form RETURNED will automatically deny the student access to this resource unless it is part of teacher-directed large group demonstration.

Media Center

Your Media Center is an outstanding facility that can be both enjoyable and enlightening.

Students may use the center as part of a class, as an individual, or as a member of a small group. When visiting the center without a teacher, students must present upon arrival a library pass to the Media Specialist. The Media Center is an extension of the classroom. Therefore, students should always have a planned purpose for their visits. Instruction is often being conducted and any student wandering aimlessly around the center and/or talking excessively with friends disrupts the learning environment. Any student not performing their assigned media related activities will return to the classroom. Before checking out materials each student shall receive orientation on the checkout procedure. Each student shall receive a patron card that is required for book check out. Materials may be checked out for a period of two weeks unless otherwise designated. Reference materials and magazines will not be checked out and must be used in the Media Center. Do not remove materials from the Media Center without first checking them out at the circulation desk. Each student, who borrows Media materials, is responsible for their return within the specified time and in good condition. Failure to do so shall result in the restriction of Media privileges (no additional materials may be checked out) and/or fines.

Parental Involvement

The Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments.

Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct.

The Code of Conduct specifies within its standards of behavior various violations of the Code that may result in a school staff member's request that a parent or guardian come to school for a conference. Parents are encouraged to visit the school regularly and are expected to be actively involved in the behavior support processes designed to promote good choices and behavior.

Georgia law mandates that any time a teacher or principal identifies a student as a chronic disciplinary problem, the principal shall notify by telephone call and by mail the student's parent or guardian of the disciplinary problem. The parent/guardian will be invited to observe the student in a classroom situation, and request that at least one parent or guardian attend a conference to devise a disciplinary and behavioral correction plan.

Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by a telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.

The law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent or guardian who willfully disobeys an order of the court under this law.

When it is necessary to impose discipline, school administrators and teachers will follow a **progressive discipline process**. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

The following disciplinary actions may be imposed for any violation of this Code of Conduct:

- Verbal Reprimand
- In-class isolation
- Loss of recess or other free choice time
- Lunch detention
- Requirement to obtain appropriate articles of clothing
- Telephone parent
- Parent conference with teacher, student, parent
- Writing assignment
- Change seating
- Send to another classroom
- Participation in service project which allows student to engage in desired character traits
- Restriction from school programs/assemblies
- Compensation-cleaning repair
- Compensation-financial
- In-School Suspension
- Corporal Punishment
- Out of School Suspension
- Suspension or expulsion from the school bus
- Assigned to Alternative School
- Expulsion from school
- Referral to Law Enforcement or Juvenile Court officials

Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his/her behavior. If the student is suspended the student's parents will be notified if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

The maximum punishment for an offense includes long-term suspension or expulsion, including permanent expulsion. Those punishments will be determined by a disciplinary tribunal as outlined in the Atkinson County Board of Education policies.

In the event that a student is referred to a disciplinary tribunal, parents or the student may elect not to contest whether the student has violated the Code of Conduct or the appropriate discipline, and in such cases, an agreement may be negotiated which would include the parents or student waiving a right to a hearing before the disciplinary tribunal. Such an agreement and waiver must be approved also by the tribunal facilitator from the superintendent's office.

In the event the student to be brought before the Atkinson County Board of Education or the tribunal is with a disability or is receiving special education services from the school system; the foregoing procedures shall be modified in accordance with the requirements of the state and federal law. The Director of Special Education and building Coordinator for Special Education shall be consulted and appropriate steps taken pursuant to the provisions of the Individuals with Disabilities Education Act of 1997 (IDEA) and Section 504 of the Rehabilitation Act of 1973. This process will be followed to determine an appropriate placement for the student and to ensure that all of the student's procedural rights are protected.

Students Subject to Discipline of other schools / systems

In accordance with Georgia law, if PES has “any student who attempts to enroll or who is enrolled in ACES during the time in which that student is subject to disciplinary order (e.g., suspension or expulsion) of any other school system,” the administration “is authorized to refuse to enroll or subject that student to short-term suspension, long-term suspension, or expulsion for any time remaining in that other school system’s disciplinary order...” In addition, “if any school administrator determines from the information obtained... that a student has been convicted of or has been adjudicated to have committed an offense which is a designated felony act..., such administrator shall so inform all teachers to which the student is assigned... Such information shall be kept confidential.” Also, students may be disciplined for criminal conduct off campus that may pose a threat to the school’s learning environment or the safety of students and employees.

Authority of the Principal

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in The Code of Conduct, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

Authority of the Teacher

Classroom teachers have the authority and responsibility to handle minor acts of misconduct that interfere with orderly classroom procedures, school functions, extracurricular programs, or a student’s own learning process. Teachers and other professional staff members may use discipline management techniques appropriate for the situation, which include, but are not limited to, detention, loss of privileges, isolation, parent conference, or assignment of the development of a written or graphic representation that reflect understanding of the specific misbehavior, the nature of the expected behavior, and/or the related character trait.

Code of Conduct

It is the purpose of the Atkinson County School District to operate each school in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend schools within the district. In accordance with that purpose, the Atkinson County Board of Education has adopted a policy which requires students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The primary goal at the elementary schools is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct.

The Code of Conduct is effective during the following time and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event and while traveling to and from such events;
- On vehicles provided for student transportation by the school system.
- While waiting for or departing from school transportation.

Also, students may be disciplined for criminal conduct off campus which may pose a threat to the school’s learning environment or the safety of students and employees.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community.

Student Conduct and Discipline

1. Alcohol

A student shall not manufacture, sell, purchase, transport, possess, or use intoxicating alcoholic beverages or substances represented as alcohol during the school year.

2. Arson

A student shall not unlawfully or intentionally damage or attempt to damage any real or personal property by fire or incendiary device. Examples include firecrackers, fireworks, and trashcan fires if they are contributing factors to a damaging fire.

3. Battery

A student shall not physically attack or “beat up on” another individual. This refers to the actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This includes an attack with a weapon or one that causes bodily harm to the victim.

4. Burglary

A student shall not enter, unlawfully, a school building or activities related to a school, with the intent to commit a crime.

5. Computer Trespass

A student shall not delete, obstruct, interrupt, alter, damage or in any way cause a malfunction of the computer, network, program(s), or data. This includes the unauthorized use of a computer or computer network.

6. Disorderly Conduct

A student shall not in any manner, substantially disrupt the orderly conduct of a school function, substantially disrupt the orderly learning environment, or pose a threat to the health, safety, and/or welfare of students, staff, or others.

7. Drugs, Except Alcohol and Tobacco

A student shall not use, cultivate, manufacture, distribute, sell, purchase, possess, transport, or import any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or substances represented as drugs. This includes over the counter medications if abused by the student. For disposition of this infraction see below:

8. Fighting

A student shall not fight or cause a fight on school grounds or during a school function. This includes the mutual participation in a fight involving physical violence where there is no one main offender and no major injury. A fight does not include verbal confrontations, tussles, or other minor confrontations.

9. (Homicide) Omitted from Elementary code of Conduct

10. (Kidnapping) Omitted from Elementary code of Conduct

11. (Larceny/Theft) Omitted from Elementary code of Conduct

A student shall not participate in the unlawful taking, carrying, leading or riding away of property of another person without threat, violence, or bodily harm. This includes pocket picking, purse or backpack snatching, if left unattended; theft from a building, theft from a motor vehicle, theft from a coin operated machine, and all other types of larcenies.

