

# Blackshear Elementary School

5217 GA Highway 121 North      Blackshear, GA 31516  
PHONE: 912.449.2088      FAX: 912.449.2081  
bes.pierce.k12.ga.us

**Lanna Denison, Principal**  
**LeAnne Dixon, Assistant Principal**  
**Mandy Williams, Assistant Principal**  
**Clint Hodges, Assistant Principal**

## 2022-2023

# Student Handbook & Agenda

**This agenda belongs to:**

**Name** \_\_\_\_\_

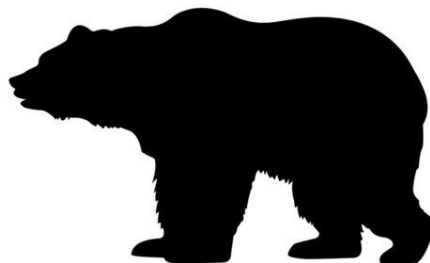
**Grade:** \_\_\_\_\_ **Homeroom Teacher:** \_\_\_\_\_

**Address** \_\_\_\_\_

**City/State** \_\_\_\_\_ **Zip Code** \_\_\_\_\_

**Phone** \_\_\_\_\_ **Email** \_\_\_\_\_

**Transportation Department Number 912-449-2095**



# **Blackshear Elementary School**

## **Student Handbook**

Welcome to Blackshear Elementary School. We look forward to working with you during the school year. The information compiled in this Student Handbook is an effort to provide you with a better understanding of the Pierce County School System and Blackshear Elementary policies and procedures. We urge you to read it carefully and discuss the pertinent information together as a family. While we strive to present the most up-to-date policies and procedures to you, there are times when changes occur during the school year. We will make every effort to update you if this happens, and we encourage you to check the Pierce County Board of Education E-Board for the most recent policies. Please feel free to contact us if you have any questions or concerns about the information outlined in this handbook, or if you have any concerns about your child's educational program. We are looking forward to working with you and your child during the school year.

### **OUR MISSION**

Blackshear Elementary commits to excellence as the standard.

### **OUR VISION**

Through our calling as BES educators, our vision is to empower students with the love of learning & foster an understanding of respect & compassion for the diverse academic, social, & emotional needs of all students.

### **Bell Schedule**

**7:00 Students admitted to hallways for breakfast**

**7:40 Homeroom begins/students are tardy**

**2:15 Bus students released**

**2:20 Car riders released**

# 2022-2023 PIERCE COUNTY DETAILED SCHOOL CALENDAR

<b>July 4-6 (Monday-Wednesday)</b>	<b>BOE Closed</b>
<b>August 1-5 (Monday-Friday)</b>	<b>Pre-planning/Professional Learning</b>
August 8 (Monday)	1 <sup>st</sup> Term Begins
<b>September 2 (Friday)</b>	<b>Professional Learning Day (No Students)</b>
<b>September 5 (Monday)</b>	<b>Labor Day Holiday (No Students/Staff)</b>
September 6 (Tuesday)	End of 1 <sup>st</sup> Month
September 12 (Monday)	Progress Reports Issued (K-12)
October 4 (Tuesday)	End of 2 <sup>nd</sup> Month
<b>October 7 (Friday)</b>	<b>Professional Learning Day (No Students)</b>
<b>October 10-11 (Monday-Tuesday)</b>	<b>School Closed (No Students)</b>
October 14 (Friday)	End of 1 <sup>st</sup> Nine Weeks (K-12) 45 days
October 21 (Friday)	Report Cards Issued (K-12)
November 4 (Friday)	End of 3 <sup>rd</sup> Month
November 17 (Thursday)	Progress Reports Issued (K-12)
<b>November 18 (Friday)</b>	<b>Early Release Day</b>
<b>November 21-25 (Monday-Friday)</b>	<b>Thanksgiving Holidays (No Students/Staff)</b>
December 9 (Friday)	End of 4 <sup>th</sup> Month
<b>December 20 (Tuesday)</b>	<b>Early Release Day</b>
	End of 2 <sup>nd</sup> Nine Weeks (K-12) 42 days
	End of 1 <sup>st</sup> Term (6-12) 87 days
<b>December 21-January 3</b>	<b>Christmas Holidays (No Students/Staff)</b>
<b>January 4-6 (Wednesday-Friday)</b>	<b>Professional Learning Day (No Students)</b>
January 9 (Monday)	2 <sup>nd</sup> Term Begins
January 13 (Friday)	Report Cards Issued (K-12)
<b>January 16 (Monday)</b>	<b>Martin Luther King Holiday (No Students/Staff)</b>
January 26 (Thursday)	End of 5 <sup>th</sup> Month
February 10 (Friday)	Progress Reports Issued (K-12)
<b>February 17, 20-21 (Fri, Mon-Tues)</b>	<b>Presidents Day Holiday (No Students/Staff)</b>
February 28 (Tuesday)	End of 6 <sup>th</sup> Month
<b>March 13 (Monday)</b>	<b>Professional Learning Day (No Students)</b>
March 17 (Friday)	End of 3 <sup>rd</sup> Nine Weeks (K-12) 45 days
March 24 (Friday)	Report Cards Issued (K-12)
March 23 (Wednesday)	End of 7 <sup>th</sup> Month
<b>March 31 (Friday)</b>	<b>Early Release Day</b>
<b>April 3-7 (Monday-Friday)</b>	<b>Spring Holidays (No Students/Staff)</b>
April 27 (Thursday)	Progress Reports Issued (K-12)
May 3 (Wednesday)	End of 8 <sup>th</sup> Month
<b>May 26 (Friday)</b>	<b>Early Release Day/Graduation</b>
	Report Cards Issued (K-12)
	End of 2 <sup>nd</sup> Term (K-12) 90 days
	End of 9 <sup>th</sup> Month
	End of 4 <sup>th</sup> Nine Weeks (K-12) 45 days
<b>May 29 (Monday)</b>	<b>School Closed (No Students/Staff)</b>
<b>May 30-31 (Tuesday-Wednesday)</b>	<b>Post Planning/Professional Learning</b>
<b>June 19 (Monday)</b>	<b>BOE Closed</b>

# 2022-2023 CONDADO DE PIERCE

## CALENDARIO ESCOLAR DETALLADO

<b>4-6 de julio (lunes- miércoles)</b>	<b>BOE cerrado</b>
<b>1-5 de agosto (lunes-viernes)</b>	<b>Planificación previa/Aprendizaje Profesional</b>
8 de agosto (miércoles)	La escuela comienza el
<b>2 de septiembre (viernes)</b>	<b>Día de Aprendizaje Profesional (Sin Estudiantes)</b>
<b>5 de septiembre (lunes)</b>	<b>Feriado del Día del Trabajo (Sin Estudiantes/Personal)</b>
6 de septiembre (martes)	Fin del primer mes
12 de septiembre (lunes)	Informes de progreso emitidos (K-12)
4 de octubre (martes)	Fin del segundo mes
<b>7 de octubre (viernes)</b>	<b>Día de Aprendizaje Profesional (Sin Estudiantes)</b>
<b>10-11 de octubre (de lunes a martes)</b>	<b>Escuela cerrada el (sin estudiantes)</b>
14 de octubre (viernes)	Fin de 1 <sup>st</sup> Nueve Semanas (K-12) 45 días
21 de octubre (viernes)	Boletas de calificaciones emitidas (K-12)
4 de noviembre (viernes)	Fin del 3 <sup>rd</sup> Mes
17 de noviembre (jueves)	Informes de progreso emitidos (K-12)
<b>18 de noviembre (viernes)</b>	<b>Día de lanzamiento anticipado</b>
<b>21-25 de noviembre (de lunes a viernes)</b>	<b>Vacaciones de Acción de Gracias</b>
9 de diciembre (viernes)	Fin del 4 <sup>th</sup> mes
<b>20 de diciembre (martes)</b>	<b>Día de lanzamiento anticipado</b>
	Fin del 2 <sup>nd</sup> Nine Weeks (K-12) 42 días
	Fin de 1 <sup>st</sup> Term (6-12) 87 días
<b>Diciembre 21-Enero 3</b>	<b>Vacaciones de Navidad (Sin Estudiantes/Personal)</b>
<b>4-6 de enero (miércoles-viernes)</b>	<b>Día del Aprendizaje Profesional (Sin Estudiantes)</b>
9 de enero (lunes)	2 <sup>o</sup> período comienza el
13 de enero (viernes)	Boletas de calificaciones emitidas (K-12)
<b>16 de enero (lunes)</b>	<b>Vacaciones en Martin Luther King (Sin estudiantes/personal)</b>
26 de enero (lunes)	Fin del 5 <sup>to</sup> mes
10 de febrero (viernes)	Informes de progreso emitidos (K-12)
<b>17 de febrero, 20-21 (vie,lun-amr)</b>	<b>Vacaciones del Día de los Presidentes</b>
28 de febrero (martes)	Fin del sexto m
<b>13 de marzo (lunes)</b>	<b>Día del Aprendizaje Profesional (Sin Estudiantes)</b>
17 de marzo (viernes)	Fin de 3 <sup>rd</sup> Nueve Semanas (K-12) 45 días
24 de marzo (viernes)	Boletas de calificaciones emitidas (K-12)
23 de marzo (miércoles)	Fin del 7 <sup>o</sup> mes
<b>31 de marzo (viernes)</b>	<b>Día de lanzamiento anticipado</b>
<b>3-7 de abril (de lunes a viernes)</b>	<b>Vacaciones de primavera (sin estudiantes/personal)</b>
27 de abril (jueves)	Informes de progreso emitidos (K-12)
3 de mayo (miércoles)	Fin del 8 <sup>o</sup> mes
<b>26 de mayo (viernes)</b>	<b>Día de lanzamiento anticipado/Graduación</b>
	Tarjetas de informe emitidas (K-12)
	Fin del segundo trimestre (K-12) 90 días
	Fin del noveno mes
	Fin de la cuarta nueve semanas (K-12) 45 días
<b>29 de mayo (lunes)</b>	<b>Escuela cerrada (sin estudiantes/personal)</b>
<b>30-31 de mayo (martes-miércoles)</b>	<b>Post planificación/aprendizaje profesional</b>
<b>19 de junio (lunes)</b>	<b>BOE cerrado</b>

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### **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.
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 a 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.
  - a. Transportation – Jamie Henderson, 449-2095
  - b. Maintenance/Facilities – Harbin Farr, 449-2044
  - c. School Nutrition Program – Becky Swain, 449-2044
  - d. Financial Services – Dr. Walker Todd – 449-2044
  - e. Student Services/Special Education – Sarah McIntosh, 449-2044
  - f. Curriculum & Instruction, Professional Learning, and Gifted Program – Yvette Newton, 449-2044
  - g. ESOL/Pre-K/Testing –Dr. Anita Harris, 449-2044
4. The Superintendent of Schools, Dara Bennett, 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.

### **PUBLIC NOTICE: Blackshear Elementary School Right to Know Professional Qualifications of Teachers and Paraprofessionals ESSA PARENT'S RIGHT TO KNOW TEACHER QUALIFICATIONS**

Date: August 8, 2022

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

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

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the principal at 912-449-2088.

Sincerely,  
Lanna Denison

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### **MUESTRA de notificación de derecho a la información Derecho a conocer las calificaciones profesionales de los maestros y paraprofesionales**



## Blackshear Elementary School

Fecha: **8-8-2022**

Estimados padres:

Conforme a los requisitos de la Ley para que todos los alumnos tengan éxito, a la **Blackshear Elementary School** 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 Lanna Denison, al 912-449-2088.

Saludos cordiales,

**Lanna Denison**  
**Principal**

## PUBLIC NOTICE

### NON-DISCRIMINATORY POLICY

Federal law prohibits discrimination based on 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 American with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Pierce County Board of Education does not discriminate in any educational programs or activities or in employment policies.

The following individual has been designated as the employee responsible for coordinating the Pierce County School System's effort to implement this nondiscriminatory policy. Dr. Walker Todd, Pierce County Board of Education (912)-449-2044.

Inquiries concerning the application of the Perkins Act, Title VI, Title IX, or Section 504 and ADA to the policies and practices of the school may be addressed to the person listed above.

### Family Educational Rights and Privacy Act (FERPA) Model Notice for Directory Information

Confidentiality of student records shall be preserved while access is provided to parents, eligible students (those over eighteen years of age or enrolled in post-secondary educational institutions), professional educators with legitimate educational interests, and those federal or state officials whose access is authorized in connection with an audit or evaluation of federal or state supported education programs or for the enforcement or compliance with federal legal

requirements related to those programs. The Superintendent shall direct the publication of procedures through which parents or eligible students may request the correction of errors in student records.

Pierce County Board of Education designates the following information as “directory information.” Unless a parent or eligible student makes a timely request to the principal of the school where the student is enrolled that such information not be designated directory information on the individual student, such information will not be considered confidential and may be disclosed upon request.

1. Student’s name, address, and phone number;
2. Student’s date and place of birth;
3. Student’s email address;
4. Student's participation in official school clubs;
5. Weight and height of the student for Fitness Gram purposes;
6. Dates of the attendance at the Pierce County School System;
7. Honors and awards received during the time enrolled in Pierce County School System;
8. Video, audio, or film images, or recordings;
9. Photograph; and
10. Grade level

Student records shall be provided to schools within or outside the Pierce County School System upon request of the school where a student is enrolling in accordance with Georgia Board of Education Rule 160-5-1-.14, Transfer of Student Records.

**Policy Descriptor Code: JAA**  
**Equal Educational Opportunities**

The Pierce County School District does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and all accompanying regulations.

Any employee, student, applicant for employment, parent or other person who believes he or she has been discriminated against or harassed in violation of this policy must make a complaint in accordance with the procedures outlined below.

**COMPLAINTS PROCEDURE**

Complaints made to the Pierce County Schools regarding alleged discrimination or harassment on the basis of race, color or national origin in violation of Title VI, on the basis of sex in violation of Title IX or on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act will be processed in accordance with the following procedure:

- A. Any student, employee, applicant for employment, parent or other person with a complaint alleging a violation as described above shall promptly notify, in writing or orally, either the principal for his/her school or the appropriate coordinator designated from time to time by the board of education. If the complaint is oral, either the coordinator or school principal to whom the complaint is made shall promptly prepare a memorandum or written statement of the complaint as made to him or her by the complainant and shall have the complainant read and sign the memorandum or statement if it accurately reflects the complaint made. If the complaint is made to a school principal, he or she shall be responsible for notifying the appropriate coordinator of the complaint.
- B. If the alleged offending individual is the coordinator designated by the board of education, the complaint shall either be made by the complainant to the Superintendent or, if the complaint is initially made to the school principal, reported by the principal to the Superintendent.
- C. The coordinator or his or her designee shall have fifteen work days to gather all information relevant to the complaint made, review the information, determine the facts relating to the complaint, review the action requested by the complainant, and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator or designee shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in which such action will be taken and copies of this response shall be furnished to the complainant, the appropriate coordinator and the Superintendent or his or her designee.
- D. If the complaint is not resolved at the conclusion of this fifteen-day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right, within five work days of receiving a copy of the written response, to have the

complaint referred to the Superintendent of schools. If the alleged offending individual is the Superintendent, the complainant may have the complaint referred to the board of education, rather than the Superintendent.

- E. The Superintendent shall have fifteen workdays to review the complaint and the response of the coordinator or designee and attempt to resolve the complaint. The Superintendent shall furnish to the complainant a written response setting forth either his or her approval of the action recommended by the coordinator or designee or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator or designee and the time frame in which such action shall be taken.
- F. If the complainant is dissatisfied with the response of the Superintendent, then the complainant shall have the right, within fifteen workdays of the receipt of the written response of the Superintendent, to have the complaint referred to the board of education. In order to have the board review the Superintendent's decision, the complainant must file with the Superintendent a written statement setting forth the reasons he or she disagrees with the response of the Superintendent and the action the complainant is requesting the system to take. The complainant shall also include in the written response a request that his or her complaint be referred to the board of education.
- G. Within thirty workdays of receipt of the written request of the complainant, the Superintendent shall present the matter to the board of education at its regular meeting or at a special meeting called for that purpose. The board shall review the original complaint, the response of the coordinator or designee, the response of the Superintendent, and the response of the complainant. In addition, the board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
- H. The board of education will either uphold the recommendation of the Superintendent or require the system to take some other action in response to the complaint. A copy of the action of the board will be either furnished to the complainant, as a part of the minutes of the board of education or as a separate written statement. The board shall be the final reviewing authority within the system.
- I. This policy is not intended to deprive any employee of any right they may have to file a grievance pursuant to any other policy of the local board of education, specifically the policy designed to implement Official Code of Georgia Annotated '20-2-989.5, where appropriate. This policy is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or State Department of Education regulations, specifically including, but not limited to, hearings to be conducted pursuant to the Fair Dismissal Act of Georgia. The complainant retains at all times the right to contact the Office of Civil Rights or the Equal Employment Opportunity Commission with regard to any allegations that the system has violated the statutes described above.
- J. The school system shall be responsible for distributing and disseminating information relevant to this policy and procedure to students, applicants for employment and employees through appropriate procedures.
- K. No reprisal shall occur as a result of reporting unlawful harassment under this policy, and any attempt to retaliate against a complainant shall be disciplined as is appropriate.
- L. The confidentiality of any individual making a complaint or report in accordance with this policy, to the extent it is reasonably possible, shall be protected, although the discovery of the truth and the elimination of unlawful harassment shall be the overriding considerations.

### **PSC Mandated process for students reporting allegations of inappropriate behavior by school employees**

O.C.G.A. 20-2-751.7 (2010)20-2-751.7. State mandated process for students to follow in reporting instances of alleged inappropriate behavior by teacher or other school personnel; notice of process; training; investigations

(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.

(b) If it is determined through the state mandated process established pursuant to subsection (a) of this Code section that a complaint against a teacher, administrator, or other school employee is unsubstantiated and without merit, the local school system shall, at the request of the aggrieved party, submit a written statement to that effect to all local print and television media outlets that published any articles or reported any news relating to such complaint against the teacher, administrator, or employee.

(c) The Professional Standards Commission shall coordinate a training program on educator sexual misconduct. Such program shall be delivered by trained staff from the Professional Standards Commission, regional educational service agencies, and local school systems. The superintendent of each local school system shall ensure that all certified staff in its school system receive such training.

(d) (1) The staff of the Professional Standards Commission shall be authorized, without notification to the Professional Standards Commission, to immediately open an investigation submitted to the commission by a local school superintendent, with approval of the local board of education, of a complaint by a student against an educator alleging a sexual offense, as provided for in Code Sections 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100.

(2) The Professional Standards Commission shall have on staff a minimum of one investigator specifically trained in investigating educator sexual misconduct. The investigation of any complaint of sexual misconduct shall be completed in no more than 60 days and shall be presented at the commission meeting immediately following the conclusion of the investigation.

(3) If the Professional Standards Commission's review of the investigative report results in a sanction against the educator, the educator shall have the right to appeal the commission decision to a hearing before an administrative law judge within 90 days of such sanction.

(e) Nothing in this Code section shall be construed to infringe on any right provided to students with Individualized Education Programs pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the federal Rehabilitation Act of 1973, or the federal

### **School Report Card O.C.G.A. 20-14-34 (2010)20-14-34. School report cards; required information; dissemination of reports**

(a) Each school year, the office shall prepare and distribute to each school system a report card for each school in the State of Georgia. The school report cards must be based on the most current data available disaggregated by student groups. School performance must be compared to:

- (1) Previous school and local school system performance;
- (2) Current school and local school system performance in relation to the absolute student achievement standards and progress on improved student achievement;
- (3) Comparable school group performance; and
- (4) Any other indicators adopted by the State Board of Education.

This report card on schools shall be the official state education performance report and supersedes all other reports that may be issued by departments of the state government for matters of funding, awards, and interventions.

b) The report card shall include the following information, where applicable:

- (1) The individual school and school system ratings as provided for in subsection (d) of Code Section 20-14-33;
- (2) The academic excellence indicators in subsection (b) of Code Section 20-14-33;
- (3) Teacher-student ratios; and
- (4) Administrative and instructional costs per student and other financial accounting information as may be required.

(c) Each school year, the office shall prepare and distribute a state-wide report card, aggregated by school systems and disaggregated by student groups, reporting on the student performance and school completion results of each school in the state and a rating for each school as provided for in subsection (d) of Code Section 20-14-33.

(d) The State Board of Education shall adopt rules requiring dissemination of appropriate student performance and school completion performance portions of school report cards annually to the parent, guardian, conservator, or other person having lawful control of each student at the school. On written request, the local school system shall provide a copy of a school report card to any other party. These reports shall be posted on the Office of Student Achievement website, the Department of Education website, and the existing website of such local school system.

### **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. 20202.

## **Public School Choice Within the District O.C.G.A. 20-2-2131 (2010)20-2-2131.**

Enrollment of students in school to which not originally assigned; procedure; annual notification; exception

(a) (1) Beginning in school year 2009-2010, the parent of a student enrolled in a public elementary or secondary school in this state may elect to enroll such student in a public school that is located within the school system in which the student resides other than the one to which the student has been assigned by the local board of education if such school has classroom space available after its assigned students have been enrolled. The parent shall assume the responsibility and cost of transportation of the student to and from the school.

(2) No later than July 1, 2009, each local school system shall establish a universal, streamlined process available to all students to implement the transfer requirements of paragraph (1) of this subsection.

(3) A student who transfers to another school pursuant to this subsection may, at his or her election, continue to attend such school until the student completes all grades of the school.

(4) This subsection shall not be construed to affect any student currently attending a school other than the school to which the student has been assigned by the local board of education pursuant to a transfer authorized under the federal No Child Left Behind Act (P.L. 107-110).

(b) The department shall establish a model universal, streamlined process to implement the transfer provisions of this Code section. Each local board of education shall adopt a universal, streamlined transfer process that includes, at a minimum, such state model. Such local process shall include a deadline for submitting transfer requests.

(c) Each local school system shall annually notify prior to each school year the parents of each student by letter, electronic means, or by such other reasonable means in a timely manner of the options available to the parent under this article.

(d) The local school system shall notify parents by July 1 of each year which schools have available space and to which of these schools parents may choose to request a transfer for their children.

