Deerwood Academy

Family Handbook

2026-2027

Joy Antone, Ed.S, Principal

3070 Fairburn Rd. SW, Atlanta, GA 30331 | 404-802-3300 | Deerwood Academy- Website

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DEERWOOD ACADEMY

WHO WE ARE...

512 STUDENT ENROLLMENT

95.1% BLACK

4.1% HISPANIC

0.5% WHITE

1.7% MULTI-RACIAL

0.1% ASIAN

98% FREE/ REDUCED LUNCH

5% STUDENTS WITH DISABILITIES

1% ENGLISH LANG. LEARNERS

WHAT WE BELIEVE...

We believe in a student centered environment using a transdisciplinary framework. We believe that every student has the potential to succeed, and we are dedicated to making a difference in children's lives by encouraging them to develop self-directed intrinsic motivation. Our children represent our hopes and dreams for the future, and they deserve the best education we can give them. To that end, we believe that stakeholder collaboration allows for ongoing academic opportunities for our scholars that transcend the classroom. We are committed to empowering students with the confidence, social skills, and intellectual capacity required to successfully thrive and compete in the global marketplace.

OUR GOALS...

- Strengthen literacy program with an emphasis on comprehension, fluency, phonics, writing and Lexile growth.
- Strengthen numeracy program with focus on balanced numeracy
- Build stakeholders' engagement and capacity

Excellence Is...

WHO WE ARE and WHAT WE DO!



SCAN ME

SCAN TO LEARN MORE ABOUT ACADEMIC AND EXTRACURRICULAR OFFERINGS.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment that encourage students across the world to become active, compassionate and lifelong learners.

DEERWOOD ACADEMY

OUR VISION

Deerwood Academy is a school where all stakeholders collaborate to develop tolerant internationally minded problem solvers.

OUR MISSION

All stakeholders work collaboratively to provide authentic learning experiences that nurture and empower college and career ready global thinkers and problem solvers.



3070 Fairburn Road Atlanta, Ga 30331 404.802.3300

ABSENCE/ILLNESS

Please provide a written note to your child's teacher on the day your child returns to school. ***The note should include the date of absence and reason for the absence.***

Checking out students before 11:00 AM or checking in after 11:30 AM will result in an absence. Students with excessive absences or early checkouts may be referred to the school social worker. Please refer to the APS Student-Parent Handbook for state attendance laws.

Students who become ill during the school day will be escorted to the Nurse's Clinic. The school nurse or designee will monitor students in the clinic. Parents/guardians are asked to pick-up students within 30 minutes of being contacted.

ACADEMIC FAIR

Deerwood Academy's school-wide Academic Fair takes place in November. All students in grades 3-5 are expected to create an Academic Fair Project. Students in grades K-2 will create a project with their class. If you have any questions, please e-mail Jolita King at Jolita.King@apsk12.org

ACCELERATED READER (AR)

Accelerated Reader is a computerized reading management program used at Deerwood Academy. This program allows teachers to monitor the reading progression of individual students. Students are motivated to read, take, and pass quizzes, and earn **AR points**. Students are celebrated throughout the school year at "AR" acknowledgements for achieving designated points. ***Parents are strongly encouraged to read to and with their child(ren) daily.***

ARRIVAL

The instructional day officially begins at 7:45 AM. ***Students may not enter the building until 7:20 AM.*** Students who arrive after 7:45 AM MUST be accompanied by their parent/guardian to the main office before going to class.

BIRTHDAYS

The school faculty and staff are happy to recognize student birthdays. ***However, because instructional time is very important, no birthday celebrations or parties for students or teachers may be held during the instructional day.***

CELL PHONES

Please understand that Deerwood Academy assumes no responsibility or liability for the theft, loss, or damage to a cellular telephone or other personal electronic devices (PEDs), nor does it assume responsibility for the unauthorized use of any device. Unless otherwise directed by school administration or school staff, the use of cellular telephones or other PEDs is forbidden for all students at all times during school and on the school bus.

Regulation JCDAF-R(1): Use of Electronic Devices by Students - Student Possession of Cell Phones and Electronic Devices

1. The possession of mobile telephones and other personal electronic devices (PEDs) is a privilege extended to students with the expressed, written consent of their parents/guardians. Due to the potential disruption a mobile telephone or PED may cause

to the instructional environment, the disciplinary actions outlined below will be strictly enforced.

2. Unless otherwise directed by school administration or school staff, the use of mobile telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch periods, class changes, study halls and any other structured or non-structured instructional activity that occurs during the normal school day. Devices must be out of sight and turned off. This prohibition includes all emergency situations unless the student is directed to use a mobile telephone or PED by an APS employee or other official or unless an extreme threat to the health or safety of a student arises and no APS employee or other official is present.
3. Photographing, audio recording or videotaping on Atlanta Public Schools property is not allowed at any time without the expressed, written consent of the students, staff members or other persons being photographed or recorded.
4. The parent or legal guardian must complete the Parent Permission Form for a Mobile Telephone/Personal Electronic Device each school year and deliver it to the school principal or designee before the student is allowed to possess a device on school property.

Disciplinary Consequences and Actions

1. Photographing, recording or videotaping of students or other persons in any state of undress may constitute a violation of federal law. Any violation will result in serious disciplinary consequences, up to and including expulsion or assignment to alternative school.
2. Photographing, audio recording or videotaping on Atlanta Public Schools property is not allowed at any time without the expressed, written consent of the students, staff members or other persons being photographed or recorded. Any violation will result in the device being confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year and a fine of $50.00.
3. Use of a mobile phone during a test or quiz shall be considered a violation of the academic integrity policy. Any violation will result in the device being confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year, a fine of $50.00, and the student will receive a grade of zero (0) on the test or quiz
4. Disciplinary actions for students whose parent/legal guardians have completed the Parental Consent & Acknowledgement Form are as follows:
    - **First violation**: Verbal warning.
    - **Second violation**: The device will be confiscated, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.
    - **Third violation**: The device will be confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) semester. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.
    - **Fourth (or more) violation**: The phone will be confiscated and the student will lose the privilege of possessing a cellular telephone or PED on school property for one

(1) calendar year. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the

5. Disciplinary actions for students whose parent/legal guardians have not completed the Parental Consent & Acknowledgement Form are as follows:
    - **First violation**: The device will be confiscated, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item. The parent/legal guardian will be given the opportunity to complete the Parental Consent & Acknowledgement Form at the first conference. Should a parent/guardian opt to not complete the Parental Consent & Acknowledgement Form, further disciplinary actions against the student may be warranted for subsequent violations.
    - **Second violation**: The phone or device will be confiscated and will result in the student's loss of the privilege of possessing a mobile telephone or PED on school property for one (1) semester. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item.
    - **Third violation**: The phone will be confiscated, and the student will lose the privilege of possessing a mobile telephone or PED on school property for one (1) calendar year. Written notice will be mailed to the parent, and the telephone or device will be returned only to the parent/legal guardian who must schedule a conference at the school to retrieve the item
6. Violations are cumulative across the student's school career in the Atlanta Public Schools. A transfer to another school does not entitle the student to a "fresh start."