12. (Motor Vehicle Theft) Omitted from Elementary code of Conduct 013 Robbery

A student shall not take, or attempt to take, anything of value that is owned by another person or organization, and under confrontational circumstances by force or threat of force or violence

and/or by putting the victim in fear. An essential difference between robbery and larceny is the threat or battery. Examples: Extortion of lunch money.

14. Sexual Battery

A student shall not sexually molest another person, indecently expose himself, rape or engage in any heterosexual or homosexual act on school property during school functions, or under school supervision. This includes the touching of private body parts of another person either through human contact or using an object.

15. Sexual Harassment

A student shall not use deliberate, repeated, and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile, or offensive learning environment. Examples: leering, pinching, grabbing, suggestive comments, jokes, or pressure to engage in sexual activity. Sexual harassment consists of unwelcome sexual advances, inappropriate touching, requests for sexual favors, sexually motivated conduct or other verbal or physical conduct or communication of a sexual nature.

16. Sex Offenses

A student shall not participate in any sexual behavior or contact intended to result in sexual gratification. This includes indecent exposure and obscenity. Examples: downloading pornographic content on school computers or possession of pornographic materials on school grounds.

17. Threat/Intimidation

Unlawfully placing another person in fear of bodily harm through verbal threats without displaying a weapon or subjecting the person to actual physical attack.

**For incidents involving threats...At the discretion of the Principal, the student may be required to enroll in and complete a self-funded Atkinson County Board of Education approved intervention/counseling program.

18. Tobacco, Vapes/Vape oil, and Juuls

A student shall not possess, use, distribute, or sell tobacco products, vape or juul products, including cigarettes, tobacco, and snuff, in any form on school grounds, at school-sponsored events, or on transportation to or from school.

19. Trespassing

A student shall not enter or remain on a public-school campus or School Board facility without authorization or invitation and with no lawful purpose for entry. This includes students under suspension or expulsion, and unauthorized persons who enter or remain on a campus after being directed to leave by the chief administrator or designee.

20. Vandalism

A student shall not destroy or deface private property or school property, either on school grounds or during a school activity, function, or event off school grounds or while under school supervision. This includes the willful and/or malicious destruction, damage or defacement of public or private property, real or personal, without the consent of the owner or the person having custody or control of it. Examples: graffiti, destroying school computer records, carving initials or words in desk tops, spray painting on walls.

22. Weapons Possession – Knife

A student shall not possess, use, or intend to use any type of knife, including a pocket or penknife, to inflict harm on another person, or to intimidate any person.

23. Weapons Possession – Other

A student shall not possess, use, or intend to use any instrument or object to inflict harm on another person or to intimidate any person. This includes, but not limited to weapons as defined in the local Board Policy.

The administration reserves the right to determine inappropriate objects that they deem unsafe and unacceptable at school such as knives less than two inches, toy guns, cigarette lighters, or any other object which is potentially dangerous.

It is the policy of the Board of Education that a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by a school district, at a school function, or on a bus or other transportation provided by the school district. Weapons may include, but are not limited to:

1. Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
2. Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, 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 chahka, nun chuck, nunchaku, 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 instrument of like kind, any nonlethal air gun, and any stun gun or Taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the mandated one-year expulsion under circumstances where the one-year expulsion appears excessive to the superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the board of education, the board may reduce the mandated punishment but shall consider whether the superintendent and/or tribunal considered a reduction and any rationale in denying such a reduction.

Students who possess other weapons or hazardous objects as described in paragraph 2 will be subject to discipline as specified in the student code of conduct.

Reporting Requirements

Any employee who has reasonable cause to believe that a student possesses a weapon as defined in paragraph 1, is involved in an assault using a weapon as defined in paragraph 2, or is involved in a second offense with a weapon on campus must report such violations to the principal or assistant principal of the school. If the principal has reasonable cause to believe that such report is valid, he/she must immediately make an oral report to the Superintendent and to the appropriate law enforcement authority and district attorney. The student's parents or guardian will be notified immediately of his/her child's involvement in any activity involving weapons.

*The Code of Conduct will be available online to all students and parents, which includes a statement of prohibited conduct with regard to weapons and possible disciplinary actions. If you would like a copy of the Code of Conduct, please notify the school.

24. Other Serious Discipline Incident

Any other discipline incident for which a student is administered corporal punishment, in-school or out-of-school suspension, expelled, suspended from riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request.

25. Weapons Possession – Handguns

A student shall not possess a handgun of any kind, loaded or unloaded, operable or inoperable.

26. Weapons Possession – Rifles

A student shall not possess a rifle or shotgun of any kind, loaded or unloaded.

27. Serious Bodily Injury

“Serious bodily injury” means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

28. Other Firearms

Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including starter guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks).

29. Bullying

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

Bullying is defined as follows: An act that is:

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

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

Procedures may be developed at each school encouraging a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

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

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

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

30. OTHER - Attendance Related

Repeated or excessive unexcused absences or tardies; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.

31. OTHER – Dress Code Violations

A student shall not dress, groom, or wear or use emblems, insignias, badges, or other symbols where the effect thereof is to distract unreasonably the attention of other students or otherwise to cause disruption or interference with the operation of the school. If a student is dressed inappropriately parents will be called to either bring proper clothes or take the student home. For safety reasons, students will be asked to bring appropriate shoes to participate in physical education.

32. Academic Dishonesty

Receiving of unauthorized assistance on classroom assessments and assignments.

33. OTHER – Student Incivility

Insubordination or disrespect to staff members or other students; Includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, inciting, advising, or counseling others to engage in prohibited acts, and misrepresentation of the truth.

34. OTHER – Possession of Unapproved Items

The use or possession of any unauthorized item disruptive to the school environment. Due to the potential for class disruptions, as well as for theft or damage, ELECTRONIC DEVICES are not permitted at school unless approved by the school principal for educational purposes: such items may include but are not limited to, personal music devices, cameras, electronic gaming devices, cell phones etc...(If an electronic device is allowed by the principal for an educational purpose, the school is not responsible for any theft or damage since it is the choice of the student/family to bring such a device). Confiscated cell phones may be used in school investigations. Students are responsible for all material on cell phones (images, pictures, video, text messages, audio messages, etc.). Students may receive disciplinary action for possession of inappropriate content on cell phones or other electronic devices. School is not responsible for any unapproved items that are lost, stolen, or damaged.

Cell Phone Discipline:

1st Offense: Taken up by teacher and given back before the end of the day. Documented in Infinite Campus and parent contacted.

All other Offenses: Taken up by the teacher, turned into the office, and documented on I.C. After a week, student or guardian can pay \$5 and get their phone. Parent/Guardian will be allowed to pay \$20 and pick up phone same day or prior to the end of the week.

If student refuses to turn over their phone when asked, administration will be called and an additional punishment will be added at the discretion of administrator.

35. Gang Related

Any group of three or more persons with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in school disruptive behavior

36. Repeated Offenses

40. Other Non-Disciplinary Incident

This code is used exclusively for reporting Physical Restraint.

Elementary School Codes

49. Altering Records or Misrepresenting Information

A student shall not alter grades in teacher's grade book, or any other school record. A student shall not misrepresent information on school records. Students are prohibited against falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee.