(e) This Code section shall not apply to charter schools.

(f) This Code section shall not apply to newly opened schools with available classroom space for a period of four years after the school opens.

## **Blackshear Elementary School Policies**

### **ADMISSION AND WITHDRAWAL**

#### **ADMISSIONS**

It is the parents' responsibility to keep their child's immunization record up-to-date. Students without a Georgia Certificate of Immunization will not be allowed to attend school. Georgia law requires that all students entering school have on file the following:

(1) Georgia Certificate of Immunization

(2) Georgia Certificate of Eye, Ear, and Dental Exam

(3) Certified birth certificate

(4) Social Security Numbers are requested

(5) 2 Proofs of Residency - Acceptable forms of residency include, but are not limited to: homestead exemption act form, mortgage documents, apartment or home lease/rental, utility bills including power bill, TV/cable bill, trash bill, etc.

Unacceptable forms of residency include, but are not limited to: cell phone bills, credit card bills, vehicle bills, vehicle insurance, driver's license, bank statements, etc.

*Note – Providing the social security number is voluntary. The number will be used as a student identification number. The confidentiality of the number will be kept in accordance with applicable state and federal laws. In no event will this information be provided to the Immigration and Naturalization Service (INS). Your child's enrollment into the school is not conditioned upon receipt of a social security number. If you decide not to give the school your child's social security number, you must sign a waiver stating that you decline to give the number. The waiver may be obtained from the registrar. You do not have to state on the waiver your reason for refusing to give the number. You do not need to tell the school whether your child has a social security number.*

#### **WITHDRAWALS**

When a student is withdrawn from school during the school year, a parent/guardian must complete withdrawal procedures through the school office. At the time of withdrawal, students must return all textbooks, library books, and other school-owned items. Those items not returned must be paid for in accordance with school rules. Payment of school-related expenses for which the student is responsible, such as lunch charges, must be completed at the time of withdrawal. When possible, the school should be given a minimum of two days' notice prior to the student's withdrawal.

### **ARRIVAL AND DISMISSAL PROCEDURES**

#### **BUS STUDENTS AND CONDUCT**

Each student code of conduct shall include the following specific provisions prescribing and governing student conduct and safety rules on all school buses.

Students shall be prohibited from acts of physical violence as defined by Code Section 20-2-751.6, bullying as defined by the subsection (a) Code Section 20-2-751.4, physical assault or battery of other persons 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.

The consequences for physical violence against a teacher, school bus driver, or other school personnel may include expulsion for the remainder of the student's eligibility to attend public schools.

State funds provide transportation for children living more than 1.5 miles from the school. However, we will make every attempt to provide transportation where possible. We appreciate your cooperation in seeing that your child is prompt in getting to bus stops. Bus transportation is a convenience and a privilege. In order for this program to function properly, full cooperation between parents, children, and school personnel is necessary. Bus drivers have primary responsibility for the behavior and safety of all students while being transported on buses. Students not complying with bus rules and not behaving in a cooperative and respectful manner will be referred to the administration for corrective action.

Students who, by their conduct, endanger the lives and safety of others may be excluded from riding the bus. Loss of those privileges does not excuse a child from school. Parents/guardians are responsible for getting students to school should their bus privileges be suspended.

Students must ride their assigned bus. Students are to get off at their regular stop only. **If your child is to go home any other way than the way he/she normally goes, students must have a written note signed by the parent/guardian stating this change. Without a note, this change will not be permitted. You may also email [besbus@pierce.k12.ga.us](mailto:besbus@pierce.k12.ga.us) with any transportation changes prior to 1:30 pm. Taking changes over the phone causes safety concerns because caller identity cannot be verified. Therefore, transportation changes will not be accepted over the phone except in cases of extreme emergency when identification of the caller can be established.**

Students who ride a bus must obey our PBIS expectations and rules:

**Ready** – Be on time at the bus stop and remain 15 feet away from the bus until the bus door opens. All loose items must be in the book bag and compartments closed.

**Respectful** – All students must sit in the seats while keeping hands and feet to themselves. Students must use kind words and actions. If speaking, students must use a low level voice.

**Responsible** – Trash must be thrown away so the bus stays clean.

Additional rules:

1. Walk 10 feet in front of bus (if you have to cross roadway). Wait for the driver's signal before crossing the road.
2. Unnecessary conversation with the driver is dangerous. Please remain quiet.
3. Outside of ordinary conversation, classroom conduct is to be observed.
4. ABSOLUTE SILENCE is required at all railroad crossings.
5. The bus driver is in full charge of bus and pupils. Pupils must obey the driver.
6. The driver has full right to assign pupils to certain seats, if necessary, to promote order on the bus.
7. NO EATING, DRINKING, OR TOBACCO PRODUCTS (Juuls, vapes, etc.) are allowed on the bus.

## **MORNING DROP OFF**

Students are allowed to arrive at Blackshear Elementary campus at 7:00 am.

Personnel on car duty will return to classrooms at 7:40 am each morning. Our SRO will be on duty to monitor traffic and student entry into the building. After 7:40 am, parents are REQUIRED to escort students into the front office and sign the student in as tardy. Students arriving after 7:40 am must take the office tardy slip to their homeroom teacher.

For the safety and well-being of all concerned, only Pre-K and kindergarten parents will be allowed to escort their students to classrooms. This will be for the first week of school only. All adults entering the building must-check-in at the office regardless of time of day or reason.

## **MORNING TRAFFIC (Highway 121 North Entrance)**

**Safety is our primary concern at Blackshear Elementary School.** Your assistance in helping us speed up the morning curb traffic, **yet keeping safety our number one priority**, will be greatly appreciated.

- Drivers will be allowed to drop off their students in the morning beginning at 7:00 am. The employee on duty will let students know when they can come into the building; **until such time, children should stay in their vehicles.** Do not send students into the building until the adult on duty has indicated students may enter.
- Drivers are not allowed to drop off students in the parking lot, near the flagpole, or in the bus area. All students must be dropped off along the sidewalk area in the front of the school
- All drop-off vehicles should pull forward to the first available spot. School personnel will be waiting to direct and assist younger students until 7:40.
- Drivers are **not** allowed to park unless they are in a parking space. If you need to leave your vehicle, you must park in the parking lot, not in grass areas.

- All students must exit and enter the vehicle on the passenger's side to avoid any traffic or safety concerns. *(Please arrange toddler seats in such a manner that the student can exit the vehicle on the right hand side of the vehicle.)*

## **TARDY TO SCHOOL**

If your student is tardy to school (**at 7:40 am**), a guardian must park in the parking lot and walk the student to the front office. A parent/guardian signature (or electronic signature) is required to allow a student to check in.

## **AFTERNOON PICK UP/SILENT DISMISSAL**

Car rider dismissal will begin at 2:20 pm. All students will be issued a silent dismissal ID card with a number assigned to the student. Please treat this card as an official identification of any person that has your permission to pick up your child. When you pick up your child in the afternoon, hang the card from your rearview mirror. This card will identify who is officially designated by you to pick up your child. If additional student ID cards are needed, please come to the school office and ask for official cards. **Handwritten signs are not allowed.**

If you are facing the building from Highway 121, the right side wing houses grades PreK, 3, 4, and 5. If you are picking up students for these grades, parents need to enter the BES campus from Highway 121 North. The left side wing houses grades K, 1, and 2. Parents will need to enter the BES campus from the Moore street entrance. If you have students from multiple grades, they will go the youngest child's side of the building to be picked up together. In an effort to expedite the dismissal process in the safest and quickest manner possible, please continue to pull down the entire length of the sidewalk. This will allow us to load the maximum number of students at a time in the safest manner possible. Your child may have to walk down the sidewalk to meet up with your car. Please do not stop your car or motion for your child to enter. The teachers will ask you to continue to pull forward to close all gaps in the car line. Thank you for your help in this matter.

## **ALTERNATE PICKUP/CAR RIDERS**

If someone else needs to pick up your child in the pick-up line, (i.e. grandparent, older sibling, other family member), please give the student ID card to the alternate person. If the alternate person has the sign in their vehicle, this will speed up the dismissal of your student. **If no student ID card is present, the guardian must go to the BES front parking lot, and enter the office to check the student out. No students will be dismissed from the office until Silent Dismissal is completed (approximately 2:45 pm).**

If the student is a daily bus rider, but needs to be a car rider one afternoon, please send a signed note to the teacher on that morning. Teachers do not always have the opportunity to look for notes so the student must give the note to the teacher. For the safety of your student, **no child will be removed from the bus once onboard. No child will be allowed to be a car rider without a note from the parent. The person picking up the child must have the student's ID card.**

## **BACKPACKS**

In an effort to assist young students to get on the appropriate mode of transportation, it would be advantageous to mark the younger student's backpack with the **student's name**, and **mode of transportation** on the back in permanent marker. For Example, **Susie Sue** and **Bus # 63 OR PU** (vehicle pick-up).

## **EARLY CHECK-OUT**

Elementary schools are required to take attendance in every class; therefore, attendance in all classes is very important. Students should be picked up from school early **only** when necessary. When a child is not present in a class, he/she is missing instructional time, which affects on-grade level success and will be counted absent for that class.

For the safety of our students, we request that you provide the school with picture identification upon checkout of your child. When a student is to be excused for a portion of the school day, the student shall be released only to the legal parent(s) or guardian(s) or to other individuals listed on registrations documents. Attendance affects participation in PBIS events.

To increase student achievement and to assist our teachers with student safety, we are making an effort to reduce classroom interruptions at the end of the day. Therefore, **students will not be allowed to check out after 2:00 pm** unless the student has a doctor's appointment or the parent/guardian was contacted due to student illness. In the past, some parents have checked out their child (ren) to avoid afternoon traffic. This created classroom disruptions and a loss of instruction time for all.

## **ATTENDANCE POLICY**

### **PIERCE COUNTY SCHOOL SYSTEM ATTENDANCE GOAL**

Students should not miss more than ten (10) days of school each school year. Students not residing in the transportation district they are zoned for may be required to attend their zoned school following excessive absences and/or tardies.

In accordance with O.C.G.A. 20-2-690.2, the Pierce County Student Attendance Protocol Committee, under the direction of the Superior Court Chief Judge has developed the Pierce County Truancy Reduction Protocol 2018. The purpose of the Pierce County Student Attendance Protocol Committee is to ensure coordination and cooperation among officials, agencies, and programs involved in compulsory attendance

issues, to reduce the number of unexcused absences from school, and to increase the percentage of students present to take tests which are required to be administered under the laws of this state.

Attendance is a basic requirement of student progress in schools. Pierce County schools shall encourage regular attendance. Each school shall intervene early when students begin to accumulate absences.

Pierce County Schools shall work to enforce the compulsory attendance laws by referring students with excessive absences to the school social worker.

The school social worker, as attendance officer for the system, will work with the family of the student having attendance problems. Efforts will be made to help the family resolve attendance problems.

#### **Excused Absences**

Students are expected to be in attendance in Pierce County Schools in accordance with compulsory attendance laws and for the number of full-length days prescribed by law. A student shall not be absent from school or from any class or other required school hours except for illness or other providential cause, unless with written permission of the teacher, principal, or their duly authorized school official. No student shall encourage, urge, or counsel other students to violate this policy.

Georgia Board of Education Policy states that student absences from school shall be counted as excused under the following circumstances, as a minimum:

1. Personal illness or attendance in school endangering the student's health or the health of others;
2. A serious illness or death in a student's immediate family necessitating absence from school;
3. The observance of religious holidays necessitating absence from school;
4. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school;
5. Conditions rendering school attendance impossible or hazardous to student health or safety; and/or
6. Registering to vote or voting in public election (not to exceed one day).
7. A student whose parent or legal guardian is in military service in the U.S. armed forces or National Guard, and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat supporting posting will be granted up to 5 days of excused absences per school year to visit with his or her parent prior to the parent's deployment or during the parent's leave.
8. Any other absence not explicitly defined in this policy but deemed to have merit based on circumstances as determined by the Superintendent or his/her designee.
9. The principal may in certain circumstances require students to present appropriate medical or other documentation upon return to school for the purpose of validating that absences are excused.

#### **Students Counted Present**

Students shall be counted present under the following circumstances;

1. When they are serving as pages of the Georgia General Assembly.
2. When a foster care student attends court proceedings relating to his or her foster care.
3. Student visiting prospective colleges if the student received approval from school administrators prior to the visitation.
4. When a school related activity not defined in this policy is deemed to have merit based on circumstances as determined by the Superintendent or his/her designee.

#### **Policies and Procedures for Excused Absence**

Excuses for absences shall be furnished in writing, shall be signed by the student's parent or guardian and shall specifically state the dates and reasons for the absence. Schools will only accept 5 parent notes throughout the school year. Excuses must be submitted within 3 days of the date of absences. All excuses will be evaluated by the teacher or administrator to determine if the absence is excused or unexcused. Students shall be permitted to make up work when absences are excused. Absences due to out of school suspension shall be unexcused. Work missed due to unexcused absences may be made up at the discretion of the principal or his/her designee.

In cases where a student has many separate absences due to illness, the school or attendance officer may require written statements from the attending physician.

#### **Policies and Procedures to Reduce Unexcused Absences: Notification**

1. The school system shall provide to the parent, guardian, or other person who has control or charge of a student (hereinafter referred to as "parent") when the student has five unexcused absences. The notice will outline the penalty and consequences of such absences and



that each subsequent absence will constitute a separate offense. After two reasonable attempts to notify the parent, the school system will send written notice via first class mail or via certified mail, return receipt requested; and

2. Prior to any action to commence judicial proceedings to impose a penalty on the parent for failing to comply with compulsory attendance law, the school system will notify the parent by certified mail, return receipt requested; and
3. Each school shall provide to the parent of each student enrolled a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment, the parent will be asked to sign a statement indicating receipt of such written statement of possible consequences and penalties. In addition, students age ten or older by September 1 must sign a statement indicating receipt of written statement of possible consequences for non-compliance with the local Board policy.

**1. After Five (5) Absences:**

- a. Excused absences: A school designee will contact the parent or guardian by telephone or parent conference regarding attendance when possible.
- b. Unexcused absences: The school system shall provide to the parent, guardian, or other person who has control or charge of a student (hereinafter referred to as "parent") when the student has missed five unexcused absences. The notice will outline the penalty and consequences of such absences and that each subsequent absence will constitute a separate offense. After two reasonable attempts to notify the parent, the school system will send written notice via first class mail or via certified mail, return receipt requested.

**2. After seven (7) absences:**

- a. Unexcused absences: A mandatory conference with the parent, the principal or the principal's designee, which may include the school resource officer. A referral shall be made by the principal or his/her designee to the school social worker.

**3. After ten (10) absences:**

- a. Excused: A school administrator or his/her designee shall confer with the school social worker to determine if the excused absences are legitimate and/or if a conference is necessary.
- b. Unexcused/Excused: A mandatory conference with the parent and the principal or the principal's designee. A referral shall be made by the principal or his/her designee to the school social worker and the school resource officer.

When a referral is made to the school social worker, the social worker will work with the student and family in order to address the attendance problem. If the social worker interventions are unsuccessful, a referral shall be made to the school resource officer who may begin a criminal investigation.

According to Georgia Law, 20-2-690.1(b), effective July 1, 2004, any parent, guardian, or other person who has control/charge of a child between the ages of six and sixteen to enroll and send that child to school, including public, private and home schooling. This law further states that any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code section will be guilty of a misdemeanor, and, upon conviction thereof, shall be subject to a fine not less than \$25.00 or not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of the above penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense.

Court referral will also be considered

- in cases where students are not attending school at all and no resolution can be reached
- in cases where poor attendance is ongoing over a period of time and no sustained improvement is seen.

### **Elementary Absences/Tardies/Early Checkouts Policy**

#### **Absences/Tardies/Early Checkouts**

Students are expected to attend all scheduled classes regularly and on time. On the **FIRST DAY** students return to school from an absence, parents should provide the school with a written note explaining the reason for the absence. The note should include the date(s) of the absence, the reason(s) for the absence, and the signature of the parent or of the doctor who treated the student. If students are frequently absent and tardy, the administration may ask the parent to provide more information, such as medical documentation, about the absences, tardies, and early checkouts. Only five (5) handwritten notes will be accepted from parents per semester. No notes will be accepted after three (3) school days (72 hours).

Parents must sign in students who arrive at school after the designated start time. Students arriving after the designated start time are considered tardy.

Parents are encouraged to make every effort to schedule doctor and dental appointments outside of school hours. Parents should not check out students for the purpose of avoiding car rider traffic. Any child who checks out before attending half of the school day will be considered absent for the school day.

Additionally, parents will be required to attend a School Attendance Panel Meeting if their child accumulates seven (7) unexcused absences or twenty (20) unexcused tardies/checkouts. Please see the section entitled "School Attendance Panel Meeting" in this handbook for more information.

Tardies means 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 after the morning tardy bell (check appropriate school's bell schedule).

A student is tardy when he or she enters the classroom or homeroom after the ringing of the tardy bell. The following disciplinary procedures will be followed each semester for tardies to school (homeroom and class).

The accumulation of unexcused tardies will warrant disciplinary action. The accumulation of excused tardies will not warrant disciplinary action; however, there are very few excuses for tardies which will be accepted as a valid reason for tardiness. Parents should not pick their student up before the end of the school day except where there is a legitimate emergency. The excuses for tardies are as follows:

- Illness when documented by the parent/guardian or a physician (chronic, repetitive offenses must have documentation by the physician).
- Professional and/or court appearance.
- Medical or dental appointments (must be documented by medical professional)
- Car trouble (two per year).
- Death or serious illness of a family member.

Notification of tardies/early checkouts must be received in writing to the front office staff the day of the tardy/early checkout.

#### **Notification and Discipline Consequences for Unexcused Tardiness**

- As soon as possible after the twentieth (20) tardy, designated school personnel shall notify the school counselor who will schedule the parent for the Attendance Review Panel.
- When a student reaches seven (7) unexcused tardies during a 9-week period, the student may receive silent lunch, loss of recess, detention, or lose their privilege to purchase ice cream or other disciplinary action at the discretion of the administration. This would be for the duration of that 9-weeks.
- The detention or loss of recess would occur at the classroom level, so that the student can make up lost instructional time.
- When a student reaches seven (7) unexcused tardies/early checkouts during a 9-week period, the student will no longer be eligible for a perfect attendance ribbon at the 9-weeks award ceremony.

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.

#### **School Attendance Panel Meeting**

As required by law, the Pierce County School Attendance Panel Protocol provides a progressive discipline, parental notification, and parental involvement process for truant students before referring the students and/or parents to state or other courts having jurisdiction. Excessive unexcused tardies/early checkouts may also be addressed through the same process.

Guidelines for the School Attendance Panel Protocol include, but are not limited to, contact by mail or phone to parents at three (3), five (5), and seven (7) unexcused absences. Students who arrive to school late and check out (unexcused) may receive written notification from the school as to the possible consequences of their actions. At seven (7) unexcused absences or twenty (20) unexcused tardies/early checkouts during a semester, parents may be required to attend a School Attendance Panel Meeting at the Pierce County Schools Administrative Offices.

Although the above guidelines are generally progressive in nature, Pierce County Schools reserves the right to refer students and their parents to School Attendance Panel Meeting or court prosecution at any time, especially when a student and/or parent's conduct is non-compliant and/or disruptive to the learning environment.

Students who have attendance, tardy or early dismissal issues and live outside of the transportation zone may be required to go to their home school. This would allow the student to be able to ride the bus and get to school on time.

#### **Making Up Missed Assignments or Tests**

It is the student's and parent's responsibility, not the teachers', to make arrangements for make-up work. Students should ask their teacher for any missed assignments on the first day they return to school. The number of days allowed to complete make-up work will be determined by the administration or his/her designee but will not exceed the number of days absent. Failure to comply with this procedure will result in a grade of zero (0) being given for graded assignments missed during an absence.

Absences due to suspension from school are considered unexcused. Students assigned Out of School Suspension (OSS) will be allowed to make-up work upon return to school. The number of days to complete make-up work is commensurate to the number of days of OSS (i.e., 3 days of Out of School Suspension = 3 days to make up work missed). This example also serves for unexcused or excused absences.

### **Perfect Attendance**

A student qualifies for perfect attendance awards when he/she has not been absent and has not accumulated seven (7) unexcused tardies and/or seven unexcused early checkouts for the calendar year.

### **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 this Code, the principal may undertake corrective measures, which he or she believes to be in the interest of the student, and the school provided any such action does not violate school board policy or procedures.

### **BULLYING**

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

Bullying is defined as follows: An act that is

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  - a. Causes another person substantial physical harm within the meaning of 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 cyber-bullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication:

- Is directed specifically at students or school personnel,
- Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and
- 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.

### **CELL PHONES**

Students have **no** need for cell phones during the school day. If students bring cell phones, it should be powered off and put away in the student's book bag during the school day. No cell phone should be kept on a student's body or in his/her clothing. Blackshear Elementary

School will assume NO liability for broken, lost, misplaced, or stolen phones. The following tier will be in place for students who violate this policy:

1<sup>st</sup> Offense: Warning from teacher.

2<sup>nd</sup> Offense: Cell phone sent to the office and a parent must pick up the phone from the front office

3<sup>rd</sup> Offense: Discipline referral and school will retain the phone for three days before a parent is allowed to pick this up from front office.

Recurring Offense: Repeat Step 3 with extended school possession of phone

## CLUBS

Blackshear Elementary School follows policies and procedures adopted by the Pierce County Board of Education regarding notification of parents about club memberships as required by Georgia Code 20-2-751.5 State law requires that parents have the right to withhold permission for their students to participate in any school sponsored club or organization designated by them. If you wish for your child **NOT** to participate in any student club or organization, please sign and return the parental opt-out form on page 65 of the student handbook within ten (10) days of the student's enrollment.

**The following school sponsored clubs will be in operation during this school year.**

Club	Purpose	Activities
4-H (4 <sup>th</sup> and 5 <sup>th</sup> Grades)	To prepare students to become active and productive model citizens	Local and state competitions
Jr. Beta Club (4 <sup>th</sup> and 5 <sup>th</sup> Grades)	To recognize academic excellence	School and community service projects
Technology Club	To promote excellence in various categories of technology	School, local, and state competition
Georgia Quiz Bowl	To prepare students on testing their knowledge of historical facts	Local and state competitions

**\*\*Additional clubs may be created throughout the year based on student interest.**

## CONFERENCES

All parents are urged to request a conference with teachers, counselors, and/or administrators when the need arises. Parents may call the office (449-2088) for an appointment. Conferences may be scheduled during teachers' planning periods or before or after school.