CHECK-OUTS

Students will be released from the front office **only**. ***For the safety of students, you must present photo I.D. at the time of check-out***. Relatives, neighbors, or others will only be allowed to check-out students if the parent/guardian has authorization on file in Infinite Campus and has been verified. ***There will be no check-outs after 1:50 PM***.

CLASS DOJO

ClassDojo rewards student behavior and targets to promote a sense of purpose, enhancing intrinsic motivation and create a more positive learning environment**.** ***Students MUST earn the required number of points to participate in incentives.***

In addition, Deerwood Academy uses Class Dojo as a way for parents to communicate with their child(ren)'s teacher, as well as receive important announcements and updates from our school. To sign up for Class Dojo, please see your child(ren)'s teacher(s). Each child is individually assigned a unique code for parents to access information!

CLASSROOM OBSERVATIONS

Parents and guardians are welcome to request a classroom observation. To ensure appropriate scheduling, requests should be submitted at least **24 hours in advance**. To arrange a classroom observation, please contact the school's main office for additional information and scheduling procedures. **A completed and approved background check is required prior to any classroom observation.**

CLINIC

Deerwood Academy has a clinic, however, we are not staffed or equipped for serious injury or illness. Parents will be contacted when children are injured or become ill at school, so please be sure we have current phone numbers. No medication will be given unless the proper forms are on file with the school nurse.

Students who become ill during the school day will be escorted to the Nurse's Clinic. Parents/guardians are asked to pick-up students within **30 minutes** of being contacted.

COMMUNICATION/MULTIMEDIA

Our designated day to send home school-wide information, updates, and/or newsletters is **Friday**. In addition, we also consistently send important information via RoboCall, email and ClassDojo. Please keep your email address and all other forms of communication updated so you can stay in the loop.

For information, updates, and useful links, please visit the Deerwood Academy website… https://www.atlantapublicschools.us/Domain/493 and follow us **X** or Instagram @APSDeerwood

CONFERENCES

Parent/Teacher conferences should be scheduled with your scholar's teacher 24 hours in advance. Parents may elect to have either face-to-face, phone, or virtual conferences. ***Teachers are not available for parent-teacher conferences during instructional time.*** Please note there will be a dedicated parent conference day each quarter. Dates will be provided on the school calendar and reminders will be sent accordingly.

DISMISSAL

We will utilize the PikMyKid app to dismiss car riders. All car riders will be issued a PikMyKid number. Parents must have this app downloaded to their phone. Upon entering the campus, please open the app, announce that you have arrived by clicking the announce button, then proceed to the car rider line. Clicking the announce button lets the classroom teacher know that you have arrived on campus and to prepare your scholar for dismissal to the car rider line. Relatives, neighbors, or others who pick up students must have access to your PikMyKid and follow the same pick-up procedures as parents/guardians. Relatives, neighbors, or others with access to PikMyKid will need to park in the parking lot and check-out their scholar in the front office. Pick-up authorization on file in Infinite Campus will be verified. Students will not be released without proper authorization.

If your scholar's mode of transportation changes for the day, you **MUST** notify the main office. New students will be provided with a temporary car tag for use until a PikMyKid number can be generated. Parents are asked to download the PikMyKid app and "register."

WALKER PICK UP

- Parent or authorized individuals must arrive at the walker's gate no later than 2:25pm.
- Parent or authorized individual must arrive and depart on foot- not emerge from a parked vehicle.
- Walkers with permission to walk independently will exit and travel to the crossing guard.

• Authorized individuals must be prepared to show identification when picking up.
Walker Policies & Procedures (Click the link)

GOOGLE CLASSROOM

Every student at Deerwood Academy has access to Google Classroom. We are committed to supporting students' access to education through technology.

HONORS DAY CELEBRATIONS

Honors Day celebrations are held twice per year in January and May. Please refrain from bringing helium balloons in the building for this occasion.

iCARE/POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

At Deerwood Academy, we fully implement PBIS through iCARE…" I Cooperate, am Accountable, am Responsible, and Empathize!" We begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings by all staff each day. This provides a positive environment that supports the adoption and sustained use of effective academic and social and emotional instruction.

LOST AND FOUND

Clearly label all items brought to school with the child's full name. Deerwood Academy maintains a "Lost & Found" in the cafeteria. ***Items not claimed will be donated to charity.***

LUNCH WITH STUDENTS

Parents and guardians are welcome to join their child for lunch during their specified lunch period. To ensure the safety and security of all students, all parents and guardians must successfully complete a background check prior to participating in lunch visits.

MAKE-UP WORK

Assignments missed during a short- or long-term absence should be made up upon return. Students have the same number of days to make-up work as days missed. If parents decide that their child is able to work at home, a message requesting make-up work received before 8:30 AM will be honored for pick up after 3:00 PM. Requests for make-up work received later in the day (after 8:30 AM) will be honored the following day. Students will also have the option to access some assignments virtually.

MYBACKPACK

MyBackPack is accessible from any device and provides students with access to digital learning tools, eBooks, secure email, cloud storage and the complete Microsoft Office Suite. All students can access academic websites and school applications from any device anywhere.

Access to MyBackpack

Parents and students can access MyBackpack by using the following steps.

1. Through an Internet connection –navigate to https://mybackpack.apsk12.org

2. Students should enter their APS student computer login id.

3. The MyBackPack screen will load with your unique username and password.

4. For questions or concerns please email: mybackpack@apsk12.org

ONLINE SCHOOL PAYMENTS (School Cash)

School Cash Online is Available 24/7 and is a convenient way to pay student fees from home. This service is provided to facilitate payment for school fees and services. Online payments can be made at the following address: https://apsk12.schoolcashonline.com/

PARENT ACADEMY

Parent Academies are usually held on the third Tuesday of each month at 5:30 PM, and typically last no more than one hour. These academies help **parents** support their children's education and are supportive and customized to the needs of participants. Parent Academies may be held in-person and virtually.