51. Buying/Selling/Trading Items

A student shall not buy, sell, or trade personal items at school or on the bus.

52. Misuse of Equipment

A student shall not misuse playground equipment, computers, or any other equipment belonging to the school.

54. Bus Safety

Misbehavior on the Bus

A student shall not misbehave on any Atkinson County School Bus. At the principal's discretion and in cooperation with the transportation department, suspension from bus and/or school is permissible.

As adopted by the General Assembly in 2002 (SB 291):

- B. Students shall be prohibited from acts of physical violence, bullying, physical assault or battery of other person on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior.
- C. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers; audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
- D. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

School Bus:

Pupils in transit by bus to and from the Atkinson County Schools shall be under the direction of the bus drivers, principals, and faculty members. Any pupil who refuses to obey the regulations or directives set by the school principals, and habitually causes trouble on the buses shall find his/her own way to school. The name of such offender shall be reported in writing to the Atkinson BOE.

For your safety and the safety of others:

1. Be courteous, use no profane language
2. Do not hit or push others
3. Do not eat or drink on the bus
4. Keep the bus clean, do not litter
5. Cooperate with the driver
6. Do not use tobacco
7. Do not be destructive
8. Stay in your seat
9. Keep head, hands and feet inside bus
10. A student shall not buy, sell, or trade personal items at school or on the bus.
11. Bus driver is authorized to assign seats
12. Students are not permitted to get off the bus in route to or from school or ride a different bus without prior written permission from parents.

Possible consequences for not following bus rules will be as follows:

- The student may be required by the driver to write an action plan, or by school personnel to demonstrate an understanding of the rules of proper bus behavior.
- The student may be counseled by the principal or designee. As part of the counseling, the student will be informed that on subsequent infractions he/she may face bus suspension.

- Parental contact. As part of this contact, the parent will be informed that on subsequent infractions he/she may be suspended from the bus.
- Bus suspension.
- Other disciplinary actions as deemed appropriate by school administrative personnel.
- Conference with the Director of Transportation regarding possible further consequences that might be deemed necessary or appropriate.

55. Other Misbehavior

The administration of the school system and the local school reserves the right to discipline for any behavior which is subversive to good order and discipline in the Atkinson County School System, even though such behavior is not specified in the other written discipline rules.

72. Display of Affection

An outward display of affection through physical contact is inappropriate at school. Violation will result in a disciplinary referral and parent notification. Examples of inappropriate displays of affection may include but not be limited to the following: kissing, holding hands, leaning on one another, arms around one another while walking to class.

CLOSING OF SCHOOL

Official announcements regarding school closings due to inclement weather or emergencies can be read on the district website Home Page at: www.atkinson.k12.ga.us and on the schools social media pages. Texts and automated messages about school events may automatically be sent to guardian numbers given unless school is notified to remove a number from the message system.

COMMUNICATION

Communication is vital among parents, teachers, and students. The Atkinson County School District maintains a website (www.atkinson.k12.ga.us) which contains district information such as the school calendar, board policy, etc.

ACES information can also be accessed via the above website. ALL ACES personnel can be contacted through teacher email.

Conferences may be scheduled during teacher planning time or before or after school.

Conferences are scheduled at the teacher's convenience and notice is needed 24 hours in advance of your desired meeting time. Conferences can be scheduled via telephone 422-3882 or teacher email.

Parents are encouraged to monitor their child's attendance and academics via the school web-based grading system. Please visit the school during school hours to receive your confidential log-in and password which will allow you monitor your child's performance.

OFF CAMPUS BEHAVIOR AND STATE LAW: O.C.G.A. 20-2-751-5(C)

Any student that is charged with a felony or delinquent act off campus may be placed in an alternative educational setting. A determination will be made by the local board of education if the student's continued presence on campus is a potential danger to either persons or property or disrupts the educational process. "Each student code of conduct shall also contain provisions that address any off-campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process."

EMERGENCY DRILLS

Emergency drills, held at intervals, are important safety precautions. Evacuation plans and tornado drill procedures are posted in each room near the door. It is important for students to listen to teachers and follow directions during these situations. During these drills, parents may not be able to pick up their child until after the drill has been completed.

END OF SCHOOL DAY

Student checkouts and changes in transportation must be finalized before 2:15 with the front office.

All students who are not staying after school under the supervision of a teacher are required to leave the school grounds by 3:30. All students who stay after school are required to sign in with their respective teacher. This includes students who are staying for tutoring, making up work, using the library or working in the computer lab. After students leave respective teachers, they need to report to the front office so they will be available for parent pick up. Office staff should not have to page students nor should parents have to look for students in the afternoons.

FIELD TRIPS/COMPETITIONS/ATHLETIC EVENTS (EARLY RELEASE)

Teachers, coaches, and sponsors are responsible for monitoring their respective students who participate in school activities.

Field Trips:

ACES encourages all students to attend field trips, but administration reserves the right to deny eligibility to students with chronic behavior problems.

Competition/Athletic Events:

For students to be eligible for competition/athletic events, he/she must meet the following criteria:

Discipline: Student athletes must have no more than 5 office referrals. Students that are suspended cannot participate while being suspended. Suspension ends at 2:50 on the last assigned day.

Academic: Student athletes cannot be failing more than one subject.

Attendance: Student athletes must be present on event day to participate.

*ACES coaches/sponsors will communicate the eligibility status to parent/guardian as needed.

FLOWERS

Because there is not sufficient office staff available, there will be no flowers delivered to students during school. Students are notified to pick up flowers at the end of the day. Flowers in glass containers, oversized stuffed animals, and balloons are not allowed on the bus.

FOOD AND DRINK POLICY

All food and drink items must be in plastic containers. No glass bottles or containers are allowed on campus.

LOST AND FOUND

Parents and students are encouraged to write, in permanent marking, the student's name in articles of clothing brought to school. ACES and staff are not responsible for money, jewelry, expensive items of clothing, or other items brought to school. All articles found should be taken to the office, whereupon they will be returned to the owner upon identification. Parents should pick up all articles or items left at school no later than the last day of school. All articles or items will be discarded after the last day of school each year.

SCHOOL DANCES

Attendance at ACES dances are limited to ACES students. Elementary school students, alternative school students, Harrell Center students, and ACES students are not allowed at ACES dances. If a student is in ISS and has not completed his/her assignment in ISS on the day of a dance, the student will NOT be able to attend the dance. If a student is not in attendance the day of a dance, the student will NOT be able to attend the dance. All school dress code requirements must be adhered to.

SECURITY CAMERAS

Closed circuit televisions are in place throughout ACES. Privacy rights are not violated for students or teachers. Neither student nor teacher behaviors are beyond scrutiny, and viewing video tapes does not infringe upon constitutional rights. Fourth Amendment rights are not violated by the use of video

cameras. Video cameras are not searches. Video cameras simply observe that which may be observed if an administrator were present. Video tapes may become evidence in disciplinary concerns and student hearings. Only school personnel may view videos. School personnel are excluded from seeing video if their child is involved.

SUMMER SCHOOL

Summer school in ACES are designed to help students that did not pass their state mandated tests (Georgia Milestones) in 3rd and 5th grades. Students are required to come to summer school and retake the test to be considered for promotion into the next grade. Administration will decide if summer school remediation is sufficient.