## DISCIPLINE

### NOTIFICATION OF POLICY

By September 1 of each school year or within thirty (30) school days of a student's enrollment in the Pierce County School System, the parent, guardian, or other person having control or charge of each student enrolled in school must sign a statement indicating receipt of the school's student handbook. The handbook includes the Code of Conduct Disciplinary Procedures stating possible consequences and penalties for failure to comply with the attendance policy and procedures. In addition, students age ten or older by September 1 must sign a statement indicating receipt of written statement explaining possible consequences for non-compliance to the local system's policy.

### CODE OF CONDUCT

Georgia law (O.G.C.A. 20-2-735) requires that all local boards of education adopt a student code of conduct including standards of student behavior and disciplinary action for students who violate the code of conduct.

Codes of conduct specify behavior that is accepted or prohibited in the school as well as in any setting that is related to the school. Codes of conduct generally state the behavior expected to be demonstrated by the student. The purpose of this code is to provide students in the Pierce County School System an effective and safe learning environment.

Expected behavior is behavior that promotes learning and encourages responsibility during school as well as all school functions before and after school. Students and their parents need to know and understand this code in order to achieve these goals. Students should:

- Attend class/school regularly.
- Remain in class until excused or dismissed.
- Pay attention to instruction.
- Complete assignments to the best of their ability.
- Ask for help when needed.
- Avoid behavior that impairs student's or other students' educational achievement.
- Know and avoid the behaviors prohibited by this code.
- Take care of books and other instructional materials.

- Cooperate with others.
- Show respect for the knowledge and authority of teachers, administrators, and other school employees.
- Follow directions.
- Use acceptable and courteous language.
- Follow school rules and procedures.
- Encourage educational achievements.

Disciplinary action for violations of expected behaviors will include appropriate hearings and reviews. In all cases, the rights of individuals will be ensured and protected. The Pierce County School System will make every reasonable effort to administer the discipline code consistently. When applicable, individualized plans (i.e. IEP, 504, and RTI) will be reviewed for appropriate consequences.

## STUDENT BEHAVIOR POLICY

**Our school is a Positive Behavior Interventions and Supports (PBIS) school.**

Blackshear Elementary School has a PBIS team who implements this behavior plan. All students and teachers will participate in PBIS. You will receive more information about this plan via newsletters, the school website, and Facebook. Below is a brief outline of the system.

### What is Positive Behavior Interventions & Supports?

PBIS is a process for creating safer and more effective schools. It is an approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

### What is PBIS at our school?

We have adopted a unified set of behavioral expectations/rules. These rules serve to define our expectations for behavior across multiple settings within our schools.

BES PBIS School-wide Matrix			
	Ready	Respectful	Responsible
<b>Assembly</b>	<ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Listen for directions</li> </ul>	<ul style="list-style-type: none"> <li>• Sit appropriately</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Use kind words &amp; actions</li> <li>• Exit quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Participate when asked</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Book bags packed &amp; closed</li> <li>• Be on time</li> </ul>	<ul style="list-style-type: none"> <li>• Sit appropriately</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Use kind words &amp; actions and low level voices</li> </ul>	<ul style="list-style-type: none"> <li>• Sit forward and listen for directions</li> <li>• Keep the bus clean</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Know your food choice</li> <li>• Get all utensils before sitting</li> </ul>	<ul style="list-style-type: none"> <li>• Sit appropriately</li> <li>• Keep hands, feet and objects to yourself</li> <li>• Use kind words &amp; actions and low-level voices</li> <li>• Use good table manners</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your area clean</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Line up quietly</li> <li>• Listen for directions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk on the right side</li> <li>• Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up trash in your path</li> </ul>

<b>Media Center</b>	<ul style="list-style-type: none"> <li>Line up quietly</li> <li>Listen for directions</li> </ul>	<ul style="list-style-type: none"> <li>Sit appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Use kind words &amp; actions and low-level voices</li> <li>Take care of media property</li> </ul>	<ul style="list-style-type: none"> <li>Return books</li> <li>Use shelf markers</li> </ul>
<b>BES PBIS School-wide Matrix (continued)</b>			
	<b>Ready</b>	<b>Respectful</b>	<b>Responsible</b>
<b>Playground</b>	<ul style="list-style-type: none"> <li>Line up quietly</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Use good sportsmanship</li> <li>Share &amp; take turns</li> <li>Invite others to join your play</li> </ul>	<ul style="list-style-type: none"> <li>Report any dangers to an adult immediately</li> <li>Play safely</li> </ul>
<b>Restroom</b>	<ul style="list-style-type: none"> <li>Line up quietly</li> <li>Be ready for your turn</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Hush, Flush, Wash, Rush</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Line up quietly</li> <li>Listen for directions</li> <li>Be prepared with all materials</li> </ul>	<ul style="list-style-type: none"> <li>Sit appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Use kind words &amp; actions and low-level voices</li> <li>Take care of classroom property</li> </ul>	<ul style="list-style-type: none"> <li>Participate when asked</li> <li>Follow classroom rules &amp; procedures</li> <li>Put forth your best effort</li> </ul>

When a student chooses to participate in behavior that is contrary to good order and discipline of the school, consequences will be implemented to correct the behavior. Consequences are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the expectations for behavior in our school. Depending on the severity of the behavior and the number of times the behavior has occurred, a continuum of consequences may be used to correct student behavior.

## GENERAL SCHOOL RULES

- Students should not bring the following items to school:
  - weapons
  - tobacco products
  - firecrackers or other noisemakers
  - inappropriate books or magazines
  - toys, iPods, MP3 players, trading cards, etc.
  - gum and candy
  - caps or hats
  - cell phones / smart watches / other personal devices (If students bring these items to school, they must remain in bookbags at all times. Students are not permitted to contact parents using personal devices during the school day. If a student needs to contact his or her parent, they must come to the office to call. If cell phones are used during the school day, they will be confiscated by the teachers. Parents will be contacted to come to the school to pick up the device.
  - Heelys (shoe skates)
- Due to safety factors, glass containers may not be brought to school.
- Pupils will not be able to use telephone (except in emergencies) without permission from authorized personnel.
- Students should walk while inside buildings or on the sidewalks.
- Wrestling, fighting, tackling, karate type playing are not permitted at school.
- No sports equipment is allowed at school unless it is approved for use during P.E. classes or recess. If permitted by teachers, sports equipment must be secured in a bag.
- Students are not allowed to sell, swap, or buy anything from other students while at school.
- Bullying, repeated intimidation, harassing, or verbal abuse of another student will not be permitted.
- Students are not allowed to have any type of commercial food items or beverages in the building (McDonald's, Burger King, etc.). Water bottles or Powerade bottles are permissible.**
- Due to loss of instructional time, deliveries to children may not be made at school (flowers, toys, food, balloons, etc.).
- Parties for students will be held at Christmas, Valentine's Day, and Easter (K-2). **Homemade items are prohibited. In order to protect instructional time, the celebration of birthday parties will not be held at school. Invitations to private parties may NOT be handed out at school.**

## **12. CELL PHONES/SMART WATCHES/OTHER PERSONAL DEVICES ARE STRONGLY DISCOURAGED.**

Refer to page the Cell Phone Policy on page 21.

## **TOBACCO, DRUGS AND/OR ALCOHOL POLICIES**

No student, staff member, or school visitor is permitted to use *any* tobacco product at any time, including non-school hours, 24 hours per day, seven days per week, in the following places:

- In any building, facility or vehicle owned, leased, rented or chartered by the Pierce County School System;
- On any school grounds and property – including athletic fields and parking lots – owned, leased, rented or chartered by the Pierce County School System; or
- At any school-sponsored or school-related event on-campus or off-campus.

A student shall not possess, sell, use, transmit, buy or solicit tobacco products, or tobacco paraphernalia, such as, but not limited to matches, lighters, pipes, rolling papers and the like, including the presence of smokeless tobacco on one's teeth.

A student shall not be involved in any drug and/or alcohol transaction, including, without limitation, to buy, possess, sell, use, transmit, solicit; attempt to buy, possess, sell, use or transmit; or be under the influence of any narcotic drug, depressant or stimulant drug including, without limitation, caffeine pills, hallucinogenic drugs, anabolic steroids, amphetamines, barbiturates, marijuana, inhalants, alcoholic beverages, or intoxicants of any kind. A student shall not possess, sell, buy or transmit, or attempt to sell, buy, or transmit any substance under the pretense that it is, in fact, a prohibited substance as described in this rule. The misuse of a prescription drug or non-prescription drug shall be considered a violation of this rule; however, this rule shall not apply to use of a drug as authorized by a medical prescription from a registered physician. The sale, regardless of the amount, or possession of an ounce or more of marijuana and the sale, possession, or possession with the intent to sell, of any scheduled or prescription drug, including, but not limited to LSD, PCP, methamphetamine or its derivatives, in any form, is a felony and must be reported to the police.

A student shall not possess, sell, use, transmit, buy or solicit any drug-related paraphernalia which includes, but is not limited to pipes, water pipes, clips, rolling papers, herb pills or any other items directly related to drug use.

## **VIOLENT ACTS ON OR OFF CAMPUS**

Any student who has engaged in violent behavior involving injury or threat of injury of another person or a violent crime (felony), such as rape, aggravated assault, robbery, etc., shall be recommended for long term or permanent expulsion. If the student's actions were not on the school campus or at a school activity, the student will be recommended for long-term or permanent expulsion, if, in the opinion of the school administration such student will and/or is reasonably certain to constitute a danger to others, or the presence of such student on campus will and/or is reasonably certain to be detrimental to the ongoing program of the school.

## **WEAPONS POSSESSION**

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 within a "school safety zone", 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.

A "school safety zone" is defined as the area in or within 1,000 feet of a real property owned by or leased to any public elementary school, secondary school, or the Board of Education and used for elementary or secondary education.

Weapons may include, but are not limited to:

- Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; 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.
- 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, knuck-les, whether made from metal, thermoplastic, wood, or other similar material, blackjack, and bat, club, or other bludgeon-type weapons, 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, and 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 Section B (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 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 Section B (2) will be subject to discipline as specified in the student code of conduct.

### **Reporting Requirements**

All employees must report violations of this policy to the principal or assistant principal of the school. If the principal has reasonable cause to believe that a report is valid, he/she must immediately make an oral report to the Superintendent and to the appropriate law enforcement authority.

The student's parents or guardian will be notified immediately of his/her child's involvement in any activity involving weapons.

Students will be given a copy of the Code of Conduct, which includes a statement of prohibited conduct with regard to weapons and possible disciplinary actions.

### **DISCIPLINE TERMS**

**Arson** - Intentionally starting or attempting to start any fire or combustion.

**Assault** - With criminal intent, the act or threatening to strike, attack, or harm any person in school or at any school-sponsored or supervised activity; Intentional offensive/physical contact without consent.

**AWOL** - Unauthorized absence and/or leave from class, school, activity or event.

**Battery** - Any physical force or violence unlawfully applied to a person. This can include jostling, tearing clothes, or seizing or striking another person, so long as there is criminal intent.

**Bomb/Explosive** - A device containing combustible materials and a fuse, including fireworks M-80 or above.

**Bullying** - 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 a computer, computer system, computer network, or other electronic technology of a local school system, 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.

**Burglary** - Unauthorized entry into a school district building (unoccupied) with the intent of committing a felony when the building is closed to the students and the public [See Theft].

**Bus Misconduct** - Failure to comply with rules of bus safety or Student Conduct Behavior Code.

**Bus Suspension** - The student is suspended from the bus for a specified period of time by the local school administrator. The student is expected to attend school, but the parents are responsible for providing transportation to school.

**Chronic Lack of Supplies** - Repeatedly reporting to class without necessary materials such as books, physical education attire, supplies, etc.

**Detention** - Student attends a work/study session outside of regular school hours. Student makes arrangements for transportation.

**Disciplinary Probation** - A student found guilty of certain offenses might be placed on probation by the local school and/or the Student Disciplinary Panel. Probation is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action.

**Disobedience/Insubordination** - Failure of the student to comply with a reasonable direction or instruction by staff.

**Disorderly Conduct** - Behaving in a violent or seriously inappropriate manner which disrupts the educational process. [NOTE: This category is used only when the police are called to cite a student or person for extreme disruption.]

**Disruption** - Behaving in a manner which interferes with educational activities.

**Drug/Alcohol/Chemical Offense** - Any controlled substance or alcohol; includes any transfer of a prescription drug or any substance alleged to be a drug, regardless of its actual content.

**Due Process** - A student is afforded oral or written notice of the charges against him/her and is given an opportunity for a review, hearing or other procedural rights in accordance with state and federal laws.

**Extortion** - Use of "mild" threats or intimidation to demand money or something of value from another (no weapon).

**False Fire Alarm** - Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.

**Felony** - Any offense punishable as a felony under Georgia or federal law.

**Fighting** - Involves the exchange of mutual physical contact such as pushing, shoving and hitting, with or without injury.

**Gambling** - Playing any game of skill or chance for money or anything else.

**Harassment/Intimidation/Verbal Abuse** - Disturbing consistently, by pestering or tormenting in the classroom, on the school bus, or elsewhere on the school site.

**Inappropriate Dress** - Dressing in a manner that disrupts the teaching and learning of others.

**Inappropriate Personal Property** - Possession of personal property that is prohibited by the school rules, such as food, beverages, and electronic equipment, and that is otherwise disruptive to the teaching and learning or others.



**Loitering/Trespassing** - Entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion).

**Long-Term Suspension** - The student is suspended out-of-school for more than ten (10) days.

**Non-Prescription Drug** - Over the counter drug; sold legally without a physician's prescription. Student use is prohibited except in accordance with local school policy.

**Permanent Expulsion** - The student is removed from all public school property and activities or events for an indefinite period of time. Schoolwork may not be made up or credit given.

**Prescription Drug** - Use of a drug (medication) authorized by a registered physician *and* prescribed for the student. Student or parent should inform the school on the use of medically prescribed drug.

**Profanity/Vulgarity** - Writings, speech, or gestures that convey an offensive, obscene, or sexually suggestive message.

**Robbery** - Taking property from a person by force or violence, or threat of aggression.

**School Safety Zone** - Area within 1,000 ft. of school property

**Sexual Assault/Offenses** - Intentional sexual contact of a harmful or offensive manner.

**Short-Term Suspension** - The student is suspended out of school up to ten (10) days by the local school administrator. The student may be suspended for an accumulation of offenses, as well as a major offense. Suspended students shall make up those tests and assignments that the teacher determines will have impact on the student's final grade and mastery of course content. Assignments that the teacher does not require to be made up will not count towards a student's final grade. It is the student's responsibility to make arrangements to make up work within five (5) school days upon return to school. During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event.

**Student Disciplinary Panel** - The panel will be composed of an administrator, teachers, counselor, social worker or central office staff member. The panel hears evidence presented by the school system, the student, and parents when a student is referred by the local school principal or his/her designee. The panel has the authority to make decisions ranging from returning the student to the local school to recommending to the Board of Education for permanent expulsion of the student.

**Tardiness** - Failure to be in a place of instruction at the assigned time without a valid excuse.

**Theft/Larceny** - Unlawful taking and carrying away of property belonging to another person (while the building is occupied) with the intent to deprive the lawful owner of its use.

**Threatening/Menace** - With criminal intent, the act of threatening to strike, attack, or harm any person in school or at any school-sponsored or supervised activity.

**Transmission** - Any substance, article, or weapon passed to another person.

**Truancy** - The student stays out of school without permission or valid excuse.

**Vandalism/Graffiti** - The willful or malicious destruction or defacement of public or private property.

**Waiver of Right to Attend Student Discipline Panel** - Parents may sign a waiver if they cannot attend or do not elect to attend the panel hearing. In the event a parent or student does not attend the hearing, it will proceed as scheduled.

**Weapon** - An article or implement that can cause bodily harm. This includes guns, knives, razors, clubs, and nunchaku, or any other object intended to inflict bodily harm.

**Zero Tolerance** - There will be consequences for serious drug, weapon, and youth gang/hate group offenses on school property or at a school activity, function or event. The school system will be proactive. Each individual case will be reviewed.

## **DISCIPLINE PLAN**

All students' behavior shall be based on respect and consideration for all the rights of others. Students have the responsibility to know and respect the rules of the school as stated in Pierce County Board of Education policy and the elementary school student handbook. These rules apply to students during school hours, at school-related functions, at school bus stops, and on school buses. Misconduct is attended to by five levels of progressive discipline. Each level of discipline imposed shall be based on the severity of the misbehavior. It will be fair, reasonable, and consistent.

### **LEVEL I DISCIPLINE**

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal or principal designee.

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

1. Conference with pupil/verbal reprimand or warning,
2. Withdrawal of privileges, such as,
  - a. Loss of recess or free choice time, or
  - b. Time-out in classroom or lunchroom,
3. Parent contact/conference with parent with/without student participation,
4. Participate in school service project that enables the student to be engaged in the desired character trait(s), or
5. Students will write or draw their understanding of the misbehavior, expected behavior, and related character trait.

The principal or principal designee may utilize any of the above discipline management techniques, and/or may employ:

1. Conference with student/warning,
2. Conference with parent/guardian,
3. Restriction from school programs and special assemblies,
4. Assignment to before, lunchroom and/or after school detention,
5. Financial restitution with a minimum of \$10.00 for any destruction to the school-related environment,
6. Participation in cleaning/repair of any damage caused to the school-related environment,
7. Corporal punishment, or
8. Any other disciplinary technique that the administration deems appropriate that positively promotes the student code of conduct and desired character traits(s).

### LEVEL II DISCIPLINE

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety, or wellbeing of others. Consideration of necessary behavior support services should be given, if not already provided.

Students guilty of a Level II offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Student participation in conference with parent/guardian, teacher and/or principal,
2. Restriction from programs and special assemblies,
3. Assignment to before, lunchroom, and/or after school detention,
4. Corporal punishment and/or removal from class for the remainder of the day,
5. Referral to a counselor,
6. Suspension from school for up to three school days, which shall include any time during which the student was subject to suspension pending investigation,
7. Participation in the cleaning/repair of any damage caused to the school-related environment,
8. Financial restitution for the repair of any damage caused to the school-related environment,
9. Student will write or draw his/her understanding of misbehavior, expected behavior, and the related character trait(s),
10. Participation in school service project that enables the student to be engaged in the desired character trait(s), or
11. Any other disciplinary technique that the administration deems appropriate that positively promotes the student code of conduct and desired character trait(s).

### LEVEL III DISCIPLINE

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is a required element of all discipline actions in this category, even if such a conference has previously occurred. Behavior support services may also be considered.

Students guilty of a Level III offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or designee, including, but not limited to the following:

1. Restriction from programs and special assemblies,
2. Corporal punishment and/or removal from class for the remainder of the day,
3. Referral to counselor and/or Response to Intervention (RtI),
4. Suspension from school for up to five school days, which shall include any time during which the student was subject to suspension pending investigation,
5. Teacher requests removal from class,
6. Participation in the cleaning/repair of any damage caused to the school-related environment,
7. Financial restitution for the repair of any damage caused to the school-related environment,
8. Student will write or draw his/her understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s),
9. Participation in a school service project that enables the student to be engaged in the desired character trait(s), or
10. Any other disciplinary technique that the administration deems appropriate that positively promotes the student code of conduct and desired character trait(s).

### LEVEL IV DISCIPLINE

Level IV discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Violation of the state law may result in expulsion from school for one year and/or criminal prosecution. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending

disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal or principal designee, is a required element of all discipline actions in this category, even if such a conference has previously occurred. Behavior support services may also be considered.

Students guilty of a Level IV offense may receive any of the discipline management techniques appropriate for the situation as determined by the principal or principal designee, including but not limited to the following:

1. Restriction from programs and special assemblies,
2. Suspension from school for up to ten school days, which shall include any time during which the student was subject to suspension pending investigation,
3. Teacher requests removal from class,
4. Corporal punishment,
5. Participation in the cleaning/repair of any damage caused to the school-related environment,
6. Financial restitution for the repair of any damage caused to the school-related environment,
7. Student will write or draw his/her understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s),
8. Participation in a school service project that enables the student to be engaged in the desired character trait(s),
9. Any other disciplinary technique that the administration deems appropriate that positively promotes the student code of conduct and desired character trait(s), or
10. Expulsion.

### LEVEL V DISCIPLINE

Level V discipline is utilized for students whose behaviors cause them to be excluded from the regular school program. Examples of Level V behavior include chronically disruptive behavior, extremely violent behavior, and weapon possession. Because Level V discipline results in placement in a separate alternative educational program for no less than ten days, students in this discipline level have benefit of due process.

**DISCIPLINE CHART**

<b>Violation</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>	<b>Level V</b>
1. Classroom Disruption	X	X			
2. Inappropriate Dress	X	X			
3. Profanity, vulgarity, obscene language, etc.	X	X			
4. Skipping class, chronic tardiness	X	X			
5. Truancy	X	X			
6. School Disruption, participating in riot, pulling fire alarm or arson, bomb threat		X	X	X	
7. Destruction, damage, defacing or theft of school or private property		X	X	X	
8. Rude or disrespectful behavior	X	X	X	X	
9. Refusal to follow directions	X	X	X	X	
10. Bullying and repeated intimidation		X	X	X	
11. Threatening a student		X	X	X	
12. Inappropriate bodily contact	X	X	X		
13. Gambling/Swapping/Selling	X	X	X	X	
14. Loitering, trespassing	X	X	X	X	
15. Disruptive behavior on bus	X	X	X	X	
16. Cheating	X	X	X	X	
17. Any other conduct considered by the principal as disruptive	X	X	X	X	
18. Misuse of equipment		X	X	X	
19. Fighting or instigating a fight		X	X		
20. Conduct outside of school time which poses a threat to the school and/or employees		X	X	X	
21. Tobacco products and paraphernalia			X	X	
22. Alcoholic beverages possession, use or being under the influence			X	X	
23. Threatening a non-student			X	X	
24. Weapons and related objects				X	X
25. Assault and Battery			X	X	X
26. Verbal assault, gang activity			X	X	X

27. Drugs and/or Drug Paraphernalia				X	X
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## DRONE POLICY

No operation of drones on school property without prior approval of the administration.