PARENTAL CONCERNS

Deerwood Academy is responsive to your concerns and wants to answer questions you may have about your child's education in a timely manner. Please follow the procedures outlined below. This will ensure a prompt response and support a good home/school relationship.

1. Refer to the school's and district's Student Handbook for all questions pertaining to the rules and regulations outlined by the school and district.
2. Submit your questions in writing to ensure all issues are addressed by utilizing the Parental Concern Form.
3. Allow time for the teacher and/or school administrator to investigate your concern before giving you a reply.
4. Exhibit a courteous demeanor at all times. Abusive, obscene, or threatening language will not be tolerated. ***Such behavior may result in being removed or banned from school premises.***

If a problem arises in school involving your child, there is an established protocol to follow -- starting with the classroom teacher. ***Please make an appointment to speak with the teacher or an administrator about a concern before visiting the school***.

Level 1: Teacher

If you have concerns about your child in a certain class or with a specific teacher, you should share the matter with the teacher first, then to:

Level 2: Grade Level Chair

Kindergarten-Mrs. Thomas-Watson; 1st-Ms. King; 2nd-Ms. Peoples-Armour;
3rd-Ms. Battle; 4th-Ms. Shabazz; 5th- Ms. Taal;
Specials-Mr. Whaley

If you have concerns about your child in a certain class or with a specific teacher, and you have discussed the matter with the teacher, you should then discuss the concerns with the Grade Level Chairperson **AND** teacher in a scheduled conference. Then to:

Level 3: Assistant Principal
Dr. Yaasmeen Shahid

If you have concerns about your child in a certain class or with a specific teacher, and you have discussed the matter with the teacher and Grade Level Chair, you should then discuss the concerns with the Assistant Principal. Then to;

Level 4: Principal
Joy Antone

Problems with a teacher, school or child's overall performance that cannot be resolved by the teacher, Grade Level Chair, or the Assistant Principal, should then be discussed with the Principal. Then to:

Level 5: Associate Superintendent
Ms. Tabatha Lawrence

The Associate Superintendent should address any concerns unresolved at the school level.

PARENT PORTAL - INFINITE CAMPUS

Parents at Deerwood Academy have access to class ***schedules, attendance records and grades*** through the Parent Portal. New Parent Users can request a Parent Portal Activation Key using the online Parent Portal Key Request found at https://www.atlantapublicschools.us/Domain/7741 or the parent can visit the school and present a valid photo ID. The Parent Portal Activation Key cannot be provided over the phone. Parent portal training will be offered several times throughout the school year. Notifications of training will be shared in Class Dojo.

PERSONAL PROPERTY

Students should not bring large sums of money, toys, expensive jewelry or expensive articles of clothing to school. **The school will not be responsible for lost or stolen items**.

PICTURES

School pictures are taken in the fall and spring. **FULL UNIFORMS are required for fall pictures**. Spring pictures are offered as an option to students and parents, and uniforms are not required.

PIKMYKID

We will utilize the PikMyKid app to dismiss car riders. All car riders will be issued a PikMyKid number. Parents must have this app downloaded to their phone. Upon entering the campus, please open the app, announce that you have arrived by clicking the announce button, then proceed to the car rider line. Clicking the announce button lets the classroom teacher know that you have arrived on campus and to prepare your scholar for dismissal to the car rider line. Relatives, neighbors, or others who pick up students must have access to your PikMyKid and follow the same pick-up procedures as parents/guardians. Relatives, neighbors, or others with access to PikMyKid will need to park in the parking lot and check-out their scholar in the front office. Pick-up authorization on file in Infinite Campus will be verified. Students will not be released without proper authorization.

If your scholar's mode of transportation changes for the day, you **MUST** notify the main office, New students will be provided with a temporary car tag for use until a PikMyKid number can be generated. Parents are asked to download the PikMyKid app and "register."

Policies

Academic Integrity Policy

At Deerwood Academy, we believe that academic integrity is essential in the process of preparing our students to be principled and reflective global citizens. The purpose of this document is to provide students, teachers, and parents with clear guidelines to the expectation in regard to academic integrity. Academic integrity must be communicated, taught, and modeled for the scholars in our school setting. The IBO defines academic integrity as a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision making and behavior in the production of legitimate, authentic, and honest scholarly work.

Responsibilities

Students will:

- Demonstrate principled behavior when engaging in any school activity.
- Demonstrate self-management by staying organized, making appropriate choices, demonstrating integrity, and striving to create and present their best work.
- Take responsibility for their individual contributions to the collective process. They should be respectful of others' points of view and interact cooperatively with both adults and peers.
- Create work that is authentic and representative of each student's unique intellect and abilities.
- Produce authentic work, including assignments, homework, projects, and assessments.
- Acknowledge and articulate the help received from parents, older siblings, friends, and group members on all work.
- Be aware of age-appropriate expectations regarding academic honesty and integrity.

Teachers will:

- Model academic honesty in their own work for their students.
- Develop the necessary skills and mindset to ensure students learn how to incorporate outside sources in their original work.
- Check submitted work for academic integrity.
- Communicate with parents/guardians and IB coordinator about support needed to ensure students uphold academic integrity.
- Monitor and document communications with all stakeholders regarding students who need additional support developing authentic work.
- Consistently outline and support student understanding of age appropriate academic honesty and integrity.

Parents will:

- Encourage students to seek assistance from teachers when having trouble with completing assignments, homework, and projects at home.
- Establish open communication with their child's teacher(s) regarding expectations around completion of work at home.
- Emphasize the importance of their child(ren) creating authentic work.
- Allow students to complete all assignments, homework, and projects at home independently (when needed).

School will:

- Model academic integrity across the school community.
- Provide additional professional development opportunities for teachers and staff on academic integrity.
- Support students, teachers, and parents/guardians in the event of academic dishonesty.
- Provide age-appropriate expectations related to academic honesty and integrity.