Pearson Elementary School

563 King ST N

Pearson, GA 31642

Phone: (912)422-3882 Fax: (912)422-7024

Jarred Morris, Principal

Melissa Corbitt, Assistant Principal

School-Parent Compact

2021-2022

Revised 6/1/2021

Dear Parent/Guardian,

Pearson Elementary School, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

Jointly Developed

The parents, students, and staff of Pearson Elementary School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the fall each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Atkinson County School District Goals for 2021-2022 are:

- By the end of 2021-2022, all schools will increase the percentage of students performing in levels 3 and 4 (Proficient - Level 3 and Distinguished - Level 4) of the GMAS scores in every content area by 2% points.
- To increase the GMAS scores of all subgroups by 2 percentage points.

Pearson Elementary School Goals:

- By the end of FY22 school year, grades K-2 will show gains on universal benchmark data and all grades 3-5 will show gains on the GMAS test in the subject of ELA.
- By the end of FY22 school year, all grades K-2 will show gains on universal benchmark data and all grades 3-5 will show gains on the GMAS test in the subject of Math.
- By the end of FY22 school year, the 5th grade Pass rate will increase by 3%.

SCHOOL/TEACHER RESPONSIBILITIES: Pearson Elementary School will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the

participating children to meet the state's student academic achievement standards by:

Providing vocabulary development in grades K-5; Making text connections in grades 4-5; Incorporating Science and Social Studies standards with ELA standards across the curriculum; Provide hardware like computers, Ladibug Document Cameras, and an assortment of software to help students progress toward achieving their goals. Reading Rescue may be offered to students who are not reading on grade level. After school tutoring program will be offered to assist students who may not be achieving at their highest potential. A reading interventionist will be available for struggling readers.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it

relates to the individual child's achievement.

PES will have two parent-teacher conferences, one during the first 9 weeks of school and one during the third 9 weeks of school. This School-Parent Compact will be utilized as a tool at the conference as a reminder of the partnership and responsibilities each partner is accountable for in the education of the student. Parents may request additional opportunities to meet with teachers throughout the year to discuss their child's progress.

3. Provide parents with frequent reports on their children's progress.

PES will provide a report of progress every 4 ½ weeks by either a Progress Report or a Report Card. Parents may also come to the school and request a username and password to log into the Infinite Campus Parent Portal which can be found on the PES website. This information system shows individual student attendance, schedules, and classroom grades.

4. Provide parents reasonable access to staff.

A parent may schedule a time to discuss their child's progress with his or her teacher or other staff members either before or after school or during their planning period. In order to schedule a conference, or to contact a teacher, a parent may send a note, email, or call the front office to leave a message for the teacher.

5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities

as follows:

Parents have opportunities to volunteer at the school by chaperoning an educational field trip, serving on the School Council, assisting teachers in completing tasks in the classroom, attending Family Nights like Open House, Grade Expectation, Family Math, Reading and Homework workshops, Annual Title I, Transition meetings and completing surveys. Parents may also participate in their child's class by sharing their talent, attending Awards Programs and observing classroom activities. General information is provided to parents in school notices of events and social media posts.

Parent Responsibilities: I/We, as (a) parent(s), will:

- Try to attend Family Nights, or get information from my child's teacher if I/we can't attend
- Help my child with vocabulary, spelling words, and other reading skills by finding ways to use them in family conversation.
- Look for the school event notices and social media posts, and check out the school website.
- Have fun with math by using materials at home to explore math.

Student Responsibilities: I will:

- Talk with my family about new spelling and vocabulary words and what I'm learning in math.
- Bring home notices/invitations to school activities.
- Obey class rules and do my very best to earn good grades.
- Bring pencils, paper and other required materials to class daily.

Communication About Student Learning:

PES is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Class/School notices to parents
- Parent Portal
- Parent-Teacher Conferences
- Weekly folders
- Emails to parents on student's progress
- Text messaging system (Remind)
- Phone calls
- Social media posts
- Other

Activities to Build Partnerships:

PES offers ongoing events and programs to build partnerships with families.

- Parent-Teacher Conferences
- Parent Workshops
- Curriculum Nights
- Parent Resource Room
- Volunteering/Observing
- Open House

**School-Parent Compact Signature Sheet
Pearson Elementary School
School Year 2021-2022
Revision Date 6/1/2021**

Dear Parent/Guardian,

Pearson Elementary School, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

Teachers Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____



Escuela Primaria Pearson

563 Rey ST N

Pearson, GA 31642

Teléfono: (912)422-3882 Fax: (912)422-7024

Jarred Morris, directora Melissa Corbitt, subdirectora

Acuerdo entre la escuela y los padres

2021-2022

Revisado el 6/1/2021

Estimado Padre / Tutor,

La Escuela Primaria Pearson, los estudiantes que participan en el programa Título I, Parte A, y sus familias, están de acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. rendimiento y describe cómo la escuela y los padres construirán y desarrollarán una sociedad que ayudará a los niños a alcanzar los altos estándares del estado.

Desarrollado conjuntamente

Los padres, estudiantes y personal de la Escuela Primaria Pearson se asociaron para desarrollar este pacto entre la escuela y los padres para el logro. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron información sobre los tipos de apoyo que necesitaban y los estudiantes nos dijeron qué les ayudaría a aprender. Se anima a los padres a asistir a las reuniones de revisión anual que se llevan a cabo en el otoño de cada año para revisar el pacto y hacer sugerencias basadas en las necesidades de los estudiantes y las metas de mejora de la escuela. También se anima a los padres a participar en la encuesta anual para padres de Título I que también se utiliza como una herramienta para recopilar comentarios de los padres sobre los programas y políticas actuales de Título I.

Para comprender cómo el trabajo en equipo puede beneficiar a su hijo, primero es importante comprender las metas del distrito y de la escuela para el rendimiento académico de los estudiantes.

Metas del distrito escolar del condado de Atkinson para 2021-2022 son:

- Para fines de 2021-2022, todas las escuelas aumentarán el porcentaje de estudiantes que se desempeñan en los niveles 3 y 4 (Competente - Nivel 3 y Distinguido - Nivel 4) de los puntajes del GMAS en cada área de contenido en 2% puntos.

- Aumentar los puntajes GMAS de todos los subgrupos en 2 puntos porcentuales.

Metas de la escuela primaria Pearson:

- Para el final del año escolar FY22, los grados K-2 mostrarán ganancias en los datos de referencia universales y todos los grados 3-5 mostrarán ganancias en la prueba GMAS en la materia de ELA.
- Para el final del año escolar FY22, todos los grados K-2 mostrarán ganancias en los datos de referencia universales y todos los grados 3-5 mostrarán ganancias en la prueba GMAS en la asignatura de Matemáticas.
- Para el final del año escolar FY22, la tasa de aprobación del quinto grado aumentará en un 3%.

RESPONSABILIDADES DE LA ESCUELA / MAESTRO: La Escuela Primaria Pearson:

6. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita al alumno

niños participantes para cumplir con los estándares de rendimiento académico estudiantil del estado al:

Proporcionar desarrollo de vocabulario en los grados K-5; Hacer conexiones de texto en los grados 4-5; Incorporar los estándares de ciencias y estudios sociales con los estándares de ELA en todo el plan de estudios; Proporcione hardware como computadoras, cámaras de documentos Ladibug y una variedad de software para ayudar a los estudiantes a progresar hacia el logro de sus metas. Reading Rescue se puede ofrecer a los estudiantes que no están leyendo al nivel de su grado. Se ofrecerá un programa de tutoría después de la escuela para ayudar a los estudiantes que no estén logrando su máximo potencial. Habrá un intervencionista de lectura disponible para lectores con dificultades.