## DRESS CODE

Appropriate wearing of apparel and cleanliness of a person is important as a matter of health and appearance, as well as being conducive to learning. With the rapidly changing styles of clothing, it is impossible to specify everything that is acceptable for student dress. Proper dress is expected at all times.

### Girls

- Dresses, slacks, jeans, or shorts are appropriate for school wear.
- Short shorts, bare midriffs and/or backs, strapless tops, spaghetti straps (grades 3-5 only), pajamas, halter tops, sheer apparel, tutus, tights without shorts or a skirt covering them, and shoes with cleats or wheels are not permissible.

### Boys

- Slacks, jeans or shorts.
- Tank tops are not appropriate.
- Pants must cover undergarments and must be worn securely at the hips or waist and shoes with cleats or wheels are not permissible.

### Girls and Boys:

- No pants and/or jeans may be worn that are ripped, torn, or have holes where skin and/or undergarments are exposed.
- Appropriate shoes are required for safety and comfort. On days students have PE, make sure students are wearing sneakers.
- No tinting, streaking, or dyeing of hair other than natural hair color (blond, brunette, black, auburn) unless approved by administration. Unnatural hair colors include the following: blue, green, purple, pink, burgundy, etc.
- Hair must be worn appropriately so it does not interfere with students' vision or the teachers' and/or administrators' ability to maintain eye contact.
- All straps should be fastened at the shoulders.
- No hats, caps, gloves, sunglasses, chokers or bracelets that could be harmful, or any head covering will be worn on school campus unless for religious or medical purposes except when approved by the administration.
- Other prohibited items include: (1) large, long, and/or heavy chains, (2) studded or chained accessories, and (3) sleepwear, including bedroom slippers.
- Shoes must be worn at all times.
- No clothing or other displays of suggestive, sexual or profane wording or symbols, or advertising of alcohol or tobacco products will be permitted. Clothing that suggests gang affiliation or racially offensive statements or innuendos or any other distraction that interferes with the educational environment will not be permitted.
- No gang-related markings or tattoos are permitted.
- No visible body piercing, nose piercing, or facial piercing is allowed. Cosmetic alterations that are detrimental to the educational environment or to the health and safety of the student or other students is prohibited.

**Administration will handle any other questionable attire on an individual basis. The school administration may adjust this policy at any time during the school year.**

## EMERGENCY PROCEDURES

### BAD WEATHER

During the school year, if it is necessary to close school because of bad weather, parents and students will be informed by a phone notification system. The following stations may also carry important information: **WKUB-105 FM, WWUF-97 FM, and ATC (Ch.19)**. **DO NOT CALL THE SCHOOL OR BUS BARN TO OBTAIN INFORMATION.** If no announcement is made prior to 6:30 AM, school will be in session as usual.

### EVACUATIONS

In cases of extreme emergency/disaster, the school will activate the pre-approved emergency preparedness plan. For the safety and well-being of students and staff, it is essential that you follow all emergency procedures. In the event evacuation is necessary, the following areas will be used to house the students:

**Blackshear Elementary School – Emmanuel Baptist Church, Blackshear**

## SAFETY POLICY

The school safety committee is continuously updating our plan 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. The state of Georgia has a safety hotline number (**1-877-SAY-STOP**) that is available 24 hours a day.

## **EXTRACURRICULAR ACTIVITIES AND FIELD TRIPS**

Extracurricular activities shall be defined as any school-sponsored program from which some or all the activities are outside the regularly scheduled class day (clubs and/or individual activities). Extracurricular activities do not include field trips, homework, or occasional work required outside the school day for a scheduled class.

## **FALSE NOTIFICATION**

It is unlawful for a student to participate in falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.

## **FIELD TRIP POLICY**

Attending field trips is an exciting part of the elementary school experience. We do want to stress, however, that attending a school-sponsored field trip is a privilege. Written parental permission must be on file with the classroom teacher in order for a student to participate in a school field trip. Parents, other than school employees, who attend as chaperones on the field trip, **must** provide their own transportation. Chaperone's children are not permitted to go on the trip unless they are members of the class.

Due to safety concerns, any parent who requests to transport their child from the field trip activity **must** sign the appropriate check-out form with the child's teachers upon departure. School lunches will be provided for all students participating in the field trip activity. Students will be permitted to bring a sack lunch from home; however, fast-food meals are not permitted unless it is a scheduled part of the activity.

## **FRAUD, WASTE, ABUSE AND CORRUPTION PROCEDURES**

In compliance with White House Executive Order 12731, the Pierce County School System provides all employees, clients, vendors, and individuals with confidential channels to report suspicious activities. The Pierce County School System shall not tolerate fraud, waste, abuse or corruption of any kind and has an established system for the reporting and investigation of suspicious activities.

### **Definitions**

**"Fraud"** is defined as a false representation of a matter of fact, whether by words or by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds from the federal, state, or local grants or funds.

**"Waste"** means the intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use or squandering of resources owned or operated by the locality to the detriment or potential detriment of the locality. Waste also includes incurring unnecessary costs because of inefficient or ineffective practices, systems, or controls.

**"Abuse"** means the excessive or improper use of something, or the employment of something in a manner contrary to the natural or legal rules for its use; the intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources owned or operated by the locality; or extravagant or excessive use so as to abuse one's position or authority.

**"Corruption"** includes dishonest proceedings, bribery, debasement, alteration, or perversion of integrity. Corruption threatens equal access, quantity and quality of education.

### **Statement of Administrative Regulations**

All reports of suspicious activity and/or suspected fraud, waste, abuse, or corruption, shall be investigated. The Pierce County School System shall not tolerate fraud, waste, abuse, or corruption of any kind, and any reported cases of suspected fraud, waste, abuse, and corruption will be thoroughly investigated to determine if disciplinary, financial recovery, and or criminal action should be taken.

### **Confidentiality**

All reports of suspected fraud, waste, abuse, or corruption must be handled under the strictest confidentiality. Only those directly involved in the investigation should be given information. Informants may remain anonymous but should be encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent act as possible.

### **Procedures and Responsibilities**

1. Employees and parties maintaining a business relationship with the District who suspect fraud, whether it pertains to federal, state, or local programs, should report their concerns to the Superintendent or his/her designee.
2. Each school year the Superintendent will review the Fraud Policy with system leadership.
3. System leadership will provide training to employees each year and maintain a copy in the Employee Handbook.

## **GRIEVANCE**

If you believe that you or your child have been mistreated by school employees on the basis of your race, color, religion, gender (sex), national origin, or handicap, you have the right to submit a complaint. Please tell any school employee in whom you have confidence, most particularly, the principal, a guidance counselor, or trusted teacher that you have a complaint about the manner in which you are being treated and why.

You may also contact the school system's Title IX coordinator for assistance by writing or calling:

Title IX Coordinator, Dr. Walker Todd  
Pierce County Board of Education

## **GUIDANCE COUNSELORS**

Guidance counselors are available to assist students with personal, educational, and/or career concerns. They will help students identify problems, consider alternatives, and make wise choices. They assist students, parents, teachers, and administrators. Counselors are responsible for teaching Child Safety Matters curriculum, organizing state testing and mandates, working with 504s and attendance. The testing program and the interpretation of the test results to parents and students are also the responsibility of the counselor. If anyone desires a conference with a counselor, please contact the school (449-2088) or have your child tell their teacher.

## **HEALTH AND WELLNESS**

### **ILLNESS & MEDICATION**

If your child is injured or becomes ill at school, he/she will be cared for temporarily if you have signed permission to treat, and you will be notified. We will administer simple first aid only.

Please adhere to the following guidelines concerning your child's illness and/or medication:

- When your child has a fever, he/she should be kept at home.
- When your child has a contagious condition, he/she should be kept home until free of symptoms and/or fever for twenty-four (24) hours. This serves as protection for your child and the other children.
- In cases of emergency, it is essential that the nurse has a current telephone number (home and work) where you or a close relative may be reached. Inform the school when phone numbers or other information changes.
- Be sure to notify the school, in writing, of any pre-existing conditions, allergies, illnesses or other health problems.

### **ADMINISTRATION OF MEDICATION**

As adopted by the Pierce County Board of Education on 08/10/2015, the administering of medication by the staff of the school system shall be permitted if it is not feasible for the parent or guardian to administer the medication before the child leaves for school. If giving the medication during school hours is necessary, the following procedure has been recommended by the Pierce County Board of Education for students receiving medications for more than twenty days

1. A medication authorization must be signed by parent or guardian and returned to school. You may obtain this form from the school nurse or secretary.
2. The medication must be in the original container from the pharmacy, clearly labeled as to the name of the student, the name of the medication, the dosage, and the time for each dose (please be specific to time).
3. Ask your pharmacist for a second container to send to school so the medication is not sent back and forth. You must pick up the medications from school. We will not send it home with the student on the bus.
4. You are reminded that it is not necessary to send antibiotics or any short-term medication to school. These medications are usually administered twice daily (before school and at night) or three times daily (before school, when the child gets home, and at bedtime). If you have any questions about this, please call the nurse before sending antibiotics to school.

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 (epi pens) 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 governing authority 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.

These policies and procedures are necessary to ensure that medication is properly administered. Thank you for your support. Please direct any questions to the nurse at 449-2088.

## **HEAD LICE**

Teachers and/or designated person (school nurse) routinely check for the presence of lice or nits. Mass screenings are no longer considered necessary.

If identified by a teacher, a student should be sent to school nurse who is trained in identifying lice.

If the infested student has nits, the student will return to class with a letter containing recommendations for treatment.

- In elementary school, a general information letter will be sent home with the remaining students in the classroom by the school nurse.

If the infested student has live lice, the student's parent/guardian will be notified by the school nurse.

- The **first** time a student is documented to have lice, the student does not have to go home immediately. The school nurse will recheck the student in 7-10 days after the initial visit.
- If live lice are found during the recheck, the parents will be notified again by the school nurse, and the nurse will recheck the student again in 7-10 days.
- If live lice are found during the **second** follow up visit, the parent will be notified and a meeting with the parent/guardian will be required. The child will be sent home for the remainder of the day. The nurse will also make a referral to the local Health Department to assist with treatment options.

The school nurse will recheck student in 7-10 days after the student has been seen at the Health Department.

- If live lice are found during the **third** follow up visit, the parent will be notified and the student will be sent home. The infested student may not return to school for 2 days giving parents time to focus on treatment.

## **HOSPITAL/HOMEBOUND INSTRUCTION**

Students who have a medically diagnosed physical condition which is not contagious and which restricts them to the hospital or home for at least two weeks may be eligible for hospital/homebound instruction. When such conditions exist, the application forms should be requested from the school office immediately. Students approved for the program are counted present starting with the day the **completed** forms are returned to the office **and** approved.

## **IMMUNIZATION RECORDS**

Georgia law requires that the immunization record kept in each student's file is current and updated. Failure to comply will result in the student not being allowed to attend school.

## **INTERNET POLICY**

### **PIERCE COUNTY SCHOOL DISTRICT TECHNOLOGY ACCEPTABLE USE POLICY**

#### **A. MISSION:**

The Pierce County Board of Education believes the use of technology is an important part of the teaching and learning process and a necessary tool for efficient school management. Technology tools possess great power and potential when used responsibly but can be harmful if used improperly. In general, the efficient, ethical and legal use of technology resources is required of all users. Technology resources are provided for educational purposes that are consistent with the instructional goals of the Pierce County School District. Use of these resources outside of an educational purpose is generally prohibited.

This Technology Acceptable Use Policy has been developed to provide procedures and guidelines concerning the online activities of students and employees. These procedures and guidelines are to be taught to students by the instructional staff using age-appropriate instruction regarding safe and appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response.

#### **B. RIGHTS AND PRIVILEGES:**

All users accessing technology resources provided by Pierce County Schools shall comply with the guidelines provided in the Pierce County Internet Safety and Technology Acceptable Use Policies, as well as all other Board of Education policies and procedures. Students, or parents if the student is a minor, must read this policy and the Student Technology Acceptable Use Agreement and sign the acknowledgement page

located in the student handbook in order to have access to school technology resources. This document must be returned to the office of the student's school and serves as a contract between the family and the school district. The signed acceptable use agreements for employees shall be kept on file in the office of the facility to which the employee is assigned.

The Pierce County Board of Education reserves the right to monitor, access, and disclose the contents of any user's files, activities, or communications. Additionally, access to the Internet and technology resources is a privilege, not a right. Therefore, users violating the guidelines of this policy shall be subject to revocation of these privileges and disciplinary or legal action when appropriate.

### **C. SECURITY:**

Security is a high priority for any networked computer system. Users should never divulge or allow others to use their accounts or passwords. Use of another individual's account is prohibited and may result in the loss of access privileges by both parties and disciplinary action.

Users bringing any storage media from outside the school district's facilities must have them scanned for viruses. A user identifying a security problem must notify the supervising classroom teacher, media specialist, or technology specialist. The security problem is not to be demonstrated to any other user.

### **D. INTERNET SAFETY AND TECHNOLOGY PROTECTION MEASURES:**

In order to protect minors from inappropriate material, student access to and use of the Internet at school must be provided under staff direction and be monitored as is any other classroom activity. In addition, teachers should provide age-appropriate guidance to students in the proper use of the Internet and school technology.

The Pierce County Board of Education provides an Internet screening system consistent with the Child Internet Protection Act (CIPA) which blocks access to inappropriate sites. It cannot be assumed, however, that users are completely prevented from accessing inappropriate material or from sending or receiving objectionable communications. For additional guidance on Internet safety, please review the Pierce County School Board's Internet Safety Policy.

### **E. GUIDELINES FOR SAFE INTERNET USE:**

Staff, and students under the direct supervision of a teacher, may use Internet for personal development through research and exploration that are consistent with the instructional goals of Pierce County Schools. **Students should not be permitted to "surf" the Internet without direct supervision of staff. All uses of the Internet must be in compliance with Pierce County School's Technology Acceptable Use and Internet Safety Policies.** Guidelines for internet use include:

#### **GUIDELINES FOR STUDENTS:**

1. Never provide personal information such as last name, address, telephone number, a photo of yourself, or school name over the Internet.
2. Never respond to, and always report to a teacher or parent, any message that makes you feel uncomfortable or that is from an unknown origin.
3. Never arrange a face-to-face meeting with someone you meet online.
4. Do not use technology to bully or harm other people or their reputation.

#### **GUIDELINES FOR ALL USERS:**

1. Do not send or receive text, images, movies, or sound which contains pornography, profanity, obscenity or language that offends or tends to degrade others or is inappropriate in an educational setting.
2. Do not use or attempt to use the password or account of another person, or use a computer while logged in under another user's name.
3. Do not purposefully damage or interfere with computer or network operations, including (but not limited to) the introduction of malicious programming designed to damage, alter, or provide access to unauthorized resources.
4. Do not damage computers and/or network equipment (mice, cables, connectors, keyboards, etc.).
5. Do not attempt to read, alter, delete, or copy files or electronic messages belonging to other users.
6. Do not open attachments or files from unknown senders.
7. Do not use the Internet for any illegal purpose such as copying/downloading copyrighted software, music and movies or other copyright violations.
8. Do not alter computer software or load games, shareware, or any other unauthorized program on any school computer.
9. Do not send or forward personal communication without the original author's consent.
10. Do not use the Internet for financial gain or any commercial activity not directly related to the goals of the Pierce County School District.
11. Take great care in protecting your login password. The user name and password provide access to school computer resources and your files. If your password is compromised, change it immediately or contact the media specialist or network administrator immediately.
12. Users may not use the school's technology resources while access privileges have been revoked.



## **F. ADDITIONAL GUIDANCE FOR EMPLOYEES:**

1. Students should never log on with a staff member's user name and password.
2. Do not allow high school or middle school students to use a computer unless they are logged in under their own user name (elementary schools use generic logins).
3. Follow the guidelines in the Internet Safety and Technology Acceptable Use Policies while supervising students. This includes instructing and guiding students in the proper and ethical use of school technology.
4. Plan lessons using the Internet carefully.
  - a. Visit the sites you want the students to view beforehand and check the material you want them to use.
  - b. Direct students to quality, age-appropriate content.
  - c. Avoid students casually surfing the Internet. Unsupervised or undirected use of the Internet can lead to viewing inappropriate material.
5. Students are forbidden from chat sites, with the exception of online class requirements.
6. Email accounts are provided to employees for professional purposes. Email accounts should not be used for personal financial gain or propagating unsolicited broadcast messages.
7. All employees must request permission from the building administrator prior to sending any message to an entire school's staff or other larger group/list they are not specifically authorized to use.

## **PIERCE COUNTY INTERNET SAFETY AND ACCEPTABLE USE POLICY**

*Violations of the Internet Safety and Acceptable Use Policy may result in an individual's access privileges being revoked, disciplinary action, and/or appropriate legal action.*

A student and his/her parents will be responsible for damages and will be liable for costs incurred for service or repair required as result of a willful act of the student in violation of the acceptable use policy and/or other policies of the Pierce County Board of Education applicable to technology use.

Please read this document carefully. A parent/guardian or staff member may refuse to give permission for Internet access at any time with written notification to the Media Staff. As the parent or guardian of this student, (or student if age 17), I have read and accept the terms and conditions of the Pierce County School System Internet Safety and Acceptable Use Policy. I understand that any violation of the above conditions, rules or regulations is unethical and may constitute a criminal offense. Should my student breach any of these conditions, I understand that the student may lose all computer privileges and may be liable to further disciplinary and/or legal action.

I understand that technology resources are designed for educational purposes and that the Pierce County School System has taken precautions to eliminate controversial material. However, I also recognize that it is impossible to restrict access to all controversial materials, and I hereby release the Pierce County School System from any liability for my child's use of the Internet. By signing the acknowledgement page of the student handbook, I hereby give my permission to the Pierce County School System for my student to have access to and use of the Internet governed by the policies and procedures of Pierce County Schools.

## **STUDENT ACCEPTABLE USE AGREEMENT**

*Violations of the Internet Safety and Acceptable Use Policy may result in an individual's access privileges being revoked, disciplinary action and/or appropriate legal action.*

A student and his/her parents will be responsible for damages and will be liable for costs incurred for service or repair required as result of a willful act of the student in violation of the acceptable use policy and/or other policies of the Pierce County Board of Education applicable to technology use.

Please read this document carefully. A parent/guardian or staff member may refuse to give permission for Internet access at any time with written notification to the Media Staff.

As the parent or guardian of this student, (or student if age 17), I have read and accept the terms and conditions of the Pierce County School System Internet Safety and Acceptable Use Policy. I understand that any violation of the above conditions, rules or regulations is unethical and may constitute a criminal offense. Should my student breach any of these conditions, I understand that the student may lose all computer privileges and may be liable to further disciplinary and/or legal action.

I understand that technology resources are designed for educational purposes and that the Pierce County School System has taken precautions to eliminate controversial material. However, I also recognize that it is impossible to restrict access to all controversial materials and I hereby release the Pierce County School System from any liability for my child's use of the Internet. By signing the acknowledgement page of the student handbook, I hereby give my permission to the Pierce County School System for my student to have access to and use of the Internet governed by the policies and procedures of Pierce County Schools.

## **LIBRARY BOOKS**

Textbooks/Library books checked out to students are the property of the Pierce County School System. They should be used with care and returned in good condition. Payment will be expected for books that are lost, stolen, or damaged beyond use. Failure to return or pay for books may result in loss of privileges to participate in school activities (field day, water day, etc.)

## **LOST AND FOUND**

Put your child's name on all personal property, such as lunch boxes, notebooks, jackets, etc. If items are lost at school, we encourage you to check with the office or the lost and found racks located outside of the multipurpose room. At the end of the school year, any unclaimed items are donated to The Sycamore Tree.

## **NUTRITION PROGRAM**

### **BREAKFAST AND LUNCH**

Breakfast and lunch for the 2022-2023 school year will be served to BES students at no cost. Extra milk, juice, and bottled water may be purchased for an additional cost.

The school cafeteria staff prepares a well-balanced breakfast and lunch daily. Student participation is encouraged. As a reminder, parents are discouraged from delivering food to students during the school day.

Federal guidelines encourage students to eat a healthy school meal and discourage foods that compete with the school meal such as fast foods, sugary drinks, and carbonated beverages. If students choose to bring their lunch from home, it should be in a lunch box or plain bag and beverages must be in a thermos. Canned drinks are not permitted in the lunchroom. To be considerate of other children's feelings, cover retail advertisements including fast food logos and brands on cans, bottles, bags, or containers.

Breakfast will be served in the lunchroom from 7:00 – 7:30 each morning. Students arriving after 7:30a.m. will be given a grab-and-go breakfast bag to take to class so that they will not miss instructional time.

### **TIPS FOR PACKING A HEALTHY LUNCH**

Milk is the recommended beverage for children and teenagers. Cold, fresh, white and flavored milk is available daily at a very low price in the school cafeteria. Cookies, chips, candy, high sugary fruit juice drinks and carbonated drinks are **not** healthy, daily meal choices. A **healthy** lunch includes:

- Milk (1 cup)
- Protein (meat, cheese, eggs, yogurt)
- Vegetable (carrot sticks, tomato, celery, green salad, cucumber, beans, peas, corn, broccoli, etc.)
- Fruit (oranges, grapes, melons, berries, apples, applesauce)
- Bread (whole wheat bread, granola, whole-wheat roll, tortilla, muffin, pancake, or biscuit)

### **SPECIAL DIETARY NEEDS**

According to the federal regulations, a written doctor's request must be provided to the cafeteria manager, if food substitutions are required for student meals. You may obtain a Special Dietary Needs Request Form from your school office or by visiting <https://www.pierce.k12.ga.us/content/nutrition>

### **MEAL PRICES**

Student Breakfast: Free Student Lunch: Free

\*Staff Breakfast: \$1.50 Staff Lunch: \$3.50

\*Visitor Breakfast \$2.00 Visitor Lunch \$4.00

\*Adult meal prices are subject to change

## **REPORT CARDS**

Report cards go home on the fifth student school day after the end of each nine weeks. A parent's signature on the report card indicates he/she has seen the card and does not mean he/she approves of the grade on the card. The report card should be returned within three days.