Admissions Policy

Book Board Policy Manual
Section 5. Students & Instructional Programs
Title School Admissions - Enrollment Requirements
Code JBC-R(2)
Status Active
Last Revised July 31, 2019
Prior Revised Dates 12/4/2008
Administrative Regulation Descriptor Code: JBC-R(2)
School Admissions – Enrollment Requirements

ELIGIBLE STUDENTS
Atlanta Public Schools shall enroll into its schools students who reside with their parent(s) or guardian(s) in the City of Atlanta and who meet all other qualifications of Board Policy and this regulation at any time. These eligible students may include:

a. Any minor who is in the physical or legal custody of the Department of Human Services (DHS) or Department of Juvenile Justice (DJJ), or any of their divisions, and is physically present within the geographical boundaries of the District, shall immediately be enrolled. When a student is being placed by DHS or DJJ into a new home or facility that would require a change in school or school system, the District shall consult with the student's custodian to ascertain whether the student should be maintained in the school of origin or assigned to the appropriate school in the District in accordance with the McKinney-Vento Act. Children awaiting foster care placement qualify as homeless under the McKinney-Vento Act.

b. Any minor who resides in a state-licensed orphanage or institution for abandoned or neglected children which is located within the geographical boundaries of the District.

c. Any minor residing in a state-licensed drug or alcohol rehabilitation facility which is located within the geographical boundaries of the District.

d. Any minor housed pursuant to court order in a foster care home which is located within the District. If placed by the DJJ, the student shall be enrolled in his/her home school, as opposed to an alternative educational setting, unless the Case Management Consultation Team concludes that the best placement for the child would be the alternative setting. Any placement made pursuant to an individualized education program team shall take precedence.

e. Homeless Students: Any minor who is a homeless individual, see policy JBC (1), Homeless Students.

f. Any minor whose parent or guardian is an employee of the District, see policy JBCCA, Student Assignment to Schools. This does not include contractors, temporary or substitute workers.

g. Emancipated Minors: Any minor under the age of eighteen who resides in the District and who is no longer under the control or authority of his/her parents/guardians by operation of law (validly married or as otherwise prescribed by law) or as granted by a juvenile court judge.

h. Other students are determined to be eligible for enrollment by the Superintendent.

i. All youth who have not attained the age of 20 by September 1 are eligible for enrollment in appropriate education programs, unless, they have received a high school diploma or the equivalent.

j. Students who have not dropped out of school for one semester or more and who have not attained the age of 21 by September 1 are eligible for enrollment, provided they have not received a high school diploma or the equivalent.

CASE MANAGEMENT CONSULTATIONS

a. A Case Management Consultation (CMC) is a consultation by a school social worker in conjunction with the case worker for the student to discover whether any transition problems exist and whether any services are necessary for a child placed by the Department of Behavioral Health and Developmental Disabilities (DBHDD), DHS, or DJJ.

b. When possible, the custodian of the child or the agency placing the child shall notify the District at least five days in advance of the move. Notice is given to the District by completing a placement application with the Office of Student Discipline.

c. The Office of Student Discipline shall contact the custodian of the child or the agency placing the child to complete a CMC. When possible, a CMC should be completed prior to the enrollment of the student.

d. The CMC process will be utilized each time a DBHDD-, DHS-, or DJJ-placed child seeks to enroll in an APS school.

ENROLLING PARENT/GUARDIAN

a. Students shall be enrolled in school by their parent, legal guardian, or a person standing in loco parentis. Enrolling adults must present proper identification upon enrollment. Acceptable forms of identification are:

- Any valid state or federal government issued photo ID, including a free Voter ID Card issued by the county registrar's office or the Georgia Department of Driver Services (DDS);
- A Georgia Driver's License, even if expired;
- Valid employee photo ID from any branch, department, agency, or entity of the U.S. government, Georgia, or any county, municipality, board, authority, or other entity of this state;
- Valid U.S. passport ID;
- Valid U.S. military photo ID; or
- Valid tribal photo ID.

b. The District may request proof of legal custody in situations involving multiple adults claiming control of the same student.

c. A Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

d. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis whose residence is other than that of the custodial parent, may continue to attend the school in which he or she was enrolled while residing with the custodial parent.

e. A grandparent with a properly executed power of attorney for the care of a minor child may enroll their grandchild, without court approval, in APS if the grandparent resides within the district boundaries and if the specific conditions are met in the "Power of Attorney for the Care of A Minor Child Act," O.C.G.A. 19-9-120 through 19-9-129.

f. If the person presenting the student for enrollment is not that student's parent/guardian, grandparent, a person with military power of attorney over the student, or the student is eligible for Migrant Education Program, the school will require the enrolling person to fully complete the Kinship Caregiver Affidavit. The enrolling person must stand in loco parent is over the student (i.e., be charged with or have assumed the duties and responsibilities of a parent such as providing food, shelter, clothing, and medical care). A copy of the Kinship Caregiver Affidavit is provided at the end of this regulation.

REQUIRED ENROLLMENT DOCUMENTS

1. Other than students that are exempted by law or rule, before admitting any student to an APS school or educational program, APS will accept evidence in the order set below that shows the student's date of birth:

a. The student's birth certificate or certified copy thereof;
b. Certified hospital-issued birth record or birth certificate;
c. The student's military ID;
d. The student's valid driver's license;
e. The student's passport;
f. The student's adoption record;
g. A religious record signed by an authorized religious official;
h. An official school transcript; or
i. If none of these items can be produced, an affidavit of age sworn to by the parent, guardian, or other person accompanied by a certificate of age signed by a licensed practicing physician, which certificate states that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

2. Georgia Immunization Records

a. All children attending prekindergarten and k-12 programs must have a Certificate of Immunization (DPH Form 3231). The Certificate of Immunization must be on file within 30 days of the start of the student's program.

b. Exemptions: All students, regardless of grade and including foreign exchange students, must have the Certificate of Immunization (DPH Form 3231) on file unless any of the following situations exist:

i. Medical exemption authorized by a medical doctor. This must be indicated on Form 3231; a letter is not sufficient. Medical exemptions must be kept on file, are valid for one year, and may be reissued from year to year until a physician determines immunizations can be completed.

ii. Conflict with religious beliefs verified by parents'/legal guardians' sworn affidavit. The only affidavit that may be used to register a religious objection to required vaccinations is DPH Form 2208. The affidavit does not expire.

c. Per the requirements of the law of the State of Georgia, failure to present the above documents within the required timeframe will result in a student being withdrawn from school.

3. Certificate of Vision, Hearing, Dental, and Nutrition Screening (DPH Form 3300): This certificate must be presented the first time a child enrolls at any grade level, including prekindergarten. Students transferring from another Georgia public school system are exempt from this requirement. For students transferring from any school system
other than a Georgia public school system, the documentation must be received within three months. If this form is not received within three months, the child will be withdrawn and not permitted to attend school until the requirement is met. Children may register prior to completion of this examination; however, the Certificate must be on file within three months.