7. Llevar a cabo conferencias de padres y maestros (al menos una vez al año en las escuelas primarias) durante las cuales se discutirá este pacto, ya que se relaciona con el logro individual del niño.

PES tendrá dos conferencias de padres y maestros, una durante las primeras 9 semanas de clases y otra durante las terceras 9 semanas de clases. Este Pacto entre la escuela y los padres se utilizará como una herramienta en la conferencia como recordatorio de la asociación y las responsabilidades de las que cada socio es responsable en la educación del estudiante. Los padres pueden solicitar oportunidades adicionales para reunirse con los maestros durante todo el año para discutir el progreso de su hijo.

8. Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos.

PES proporcionará un informe de progreso cada 4 ½ semanas mediante un informe de progreso o una boleta de calificaciones. Los padres también pueden venir a la escuela y solicitar un nombre de usuario y contraseña para iniciar sesión en el portal para padres de Infinite Campus que se puede encontrar en el sitio web de PES. Este es un sistema de información que muestra la asistencia individual de los estudiantes, los horarios y las calificaciones del aula.

9. Proporcionar a los padres un acceso razonable al personal.

Un padre puede programar un tiempo para discutir el progreso de su hijo con su maestro u otros miembros del personal antes o después de la escuela o durante su período de planificación. Para programar una conferencia o para comunicarse con un maestro, un padre puede enviar una nota, correo electrónico o llamar a la oficina principal para dejar un mensaje para el maestro.

10. Brindar a los padres oportunidades para ser voluntarios y participar en la clase de su hijo y para observar las actividades del aula como sigue:

Los padres tienen la oportunidad de ser voluntarios en la escuela acompañando una excursión educativa, sirviendo en el Consejo Escolar, ayudando a los maestros a completar las tareas en el aula, asistiendo a Noches Familiares como Casa Abierta, Expectativa de Grado, Matemáticas en Familia, Talleres de Lectura y Tareas, Título Anual I, Reuniones de transición y cumplimentación de encuestas. Los padres también pueden participar en la clase de sus hijos compartiendo su talento, asistiendo a programas de premios y observando las actividades del aula. Se proporciona información general a los padres en avisos escolares de eventos y publicaciones en redes sociales.

Responsabilidades de los padres: Yo / nosotros, como (un) padre (s), haremos lo siguiente:

- Trate de asistir a las Noches familiares u obtenga información del maestro de mi hijo si yo / nosotros no podemos asistir.
- Ayude a mi hijo con el vocabulario, la ortografía de palabras y otras habilidades de lectura encontrando formas de usarlas en una conversación familiar.
- Busque los avisos de eventos escolares y las publicaciones en las redes sociales, y visite el sitio web de la escuela.
- Diviértase con las matemáticas usando materiales en casa para explorar las matemáticas.

Responsabilidades del estudiante: Yo:

- Hablar con mi familia sobre nuevas palabras de ortografía y vocabulario y lo que estoy aprendiendo en matemáticas.
- Lleve avisos / invitaciones a casa para las actividades escolares.
- Obedezca las reglas de la clase y haga todo lo posible para obtener buenas calificaciones.
- Traiga lápices, papel y otros materiales necesarios a la clase todos los días.

Comunicación sobre el aprendizaje de los estudiantes:

PES está comprometido con la comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos comuniquemos con usted son:

- Avisos de clase / escuela a los padres
- Portal para padres
- Conferencias de padres y profesores

- Carpetas semanales
- Correos electrónicos a los padres sobre el progreso del estudiante.
- Sistema de mensajería de texto (recordar)
- Llamadas telefónicas
- Publicaciones en redes sociales
- Otro

Actividades para construir asociaciones:

PES ofrece eventos y programas continuos para construir asociaciones con las familias.

- Conferencias de padres y profesores
- Talleres para padres
- Noches de currículo
- Sala de recursos para padres
- Voluntariado / Observación
- Casa abierta

Hoja de firmas del pacto entre la escuela y los padres
Escuela Primaria Pearson
Año escolar 2021-2022
Fecha de revisión 6/1/2021

Estimado Padre / Tutor,

La Escuela Primaria Pearson, los estudiantes que participan en el programa Título I, Parte A, y sus familias, están de acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. El pacto describe cómo la escuela y los padres construirán y desarrollarán una sociedad que ayudará a los niños a alcanzar los exigentes estándares académicos estatales. Por favor revise el pacto entre la escuela y los padres adjunto.

Por favor firme y feche a continuación para reconocer que ha leído, recibido y está de acuerdo con este Acuerdo entre la escuela y los padres. Una vez firmado, devuelva el formulario al maestro de su hijo y guarde el Pacto entre la escuela y los padres como recordatorio de su compromiso. El Pacto entre la escuela y los padres se discutirá con usted durante todo el año en diferentes eventos de la escuela y la familia mientras trabajamos juntos para ayudar a su hijo a tener éxito en la escuela. ¡Esperamos nuestra asociación entre la escuela y los padres!

Firma del maestro: _____ Fecha: _____

Firma del padre / tutor: _____ Fecha: _____

Firma del alumno: _____ Fecha: _____



Trường tiểu học Pearson

Chương 563 vua ST N

Pearson, GA 31642

Điện thoại: (912)422-3882 Fax: (912)422-7024

Jarred Morris, Hiệu trưởng Melissa Corbitt, Hiệu phó

Nhà trường-Phụ huynh rút gọn

2021-2022

Đã sửa đổi 6/1/2021

Thưa Quý Phụ Huynh / Người Giám Hộ,

Trường Tiểu học Pearson, các học sinh tham gia chương trình Đề mục I, Phần A, và gia đình của các em, đồng ý rằng bản tóm tắt này nêu rõ cách thức mà phụ huynh, toàn thể nhân viên nhà trường và học sinh sẽ chia sẻ trách nhiệm để cải thiện việc học của học sinh. Thành tích cũng như mô tả cách nhà trường và phụ huynh sẽ xây dựng và phát triển mối quan hệ hợp tác giúp trẻ em đạt được các tiêu chuẩn cao của Tiểu Bang.

Cùng phát triển

Phụ huynh, học sinh và nhân viên của Trường Tiểu Học Pearson đã hợp tác cùng nhau để phát triển chương trình liên kết dành cho phụ huynh học sinh này nhằm đạt được thành tích. Giáo viên đề xuất các chiến lược học tập tại nhà, phụ huynh bổ sung thêm thông tin về các loại hỗ trợ mà họ cần và học sinh cho chúng tôi biết điều gì sẽ giúp họ học được. Phụ huynh được khuyến khích tham dự các cuộc họp sửa đổi hàng năm được tổ chức vào mùa thu hàng năm để xem xét bản tóm tắt và đưa ra các đề xuất dựa trên nhu cầu của học sinh và mục tiêu cải tiến của trường. Phụ huynh cũng được khuyến khích tham gia vào cuộc khảo sát hàng năm dành cho phụ huynh Title I cũng được sử dụng như một công cụ để thu thập phản hồi của phụ huynh về các chương trình và chính sách Title I hiện tại.