## **SEARCH AND SEIZURE**

Students and parents are hereby notified that school officials and the School Resource Office, SRO, 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, 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. Metal detectors and drug or weapon sniffing dogs may be utilized at school at any school function, including activities, which occur outside normal school hours or off the school campus at the discretion of administrators.

## STUDENT GRADING AND PROMOTION PROCEDURES

Pierce County Schools are utilizing standards-based grading practices, as well as the traditional grading system. Standards-based reports cards are being used in kindergarten to indicate students' mastery of the Common Core Georgia Performance Standards. Below is the grading scale to indicate students' levels of mastery.

### Kindergarten

M = Meets Standard

P = Progressing Toward Standard

D = Does Not Meet Standard

### Grades 1-5

A = 100-90

B = 89-80

C = 79-70

F = 69 and below

### K-5 Physical Education / Music and K-2 Classroom Conduct

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

## PROMOTION/RETENTION POLICY

### Kindergarten Promotion Criteria

To be eligible for promotion from kindergarten to the first grade:

- a) A child must attain the age of six by September 1, except as otherwise provided in Georgia School Law and specified in State Board Policy.
- b) Students shall achieve the state standard on the Readiness Assessment Instrument, Georgia Kindergarten Inventory of Developing Skills (GKIDS), as established by the State Board of Education (SBOE).
- c) Students shall have the placement committee's recommendation for promotion.

**The following criteria may also be considered:**

- d) Students shall meet the readiness level as indicated on the student report card.
- e) Students shall be in compliance with the attendance policy.

Students not meeting the requirements noted for their grade level may be subject to retention.

Individualized Education Plans (IEPs) shall establish promotion standards for students with disabilities.

### Grades 1-2 Promotion Criteria

To be eligible for promotion from first grade to second grade and second grade to third grade, the student will be subject to the following Pierce County criteria:

- a) Students shall achieve the standard on the appropriate state or local assessment.
- b) Students shall pass with 70% or above on report grades in reading and mathematics.
- c) Students shall have the placement committee's recommendation for promotion.

**The following criteria may also be considered:**

- d) Students shall be in compliance with the attendance policy.

Students not meeting the requirements noted for their grade level may be subject to retention.

Individualized Education Plans (IEPs) shall establish promotion standards for students with disabilities.

### Grades 3-5 Promotion Criteria

To be eligible for promotion from third grade to fourth grade, fourth grade to fifth grade, and fifth grade to sixth grade, the student will be subject to the following Pierce County criteria:

- a) Students shall achieve the standard on the appropriate Georgia Milestones Assessment as established by the SBOE.
- b) Students shall pass with 70% or above on report card grades in reading, mathematics, and one of three remaining academic segments (language arts, science, and social studies).
- c) Students shall be in compliance with the attendance policy.
- d) Students shall have the placement committee's recommendation for promotion.

Students not meeting the requirements noted for their grade level may be subject to retention.

Individualized Education Plans (IEPs) shall establish promotion standards for students with disabilities.

The Pierce County Board of Education adopts this policy in accordance with O.C.G.A. §§ 20-2-282 through 20-2-285 (Georgia Academic Placement and Promotion Policy) that bases the placement or promotion of a student into a grade, class or program on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

## STATEWIDE PASSING SCORE

### 1. DEFINITION.

1. **Minimum passing score** – the lowest possible score that a student can earn and still meet the requirements for completion of a subject or grade.
2. **Georgia Milestones End-of-Course (EOC)** –assessments administered at the completion of core high school courses specified by the State Board of Education, in accordance with O.C.G.A. § 20-2-281(f), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science, and Social Studies.

### 2. REQUIREMENTS

- (a) Each local board of education shall establish 70 as the minimum passing score for all subjects/courses taught in grades 4-12 in the public schools of the state.
- (b) Each school containing any grade 9-12 shall record and maintain numerical grades of students in all courses for which credit is given in those courses.
- (c) If letter grades instead of numerical grades are given in grades 4-8, the local board of education shall determine the relationship of letter grades to the numerical passing score of 70.
- (d) The Georgia Milestones EOC shall be used as the final exam in the courses assessed by a Georgia Milestones EOC. Georgia Milestones EOC reports shall provide students, parents, and educators with individual scores on each EOC taken; student scores must be recorded on, in, or with the individual student report card.
- (e) For students who entered ninth grade for the first time before July 1, 2011, the numeric score on the Georgia Milestones EOC shall count for 15% of the student's final numeric grade in the course assessed by the Georgia Milestones EOC.
- (f) For students who enter ninth grade on or after July 1, 2011, the numeric score on the Georgia Milestones EOC shall count for 20% of the student's final numeric grade in the course assessed by the Georgia Milestones EOC. \_

## REPORT CARDS

Report cards go home on the fifth student school day after the end of each nine weeks. A parent's signature on the report card indicates he/she has seen the card and does not mean he/she approves of the grade on the card. The report card should be returned within three days.

## STUDENT RECOGNITION

Students will be recognized in the following ways during each grading period:

### 1. A Honor Roll – (Grades 1-5)

To receive this honor, a student must earn a grade of "A" on grade level work in all subjects. A Honor Roll for the year consists of having all A's in the subject areas each 9-weeks, not an overall average.

### 2. A-B Honor Roll – (Grades 1-5)

To receive this honor, a student must earn a grade of either "A" or "B" on grade level work in all subjects.

### 3. Math Award – (K-5)

To receive this recognition, a student is selected by his/her homeroom teacher. This honor recognizes those students who have shown progress in math achievement, and it is not exclusive to those students who have the highest math average.

### 4. ELA Award – (K-5)

To receive this recognition, a student is selected by his/her homeroom teacher. This honor recognizes those students who have shown progress in ELA achievement, and it is not exclusive to those students who have the highest ELA average.

### 5. Outstanding Academic Improvement – (K-5)

To receive this recognition, a student is selected by his/her homeroom teacher. This honor recognizes those students who have shown progress in all subject areas, and it is not exclusive to those students who have the highest averages.

### 6. Character Education Award – (K-5)

To receive this recognition, a student is selected by his/her homeroom teacher. This honor recognizes those students who have exemplified the specific character traits taught during each grading period.

### 7. Perfect Attendance – (K-5)

To receive this recognition, a student must be present each day during the grading period.

## STUDENT SERVICES

### GIFTED AND TALENTED EDUCATION (GATE)

#### Instructional Program

Pierce County Board of Education will maintain a school program designed specifically to meet the needs of intellectually gifted students. The Superintendent or designee shall have developed the rules and regulations necessary to carry out Georgia State Board of Education Policy 160-4-2-.38.

#### Parent Notification: Assurance of Equal Access to Gifted Programs

Pierce County School District endorses the philosophy that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge the level of their individual

development, whether it is below, at, or beyond the level of their age peers. Special programs for gifted students are one outgrowth of this commitment.

Students in grades K-12 who demonstrate a high degree of intellectual, academic, and/or creative abilities may be nominated for evaluation to determine eligibility to participate in the Program for Gifted Students. Referrals for consideration may be made by teachers, parents or guardians, counselors, administrators, peers, self, and other individuals with knowledge of the student's abilities.

The State Board of Education determines eligibility criteria for placement in this program. For a summary of those criteria or for further information about Pierce County's Program for Gifted Students, please contact the Gifted Program teacher at your child's school or the Gifted Program Coordinator at the Central Office.

### **HOMELESS CHILDREN AND YOUTH**

In accordance with the McKinney-Vento Homeless Assistance Act, the school district will work with homeless children and youth and their families to provide stability in school attendance and other services. A "homeless child" is defined as someone who lacks a fixed, regular and adequate nighttime residence. This includes the following:

- Children and youth who are sharing housing of other persons due to loss of housing by economic hardship or a similar reason
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation
- Children and youth who are living in cars, or substandard housing
- Migratory children who are living in a circumstance described above.

Every child of a homeless individual and every homeless child or youth shall have equal access to the same free, appropriate public education as provided to other students. The school district shall assign and admit a child or youth who is homeless to the school district regardless of residence or whether the parent or student is able to produce records normally required for enrollment. Services for homeless children and youth may include, continuing in school of origin, free school lunch program, transportation assistance, and/or partial credit accrual. For assistance, please contact the Homeless Liaison, Jennifer Johnson, at the Pierce County Board of Education at 912-449-2044.

### **RESPONSE TO INTERVENTION (RTI)**

RTI is a process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. Furthermore, RTI is designed as an early intervention to prevent long-term academic failure. As such, RTI can replace and/or augment the I.Q. discrepancy model in the identification of learning disabilities. RTI is considered a general education service, but can also be implemented in special education settings.

### **SECTION 504**

#### **Notice of Rights of Students and Parents under Section 504**

Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents under Section 504 may be found at the system website or may be picked up at the central office or at any of the school offices.

### **SPECIAL EDUCATION**

Special education services are provided by Pierce County Schools to meet the needs of students with disabilities who need specialized instruction. Programs are provided for elementary students in all areas of disability: intellectual disabilities, and specific learning disabilities, emotional/behavioral disorders, severe emotional/behavioral disorders, orthopedic impairment, other health impairment, visual impairment, hearing impairment, speech/language impairment, autism, significant developmental delay and traumatic brain injury.

Under the Individuals with Disabilities Education Act (IDEA), school districts must give parents of a child with disabilities a copy of their parental rights one time a year. Also, a copy of their rights must also be given to parents upon initial referral or parental request for an evaluation, upon filing a request for due process hearing, and upon request of a parent. A school district may post a copy of the procedural rights on its website.

## **Georgia Special Needs Scholarship**

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 Pierce County Schools Special Education Department at 912-449-2044.

### **VISITORS**

All visitors must secure permission from the office to be on campus. **All visitors** must wear a visitor's badge, and sign in and out when visiting our campus. Students are not allowed to have visitors during instructional time in the course of the school day. **While parents are invited to visit the school at any time, they are asked to make arrangements in advance with the teacher and principal if they would like to make a classroom visit.** Upon entering the building, we request that all cell phones be turned off due to safety and instructional concerns.

### **VOLUNTEERS/MENTORS**

Working together to help students become successful is highly encouraged by the Pierce County School System. All volunteers and mentors shall be required to attend a training/information session at each school site in order to participate in these programs. Additionally, they must have a background check conducted every 5 years. Specific guidelines for these programs will be discussed at this training session.

## **PRE-KINDERGARTEN HANDBOOK**

### **Pre-K Students and Parents Only**

For many of our students, this is their very first experience away from home. Some children will cry and often will trigger others that don't usually cry to cry also. We will do everything that we can to make your child feels secure and loved. If you walk your child into the classroom, please kiss your child, reassure him/her, and leave.

### **ADMISSIONS and WITHDRAWAL**

According to Bright from the Start: Department of Early Care and Learning, students must have a copy of their certified birth certificate on file before they can begin the program. Within 30 days of the first day of school, students should have Form 3231 (Georgia Certificate of Immunization record) on file. It is the parent's responsibility to keep their child's immunization record up-to-date. Within 90 days, Form 3300 (Eye, Ear and Dental Screening form) should be on file.

A copy of the child's Social Security card is requested but not required. The number will be used as a student identification number. The confidentiality of the number will be kept in accordance with applicable state and federal laws. In no event will this information be provided to the Immigration and Naturalization Service (INS). Your child's enrollment into the school is not conditioned upon receipt of a Social Security number. If you decide not to give the school your child's Social Security number, a waiver must be signed indicating that you decline to give the number. The waiver may be obtained from the office.

### **ATTENDANCE GUIDELINES**

Children who do not attend on a regular basis are referred to the principal or the principal's designee. A meeting with the parent/guardian will occur to determine the reason(s) for the problem and identify ways to resolve the situation. **Chronic absenteeism**, as outlined by Bright from the Start guidelines, is defined as missing more than two days per month without a medical excuse or other reasonable explanation. Chronic absenteeism may also be defined by an established regular attendance pattern(s), e.g., if a child is absent every Friday and Monday. Children who continue to be chronically absent after interventions have been identified and implemented must be disenrolled. Children who do not attend class for **ten consecutive days** without a medical excuse or other reasonable explanation **must** be removed from the roster, according to Bright from the Start guidelines.

### **ATTENDANCE TERMS**

**Excused Absence** – As stated in the Georgia Board of Education Policy, student absences from school shall be counted as excused under the following circumstances, as a minimum:

1. Personal illness or when attendance in school would endanger the student's health or the health of others;
2. A serious illness or death in a student's immediate family that necessitates absence from school;
3. Celebrating religious holidays observed by the student's faith, necessitating absence from school;
4. Conditions rendering school attendance impossible or hazardous to student health or safety.

The Principal has the authority to require additional proof of the legitimacy of the excuse. For example, the Principal may require a doctor's statement justifying the absence of the student, and may require proof that the child's condition rendered the child incapable of attending school. Excuses must be submitted within 3 school days of the date of absence.

**Unexcused Absence** – the reason for a student being absent does not meet the established criteria set forth in the school board policy for consideration of excused absences.

**Tardy** – students will be tardy to school when he/she arrives after the designated time of the tardy bell.

**Excused Tardy** – includes events that are physically out of the student's control such as an accident, road closings, power outage, illness, or principal's discretion.

**Unexcused Tardy** – includes over-sleeping, traffic too heavy, errand for parents, delayed at train crossing and other avoidable circumstances.

## **EXCESSIVE ABSENCES**

The following provisions apply to absences during a school year:

### **1. After Three (3) Absences:**

The teacher will contact the parent or guardian by telephone or parent conference regarding attendance. If contact is unsuccessful, then a letter or postcard will be sent.

### **2. After Five (5) Absences:**

- a. **Excused absences:** The teacher will contact the parent or guardian by telephone or parent conference regarding attendance when possible. If contact is unsuccessful, then a letter or postcard will be sent.
- b. **Unexcused absences:** After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused absences without response, the school shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. The letter is to include a copy of the Bright from the Start guideline relating to Chronic Absenteeism.

### **3. After seven (7) absences:**

- a. **Excused:** A letter will be sent from a school administrator to the parent or guardian regarding attendance. This letter should not be sent for a child with documented illness unless the school's administration and/or the school social worker determines it is necessary.
- b. **Unexcused absences:** A mandatory conference with the parent and the director or the director's designee. If a parent does not attend the conference, there will be an automatic referral to the social worker.

### **4. After ten (10) absences:**

- a. **Excused:** A school administrator or his/her designee shall confer with the school social worker to determine if the excused absences are legitimate or if further interventions are necessary.
- b. **Unexcused:** A referral shall be made by the director or his/her designee to the school social worker using the school social work form.

When a referral is made to the school social worker, the social worker will work with the student and family in order to address the attendance problem. If the social worker's or school's interventions, in addition to those of the resource coordinator, are unsuccessful, **disenrollment procedures will be filed with the office of Bright from the Start: Department of Early Care and Learning.**

## **TARDINESS AND EARLY DISMISSALS**

Students coming to school after 7:30 am should be escorted into the office by the parent or guardian. In the office the parent will sign the child in, complete a tardy slip, get a visitor's badge and walk the child to his/her classroom. The tardy slip should be returned to the front office when you return your visitor's pass. If a child leaves before 2:00 PM, it is considered early dismissal. When checking students out early from school, parents must provide photo identification such as a driver's license. Once the photo identification is verified, a visitor's badge is issued. Parents/Guardians should complete an Early Dismissal slip before walking down to the child's classroom to get him/her. The Early Dismissal slip and the visitor's badge should be returned to the front office before leaving the campus.

Children who are routinely late or routinely leave the program early are referred to the principal's designee and/or program director. Chronic tardiness, as outlined in operating guidelines from Bright from the Start, is defined as late arrival or early departure more than once per week. Chronic tardiness may also be defined by an established regular attendance pattern(s), e.g., if a child is late every Monday or leaves early every Friday.

A meeting with the parent/guardian will occur to determine the reason(s) for the problem and identify ways to resolve the situation. Children who continue to be chronically tardy or absent after intervention(s) have been identified and implemented must be disenrolled. Children who are late or leave early for ten consecutive days without a medical excuse or other reasonable explanation **must** be removed from the roster according to Bright from the Start guidelines.

## **DISENROLLMENT**

Once a child has been enrolled, he or she cannot be disenrolled or suspended from the Pre-K program, unless it is determined that he/she is:

- Not benefiting from the program
- Chronically disruptive
- Causing harm to himself/herself or others
- Chronically tardy or absent from the program (see **Attendance, Tardies and Early Dismissals** sections for additional information)
- Is continually picked up late.

## **CURRICULUM AND ASSESSMENT**

### **CURRICULUM**

The Pierce County Pre-Kindergarten Program uses Frog Street Curriculum which is approved by the Georgia Department of Early Care and Learning – Bright from the Start. Frog Street Pre-K (FSPK) is a high quality and research-based curriculum organized into ten skill domains that support integration of curriculum and build connections between all disciplines with nine thematic units. Frog Street Curriculum is aligned to Georgia Early Learning and Development Standards (GELDS).

The most important goal of our early childhood curriculum is to help children become independent, enthusiastic and inquisitive learners. Children are encouraged to be active and creative explorers who are not afraid to try out their ideas and to think critically through problems.

### **ASSESSMENT**

Pre-K teachers utilize Georgia's Pre-K Program Work Sampling System to assess student progress throughout the school year. The Work Sampling Online (WSO) is a developmental assessment that is administered in the classroom by the teacher as children engage in their normal daily activities throughout the school year. Samples of student work that shows development and growth over time are collected. Teachers will use this data to complete a WSS Developmental Checklist and a Georgia Pre-K Progress Report for each child. The WSO Developmental Checklist includes 55 performance indicators under seven domains of learning (Language and Literacy, Mathematics, Science, Social Studies, Social and Emotional, Creative Expression--Art and Music, Physical Development and Health). Information from the checklist is used to determine each child's progress in the seven domains. Results are shared with families during conferences twice a year—fall and spring.

### **PRE-K ATTENDANCE/COMMENT CARDS**

Because children in a developmentally appropriate program are not “graded” on various skills, report cards **are not** issued. However, since there is strong emphasis on attendance and tardies, *Attendance/Comment Cards* **are** issued on the fifth student school day after the end of each nine weeks. The card should be returned within three school days.

### **DISCIPLINE**

#### **BEHAVIOR**

Children who are hurting themselves or others and/or chronically disruptive to the extent that they are not benefiting from the Pre-K program may be disenrolled from the program. Families will be given assistance in obtaining resources to help the child benefit from the program, including assessment referral and treatment options. Disenrollment of a child for behavior reasons is the last step taken after all other attempts to help the child within the program have been exhausted.

Major significantly disruptive or harmful behaviors that are not permitted at school and/or on the bus include:

- Disrupting the orderly process of learning or interfering with the rights of others to learn without interruption. (i.e. fighting, hitting, kicking, biting, spitting, running away from teacher, unruly screaming, crying)
- Refusing to follow the directions of the teacher, instructional assistant or other faculty member.
- Using profanity.
- Defacing or damaging school property.
- Bring items such as guns or knives to school which may be considered dangerous to the child or others.
- Threatening children, pre-kindergarten staff, or others.

#### **CONSEQUENCES**

If the child engages in significantly disruptive or harmful behaviors, then he/she is sent to the principal or his/her designee. If it is deemed appropriate in reference to the severity of the incident, the parent is called, asked to come to the school for a conference, and/or take the child home for the remainder of the day. Possible consequences of frequent, constant, or repeated behavioral problems may include: parent conferences; parent supervision at school; at home time out; referral(s) for appropriate intervention services; or disenrollment.

#### **CORPORAL PUNISHMENT**

In accordance with Bright from the Start: Department of Early Care and Learning guidelines, it shall be the policy of the Pierce County School System to restrict any employee from using corporal punishment (which includes, but is not exclusive of paddling, striking, or hitting) as a method of disciplining a child in the pre-kindergarten program. As such, the Pierce County Pre-Kindergarten Program's Classroom Management's approach to problem solving and conflict resolution shall be implemented to handle discipline problems with children enrolled in the pre-kindergarten program.

#### **CLASSROOM MANAGEMENT**

(This section is included in the handbook not only to inform parents of Pierce County Pre-Kindergarten Program's classroom management procedures, but to enlist the parents' help and reinforcement at home as we focus on problem solving and conflict resolution for young children as a form of discipline.)

#### **PROBLEM-SOLVING APPROACH TO PROBLEM-SOLVING**



Teachers and instructional assistants turn disputes and conflicts into positive experiences by understanding the developmental needs of young children. By settling disputes with their peers, children gain an understanding of how to respect the needs of others while meeting their own needs. They learn that there is often more than one “right” side in a dispute, that feelings are important, and that there are many possible “win-win” solutions to conflicts.

### **UNDERSTANDING DEVELOPMENTAL NEEDS**

When engaging in problem solving and conflict resolution with young children, it is important to keep their developmental needs in mind. First, young children are very egocentric (self-centered), which makes it difficult for them to understand the needs of others. Young children are not being “bad” or selfish when they ignore another child’s rights or needs - it is simply very difficult for them to look beyond themselves. It is important for adults in such situations to acknowledge and talk about what each child is feeling.

Second, young children are at an important stage in developing independence. They are just beginning to develop relationships outside their families and to explore the world as independent people. As a result, they often need to feel in control and have their independence affirmed. Adults affirm the child’s independence and sense of control by encouraging the child to be an active participant in the problem-solving process.

Third, young children think concretely, which can affect their ability to resolve conflicts. Children of preschool age are unable to deal with abstractions: *they learn best when information is concrete and specific*. So, in helping to resolve a conflict between children, adults should avoid general statements like, “You must learn to share.” Instead, they should give children specific information that will help them work out the details of sharing.

### **PROBLEM-PREVENTION STRATEGIES**

- Keep expectations for behavior developmentally appropriate.
- Respect and plan for children’s different abilities, interests, and pacing levels.
- Provide many choices for play and learning activities.
- Maintain a plentiful supply of materials.
- Ensure learning materials for activities are easily accessible.
- Set clear limits for children’s behavior. Use them consistently and give reasons why the limits are important.
- Establish a consistent daily routine and communicate it clearly, using picture or drawings to make these segments concrete or meaningful.
- Model respectful ways of interacting with others and using materials. The behaviors you model are the easiest ones for the children to learn.
- Plan for transitions. Keep them short or make them playful.