4. Official Transcript (Cumulative Record)

a. Enrolling students shall present an official transcript of work or credit at the time of enrollment. If a transcript is not presented, the student shall be accepted provisionally in the grade to which they indicate membership. If, upon receipt of an official transcript, it is found that the student has been enrolled in the wrong subject or grade, the student shall be withdrawn immediately and re-enrolled in the appropriate grade or subjects. The parent(s)/legal guardian(s) shall be informed in writing of the change.

b. Students enrolling without official transcripts shall be accepted provisionally in the grade to which they indicate membership. Records of each student's previous work should be required before final placement is determined. A reasonable effort should be made to obtain such records. If the records are not forthcoming within 30 calendar days, an academic assessment shall be made by the school to determine final placement.

5. Social Security Card: The person enrolling a student must provide a copy of the enrolling student's social security number or a form stating the enrolling person does not wish to provide the social security number.

a. The school shall ensure that student social security numbers are treated in the same confidential manner as all other records and in accordance with the Federal Educational Rights and Privacy Act (FERPA) of 1974.

b. The District is not responsible for making determinations regarding visa and immigration status. Schools shall enroll immigrants/non-visa-holders who meet age and residency requirements and shall not inquire about their legal status.

6. Proof of Residency: Proof of residency is required when a student initially enrolls in a school, when the student enters 6th grade, 9th grade, and whenever a change of residence occurs.

a. In order to verify residency within the District, the following items shall be presented to the Principal or designee with an Affidavit of Residency:

i. Home ownership evidence consisting of a mortgage statement, warranty deed, quit-claim deed, or security deed in the name of the parent/guardian for the location of the legal residence; or

ii. Lease or rental agreement consisting of written evidence that a current valid agreement exists. Also to be included with this agreement shall be the name, address, and/or telephone number of the lessor; and

iii. Georgia Power utility monthly statement which evidences the location of the legal residence (current within 30 days of enrollment). Principals may require additional proof of residency if necessary to ensure proper residency verification.

b. If the enrolling person does not meet the above requirements, the Principal or designee shall require the parent/guardian claiming residency to complete an Affidavit of Legal Residence. The Affidavit of Legal Residence must be notarized and signed by the parent/guardian and owner/lessor. The Residence Owner/Lessee shall provide the following:

i. Georgia Power utility monthly statement which evidences the location of the legal residence
(current within 30 days of enrollment)

ii. Deed, mortgage statement, lease or rental agreement consisting of written evidence that a current valid agreement exists. Also to be included with this agreement shall be the name, address, and/or telephone number of the owner/lessee; and
The enrolling person shall provide one (1) item from at least three (3) of the below listed categories which evidences the address provided above is his/her current residence:

a. Current bank, credit union, or other financial institution documentation (e.g. loan documents, credit card statement, monthly activity statement, voided check) which evidences the location of the legal residence;

b. Mail delivered by the United States Postal Service other than general mail addressed to occupant or resident;

c. Employer documentation (e.g. application for employment, health insurance, previously issued W-2 or Form 1099, pay stub) which evidences the location of the legal residence;

d. Voter registration documentation from Fulton County which evidences the location of the legal residence;

e. A current motor vehicle registration (tag receipt) which evidences the location of the legal residence;

f. Any other document(s) that will provide evidence of intent to remain at the location of legal residence within the geographic boundaries of the District.

At the discretion of the Principal or designee, if evidence of a parent/guardian's residence within the District is still insufficient, the Principal or designee shall submit a referral to the school social worker or the Office of Student Assignment. The School District may take whatever actions are necessary to verify the parent or guardian's residence within the District.

7. Verification of Residency: A school system employee or designee may visit the address given by any parent/guardian to verify residency. The property address given must be the actual location where the student and parent/guardian live full time. A school may request a parent/guardian provide proof of residency if mail is returned from the student's address of record. A school may request a parent/guardian provide proof of residency if a student's attendance record indicates a pattern of absences, tardies or other circumstances are presented that place the school notice that the address of record is invalid/inaccurate for the student.

The parent/guardian shall notify the school immediately if any change in residence occurs. Students who cease to be residents of the District or who move to another school attendance zone within the District may be eligible to remain enrolled in their home school for a limited time, see administrative regulation JBC-R(3) School Admissions– Students who Move During the School Year.

8. Mailing Address: All students enrolling in Atlanta Public Schools must provide a physical mailing address. All school mail will be sent to the student's physical address. Homeless students may be exempted from this requirement, see administrative regulation JBC(1), Homeless Students.

ENROLLMENT OF STUDENTS NOT IN GOOD STANDING

1. Suspended or expelled students from another public school system: Students who are under a current disciplinary order requiring short-term suspension, long-term suspension, or expulsion from another public school system must request enrollment and placement through the APS Office of Student Discipline. No otherwise
qualified student seeking enrollment while under suspension or expulsion shall be permitted to physically attend an APS school; however, at the conclusion of a placement review, the Office of Student Discipline may: 1) permit a student to enroll into the APS alternative education online program during the duration of that suspension or expulsion; 2) enroll the student but require the student to fulfill the rest of the suspension before attending the APS-assigned school; 3) enroll the student and allow the student to attend the APS-assigned school if the underlying disciplinary incident would not have resulted in suspension or expulsion under the APS code of conduct; 4) enroll the student in an APS alternative education program; or 5) assign the student to any other legally permissible placement. At any time, the options listed above may not be available in APS.

2. Students suspended or expelled from APS charter schools: Students who are under a current disciplinary order requiring a short-term suspension, long-term suspension, or expulsion from an APS charter school must request enrollment and placement through the Office of Student Discipline. No otherwise qualified student seeking enrollment while under a suspension or expulsion order shall be permitted to attend his/her zoned APS school if the underlying conduct would be similarly prohibited and punished if it occurred at an APS traditional school; however, at the conclusion of a placement review, the Office of Student Discipline may 1) permit a student to enroll into the alternative education school during the duration of that suspension or expulsion; 2) enroll the student but require the student to fulfill the rest of the suspension before attending the APS-assigned school; 3) enroll the student in an APS alternative education program; or 4) assign the student to any other legally permissible placement. No placement decision will be made before the district has received appropriate information from the parent/guardian and charter school, including student records and/or reports from any agency or jurisdiction involved with the underlying conduct. Expulsions require mandatory student transfers from charter schools.