Đề hiệu cách làm việc cùng nhau có thể mang lại lợi ích cho con quý vị, điều quan trọng đầu tiên là phải hiểu các mục tiêu của học khu và trường học đối với thành tích học tập của học sinh.

Mục tiêu của Học khu Quận Atkinson cho năm 2021-2022 là:

- Đến cuối năm 2021-2022, tất cả các trường sẽ tăng tỷ lệ học sinh đạt thành tích ở cấp độ 3 và 4 (Thành thạo - Cấp độ 3 và Xuất sắc - Cấp độ 4) của điểm GMAS trong mọi lĩnh vực nội dung lên 2% điểm.
- Đề tăng điểm GMAS của tất cả các phân nhóm lên 2 điểm phần trăm.

Mục tiêu của Trường Tiểu học Pearson:

- Vào cuối năm học FY22, các lớp K-2 sẽ có kết quả dựa trên dữ liệu điểm chuẩn phổ thông và tất cả các lớp 3-5 sẽ cho thấy kết quả trong bài kiểm tra GMAS trong môn học ELA.
- Vào cuối năm học FY22, tất cả các lớp K-2 sẽ có kết quả dựa trên dữ liệu điểm chuẩn phổ thông và tất cả các lớp 3-5 sẽ có kết quả trong bài kiểm tra GMAS trong môn Toán.
- Vào cuối năm học FY22, tỷ lệ đậu lớp 5 sẽ tăng 3%.

TRÁCH NHIỆM CỦA NHÀ TRƯỜNG / GIÁO VIÊN: Trường Tiểu học Pearson sẽ:

11. Cung cấp giáo trình và hướng dẫn chất lượng cao trong một môi trường học tập hỗ trợ và hiệu quả cho phép trẻ em tham gia để đáp ứng các tiêu chuẩn thành tích học tập của học sinh của tiểu bang bằng cách:

Cung cấp sự phát triển vốn từ vựng ở các lớp K-5; Kết nối văn bản lớp 4-5; Kết hợp các tiêu chuẩn Khoa học và Nghiên cứu Xã hội với các tiêu chuẩn ELA trong chương trình giảng dạy; Cung cấp phần cứng như máy tính, Máy ảnh Tài liệu Ladibug và nhiều loại phần mềm để giúp học sinh tiến bộ trong việc đạt được mục tiêu của mình. Reading Rescue có thể được cung cấp cho những học sinh không đọc ở cấp lớp. Chương trình dạy kèm sau giờ học sẽ được cung cấp để hỗ trợ những học sinh có thể không đạt được tiềm năng cao nhất của mình. Một nhà can thiệp đọc sẽ có sẵn cho những đọc giả đang gặp khó khăn.

12. Tổ chức các cuộc họp phụ huynh-giáo viên (ít nhất hàng năm ở các trường tiểu học) trong đó tài liệu này sẽ được thảo luận vì nó

liên quan đến thành tích cá nhân của trẻ.

PES sẽ có hai cuộc họp phụ huynh-giáo viên, một cuộc họp trong 9 tuần học đầu tiên và một cuộc họp trong 9 tuần học thứ ba. Hiệp định giữa Nhà trường-Phụ huynh này sẽ được sử dụng như một công cụ tại hội nghị như một lời nhắc nhở về mối quan hệ đối tác và trách nhiệm mà mỗi đối tác phải chịu trách nhiệm trong việc giáo dục học sinh. Phụ huynh có thể yêu cầu thêm cơ hội gặp gỡ với giáo viên trong suốt cả năm để thảo luận về sự tiến bộ của con họ.

13. Cung cấp cho phụ huynh các báo cáo thường xuyên về sự tiến bộ của con cái họ.

PES sẽ cung cấp một báo cáo về tiến độ cứ 4 ½ tuần một lần bằng Báo cáo Tiến độ hoặc Thẻ Báo cáo. Phụ huynh cũng có thể đến trường và yêu cầu tên người dùng và mật khẩu để đăng nhập vào Cổng thông tin phụ huynh của Khuôn viên Vô hạn, có thể tìm thấy trên trang web PES. Đây là hệ thống thông tin hiển thị sự đi học, lịch trình và điểm lớp học của từng học sinh.

14. Cung cấp cho phụ huynh khả năng tiếp cận hợp lý với nhân viên.

Phụ huynh có thể sắp xếp thời gian để thảo luận về sự tiến bộ của con họ với giáo viên của họ hoặc các nhân viên khác trước hoặc sau giờ học hoặc trong thời gian lập kế hoạch của họ. Để sắp xếp một cuộc họp, hoặc để liên hệ với giáo viên, phụ huynh có thể gửi một ghi chú, email, hoặc gọi văn phòng lễ tân để để lại lời nhắn cho giáo viên.

15. Cung cấp cho phụ huynh cơ hội tình nguyện và tham gia vào lớp học của con họ và quan sát các hoạt động trong lớp

như sau:

Phụ huynh có cơ hội tham gia tình nguyện tại trường bằng cách đi cùng tham quan thực tế giáo dục, phục vụ trong Hội đồng trường, hỗ trợ giáo viên hoàn thành các nhiệm vụ trong lớp học, tham dự các Đêm gia đình như Open House, Lớp học kỳ vọng, Toán gia đình, các hội thảo Đọc và Làm bài tập về nhà, Tên hàng năm I, Các cuộc họp chuyên tiếp và hoàn thành khảo sát. Phụ huynh cũng có thể tham gia vào lớp học của con mình bằng cách chia sẻ tài năng của chúng, tham dự các Chương trình Giải thưởng và quan sát các hoạt động trong lớp. Thông tin chung được cung cấp cho phụ huynh trong các thông báo của trường về các sự kiện và các bài đăng trên mạng xã hội.

Trách nhiệm của Phụ huynh: Tôi / Chúng tôi, với tư cách là (a) (các) phụ huynh, sẽ:

- Cố gắng tham dự Family Nights hoặc nhận thông tin từ giáo viên của con tôi nếu tôi / chúng tôi không thể tham dự
- Giúp con tôi từ vựng, đánh vần từ và các kỹ năng đọc khác bằng cách tìm cách sử dụng chúng trong cuộc trò chuyện gia đình.
- Tìm các thông báo về sự kiện của trường và các bài đăng trên mạng xã hội, và xem trang web của trường.
- Hãy vui vẻ với toán học bằng cách sử dụng các tài liệu ở nhà để khám phá toán học.

Trách nhiệm của Học sinh: Tôi sẽ:

- Nói chuyện với gia đình tôi về cách đánh vần và từ vựng mới và những gì tôi đang học trong môn toán.
- Mang thông báo về nhà / lời mời tham gia các hoạt động của trường.
- Tuân theo nội quy của lớp và cố gắng hết sức để đạt điểm cao.
- Mang theo bút chì, giấy và các vật liệu cần thiết khác đến lớp hàng ngày.

Thông tin liên lạc về việc học tập của học sinh:

PES cam kết liên lạc hai chiều thường xuyên với các gia đình về việc học của trẻ em. Một số cách bạn có thể mong đợi chúng tôi liên hệ với bạn là:

- Thông báo của Lớp / Trường cho phụ huynh
- Cổng thông tin dành cho cha mẹ
- Hội nghị giữa phụ huynh và giáo viên
- Thư mục hàng tuần
- Gửi email cho phụ huynh về sự tiến bộ của học sinh
- Hệ thống nhắn tin văn bản (Nhắc nhở)
- Cuộc gọi điện thoại
- Các bài đăng trên mạng xã hội
- Khác

Các hoạt động xây dựng quan hệ đối tác:

PES cung cấp các sự kiện và chương trình liên tục để xây dựng quan hệ đối tác với các gia đình.