When these types of prevention strategies are in place, children will be more focused in the classroom; consequently leading to fewer disputes and conflicts.

### **STEPS FOR SOLVING PROBLEMS AND RESOLVING CONFLICTS**

1. Approach calmly: Observe as you approach, prepare yourself for a positive outcome. Be aware of your body language; it says a lot about your intentions and feelings. It is important to be neutral in order to respect all the points of view. If you do not feel able to stay neutral, use an “I” statement (“I’m so angry because hitting hurts people”) and delay the problem-solving process until you are able to be neutral.
2. Acknowledge feelings: Give recognition to the feelings the children are expressing, by using simple, descriptive words (“You seem angry/sad/upset”). Use words that also reflect the *intensity* of their emotions (“You are very, *very* upset”). These words will ultimately help the child “let go” of the feelings, although the feelings may briefly increase in intensity before they subside. This “emptying out” is an important step that must occur before children can think clearly about solutions. Once children have “let go” of their feelings, let them know that you think *they* can figure out a way to solve their problem.
3. Gather information: Tell children you want to hear from each of them. Ask open-ended questions that help them describe the details of the *actions* or *materials* that are part of the problem. Questions such as -- “Why did you do this?” or “How do you think she feels?” are too abstract. Listen carefully for the details and needs children are describing; they are the key to finding the solution.
4. Restate the problem: Using the details and needs children have described, restate the problem, clarifying any issues by asking for more details, and reframing any hurtful language. For example, “You can’t play ‘cuz I hate you.” can be reframed by saying, “You are very angry and you want to play alone?” Check with the children to see if they agree that you have identified the problem.
5. Ask for ideas for solutions and choose one together: Respect and explore all of the children’s ideas, even if they seem unrealistic, considering how each might work. Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out. Children may suggest, for example, “They can share.” A suggested solution like this needs further exploration so that the actions and possible reactions are clear to all concerned.
6. Be prepared to give follow-up support: Children may need help in implementing the solution or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgment. Check with each of the children to see if the problem has been solved, especially children who have been very upset.

### **CLASSROOM RULES**

The following are general classroom rules that each teacher addresses daily through classroom activities, routines, and individual behavior calendars. Adherence to these general rules is part of each student’s adjustment to school and transition toward kindergarten. It is expected that

the following of these rules may be difficult at the beginning of the school year and as children grow in their understanding of these basic classroom rules, inappropriate behaviors will lessen.

1. Use a quiet voice.
2. Walk in the classroom and the halls.
3. Put things where they belong.
4. Keep hands, feet, and objects to yourself.
5. Follow directions the first time they are given.
6. Use good manners.

## **GENERAL INFORMATION**

### **DRESS CODE**

Appropriate wearing of apparel and cleanliness of a person is important as a matter of health and appearance, as well as being conducive to learning. With the rapidly changing styles of clothing, it is impossible to specify everything that is acceptable for student dress. Proper dress is expected at all times.

For girls, dresses, slacks, jeans, or shorts are appropriate for school wear. Proper dress for boys includes slacks, jeans or shorts. Appropriate shoes are required for safety and comfort. Short shorts, bare midriffs and/or backs, strapless tops, spaghetti straps (grades 3-5 only), pajamas, halter tops, sheer apparel, shoes with cleats or wheels are not permissible.

No clothing or other displays of suggestive, sexual or profane wording or symbols, advertising of alcohol or tobacco products will be permitted. Clothing that suggests gang affiliation or racially offensive statements or innuendos or any other distraction that interferes with the educational environment will not be permitted.

Active learning can sometimes be 'messy'. Please send your child to school in clothes that are suitable for activities such as painting and active outside play. Beautiful dresses or outfits that get paint spots or dirt on them usually cause tears. To enable your child to become independent in toileting activities, we recommend elasticized clothing. Remember that body suits, suspenders, belts, overalls, and clothes that zip up the back are frustrating to children in the bathroom.

### **PARTIES-GENERAL GUIDELINES**

- Each family will be given the opportunity to provide refreshments once during the year.
- All food and candy must be "store bought" and individually wrapped; **no hard candy or gum**.
- On the days scheduled for school parties, parents are encouraged to make alternate plans for their other children. Parties are viewed as special times for just the pre-k child and his/her parent(s) to share.
- If a child is not present at school, he/she may not attend a class party.

### **PARTIES-BIRTHDAYS**

Birthday celebrations are a part of the instructional day and each child's birthday is observed and celebrated in the same way. Teachers plan simple monthly celebrations. Invitations to private birthday parties may **NOT** be distributed at school.

### **PHOTOGRAPHS/VIDEOTAPES**

Pre-kindergarten children are periodically photographed. Videotapes and audio cassettes are also utilized in an effort to maintain an historical record of our activities; to show progress; to foster children's self-esteem; and for publicity. During the registration process, parents signed a form granting permission for their child to be photographed and possibly published.

## **NUTRITION PROGRAM**

### **BREAKFAST, LUNCH, AND SNACKS**

A well-balanced breakfast and lunch are provided by the school lunchroom. Participation by students is encouraged. If students choose to bring their lunch, beverages must be in a thermos. Canned drinks are not permitted in the lunchroom. Teachers and instructional assistants eat their meals with the students each day. School meals are viewed as an opportunity to reinforce or teach table manners and nutrition. Snacks are eaten in the classroom after quiet time.

## **PARENT INVOLVEMENT**

Parents/Guardians are encouraged to become actively engaged in their child's education. Active participation can be accomplished by:

- Attending parent-teacher conferences at least twice during the year to discuss your child's progress
- Reinforcing at home what your child learns at school
- Attending parent education workshops/seminars
- Participating in field trips and classroom activities
- Volunteering your time, knowledge, and talents
- Contacting the Resource Coordinator about community services, resources, and educational opportunities

## **PARENT ORIENTATION**

The purpose of orientation is to inform parents about the Pierce County Prekindergarten Program. Topics such as transportation, the lunch program, policies, resource coordination services, etc. are discussed. This is also an opportunity for parents to ask questions and complete school forms. Child care is not provided for this event.

We encourage you to make alternate plans for your child (ren) since this is an important opportunity to have any questions answered without interruptions. Children will have the opportunity to meet their teacher and the instructional assistant on the evening of Open House.

## **PARENT WORKSHOPS/SEMINARS**

For the convenience of our parents, workshops are scheduled at varied times during the day throughout the school year. These workshops and seminars are based on the results of parent interest surveys that are completed early in the school year. Information concerning the workshops/seminars will be sent to parents/guardians in a timely manner so plans can be made to attend.

## **PARENT/TEACHER CONFERENCES**

Parents/Guardians will have the opportunity to attend and participate in two parent/teacher conferences—one in the fall and one in the spring. During the conference(s), parents will have the opportunity to discuss the Georgia Prekindergarten Progress Report (see the section on Assessment).

Teachers may request an additional conference if they feel it is necessary for your child's well-being. All parents are urged to request a conference with the director, teacher, and/or resource coordinator when the need arises. We invite you to visit your child's room and school and get acquainted with the teacher. Parent/teacher conferences should be arranged in advance, and at a time when the teacher does not have students in the classroom. Please call the school secretary to make an appointment for a conference.

## **STUDENT SERVICES**

### **Preschool Special Education Program**

The purpose of the preschool special education program is to enhance the development of the preschool child with a disability and the capacity of the family to meet the child's special needs. A preschool child with a disability refers to a child who is three through five years of age and has a categorical disability or is determined significantly developmentally delayed as defined by Georgia Regulations and Procedures.

Specific services and the amount of time (segments) of service are determined by goals and objectives developed for each eligible preschooler based on his/her needs in the following areas of development: cognitive, language and communication, social and self-help, and fine and gross motor.

## **COMPONENTS OF THE PROGRAM**

Child Find: To locate and identify children who are candidates for preschool intervention services. This process includes public awareness, referral and screening.

Assessment: Developmental assessment of the child's communication, motor, cognitive, social/emotional, and self-help skills; informal assessment of family needs is administered.

Individualized Education Program: An educational related services plan based on the child's identified needs and present levels of functioning.

Parent Support/Training Involvement: Parent groups, demonstration classes, individualized instruction are offered for the support and education of family members.

Delivery Models:

- Facility-based Instruction: When appropriate, a developmental/educational program is provided for identified (categorical, SDD) three and four year olds.
- Inclusion: When appropriate, children with disabilities will be placed in the general education classrooms where the regular teacher will provide direct instruction with support from Special Education personnel.
- Community-based Instruction: When appropriate, direct instruction is provided by qualified personnel in a community setting (e.g., Head Start, public/private day care center).

Case Management: The process for supporting children with disabilities and their families in accessing needed services among agencies at the state and local level.

Transition: The preschool special needs staff works to ensure continuity from the Babies Can't Wait Program into the preschool special education program and/or preschool special education program into the elementary setting.

### **Parent and Family Engagement Plan for Shared Student Success**

*2022-2023 School Year  
Blackshear Elementary School (BES)  
Lanna Denison, Principal  
5217 Highway 121 N  
Blackshear, Ga. 31516  
(912) 499-2088*

## **What is Title I?**

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

## ***SCHOOL PLAN FOR SHARED STUDENT ACHIEVEMENT***

### **What is it?**

This is a plan that describes how Blackshear Elementary School will provide opportunities to improve family engagement to support student learning. BES values the contributions and engagement of parents and family members to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that BES will support family engagement and how parents/families can help plan and participate in activities and events to promote student learning at school and at home.

### **How is it revised?**

BES welcomes parent and family member input and comments at any time regarding our plan to engage parents and families. All parent and family member feedback will be considered for the revision of plans each year. BES invited all families to attend our BES Parent Café meetings to review and revise our parent and family engagement plan & activities, as well as the school improvement plan, our school-parent compacts, the district parent and family engagement plan, building staff capacity opportunities, and the parent and family engagement budget for the upcoming school year. Our plan is posted on our school website for families to view and give input throughout the year. Parents and family members can complete an online stakeholder feedback form, email suggestions to [ldixon@perce.k12.ga.us](mailto:ldixon@perce.k12.ga.us), or drop comments in our suggestion box located in the school foyer. We also distribute an annual survey to all families to ask for their suggestions on our plans, building staff capacity, budget, and school/parent compacts.

### **Who is it for?**

All BES students and families are encouraged and invited to fully participate in the opportunities described in this plan. BES will provide full opportunities for participation of parents & family members with limited English proficiency, economically disadvantaged, limited literacy, any racial or ethnic minority background, parents with disabilities and parents of migratory children, when feasible.

### **Where is it available?**

The plan is included in the student handbook which is given to all students at the beginning of the school year and to new students upon enrollment. Families may request a copy of this plan in the **BES** front office, and/or view a copy on the **BES** website.

### ***2022-2023 District Goals***

- ✓ High Academic Achievement
- ✓ Quality Teachers, Administrators, and Staff
- ✓ Supportive Learning Environment
- ✓ Effective, Efficient Operations
- ✓ Strong Parental & Community Support
- ✓ College & Career Readiness

### ***DISTRICT PARENT ADVISORY COUNCIL***

All parents are welcome to hear the latest updates from the Pierce County School District as well as review & provide input into our District Parent & Family Engagement Plan and the District Improvement Plan. Join us at the Pierce County Board of Education on February 28, 2023 at 11:30 am. RSVP to (912) 807-0048.

### ***SCHOOL-PARENT COMPACTS***

As part of this plan, BES and our families will develop grade level school-parent compacts. These compacts are agreements developed by parents, family members, teachers, and students to explain how parents, families, and teachers will work together to ensure all students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from families, students, and teachers during BES Parent Café meetings and on the Annual Title I Family Engagement Survey. Copies of the compacts are kept by all teachers and reviewed with parents during parent/teacher conferences throughout the year. Copies of compacts are sent home with all students, posted on the BES website and may be obtained in the front office.

### **Let's Get Together!**

BES will host the following events to build the capacity for strong family engagement to support a partnership among the school, families and the community to improve student academic achievement. Please look for these and additional events, dates, and times in newsletters & flyers sent home with your child and on Livingtree Engage our BES Facebook page.

### ***ESOL/Migrant Open House – 8/4/22 @ 6:00 pm***

Meet your ESOL teacher, support staff, & system wide translator and complete all necessary enrollment paperwork in your native language. This is a great time to ask questions about the upcoming year.

### ***Open House – TBA***

Tour the school, visit the classrooms, & meet your child's teacher along with our helpful, friendly staff.

### ***Annual Title I "Extravaganza" – Kindergarten-2<sup>nd</sup> Grade: 9/20/22, 3<sup>rd</sup>-5<sup>th</sup> Grade: 9/22/22 @ 5:30 pm***

Come have all of your questions answered about your child's curriculum, standards, assessments, how to help your child at home, how to monitor your child's progress, Title I program & plans, and your right to be involved!

### ***BEST (Blackshear Elementary Teams) – Kindergarten-2<sup>nd</sup> Grade: 2/21/23; 3<sup>rd</sup>-5<sup>th</sup> Grade: 2/23/23– All meetings will be held at 5:30 pm.***

Join us to review & discuss your child's student performance data and find out how we can collaborate to help your child reach his/her potential.

### ***Mentor & Volunteer Training – 9/2/22 @ 9:00 am***

Be the difference in a child's life. Receive training & information to prepare you to be an effective mentor and or volunteer.

### ***ESOL Family Night – 10/06/22 @ 6:00***

Meet with your child's teacher to learn more about upcoming assessments and various strategies and ways you can help your child at home.

### ***Table Talk Parent Trainings***

Join us for trainings to learn how to support your child's educational success. Trainings are open to ALL PC families! All trainings begin at 12:00 noon.

Date: 10/05/22 Location: Midway Elementary Topic: Literacy & Reading

Date: 11/02/22 Location: Webinar-Baker Wright Topic: How much is too much help?

Date: 03/01/23 Location: PCMS School Topic: Technology Tips

### ***District Migrant Family Nights – 10/20/22 @ 6:00 pm, 01/12/23 @ 6:00 pm, 04/20/23 @ 6:00 pm***

Come hear about academic & supportive services for your child. Give us your ideas on how we can help!

### ***BES Parent Cafes – 2/2/23 & 5/11/23 @ 7:45 am (In-person) or 12:00 noon (Virtual)***

Participate in roundtable discussions about how we can improve our family engagement activities and the best ways to communicate with you! Also, the BES Café will provide opportunities for you to assist in revising our Title I program plans, school/parent compacts, building staff capacity trainings and the budget.

### ***School Council Meetings – TBA throughout the school year***

Come share your ideas while learning more about the management & operations of our school, the school-wide plan, our school academic goals and school data. All meetings are on Thursday mornings at 7:30 am.

### ***Kindergarten Kickoff - 4/27/23 @ 6:00 pm***

Orientation to prepare Pre-K students, other 5 year olds, & family members for Kindergarten at BES.

### ***Moving to Middle School – 5/2/23 @ 5:30 pm***

Orientation for next year's 6<sup>th</sup> grade parents & family members to discuss the transition to middle school.

### ***Transition Night - 5/11/23 @ 6:00***

Meet with the next grade level to discuss the transition from grade to grade.

## **Family Resource Center**

Come visit the Family Resource Center to check out books, study materials, and games/activities to use at home with your child. Computers are available for parents to explore the Parent Portal and educational resources.

**Monday – Thursday, 7:30 am – 3:00 pm**

**Friday, 7:30 am – 2:30 pm**

## ***PARENT AND FAMILY ENGAGEMENT***

BES believes that family engagement means the participation of parents and family members in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that...

- Parents play an integral role in assisting their child's learning;
- Parents are encouraged to be actively involved in their child's education at school;
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

BES is committed to helping our parents and families attend the family activities listed in this plan. Please call or email us if you need assistance with child care and/or translation services in order to participate in our programs.

LeAnne Dixon

(912) 449-2088 or [ldixon@pierce.k12.ga.us](mailto:ldixon@pierce.k12.ga.us)

**Blackshear Elementary is Branching Out!**

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

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish (to the extent feasible), posted on Livingtree Engage & Facebook, and is shared in flyers sent home with students.
- ✓ Provide staff development on parent and family engagement practices and effective strategies for staff to improve communication with parents/families and ideas to increase parent and family engagement. Staff will also share best practices during regularly scheduled meetings.
- ✓ Partner with Head Start and other Federal, State, and local programs, including public preschool programs to share school information about parent and family engagement activities that will help prepare parents, family members, and their child for kindergarten and improve school transition.
- ✓ Partner with Pierce County Middle School to share school information about parent and family engagement activities that will help prepare parents/families and their child for middle school and improve school transition.
- ✓ Share information in English and Spanish (to the extent feasible) on the school website, on Livingtree Engage, and in grade level newsletters for parents/families to understand the school’s academic standards and assessments as well as the ways parents/families can monitor their child’s progress and work with educators.
- ✓ Communicate with all families and the community on a regular basis regarding school wide events and activities through newsletters, social media, flyers, student agendas and Livingtree Engage.
- ✓ Work with our families to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement and how to support student learning.
- ✓ Provide necessary materials and handouts for families at conferences, meetings, and activities to help families work with their child to improve their child’s academic achievement.
- ✓ Use our School Council, District Parent Advisory Council and BES Parent Cafes to improve awareness of and increase participation in the activities and events listed in the school parent and family engagement plans.
- ✓ Offer literacy and technology classes for parents and family members to help further enhance their various educational skills.
- ✓ Collect feedback from parents and family members at family engagement events, provide a suggestion box in the school foyer, and post a stakeholder feedback form on the school website in order to respond to parents’ & family members’ requests for additional support for parent and family engagement activities.

**PARENT AND FAMILY ENGAGEMENT STANDARDS**

BES and our families have adopted the National PTA Standards for Family-School Partnerships as the school’s model in engaging parents, students, and the community. These standards are:

1. Welcoming All Families
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Sharing Power
6. Collaborating with Community

**BES PARENT CAFÉ MEETINGS**

**BES** invites all parents and families to join the BES Café meetings to share ideas and ways to involve other parents and families to build partnerships with school, families, and the community. The meetings will occur twice during the school year, but anyone can submit ideas or suggestions during all activities and meetings as well as through our parent surveys, website, and suggestion box. If you would like to learn more about BES Cafés, please contact LeAnne Dixon, Assistant Principal, at **(912) 449-2088** or complete the “**Sign Me Up!**” form.

**Sign Me Up!**

- ☐ Yes, I am interested in attending the BES Parent Café meetings.
- ☐ I would like to be involved in the following: (circle all that apply)

Mentoring a child      Guest Reader      Music Practices & Rehearsals  
School Clean Up Days      Recycling Program      Courtyard Beautification  
Other: \_\_\_\_\_

Name:  
Child's Name and Grade:  
Address:  
Phone Number: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Email address:

### Share Your Thoughts



We want to hear from you! If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided or leave your comments in the Suggestion Box located in the main office.

(Optional) Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
**COMMENTS:**

Check out our "Virtual" Pierce County Family Resource Room on Pinterest for engaging resources to support your child's learning at home! Our "Virtual" resource room has valuable activities for grades PreK-12, including instructional videos and trainings from Pierce County teachers! Visit the site today at [www.pinterest.com/pcresourceroom](http://www.pinterest.com/pcresourceroom)

*Plan para Compartir el Éxito del Estudiante  
Año Escolar 2022-2023  
Escuela Primaria Blackshear (BES)  
Lanna Denison, Principal  
5217 Highway 121 N  
Blackshear, Ga. 31516  
(912) 449-2088  
<http://bes.pierce.k12.ga.us/>  
Plan revisado el 4 de marzo de 2022*

### ¿Qué es Título I?

BES se identifica como una escuela del Título I como parte de la Every Student Succeeds Act (ESSA). Title I está diseñado para apoyar los esfuerzos de reforma de las escuelas Estatales y locales ligados a los desafiantes estándares académicos estatales para mejorar la enseñanza y el aprendizaje para los estudiantes. Título I programas deben basarse en medios efectivos para mejorar el rendimiento estudiante incluir estrategias para apoyar el compromiso familias. Todas la escuelas del Título deben desarrollarse conjuntamente con padres y familias padres y familias plan compromiso.

### PARA COMPARTIR EL PLAN ESCOLARES Logros Estudiantiles

### ¿Qué es?

Este es un plan que describe cómo la Escuela Primaria Blackshear proporcionará oportunidades para mejorar la participación de la familia en apoyo de estudiante el aprendizaje. BES valora las contribuciones y el compromiso de los padres y familiares para establecer una asociación igualitaria para el objetivo común de mejorar el rendimiento estudiantil. Este plan describe las diferentes maneras en que BES apoyará la participación familiar y cómo los padres/familias pueden ayudar a planear y participar en actividades y eventos para promover el aprendizaje estudiantil en la escuela y en casa.

### ¿Cómo se Revisa?

BES agradece las aportaciones y comentarios de los padres y miembros de la familia en cualquier momento sobre nuestro plan para involucrar a los padres y las familias. Todos los comentarios de los padres y miembros de la familia se considerarán para la revisión de los planes cada año. BES invitó a todas las familias a asistir a nuestras reuniones de BES Parent Café para revisar y revisar nuestro plan y actividades de participación de padres y familias, así como el plan de mejora escolar, nuestro pacto entre la escuela y los padres, el plan de participación de



padres y familias del distrito, la creación de oportunidades de capacidad para el personal, y el presupuesto de participación de padres y familias para el próximo año escolar. Nuestro plan está publicado en el sitio web de nuestra escuela para que las familias lo vean y den su opinión durante todo el año. Los padres y miembros de la familia pueden completar un formulario en línea de comentarios de las partes interesadas, enviar sugerencias por correo electrónico a [ldixon@pierce.k12.ga.us](mailto:ldixon@pierce.k12.ga.us) o dejar comentarios en nuestro buzón de sugerencias ubicado en el vestíbulo de la escuela. También distribuimos una encuesta anual a todas las familias para pedirles sugerencias sobre nuestros planes, el desarrollo de la capacidad del personal, el presupuesto y el pacto entre la escuela y los padres.