If, in the process of gathering this information, it is concluded that the student's long-term suspension or expulsion from the charter school would or might justify a long-term suspension or expulsion from a traditional APS school, and the student will no longer be attending the charter school, a placement review will be convened so the district may decide: (a) whether the conduct for which the student was expelled would justify assignment to an alternative education setting, suspension, or expulsion by the district, and (b) whether the terms of the charter school suspension or expulsion should be adopted, rejected, or reduced by the district in the following district placement. This placement review will be conducted by the Office of Student Discipline.

3. Students assigned to an alternative school program in another public school system: Any student seeking enrollment from another school system in which the student was assigned to an alternative school program through a discipline hearing or hearing waiver action shall be assigned to a corresponding alternative setting, if available, within Atlanta Public Schools.

4. Suspended or expelled students from a private school: Students who are under a current disciplinary order of suspension or expulsion from a private school must request enrollment and placement through the Office of Student Discipline. Atlanta Public Schools may admit a student who has been suspended or expelled from a private school during the period of such suspension or expulsion. However, no such decision will be made before the District has received appropriate information from the parent/guardian and private school, including student records and/or reports from any agency or jurisdiction involved with the underlying conduct.
If, in the process of gathering this information, it is concluded that the student's suspension or expulsion from the private school would or might justify assignment to an alternative education setting, long-term suspension, or expulsion from Atlanta Public Schools, a placement review will be convened so the district may decide: (a) whether the conduct for which the student was suspended or expelled would justify assignment to the alternative school, suspension, or expulsion by the district, and (b) whether the terms of the private school suspension or expulsion should be adopted, rejected, or reduced by the district in the following placement. This placement review will be conducted by the Office of Student Discipline.

5. Discipline Records:

a. Any student who is enrolling in the District must provide a copy discipline record from the school previously attended in accordance with O.C.G.A. §20-2-670. In lieu of providing a copy of a discipline record, the student may be admitted on a conditional basis by submitting a

properly executed release authorizing the District to obtain such information from the school previously attended.

b. Any student desiring to enter the District must be eligible to enter the school system which he/she last attended. A Disclosures Form shall be completed at the time of enrollment. The student or parent or legal guardian shall also disclose whether the student has ever been adjudicated guilty of the commission of a designated felony as defined in O.C.G.A. § 15-11-63, and if so, the date of such adjudication, the offense committed, the jurisdiction in which such adjudication was made, and the sentence imposed.

CONDITIONAL ENROLLMENT

Students with inadequate documentation will be enrolled temporarily awaiting necessary documents.

1. The Conditional Enrollment shall be for thirty (30) calendar days from the date granted.
2. If acceptable documentation is not submitted to the school within the thirty (30) calendar day Conditional Enrollment period, the student shall be subject to withdrawal. The person who enrolled the student will be notified at least ten (10) calendar days prior to withdrawal of the student.
3. Students pre-registering are not eligible for Conditional Enrollment until the beginning of the attendance period of the school term for which the student is enrolling.
4. The District may withdraw conditional enrollment for any student who (1) fails to provide the required documentation; (2) has been convicted or adjudicated guilty of a designated felony; (3) has been found to have submitted fraudulent documentation for enrollment; or (4) is subject to pending disciplinary action in another school system or is subject to disciplinary action that would warrant imposition of long-term suspension or expulsion within APS.

Last Revised: 7/31/2019
Revised: 12/4/2008
See also:
Board Policy JBC School Admissions

Assessment Policy

Assessment Philosophy:

- At Deerwood Academy, we believe that assessments play a vital role in the learning process of our scholars. Assessment is an on-going process, vital to instructional planning and the monitoring of academic progress. We use multiple tools and measurements to assess our students, determine the effectiveness of our instruction, and to plan and implement future learning experiences.
- At Deerwood Academy, we are committed to authentic assessment and prioritize personal and professional reflection to ensure appropriate rigor for teaching, learning, growth, and goal setting. The implementation of the units of inquiry are based and are designed to invoke some type of action. This action can be student, class, or teacher initiated. In every unit of inquiry planned, we infuse the different types of assessments– summative, performance tasks, and formative assessments.

In addition, student self-assessments for reflection are documented in digital portfolios (Toddle). The purpose and means of assessment will be clearly explained to the staff, students, and all stakeholders of the Deerwood Community.

Purpose:

"Our main goal for assessments is to determine what students understand, know, and are able to do in order for us to provide specific feedback and promote growth in our young learners. By

assessing each student's learning and development, we can personalize our instruction and better help him/her set realistic learning goals.

- At Deerwood Academy, the **students** use assessments to inform them of their level of understanding and achievements and are encouraged to use assessments for self-reflection and goal setting purposes.
- At Deerwood Academy, the **staff** use assessments to reflect on instructional effectiveness and to support student growth.
- At Deerwood Academy, the **stakeholders** use assessments to better understand their scholar(s)' learning developments and accomplishments.
- At Deerwood Academy, the **leadership team** uses assessments to analyze data for students' rates of growth and to collaborate with staff to guide instructional practices."

It should be understood and agreed upon by all members of the Deerwood Academy Faculty and Staff that upon entry into a class, all new students should receive some type of diagnostic testing to determine their level of instruction.

Monitoring:

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning.

The tools that we use to monitor are :

1. Open-ended tasks
2. Written or Oral assessments
3. Virtual Learning portfolios

Assessing:

- ★ **Formative assessments** should be interwoven with the daily learning and help teachers and children find out what the children already know, in order to plan the next stage of learning. Formative assessments and teaching are directly linked; neither can function effectively or purposefully without the other.
- ★ **Weekly assessments and common assessments** should be administered based on standards with specific regards to elements for a more concise determination of mastery.
- ★ **Summative assessments** should take place at the end of the teaching and learning process and give the children opportunities to demonstrate what has been learned. Some methods of assessment that should be used to provide a balanced view of the child include observations, performance assessments, selected responses, open-ended tasks, projects, and portfolios.

Documenting:

At Deerwood we use a variety of assessment strategies and tools to determine what the scholar has learned. At Deerwood we use

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Portfolios:** A collection of artifacts that can also contribute to reporting.

Assessment tools utilized**:** Rubrics, Checklists, Exemplars, Anecdotal Records, and Continuums

Measuring Learning:

Measure of learning aims to capture what a student has learned at a particular "point in time". Not all learning can be, or needs to be, measured.