- Hội nghị giữa phụ huynh và giáo viên
- Hội thảo dành cho phụ huynh
- Chương trình giảng dạy đêm
- Phòng tài nguyên dành cho cha mẹ
- Tình nguyện / Quan sát
- Open House

Bảng Chữ ký Nhỏ gọn của Phụ huynh-Nhà trường
Trường tiểu học Pearson
Năm học 2021-2022
Ngày sửa đổi 6/1/2021

Thưa Quý Phụ Huynh / Người Giám Hộ,

Trường Tiểu học Pearson, các học sinh tham gia chương trình Đề mục I, Phần A, và gia đình của các em, đồng ý rằng bản tóm tắt này nêu rõ cách thức mà phụ huynh, toàn thể nhân viên nhà trường và học sinh sẽ chia sẻ trách nhiệm để cải thiện việc học của học sinh. Thành tích cũng như mô tả cách nhà trường và phụ huynh sẽ xây dựng và phát triển mối quan hệ hợp tác sẽ giúp trẻ em đạt được các tiêu chuẩn học tập đầy thách thức của Tiểu bang. Vui lòng xem lại Hợp đồng giữa Nhà trường-Phụ huynh đính kèm.

Vui lòng ký tên và ghi ngày tháng dưới đây để xác nhận rằng bạn đã đọc, đã nhận và đồng ý với Hợp đồng dành cho phụ huynh học sinh này. Sau khi đã ký, vui lòng gửi lại mẫu đơn cho giáo viên của con bạn và giữ lại Bản Thu gọn giữa Nhà trường-Phụ huynh như một lời nhắc nhở về cam kết của bạn. Hiệp định giữa Nhà trường-Phụ huynh sẽ được thảo luận với bạn trong suốt năm tại các sự kiện khác nhau của trường-gia đình khi chúng tôi làm việc cùng nhau để giúp con bạn thành công ở trường. Chúng tôi mong đợi sự hợp tác giữa nhà trường-phụ huynh của chúng tôi!

Chữ ký của giáo viên: _____ Ngày: _____

Chữ ký của Phụ huynh / Người giám hộ: _____
Ngày: _____

Chữ ký sinh viên: _____ Ngày: _____



430 South Vickers Street
Willacoochee, GA 31650

Office (912)-534-5302 Fax (912) 534-5337

Dr. Anthony Davis, Principal

Bobbie Jordan, Secretary

Christina Sierra, Counselor

School-Parent Compact

Revision Date: June 23, 2021

2021-2022

Dear Parent/Guardian,

Willacoochee Elementary students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the state's high standards.

JOINTLY DEVELOPED

The parents, students, and staff of Willacoochee Elementary School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the fall each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

Atkinson County School District Goals for the 2021-2022 School Year:

- By the end of 2021-2022, all schools will increase the percentage of students performing in levels 3 and 4 (Proficient - Level 3 and Distinguished - Level 4) of the GMAS scores in every content area by 2% points.
- To increase the GMAS scores of all subgroups by 2 percentage points.

WILLACOOCHEE ELEMENTARY GOALS:

- By the end of FY22 school year, all students will show gains towards becoming a proficient or distinguished learner in ELA, as measured by GMAS.
- By the end of FY22 school year, all students will show gains towards becoming a proficient or distinguished learner in Math, as measured by GMAS.
- By the end of FY22 school year, students' will increase their Lexile levels by 100 points on the GMAS. The number of students At or Above benchmark will increase on Dibels Composite score.

SCHOOL/TEACHER RESPONSIBILITIES:

Willacoochee Elementary will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards by: Providing vocabulary development in grades K-5; provide phonics instruction in grades K-1; making text connections in grades 3-5; provide reading and writing across the curriculum in grades K-5; provide hardware like computers, Chromebooks and software to help students make progress toward meeting grade level standards. Reading Rescue may be offered to students who are not reading on grade level in grades 1 and 2. After school program may be offered to at-risk students. The areas of focus for the after-school program are Reading, Language Arts and Math.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

WES will have two parent-teacher conferences, one during the first 9 weeks of school and one during the third 9 weeks of school. This School-Parent Compact will be utilized as a tool at the conference as a reminder of the partnership and responsibilities each partner is accountable for in the education of the student. WES will provide a report of progress every four and a half (4 ½) weeks either a Progress Report or a Report Card. Parents may request additional opportunities to meet with teachers throughout the year to discuss their child's progress. A parent may

schedule a time to discuss your child's progress with his or her teacher or other staff members either before or after school. Also, parents may schedule a time during teacher's planning period.

3. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows:

Parents have opportunities to volunteer at the school by chaperoning an educational field trip, serving on the School Council, assisting teachers in completing tasks in the classroom, attending Family Nights like Open House, Grade Expectation, Family Math, Reading and Homework workshops, Annual Title I, Transition meetings and completing surveys. Parents may also participate in their child's class by sharing their talents, attend Semester Awards Programs and observe classroom activities.

PARENT RESPONSIBILITIES:

We, as parents, will:

- Make sure your child has necessary school supplies throughout the year
- Try to attend Family Nights or get information from my child's teacher if we can't attend
- Help my child with vocabulary or spelling words by finding ways to use these words in family conversations
- Look for the school calendar/newsletter each month and check out the school website

STUDENT RESPONSIBILITIES:

- Talk with my family about new spelling and vocabulary words and what I'm learning in math
- Bring home the school calendar/newsletter and notices/invitations to school activities
- Obey class rules and do my best to earn good grades
- Bring pencils, paper and other required materials to class daily.

COMMUNICATION ABOUT STUDENT LEARNING:

Willacoochee Elementary is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Newsletters
- Parent Portal
- Parent-Teacher Conferences
- Progress Reports
- Report Cards
- Emails
- Text messaging
- Phone calls
- Remind.com
- Homework Folders

ACTIVITIES TO BUILD PARTNERSHIPS:

Willacoochee Elementary offers ongoing events and programs to build partnerships with families.

- Parent-Teacher Conferences
- Parent Workshops
- Grade Expectations
- Parent Resource Center
- Open House

SIGNATURE SHEET

School-Parent Compact

Willacoochee Elementary School

School Year 2020 - 2022 Revision

Date 06/23/21

Dear Parent/Guardian,

Willacoochee Elementary School students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the challenging State academic standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return the form to your child's teacher and keep the School-Parent Compact as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

Teachers/School Representative Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____



430 South Vickers Street
Willacoochee, GA 31650

Office (912)-534-5302 Fax (912) 534-5337

Dr. Anthony Davis, Principal

Bobbie Jordan, Secretary

Christina Sierra, Counselor

Pacto Escuela-Padres

Fecha de revisión: 23 de junio de 2021

2021-2022

Estimado Padre/Tutor,

Los estudiantes de la Primaria Willacoochee que participan en el programa del Título I, Parte A, y sus familias, están de acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes, así como describe cómo la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los altos estándares del estado.