### ¿Para quién es?

Todos BES los estudiantes y sus familias son animados e invitados a participar plenamente en las oportunidades que se describen en este plan. BES ofrecerá plenas oportunidades para la participación de los padres y miembros de la familia con habilidad limitada del inglés, económicamente desfavorecidos, limita la alfabetización, cualquier raza o minoría étnica, los padres con discapacidades y padres de niños migrantes, cuando sea factible.

### ¿Dónde está disponible?

Al comienzo del año, el plan se incluye en el manual del estudiante que se da a todos los estudiantes. Además, el plan se distribuye en la comunidad local. Padres y Familias pueden solicitar una copia de este plan en la oficina principal de la BES y/o ver una copia en el sitio web de la BES.

### *2022-2023 Metas del Distrito*

- ✓ Alto Logro Académico
- ✓ Maestros de Calidad, Administradores, y Personal
- ✓ Entorno de Aprendizaje de Apoyo
- ✓ Eficaces, Eficientes Operaciones
- ✓ Apoyo Fuerte de los Padres y Comunidad
- ✓ Preparación para la Universidad y Carreras

### *CONSEJO CONSULTIVO PADRES DISTRITO*

Todos los padres son bienvenidos a escuchar las últimas actualizaciones del Distrito Escolar del Condado de Pierce, así como a revisar y proporcionar información sobre nuestro Plan de Compromiso de Padres y Familia del Distrito y el Plan de Mejoramiento del Distrito. Únase a nosotros en la Junta de Educación del Condado de Pierce el 28 de febrero de 2023 a las 11:30 am. RSVP a (912) 807-0048.

### *COMPACTOS ESCUELAS-PADRES*

Como parte este plan, BES. Estos compactos son acuerdos desarrollados por padres, familiares, maestros y estudiantes para explicar cómo los padres, las familias y los maestros trabajarán juntos para asegurar que todos los estudiantes alcancen los estándares de nivel de grado. Los compactos se revisarán y actualizarán anualmente en base a los comentarios de los padres, miembros de la familia, estudiantes y maestros durante BES reuniones de Parent Café. Todas las copias de los pactos son mantenidas por todos los maestros y revisadas con los padres durante las conferencias de padres/maestros durante todo el año. Copias de los pactos se envían a casa con todos los estudiantes, publicados en el sitio web de BES y se pueden obtener en la oficina de recepción.

### *¡Vamos a Reunirnos!*

BES acogerá los siguientes eventos para desarrollar la capacidad de un fuerte compromiso familiar para apoyar una asociación entre la escuela, las familias y la comunidad para mejorar los logros académicos de los estudiantes. Por favor, busque estos y otros eventos, fechas y horas en boletines y volantes enviados a casa con su hijo y en Livingtree Engage nuestro sitio web BES y página de Facebook.

**Open House ESOL/Migrante – 8/4/22 @ 6:00 pm** Conozca a su maestra de ESOL, personal de apoyo y traductor de todo el sistema y complete todos los trámites de inscripción necesarios en su idioma nativo. Este es un buen momento para hacer preguntas sobre el próximo año.

**Open House - TBA** Visitar la escuela, visitar las aulas, y reúnanse con la maestra de su hijo junto con nuestro amable y atento personal.

**Anual Título I “Extravagancia” – Grados Kinder-2 ° 9/20/22, 3<sup>rd</sup>-5<sup>th</sup> Grade: 9/22/22 @ 5:30 pm** ¡Venga a contestar todas sus preguntas sobre el currículo de su hijo, las normas, las evaluaciones, cómo ayudar a su hijo en casa, cómo monitorear el progreso de su hijo, el programa de título I y sus planes, y su derecho a participar!

**BEST (Blackshear Elementary Teams)- Grados Kinder-2 ° Grados 2/21/23; Grados 3 ° 5 ° 2/23/23** Todas las reuniones se celebrarán a las 5:30 pm. Únase a nosotros para repasar y discutir los datos de desempeño

**Entrenamiento Mentores & Voluntarios– 9/2/22 @ 9:00 am** Ser la diferencia en la vida de un niño. Reciba capacitación y información para prepararse para ser un eficaz mentor y/o voluntario.

**Noche Familiar de ESOL 10/06/22 @ 6:00** Reúnase con el maestro de su hijo para aprender más acerca de las próximas evaluaciones y varias estrategias y maneras en las que puede ayudar a su hijo en casa.

**Entrenamiento para Padres Table Talk** Únase a nosotros en capacitaciones para aprender cómo apoyar el éxito educativo de su hijo. ¡Las capacitaciones están abiertas para TODAS las familias de PC! Todos los entrenamientos comienzan a las 12:00 del mediodía.

Fecha: 10/05/22      Locación: Primaria Midway      Tema: Estrategias Lectura/Alfabetizo

Fecha: 11/02/22      Locación: Webinar- Baker Wright      Tema: ¿Cuánto es demasiada ayuda?



**Noche Familiar de ESOL 10/06/22 @ 6:00** Venga a escuchar acerca de los servicios académicos y de apoyo para su hijo. ¡Danos tus ideas sobre cómo podemos ayudarte!

**BES Parent Cafes – 2/2/23 & 5/11/23 @ 7:45 am (En persona) o 12:00 noon (Virtual)** ¡Participe en discusiones de mesa redonda sobre cómo podemos mejorar nuestras actividades de compromiso familiar y las mejores maneras de comunicarnos con usted! Además, el MES café ofrecerá oportunidades para que usted Ayude a revisar nuestros planes de programa de título I, pactos escolares/de padres, capacitación de personal de construcción y el presupuesto.

**Reuniones del Consejo Escolar – TBA durante todo el año escolar** Venga a compartir sus ideas mientras aprende más sobre la gestión y las operaciones de nuestra escuela, el plan de toda la escuela, nuestros objetivos académicos escolares y datos escolares. Todas las reuniones son los jueves por la mañana a las 7:30 AM.

**Kínder Kickoff - 4/27/23 @ 6:00 pm** Orientación para preparar a los estudiantes de pre-K, otros 5 años de edad, y miembros de la familia para kindergarten en BES.

**Movimiento para Secundaria – 5/2/23 @ 5:30 pm**

Orientación para el próximo año del sexto grado, padres y miembros de la familia para discutir la transición a la secundaria.

**Noche Transición 5/11/23 @ 6:00**

Reúnase con el siguiente nivel de grado para discutir la transición de grado a grado.

### Cuarto de Recursos de Familiares

Venga visitan el Cuarto de Recursos de la Familiares cheque materiales de estudio y juegos/actividades para usar en casa con su hijo. Las Computadoras y iPads ordenadores están disponibles para padres para explorar los recursos Parent Portal y recursos educativos **lunes – jueves, 7:30 am- 3:10 pm**  
**viernes 7:30-2:30pm.**

### COMPROMISO PADRES Y FAMILIAS

BES cree que el compromiso familiar significa la participación de los padres y miembros de la familia en dos vías regulares, y una comunicación significativa que involucre el aprendizaje académico estudiantil y otras actividades escolares, incluyendo asegurar que...

- Los padres desempeñan un papel integral en la asistencia al aprendizaje de sus hijos;
- Se anima a los padres a participar activamente en la educación de sus hijos en la escuela;
- Los padres son socios plenos en la educación de sus hijos y están incluidos, según proceda, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos.

BES se compromete a ayudar a nuestros padres y familias a asistir a las actividades familiares enumeradas en este plan. Por favor llámenos o envíenos un correo electrónico si necesita asistencia con servicios de cuidado niños y/o traducción para participar en nuestros programas

LeAnne Dixon

(912) 449-2088 o

[ldixon@pierce.k12.ga.us](mailto:ldixon@pierce.k12.ga.us)

Servicios Traducción – (912) 281-3249

### ¡Primaria Blackshear está Diversificando!

BES tomará las siguientes medidas para promover y apoyar a los padres y miembros de la familia como una base importante de la escuela con el fin de fortalecer la escuela y alcanzar nuestros objetivos escolares. Vamos a...

- ✓ Asegúrese de que toda la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se publique en inglés y en español (en la medida de lo posible), se publique en el sitio web de la escuela y se incluya en los boletines informativos de nivel de grado.
- ✓ Proporcionar desarrollo del personal en las prácticas de participación de padres y familias estrategias para que el personal mejore la comunicación con los padres / familias e ideas para aumentar. Participación de los padres y la familia. El personal también compartirá las mejores prácticas durante el horario regular reuniones.
- ✓ Asociarse con Head Start y otros programas Federales, Estatales y locales, incluidos los programas preescolares públicos para compartir información escolar sobre las actividades de participación de padres y familias que ayudarán a preparar a los padres, miembros de la familia y sus hijos para el kindergarten y mejorar la transición escolar.
- ✓ Asociarse con la Escuela Secundaria del Condado Pierce para compartir información escolar sobre las actividades de participación de padres y familias que ayudarán a preparar a los padres / familias y a sus hijos para la escuela intermedia y mejorar la transición escolar.
- ✓ Compartir información en inglés y español (en la medida de lo posible) en el sitio web de la escuela y en los boletines informativos de nivel de grado para que los padres / familias comprendan los estándares académicos y las evaluaciones de la escuela, así como las formas en que los padres / familias pueden monitorear el progreso de sus hijos y trabajar con educadores. de ellos.
- ✓ Comuníquese con todas las familias y la comunidad de manera regular con respecto a los eventos y actividades de toda la escuela a través de boletines, redes sociales, folletos, agendas para los estudiantes y Remind.

- ✓ Trabajar con nuestras familias para desarrollar capacitaciones relevantes y presentaciones útiles para educar a nuestro personal sobre la importancia del compromiso de los padres y la familia y cómo apoyar el aprendizaje de los estudiantes
- ✓ Proporcionar los materiales y folletos necesarios para las familias en conferencias, reuniones y actividades para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos.
- ✓ Use nuestro Consejo Escolar, el Consejo Consultivo de Padres del Distrito y los Cafés para Padres de BES para mejorar el conocimiento y aumentar la participación en las actividades y eventos enumerados en los planes de participación de los padres y la familia de la escuela.
- ✓ Ofrecen clases de alfabetización y tecnología para que los padres y familiares ayuden a mejorar sus diversas habilidades educativas.
- ✓ Recopilar comentarios de los padres y miembros de la familia en eventos de compromiso familiar, proporcionar un cuadro de sugerencias en el vestíbulo de la escuela, y publicar un formulario de comentarios de las partes interesadas en el sitio web de la escuela con el fin de responder a los padres ' y miembros de la familia ' r equivale a soporte adicional para actividades de participación de padres y familiares.

### ***PADRES Y FAMILIAS***

#### **Estándares de Compromiso**

BES y nuestras familias han adoptado el Nacional PTA Estándares para Asociación familia-escuela como modelo de la escuela en involucrar a los padres, estudiantes y la comunidad. Estas normas son:

1. Bienvenidos a los Familias
2. Comunicar Eficazmente
3. Apoyando el Éxito Estudiantil
4. Hablar por cada niño
5. Compartir el Poder
6. Colaborar con la comunidad

### ***BES REUNIONES PARENT CAFÉ***

**BES** invita a todos los padres y familias a unirse al BES Café reuniones para compartir ideas y maneras de involucrar a otros padres y familias para crear alianzas con la escuela, las familias y la comunidad. Las reuniones ocurrirán dos veces durante el año escolar, pero cualquiera puede presentar ideas o sugerencias durante todas las actividades y reuniones, así como a través de nuestras encuestas de padres, sitio web y caja de sugerencia. ¡Si desea obtener más información sobre BES Cafés, por favor contacto LeAnne Dixon, Asistente Principal, al **(912) 449-2088** o complete el “**Inscríbeme!**” formulario.

## **¡Inscríbeme!**

- ☐ Sí, Estoy interesado en asistir a las reuniones de BES Parent Café.
- ☐ Me gustaría involucrarme en lo siguiente: (círculo todos los que se aplican)

Mentor un niño	Lector invitado	Prácticas y ensayos de música
Días de limpieza escolar	Programa de reciclaje	Embelllecimiento del patio
Otro: _____		

Nombre:

Nombre de Nino y Grado:

Dirección:

Número de Teléfono: \_\_\_\_\_ Teléfono Celular \_\_\_\_\_

Correo Electrónico:

## Comparta sus Pensamientos



¡Queremos saber de ti! Si usted tiene alguna sugerencia o si hay alguna parte de este plan que usted siente que no es satisfactorio con los objetivos de los estudiantes y la escuela para el logro académico, por favor, envíenos sus comentarios en el espacio proporcionado o dejar sus comentarios en el cuadro de sugerencias encuentra en la oficina principal.

(Opcional) Nombre:

Número de Teléfono:

**COMENTARIOS:**

¡Echa un vistazo a nuestra "Virtual" Cuarto de Recursos de la Familias del Condado Pierce en Pinterest para atraer recursos para apoyar el aprendizaje de su hijo en casa! ¡Nuestra cuarto de recursos “¡Virtual” tiene valiosas actividades para los grados PreK-12, incluyendo videos instructivos y entrenamientos de los maestros del Condado Pierce! Visita el sito hoy en [www.pinterest.com/pcresourceroom](http://www.pinterest.com/pcresourceroom)

# Pierce County School District Parent and Family Engagement Plan

2022-23 School Year

Plan Revised March 03, 2022

834 East Main Street

Blackshear, GA 31516

[www.pierce.k12ga.us](http://www.pierce.k12ga.us)

(912) 449-2044

## What is Family Engagement?

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

- ❖ Parents and family members play an integral role in assisting in their child's learning.
- ❖ Parents and family members are encouraged to be actively involved in their child's education.
- ❖ Parents and family members are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The carrying out of other activities, such as those described in Sections 1116 of the Every Student Succeeds Act (ESSA)

**The focus for our district will be to increase stakeholder (students, parents, family members, community) understanding, trust, and support of the school system.**

## Parent and Family Engagement Plan

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

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

## Jointly Developed

Throughout the school year, each school asks parents for feedback on the LEA Parent and Family Engagement Plan. During the annual District Parent Advisory Council meeting in February, families & community members were invited to participate and provide suggestions and ideas to improve the district Parent and Family Engagement Plan for the 2022-2023 school year. The district posted information on Livingtree Engage, the district Facebook page and sent a flyer home informing parents about the meeting. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP) and the District PFE Plan. Additionally, each Title I school used a Parent Café meeting to review the district Parent & Family Engagement Plan and their school improvement plan. Each school sent a flyer home to all parents notifying them about the date(s) and time(s) of the meeting(s). Information regarding the meetings was also posted on Livingtree Engage & on Title I schools' Facebooks.

Upon final revision, the District Parent and Family Engagement Plan will be incorporated into the CLIP which is submitted to the state. Parents are welcome to submit comments and feedback regarding the plan at any time to the District PFE Coordinator or by submitting written comments to their child's school. All feedback received was considered in the planning process for the school year.

The District PFE Plan is posted on district and school websites, distributed during the annual Title I school parent meetings, in elementary schools' agendas/handbook, in Parent and Family Engagement notebooks in school foyers, and made available upon request in the schools' offices.

## Strengthening Our Schools

The District Parent and Family Engagement Coordinator (FEC) will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that parent and family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the District FEC to help them improve and strengthen family engagement.

In addition to frequent communication and school visits, the district and the FEC will hold meetings and trainings with its Title I schools' FECs to review family engagement plans and activities. Additionally, the District FEC and/or the Assistant Superintendent will work with principals and school FECs in the spring to review parent and family engagement requirements and plan opportunities for family engagement activities and meetings for the remainder of the school year and begin planning for the upcoming year.

**Reservation of Funds**

The PCSD will reserve 1% from the total amount of Title I funds it receives in 2022-2023 to carry out the parent and family engagement requirements listed in this plan and as described in federal law. Furthermore, the PCSD will distribute 100 percent of the amount reserved to all Title I schools to support their local-level family engagement programs and activities.

The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will hold Parent Cafés for parents to provide suggestions on how these family engagement funds will be used in the upcoming year at the district and school level. Comments and minutes from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have any suggestions, please contact the District FEC at (912) 449-2044.

**Parent and Family Engagement Evaluation**

Each year, the PCSD will conduct an evaluation of the content and effectiveness of this Parent and Family Engagement Plan and family engagement activities to improve the academic quality of the Title I schools through an annual parent survey, Parent Cafés, District Parent Advisory Council Meeting (PAC), suggestion box input and online stakeholder feedback forms.

In January, each Title I school will send home a flyer explaining how to access our parent & family engagement survey for parents to provide valuable feedback regarding the parent and family engagement activities and programs. Links to these surveys will be posted on Livingtree Engage & schools' Facebooks. Paper copies are available at each school's front office. Each Title I school will host Parent Cafes while the District will host a District PAC meeting to facilitate group discussions addressing the needs of parents of children eligible to receive Title I services to design strategies for more effective family engagement. In addition, each Title I school will provide a suggestion box in the foyer of each school and a stakeholder feedback form on the schools' websites.

The PCSD will use the findings from the Parent Cafes, District PAC meeting, schools' suggestion boxes, stakeholder feedback forms, and survey results to design strategies to improve effective family engagement, remove possible barriers to parent participation, and revise its parent and family engagement plans.

**Opportunities for Parent/Family Consultation**

Input and suggestions from parents and family members are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to participate in any of the various opportunities provided to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

**District Parent Advisory Council Meeting ~ 2/28/23**

All families are welcome to hear the latest updates from the Pierce County School District as well as review and provide input into the District Parent and Family Engagement Plan and the Consolidated LEA Improvement Plan for the 2023-2024 school year. The district will communicate information regarding this meeting on Livingtree Engage, on the district website, on the district Facebook page, and with flyers.

**Parent Cafés**

Each Title I school will host Parent Café meetings. During the Parent Cafés we will have roundtable discussions to help build relationships and improve students’ academic achievements. Also, the Parent Cafés will offer decision making opportunities. Parents will be invited to assist in revising elements of this District Parent and Family Engagement Plan, our schools’ parent and family engagement plans, school/parent compacts, school improvement plans, building staff capacity, parent activities, and the family engagement budget. Invitations regarding the Parent Cafés will be sent to all parents notifying them of the date(s) and time(s). In addition, the information will be available on Livingtree Engage.

**Parent & Family Engagement Survey ~ 1/13/23 – 2/10/23**

Input on the use of Title I funds to support family engagement programs may also be provided through the annual Parent & Family Engagement survey. The survey will contain questions related to the parent and family engagement program, budget, and school staff training for parents to provide their comments. Flyers telling about the surveys will be sent to all families. The flyer will include information about how families can obtain a paper copy. Links to access the electronic versions of the surveys are available on Livingtree Engage. These surveys are available in English and Spanish.

*Scan the code with your smartphone or tablet to access Parent and Family Engagement information from the Pierce County School District Web site.*



The Pierce County School District welcomes and values your input! Stakeholder feedback forms can be found on the district & school websites. Suggestion boxes are located in school foyers. Additionally, you may send comments or suggestions to Angie Meadows, ameadows@pierce.k12.ga.us or turn into your school office.

**Accessibility**

In carrying out the parent and family engagement requirements established by Section 1116 of ESSA, the District Parent and Family Engagement Coordinator will communicate and collaborate with the Director of Student Services and the Director of Student Achievement to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand, when feasible.

**Adoption**

This District Parent and Family Engagement Plan has been developed jointly and agreed upon with parents & family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, family members, school and district personnel at the annual District Parent Advisory Council meeting and school-level Parent Cafes. This plan was reviewed and revised by the Pierce County School District on March 3, 2022 and will be in effect for the 2022-2023 academic school year. The school district will distribute this plan in multiple ways to all parents and family members of participating Title I, Part A children on or before October 1, 2022.

**Building Capacity**

*The PCSD will build partnerships between its Title I schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the PCSD will implement a variety of district wide activities and programs.*

**Of Parents** – The PCSD will provide families with information about the overall Title I program and its requirements. The district will work with its Title I schools to help families understand academic expectations for student learning and progress. Specific information related to the state’s challenging academic standards, and local and state assessments – including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy. Notifications about these opportunities will be posted in Livingtree Engage. Flyers will be sent home and the information may be shared in many schools’ newsletters, & Facebooks.

The PCSD will also provide a page on the district website that will contain resources and materials, such as parent guides, to help parents work with their children at home. Copies of these materials will be made available at all Title I schools for those families who may have limited internet access, including copies in Spanish (to the extent feasible). In addition, the PCSD offers a “Virtual” Pierce County Family Resource Room. Our “Virtual” PC Family Resource Room has valuable activities for Pre-K through 12<sup>th</sup> grades including instructional videos featuring Pierce County teachers! ([www.pinterest.com/pcresourceroom/\\_saved/](http://www.pinterest.com/pcresourceroom/_saved/))

The PCSD has established a districtwide Parent Advisory Council comprised of parent representatives from each Title I school to provide advice on all matters related to family engagement. Community leaders and business partners will be invited to serve on this council.

The PCSD will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. In the spring, schools will host Kindergarten Transition days and Middle/High School Transition opportunities so parents may receive information to help prepare them and their children for the next life stage.

***Of School Staff*** - The PCSD will provide information to principals in order to increase their awareness on the importance of parents in the educational setting. The school FECs will attend trainings throughout the school year to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools. The district FEC will also provide technical assistance to each Title I school to review and discuss parent and family engagement requirements and initiatives. The PCSD will assist each Title I school with training for appropriate school staff and faculty that will focus on best practices and ideas of how to effectively reach out to parents in a meaningful and productive manner.

To ensure that information related to district, school, and parent programs, meetings, and activities is available to all parents in an understandable and uniform format, each Title I school will send home and post online information for parents and family members about upcoming programs/activities. Parent notifications and resources will be sent home in parents' native language, and interpreters will be available at parent events and meetings (to the extent feasible). Also, information posted on the district website will be translated to the extent feasible. The district will also utilize Livingtree Engage, Facebook pages, the automated phone system, school websites, local newspaper, and other school message systems to post information for parents.

# Sistema Escolar del Condado Pierce El Plan de compromiso Padres y Familias

2022-23 Año Escolar

Plan Revisado el 03 de marzo de 2022

834 East Main Street

Blackshear, GA 31516

[www.pierce.k12ga.us](http://www.pierce.k12ga.us)

(912) 449-2044

## ¿Qué es Compromiso de Familias?

El compromiso familiar significa la participación de los padres y miembros de la familia en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico estudiantil y otras actividades escuelas asegurando que...