At Deerwood, we use several tools to measure student learning:

District Mandated Assessments:

- MAP Assessment
- Benchmarks/Checkpoints
- WriteScore

State Mandated Assessments:

- ACCESS for ELLs
- Georgia Alternate Assessment (GAA)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Georgia Milestones Assessment System
- National Assessment of Educational Progress (NAEP)

Reporting

We currently report assessment results to students and parents in various ways. These include student and/or parent conferences, failure notices, progress reports, Class Dojo, and Infinite Campus, our online student information system. We also use the district-wide report card as a reporting tool. In PYP schools, teachers are required, on behalf of all students, to assess and report on progress in the development of the attributes of the learner profile. This is done by using the learner profile for self and peer assessment, as the basis for teacher/student/parent conferences and through reporting to parents.

Professional Development

The faculty and staff at Deerwood Academy will continuously seek professional development with assessment uses and strategies.

Communicating the Policy

The Assessment Policy is regularly communicated to all staff members through collaborative dialogue during professional learning. The policy is shared with parents and community stakeholders during Parent Academy breakout sessions. Teachers are responsible for communicating this policy to students and parents. At the beginning of each new school year the policy will be shared with faculty during professional learning days and utilized as a working document.

Reviewing the Policy

The school reviewed the Assessment Policy during the self-study process. The policy will formally be reviewed every year with all stakeholders.

Portfolios

At Deerwood Academy we have adopted portfolio essential agreements and a digital portfolio system. We use Toddle to house our digital portfolio system. These portfolios will include artifacts and self-reflections based on the units of inquiry. The students will create separate data notebooks that track their data for MAP, attendance, PBIS, and Lexile growth. Scholars lead

conferences with their parents during a first semester and second semester Parent Academy. Additional portfolios may be kept to include diagnostic tests and weekly tests and traditional assessments. Teachers currently use an electronic grade book (Infinite Campus) maintained on the school server. However, teachers always have a backup method of maintaining grades. In addition, the teachers maintain common assessment trackers that track student progress on every standard/element that has been taught.

Portfolio Essential Agreements
Developed: August 2016 Revised 2023
The Purpose of Virtual Portfolios

Portfolios are collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. The portfolio is an exhibition of an active mind at work.

The five goals guiding teacher and student work with portfolios are:

- To celebrate learning through the PYP, showing development of the whole child, both within and outside of the Program of Inquiry
- To help students become more reflective about themselves as learners
- To allow students an opportunity to have an agency of work that they would like to share with others.
- To extend student learning in all disciplines
- To inform instruction and influence instructional practices
- To support and explain the assessment system (Standards-based Grading)

Contents of Student Portfolios

Portfolio content at each grade level should include the following:

1) PYP Learner Profile Monthly Reflection activity
2) Interest Surveys
3) Six student-generated unit reflections (one for each unit of inquiry):
4) At least 3 student reflections to an artifact from the unit of inquiry
5) Examples of Action being put to use after units of inquiry (class or student initiated)
6) Includes products or reflections from specials classes
7) Include pictures, voice recordings, and videos of the scholars
8) Student led conference notes
9) Teacher Unit of Inquiry Reflection

Portfolio Management Guidelines

- Portfolios should be easily accessible to students in Mybackpack.
- Portfolios are intended to be student-managed with teacher guidance.
- Students should understand the purpose of portfolios and be able to explain why specific items are in their portfolios.
- No limits will be placed on the number of pieces placed in the portfolio, however teachers agreed that students should be taught how to thoughtfully choose pieces.
- Staff will ensure that explicit teaching of portfolio management and reflection time is built into each unit of inquiry. Teachers should help students learn how to thoughtfully choose which items to include/keep in their portfolios, and how to reflect on each piece in the portfolio.
- A variety of media is represented to reflect different learning styles and experiences, including drawings, photos, written work, voice recordings, video clips, etc.]

- Teachers will assist in providing a brief explanation of pieces in the portfolio, as it is sometimes difficult to discern the purpose of the piece when no explanation is available. (examples: central idea at the top of the page or unit connections.
- Portfolios will include reflections/products from Visual Art, Music, Language, Physical Education at some time during their education at Deerwood Academy. It is not expected that each portfolio will have products/reflections each year for each subject area.
- Students and teachers throughout the school will spend time at the beginning of the year thinking about what criteria should be used for deciding what goes into a portfolio.

References

Assessment Policy of Deerwood Academy 2017-2018

Language Scope and Sequence. IBO, 2009

World Language Program of Atlanta Public Schools. http://www.atlanta.k12.ga.us/Page/1027
PYP Assessments 2023

Inclusion Policy

Purpose:

At Deerwood Academy we believe that all scholars have unique needs to consider when guiding them to meet/exceed their academic and social emotional learning. We create authentic learning experiences by captivating scholars with rigorous activities geared towards their individual learning styles. General, gifted, ELL, and exceptional education work collaboratively to provide supportive strategies and services that help scholars with diverse needs (Exceptional , ELL, and gifted and talented learners) achieve academic success.

Classroom Instruction:

At Deerwood Academy, the majority of our scholars are serviced in the general education classroom for their entire school day. Students who are members of our exceptional learner programs receive support from special education teachers and general education teachers through a co-teaching model. We also have a Moderately Intellectually Disabled (MOID) classroom that provides a challenging learning environment that employs a variety of instructional techniques appropriate to the maturity, interests, and needs of the scholars. These scholars are mainstreamed into general education classrooms where they receive a portion of their daily instruction with their peers.

At Deerwood Academy, we service gifted scholars in first through fifth grades using the cluster model. In the cluster model, identified gifted scholars are placed as a group (recommended 6-8 students) into an otherwise heterogeneous classroom, rather than being dispersed among all of the rooms/courses at that grade level. For our Kindergarten, students are not identified until the Spring. If Kindergarten teachers have any concerns or students show high achievement, the homeroom teacher will collaborate with the lead GATE teacher. In a collaborative model classroom, a maximum of eight identified gifted scholars are placed as a group into an otherwise heterogeneous classroom. Direct instruction is provided by the scholars' regular classroom teacher who collaborates with a designated gifted teacher. There must be

substantial, regularly scheduled collaborative planning between the regular classroom teacher and the gifted lead teacher.

In our inclusive classrooms we use several co teaching models.

Co- Teaching Models

1.**Station Teaching**. In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.