DESARROLLADO CONJUNTAMENTE

Los padres, los estudiantes y el personal de la Escuela Primaria Willacoochee se asociaron para desarrollar este pacto escuela-padre para el logro. Los maestros sugirieron estrategias de aprendizaje en el hogar, los padres agregaron información sobre los tipos de apoyo que necesitaban y los estudiantes nos dijeron qué los ayudaría a aprender. Se alienta a los padres a asistir a las reuniones anuales de revisión que se celebran el otoño de cada año para revisar el pacto y hacer sugerencias basadas en las necesidades de los estudiantes y las metas de mejora de la escuela. También se alienta a los padres a participar en la encuesta anual de padres del Título I que también se utiliza como una herramienta para recopilar comentarios de los padres con respecto a los programas y políticas actuales del Título I.

Para entender cómo trabajar juntos puede beneficiar a su hijo, primero es importante entender las metas del distrito y de la escuela para el logro académico de los estudiantes.

Metas del Distrito Escolar del Condado de Atkinson para el Año Escolar 2021-2022:

- Para fines de 2021-2022, todas las escuelas aumentarán el porcentaje de estudiantes que se desempeñan en los niveles 3 y 4 (Competente - Nivel 3 y Distinguido - Nivel 4) de los puntajes del GMAS en cada área de contenido en 2% puntos.

- Aumentar los puntajes GMAS de todos los subgrupos en 2 puntos porcentuales.

OBJETIVOS DE WILLACOOCHEE ELEMENTARY:

- Al final del año escolar FY22, todos los estudiantes mostrarán ganancias para convertirse en un alumno competente o distinguido en ELA, según lo medido por GMAS.
- Al final del año escolar FY22, todos los estudiantes mostrarán ganancias para convertirse en un aprendiz competente o distinguido en Matemáticas, según lo medido por GMAS.
- Al final del año escolar FY22, los estudiantes aumentarán sus niveles de Lexile en 100 puntos en el GMAS. El número de estudiantes en o por encima de la referencia aumentará en la puntuación de Dibels Composite.

RESPONSABILIDADES DE LA ESCUELA/MAESTRO:

Willacoochee Elementary:

1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje de apoyo y efectivo que permita a los niños participantes cumplir con los estándares de rendimiento académico de los estudiantes del estado al:

Proporcionar desarrollo de vocabulario en los grados K-5; proporcionar instrucción de fonética en los grados K- 1; hacer conexiones de texto en los grados 3-5; proporcionar lectura y escritura en todo el plan de estudios en los grados K-5; proporcionar hardware como computadoras, Chromebooks y software para ayudar a los estudiantes a progresar hacia el cumplimiento de los estándares de nivel de grado. Reading Rescue se puede ofrecer a los estudiantes que no están leyendo a nivel de grado en los grados 1 y 2. El programa después de la escuela se puede

ofrecer a los estudiantes en riesgo. Las áreas de enfoque para el programa después de la escuela son lectura, artes del lenguaje y matemáticas.

2. Celebre conferencias entre padres y maestros durante las cuales se discutirá este pacto en lo que se refiere al logro individual del niño.

WES tendrá dos conferencias de padres y maestros, una durante las primeras 9 semanas de la escuela y otra durante las terceras 9 semanas de la escuela. Este Pacto Escuela-Padres se utilizará como una herramienta en la conferencia como un recordatorio de la asociación y las responsabilidades de las que cada socio es responsable en la educación del estudiante. WES proporcionará un informe de progreso cada cuatro semanas y media (4 1/2) ya sea un informe de progreso o una libreta de. Los padres pueden solicitar oportunidades adicionales para reunirse con los maestros durante todo el año para discutir el progreso de sus hijos. Un padre puede programar una hora para discutir el progreso de su hijo con su maestro u otros miembros del personal, ya sea antes o después de la escuela. Además, los padres pueden programar una hora durante el período de planificación del maestro.

3. Proporcionar a los padres oportunidades para ser voluntarios y participar en la clase de sus hijos y para observar las actividades en el aula de la siguiente manera:

Los padres tienen la oportunidad de ser voluntarios en la escuela al acompañar una excursión educativa, servir en el Consejo Escolar, ayudar a los maestros a completar tareas en el aula, asistir a noches familiares como casa abierta, expectativas de grado, matemáticas familiares, talleres de lectura y tarea, título anual I, reuniones de transición y completar encuestas. Los padres también pueden participar en la clase de sus hijos compartiendo sus talentos, asistir a programas de premios semestrales y observar las actividades en el aula.

RESPONSABILIDADES DE LOS PADRES:

Nosotros, como padres, haremos lo siguiente:

- Asegúrese de que su hijo tenga los útiles escolares necesarios durante todo el año
- Trate de asistir a las Noches familiares u obtener información del maestro de mi hijo si no podemos asistir
- Ayude a mi hijo con el vocabulario o la ortografía de las palabras encontrando maneras de usar estas palabras en conversaciones familiares
- Busque el calendario escolar / boletín cada mes y echa un vistazo a la página web de la escuela

RESPONSABILIDADES DE LOS ESTUDIANTES:

- Hable con mi familia sobre las nuevas palabras ortográficas y de vocabulario y lo que estoy aprendiendo en matemáticas
- Traiga a casa el calendario / boletín de la escuela y los avisos / invitaciones a las actividades de la escuela
- Obedecer las reglas de la clase y hacer todo lo posible para obtener buenas calificaciones
- Traiga lápices, papel y otros materiales requeridos a la clase diariamente.

COMUNICACIÓN SOBRE EL APRENDIZAJE DE LOS ESTUDIANTES:

Willacoochee Elementary está comprometida con la comunicación bidireccional frecuente con las familias sobre el aprendizaje de los niños. Algunas de las formas en que puede esperar que nos pongamos en contacto con usted son:

- Boletines
- Conferencias de Padres y Maestros
- Boletas de Calificaciones
- Mensajes de texto
- Remind.com
- Portal para padres
- Informes de progreso
- Correos electrónicos
- Llamadas
- Carpetas de tareas

ACTIVIDADES PARA CREAR ASOCIACIONES:

Willacoochee Elementary ofrece eventos y programas continuos para construir asociaciones con las familias.

- Conferencias de Padres y Maestros
- Talleres para padres
- Centro de recursos para padres
- Centro de recursos para padres
- Expectativas de calificación
- Jornada de Puertas Abiertas

HOJA DE FIRMA

Pacto Escuela-Padres
Escuela Primaria
Willacoochee Año Escolar
2020 - 2022 Revisado
06/23/21

Estimado Padre/Tutor,

Los estudiantes de la Escuela Primaria Willacoochee que participan en el programa título I, Parte A, y sus familias, están de acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes, así como describe cómo la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a alcanzar los desafiantes estándares académicos estatales. Por favor revise el Pacto Escuela-Padres adjunto.

Por favor firme y cierre la fecha a continuación para reconocer que ha leído, recibido y está de acuerdo con este Pacto Escuela-Padres. Una vez firmado, por favor devuelva el formulario al maestro de su hijo y mantenga el Pacto Escuela-Padres como un recordatorio de su compromiso. El Pacto Escuela-Padres se discutirá con usted durante todo el año en diferentes eventos escuela-familia mientras trabajamos juntos para ayudar a su hijo a tener éxito en la escuela. ¡Esperamos con interés nuestra asociación entre la escuela y los padres!

Firma de los maestros/representante de la escuela: _____

Fecha: _____

Firma del padre/tutor: _____

Fecha: _____

Firma del estudiante: _____

Fecha: _____