- ❖ Padres y familiares son miembros juegan un parte integral en ayudar en el aprendizaje de sus hijos.
- ❖ Padres y familiares son miembros se les anima a participar activamente en la educación de sus hijos.
- ❖ Padres y familiares son miembros socios en la educación de sus hijos y están incluidos, según proceda, en la toma de decisiones y en comités para ayudar en la educación de sus hijos.
- ❖ La realización de otras actividades, como las descritas en las secciones 1116 del Every Student Succeeds Act (ESSA).

**El enfoque de nuestro distrito sera aumentar la participacion de los intersados (estudiaties, padres, miembros de la familias, comunidad) entedimiento, confianza y apoyp del Sistema escuela.**

## El Plan de Compromiso de Padres y Familias

En apoyo de logro académico estudiantil fortificante, el Distrito Escolar del Condado Pierce (PCSD) ha desarrollado este Plan de Compromiso de la Familias y Padres que establece expectativas del distrito y objetivos para padre significativo y compromiso de la familia y dirige las estrategias y recursos que refuerzan sociedades escuelas y padres en el Título del distrito I escuelas. Este plan describirá el compromiso del PCSD's de envolver a familias en la educación de sus niños y construir la capacidad en su Título I escuelas para poner en práctica a padre y estrategias de compromiso de la familias y actividades diseñadas para conseguir el distrito y objetivos de logro académico estudiantes.

Cuando escuelas, familias y comunidades trabajan juntos para apoyar el aprendizaje, los niños tienden a mejor en la escuela, permanezcan en la escuela más tiempo y disfrutar más de la escuela. Título I, Parte A proporciona para sustantivos padres y participación de las familias en todos los niveles del programa, como en el desarrollo e implementación del distrito y escuela padres y planes de participación de las familias y llevar a cabo las disposiciones de mejora de escuela y distrito. Sección 1116 del Every Student Succeeds (ESSA) contiene el primer Título I, Parte A qué requisitos para las escuelas y sistemas escolares para involucrar a los padres y miembros de la familia en la educación de sus hijos. El PCSD Trabajará con su título I las escuelas para asegurar que las escuelas de nivel primario y compromiso familiar políticas satisfacen los requisitos de la ley federal, y cada una incluye, como un componente, un compacto de padres-escuela

## Conjuntamente Desarrollado

Durante todo el año escolar, cada escuela les pide a los padres información sobre el Plan de Compromiso para padres y familias de Lea. Durante la Reunión Anual del Consejo Consultivo de Padres del Distrito en Febrero, los padres fueron invitados a participar y proporcionar sugerencias e ideas para mejorar el plan de compromiso de padres y familias del distrito para el año escolar 2020-21.

El distrito publicó información en Livingtree Engage, los sitios web del distrito y de la escuela y envió un volante a casa informando a los padres sobre la reunión Durante esta reunión, los padres también revisaron y discutieron el Consolidated LEA Improvement Plan (CLIP) en el Plan de School Improvement. Además, cada escuela del Título I utiliza el Parent Café reunión para revisar el Plan de Compromiso de Padres y Familias del distrito y su plan de mejoramiento escuelas. Cada escuela envió un volante a casa a todos los padres que les notificaron acerca de las fecha(s) y hora(s) de reunión (es). También se publicó información sobre las reuniones en los sitios web de las escuelas y en Livingtree Engage.

Sobre la revisión final, el Plan de Compromiso de Familias y Padres del Distrito será incorporado en el CLIP que es presentado al estado. Los padres son bienvenidos a presentar observaciones y comentarios sobre el plan en cualquier momento al Distrito de Padres y Familias, Coordinador de Participación o enviando sus comentarios por escrito a la escuela de su hijo. Todos los comentarios recibidos fueron considerados en el proceso de planificación para la escuela del año.

El Plan de Compromiso del Padres y Familias del Distrito se publica en los sitios web del distrito y de la escuela, distribuidos durante las reuniones anuales de padres del Título I a principios del año escolar, y puestos a disposición bajo petición en las oficinas de las escuelas.

## Fortaleciendo Nuestras Escuelas



El Coordinadora de Compromiso del Distrito de Padres y Familias (FEC) proporcionará asistencia técnica y apoyo a todas las escuelas del título I para garantizar que se cumplan los requisitos de compromiso familiar y que se apliquen las estrategias y actividades de participación de los padres y de la familia. Las escuelas del Título I recibirán notificaciones y recursos del Distrito FEC para ayudarles a mejorar y fortalecer los compromisos familiares.

Además de la comunicación frecuente y visitas de la escuela, el distrito y FEC celebrará reuniones y entrenamientos con sus escuelas de Título I FECs para revisar los planes y actividades de compromiso familiares. Además, el Distrito FEC y/o El Director de Logros de los Estudiantes trabajarán con los directores y la escuela FECs en la primavera para revisar padre y compromiso familiar requisitos y planear las oportunidades para las actividades y las reuniones del compromiso de la familia para el resto del año escolar y para comenzar la planificación para el año próximo.

### **Reserva de Fondos**

El PCSD se reservará el 1% de la cantidad total de fondos del título I que recibe en 2022-2023 para llevar a cabo los requisitos de participación de los padres y la familia enumerados en este plan y como se describe en la ley federal. Además, el PCSD distribuirá el 100 por ciento de la cantidad reservada a todas las escuelas del Título I para respaldar sus programas y actividades de participación familiar de nivel local.

El distrito proporcionará una guía y comunicación claras para ayudar a cada escuela de Título I a desarrollar un presupuesto adecuado de compromiso familiar que aborde su evaluación de necesidades y las recomendaciones de los padres.

Cada escuela de Título I llevará a los Parent Café para que los progenitores proporcionen sugerencias sobre cómo se usarán estos fondos de participación familiar en el próximo año a nivel de distrito y escuela. Comentarios y los minutos de estas reuniones serán revisados por el distrito para determinar las áreas de necesidad para el próximo año escolar y considerar los cambios en el presupuesto de compromiso familiar. Si tiene alguna sugerencia, por favor comuníquese con el distrito FEC a (912) 807-0048.

### **Compromiso de Padres y Familiares Evaluación**

Cada año, el PCSD llevará a cabo una evaluación del contenido y la eficacia de este padres y familias el Plan de implicación y participación de la familia actividades para mejorar la calidad académica del Título I de escuelas a través de una anual para padres encuesta, Parent Cafes, Distrito Consejo Asesor de Padres Reunión (PAC), Buzón de sugerencias de entrada y línea de retroalimentación formas.

En enero, cada escuela del Título I enviará a su casa un folleto explicando cómo acceder a nuestra encuesta de compromiso de padres y familiares para que los progenitores proporcionen comentarios valiosos sobre las actividades y los programas de participación de los padres y las familias. Los enlaces para acceder a las versiones electrónicas de las encuestas están disponibles en Livingtree Engage. Las copias en papel están disponibles en la oficina principal de cada escuela. Cada escuela del Título I acogerá a los padres cafés mientras que distrito acogerá una reunión del PAC del distrito para facilitar las discusiones grupales que abordan las necesidades de los padres de niños elegibles para recibir los servicios del título i para diseñar estrategias para un compromiso familiar más efectivo. Además, cada escuela de Título I proporcionará una caja de sugerencias en el vestíbulo de cada escuela y un formulario de comentarios de las partes interesadas en los sitios web de las escuelas.

### **Oportunidades de Consulta del Padres/Familias**

La entrada y las sugerencias de los padres y miembros de la familia son un componente esencial de los planes de mejoramiento del distrito y la escuela que se desarrollan cada año. Todos los padres de estudiantes elegibles para recibir los servicios del título I son invitados a participar en cualquiera de las diversas oportunidades de reunión proporcionadas para compartir sus ideas y sugerencias para ayudar al distrito, las escuelas y los estudiantes a alcanzar nuestro logro académico estudiantil Metas..

#### **Reunión Consejo Consultivo de Padre del Distrito~ 2/28/23**

Todas las familias son bienvenidas a escuchar las últimas actualizaciones del Distrito Escolar del Condado de Pierce, así como a revisar y brindar información sobre el Plan de Participación de Padres y Familias del Distrito y el Plan de Mejora Consolidado de LEA para el año escolar 2023-2024. El distrito comunicará información sobre esta reunión en Livingtree Engage, en el sitio web del distrito, en la página de Facebook del distrito y con folletos.

#### **Parent Cafés**

Cada escuela de Título I acogerá las reuniones de Parent Cafés. Durante los Parent Cafés tendremos discusiones de mesa redonda para ayudar a construir relaciones y mejorar los logros académicos de los estudiantes. Además, los Parent Cafés ofrecerán oportunidades para tomar decisiones. Invitamos a los padres a ayudar en la revisión de los elementos de este Plan de Participación de Padres y Familias del Distrito, Planes de Participación de Padres y Familiares de las escuelas, compactos escuelas/padres, Planes de mejoramiento escuelas, capacidad del personal de construcción, actividades para padres, y el presupuesto de compromiso familiar. Las invitaciones relativas a los Parent Cafes se enviarán a todos los padres notificándoles de la fecha (s) y hora (s). Además, la información estará disponible en Livingtree Engage.

#### **Encuesta Compromiso de Padres y Familias ~ 1/13/23 – 2/10/23**

La entrada en el uso de fondos del Título I para apoyar programas de compromiso de la familia también puede ser proporcionada a través de la revisión de Compromiso de la Familia & el Padre anual. La revisión contendrá preguntas relacionadas con el padre y programa de compromiso de la familia, presupuesto y formación del personal escolar para padres proporcionar sus comentarios. Enviarán a aviadores que cuentan sobre las revisiones a todas las familias. El aviador incluirá la información sobre donde las familias pueden obtener una copia de papel. Los enlaces para acceder a las versiones electrónicas de las encuestas están disponibles en Livingtree Engage. Estos estudios están disponibles en inglés y español.

*Escanear el código con su smartphone o tableta para acceder a Padres y Familiares Compromiso información de sitio web del Distrito Escuela del Condado Pierce*



### Facilidad de Acceso

En realización del padre y requisitos de compromiso de la familia establecidos por Sección 1116 de ESSA, el Coordinador de Compromiso de Padres y Familias del Distrito se comunicará y colaborará con el Director de Servicios de Estudiantes y el Director del Logro Estudiantil para asegurar oportunidades llenas de la participación de padres con la habilidad inglesa limitada, padres con discapacidades, y los padres de niños migratorios incluso información que provee y boletines de evaluación en unos padres de la lengua pueden entender, sea factible.

### Adopción

Este Plan de Participación de los Padres y la Familia del Distrito ha sido desarrollado en conjunto y acordado con los padres y miembros de la familia de los niños que participan en los programas del Título I, Parte A, como lo demuestra la colaboración de los padres, los miembros de la familia, la escuela y el personal del distrito en el Consejo de Padres del Distrito anual Reunión del consejo y cafés para padres a nivel escolar. Este plan fue revisado y revisado por el Distrito Escolar del Condado de Pierce el 3 de marzo de 2022 y estará en vigencia para el año escolar académico 2022-2023. El distrito escolar distribuirá este plan de varias maneras a todos los padres y familiares de los niños participantes del Título I, Parte A, a más tardar el 1 de octubre de 2022.

## Capacidad de Construcción

*El PCSD construirá sociedades entre sus escuelas del Título I, familias y comunidad con el objetivo de desarrollar el apoyo mutuo al logro estudiantil. Para desarrollar la capacidad para este apoyo, el PCSD pondrá en práctica una variedad de distrito amplias actividades y programas.*

**De Los Padres**— El PCSD proporcionará a las familias información sobre el programa general Title I y sus requisitos. El distrito trabajará con sus escuelas del Título I para ayudar a las familias a entender las expectativas académicas para el aprendizaje y el progreso de los estudiantes. También se proporcionará información específica relacionada con las desafiantes normas académicas del estado, y las evaluaciones locales y estatales, incluidas las evaluaciones alternativas, El distrito también ofrece asistencia a los padres para entender el uso de su sistema de información de estudiantes en línea y otros recursos digitales, incluyendo los daños de la piratería de derechos de autor. Las notificaciones sobre estas oportunidades se publicarán en Livingtree Engage. Se enviarán volantes a casa y la información se puede compartir en los boletines de muchas escuelas.

El PCSD también proporcionará una página en el sitio web del distrito que contendrá recursos y materiales, incluidos artículos y guías de estudio, para ayudar a los padres a trabajar con sus hijos en casa. Las copias de estos materiales estarán disponibles en todas las escuelas de Título I para aquellas familias que puedan tener acceso limitado a Internet, incluyendo copias en español (en la medida de lo posible). Además, el PCSD ofrece una "Virtual" Cuarto de Recursos Familiares de Pierce County. Nuestra Cuarto de Recursos de la Familias de PC "Virtual" tiene valiosas actividades para Pre-K a través de 12º grados incluyendo videos instructivos con maestras del Condado Pierce! ([www.pinterest.com/pcresourceroom/boards/](http://www.pinterest.com/pcresourceroom/boards/))

El PCSD ha establecido un Consejo Asesor de padres de distrito, compuesto por representantes de padres de cada escuela del título I para proporcionar asesoramiento sobre todos los asuntos relacionados con el compromiso familiar. Se invitará a los líderes comunitarios y socios comerciales a servir en este Consejo.

El PCSD coordinará e integrará los programas de participación familiar del distrito en virtud de esta parte con las estrategias de participación de los padres y la familia, en la medida factible y apropiada, con otras leyes y programas Federales, Estatales y locales, como los locales programa preescolar y otros programas preescolares financiados por el estado y federales en el distrito. En la primavera, las escuelas acogerán los días de transición de Kínder y las oportunidades de transición de escuela secundaria/preparatoria para que los padres reciban información para ayudar a prepararlos y a sus hijos para la siguiente etapa de la vida.

**De Personal de la Escuela**— El PCSD proporcionará información a los directores con el fin de aumentar su conciencia sobre la importancia de los padres en el entorno educativo. Los FECs escolares asistirán a capacitaciones durante todo el año escolar para aprender y discutir estrategias para aumentar el compromiso familiar, mejorar la comunicación entre la escuela y la familia, y construir lazos con los padres y la comunidad. Estos entrenamientos serán reentrenados a la Facultad y al personal de las escuelas del Título I. El distrito FEC también proporcionará asistencia técnica a cada escuela del título I para revisar y discutir los requisitos e iniciativas de

participación de los padres y la familia. El PCSD asistirá a cada escuela del Título I con capacitación para el personal escolar adecuado y la facultad que se centrará en las mejores prácticas ideas de cómo llegar eficazmente a los padres de una manera significativa y productiva.

Para garantizar que la información relacionada con los programas, reuniones y actividades del distrito, la escuela y los padres esté disponible para todos los padres en un formato comprensible y uniforme, cada escuela del título I enviará información en línea para los padres y los miembros de su familia Acerca de los próximos programas/actividades. Las notificaciones y los recursos de los padres se enviarán a casa en el idioma nativo de los progenitores, y los intérpretes estarán disponibles en los eventos y reuniones del padre (en la medida de lo posible). Además, la información publicada en el sitio web del distrito se traducirá en la medida factible. El distrito también utilizará el sistema telefónico automatizado, los sitios web escolares, el periódico local, Livingtree Engage, y otros sistemas de mensajes escolares para publicar información para los padres.

### **Student Internet Acceptable Use Agreement**

*Violations of the Internet Safety and Technology Acceptable Use Policies may result in an individual's access privileges being revoked, disciplinary action and/or appropriate legal action.*

A student and his/her parents or guardian will be responsible for damages and will be liable for costs incurred for service or repair required as result of a willful act of the student in violation of the acceptable use policy and/or other policies of the Pierce County Board of Education applicable to technology use.

Please read this document carefully. When signed by the parent/guardian or student if 18 or older, it becomes a legally binding contract. Parent/guardian or staff member may negate this permission with written notification to the Media Staff.

#### **STUDENT**

I have read the Internet Safety and Technology Acceptable Use Policies for school technology and the Internet. I understand that any violation of the above conditions, rules or regulations is unethical and may constitute a criminal offense. Should I breach any of these conditions, I understand that I may lose all computer privileges and may be liable to further disciplinary and/or legal action.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

#### **PARENT OR GUARDIAN**

As the parent or guardian of this student who is a minor, I have read and accept the terms and conditions of the Pierce County School System Internet Safety and Technology Acceptable Use Policies. I have also explained the terms and conditions of these policies to the student in my care. I understand that technology resources are designed for educational purposes and that the Pierce County School System has taken precautions to eliminate controversial material. However, I also recognize that it is impossible to restrict access to all controversial materials and I hereby release the Pierce County School System from liability for my child's use of the Internet. I hereby give my permission to the Pierce County School System for this student to have access to and use of the Internet and further certify that the information on this form is correct.

\_\_\_\_\_  
Parent/Guardian Name (print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Please sign and return the Internet Acceptable Use Agreement to the student's classroom teacher.**

#### **Parental Opt-Out of Club Participation**

I hereby acknowledge receipt of information regarding student clubs scheduled to be operational at Blackshear Elementary School during the upcoming school year. I understand that if a club for which information has not been provided is started during the school year, I will be provided the club information at that time, and my written permission will be required prior to my student's participation.

**I DO NOT GIVE** permission for my child to participate in the following student clubs (please list):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Parent's / Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**Please sign and return the Parental Opt-Out of Club Participation Form to the student's classroom teacher IF you do NOT want your child to participate.**

**BLACKSHEAR ELEMENTARY SCHOOL**  
Student/Parent Handbook Acknowledgement Form

By signing below, we acknowledge that our family has received a copy of the Student / Parent Handbook – Code of Conduct for the Pierce County School System, and we have reviewed this handbook with our child. We acknowledge that we understand the following information presented in this handbook:

A Parent's Right to Know Teacher Qualifications (English and Spanish).....	8
Attendance Policy .....	16
Complaints Procedures .....	10
Discipline Procedures .....	22-30
Health and Wellness .....	32-34
Internet Policy .....	34-36
Nutrition Program .....	37
Pre-Kindergarten Experience (Pre-K parents only) .....	42-47
BES Parent and Family Engagement Plan (English and Spanish) .....	48,52
Pierce County District Parent and Family Engagement Plan (English and Spanish).....	57,61
Student Internet Acceptable Use Agreement .....	65
Parental Opt-Out of Club Participation Form .....	66

**We further acknowledge that if we object to our child participating in any of the following, we must contact the principal in writing within ten (10) days of the student's enrollment:**

- Interviewing, photographing and videotaping of students by staff or the news media to be used for local newspapers and/or school websites.
- Your child's participation in any student club or organization (see page 22 for the list of clubs and organizations).

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_  
(Please Print)

Parent/Guardian's Name: \_\_\_\_\_  
(Please Print)

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Several school forms are included in your Parent Folder. Please sign and return these to your child's teacher on or before Friday, August 12, 2022. Thank you!**

1. Parent / Student Handbook Acknowledgement Form
2. Free and Reduced Lunch Application Acceptance/Denial Form
3. Parent Occupational Survey
4. Home Language Survey
5. Student Internet Acceptable Use Agreement
6. Pierce County School Health Services Form (optional)
7. Parental Opt-Out of Club Participation Form (optional)
8. BES Parent Café Form (optional)

## **BLACKSHEAR ESCUELA PRIMARIA**

### **Estudiante / Manual para Padres Formulario de Reconocimiento**

Al firmar a continuación, reconocemos que nuestra familia ha recibido una copia del Manual del Estudiante / Padre - Código de Conducta para el sistema escolar del condado de Pierce, y hemos revisado este manual con nuestro hijo. Al Firmar un SIGUIENTE, reconocemos Que Nuestra Familia ha Recibido Una Copia del Manual del Estudiante / Padre - Código de Conducta párr El Sistema Escolar del Condado de Pierce, hemos Jardín Botánico de Madrid y manual Con Nuestro Hijo de mama. Reconocemos que entendemos la siguiente información presentada en este manual: Reconocemos Que entendemos la Siguiente de información presentada en Este manual:

Derechos de los padres A saber calificaciones de maestros (Ingles y Espanol).....	8
Politica de Asistencia .....	16
Procedimientos de quejas .....	10
Procedimientos Disciplinarios .....	22-30

Salud y bienestar .....	32-34
Normativa de Internet .....	34-36
Programa de Nutrición .....	37
Experiencia Pre-Kinder ( <b>Pre-K sólo los padres</b> ) .....	42-47
Plan de participación de padres y familias de BES (ingles y espanol) .....	48,52
Política de participación de los padres .....	57,61
Aceptable Contrato de Uso de Internet .....	65
Los padres de Exclusión de la participación Formulario Club.....	66

**además que si nos oponemos a nuestro niño que participa en cualquiera de los siguientes, que deben comunicarse con el director por escrito dentro de los diez (10) días de la inscripción del estudiante:**

- Entrevistar, fotografiar y grabar en video de los estudiantes por el personal o los medios de comunicación que se utilizarán para los periódicos locales y / o sitios web de la escuela.
- Su hijo de participación en cualquier club de estudiantes o de la organización (ver página 22) para obtener una lista completa de clubes y organizaciones).

Del padre o tutor Firma s \_\_\_\_\_ Grade: \_\_\_\_\_ Fecha : \_\_\_\_\_

Firma del estudiante \_\_\_\_\_ Fecha: \_\_\_\_\_

**Por favor, firmar y enviar los siguientes formularios para el maestro de su estudiante por 12 de agosto 2022:**

Estas formas se encuentran en la carpeta principal (páginas amarillas).

1. Manual Para Padres y Estudiantes Formulario de Reconocimiento
2. A Condado de Pierce El almuerzo gratis Oa precio reducido Aceptación / Negación Forma, y
3. Encuesta ocupacional para padres
4. Encuesta del idioma del hogar
5. Aceptable Contrato de Uso de Internet
6. Formulario de Servicios de Salud de las Escuelas del Condado de Pierce (opcionales)
7. Los padres de Exclusión de la participación Formulario Club (opcionales)
8. Formulario de BES Parent Café (opcionales)