2. **One Teach, One Assist**. In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

3. **Parallel Teaching**. On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

4.**Team Teaching:** In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

5. **Alternative Teaching**: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

6.**One Teach, One Observe**. One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

MTSS Tiered Intervention and Support:

At Deerwood, we use a Multi-tiered System of Supports. (MTSS) is a "tiered system of support that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources" (Adopted from National Center on Response to Intervention, 2010). Georgia's four-tiered Student Achievement Pyramid of Interventions to provide appropriate and effective Response to Intervention services, which incorporates universal screening, targeted interventions, and a team approach to decision-making and the development and implementation of services. A Student Support Team (SST) meets regularly to monitor the student's progress and provide additional strategies for the teacher to implement in the classroom. The team consists of at least the classroom teacher(s), MTSS support person, and the student's parent/guardian. If the student does not progress, they may decide to begin a battery of comprehensive assessments which may include a psychological evaluation, educational testing, and speech-language assessment to name a few. It is with all of this data that the team in conjunction with the parent/guardian, will

determine if the student qualifies for a special needs program and an Individualized Education Program (IEP) to help ensure the student's academic success.
Tiers I and II Interventions are facilitated in the general education environment by grade level and department teams. Documentation from each tier is utilized to make decisions regarding interventions and movement between tiers.

Tier III Interventions and services are facilitated by the Student Support Team (SST). The MTSS Chairperson ensures the process is followed and team decisions are made according to the outcome of data, indicating student progress.

Tier IV Interventions and services are facilitated through specialized programs or instructional delivery models such as the Program for Exceptional Children, English Language Learners, or Gifted Instruction.

Section 504:

Congress prohibited discrimination against persons with disabilities in the Rehabilitation Act of 1973, in a segment most often referred to simply as 'Section 504." This was a broadly worded prohibition that covers both children and adults. It applies to programs that receive any federal financial assistance.

Section 504 prohibits discrimination against individuals whose physical or mental impairment substantially limits one or more major life activities, including: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, and learning.

- Under Section 504, schools must afford students with disabilities equal opportunity.
- Many students, who fall within the Section 504 category, are medically involved, and the disability is temporary in nature.
- Section 504 accommodations are delivered and monitored through the Student Support Team.

References

Deerwood Academy Special Education Needs Policy 2013

IB Special Education Documents

Atlanta Public Schools Department of Special Education,
https://www.atlantapublicschools.us/Page/69497

Atlanta Public Schools Department of Multilingual Programs +Services
https://www.atlantapublicschools.us/Page/37955#:~:text=Multilingual%20Services,language%20that%20our%20parents%20understand.

Georgia Department of Education's Gifted Program,
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx

http://www.ctserc.org/index.php/co-teaching/item/184-six-approaches-to-co-teaching

Language Policy

Purpose

Language instruction empowers our scholars to become life-long learners who are global thinkers, open-minded, and communicators.

Our Language Instruction provides:

1. French Instruction as an additional language
2. Mother –Tongue language support
3. Instruction of English through the Units of Inquiry

Statement of Belief:

At Deerwood Academy, we believe that language is vital to constructing meaning and is the vehicle that allows scholars to think critically and develop conceptual understandings. All scholars flourish from learning various languages. The exploration of multiple languages encourages scholars to embrace different cultures, form new perspectives, and foster an appreciation for the diverse world.

- We believe that scholars learn language best through meaningful listening, speaking, viewing, presenting, reading, and writing opportunities within the Units of Inquiry.
- Scholars who pass through our doorway are language learners and our teachers are effective teachers of language.
- Our inclusive classrooms support mother-tongue development that preserves each scholar's uniqueness and cultural identity.
- At Deerwood Academy, we have made a commitment to our stakeholders to provide a learning community that promotes and supports a strong foundation in language and language diversity.

Language Instruction at Deerwood Academy provides our scholars with the knowledge and skills to become global communicators who are able to compete in a diverse world.

Practices:

Identification of Language Needs:

Deerwood Academy is a public school and we accept all children therefore English is not a requirement. Scholars who are not from English speaking homes are given the WIDA online assessment to determine English language proficiency. This information determines whether or not the student is classified as a student for which English is the second language and informs the school of the primary language. Informing our teachers about the different language populations early in the school year allows them to infuse those cultures into the curriculum and provides an authentic appreciation for their culture. For English Learners, additional services are provided by our Multilingual Programs and Services Department of Atlanta Public Schools (APS). The program is a federal mandated instructional program for students in grades K-12. It is standards based and emphasizes academic and social language development based upon the WIDA Consortium English Language Development Standards. The Multilingual Programs and Services Department provides access to resources and facilitates communication between the English learner parents and school which allows the parents to take an active role in their scholar's education.

The Multilingual Programs and Services ESOL Department Goals:

Program Goals

The purpose of the World Language program in Atlanta Public Schools is to move our students towards second language proficiency and biliteracy through engaging instruction with inspiring teachers. All courses are aligned to the ACTFL World Readiness Standards for Learning Languages.

The goals of the World Language program are:

- to equip students with the skills that will enable them to function in a language other than their own;
- to develop communication skills that allow students to compete effectively in the global community;
- to develop listening, speaking, reading, writing and cultural competence skills in the target and native languages;
- to use technology and other non-print sources to absorb information; and
- to increase awareness of students' own culture and appreciate the culture(s) of others.

Scope and Sequence:

The IBO's Language Scope and Sequence is used as a guide for language instruction. The Language Scope and Sequence provides developmental continuums which guides our teachers as they provide language learning opportunities for our scholars. We also utilized the developmental progressions (Reading, Writing, Speaking, and Listening) of Georgia Standards of Excellence for English Language Arts into our instructional framework.

Language in the Classroom

Classroom Instruction:

All instruction at Deerwood Academy is conducted in English. Language is the foundation of our transdisciplinary program and is woven into physical education, visual arts, and fine arts classes. In the inquiry based classroom, scholars are reading, writing, speaking, and listening through the context of the Units of Inquiry. Teachers provide differentiated activities through a balanced literacy approach. Language is supported through reading, writing workshops, word study, and phonics opportunities that allow scholars to use language during presentations, collaboration, reflections, and researching. Culturally responsive literature is chosen to expose students to diverse cultures and languages. Flexible grouping is utilized to temporary group scholars based on learning styles and learning outcomes. Students not only learn from their teacher, but also from their peers and experiences with language. Oral language (receptive and expressive), visual language, and written language are taught consistently and embedded in the Programme of Inquiry. Language is also supported by our Learning Commons. We have a full time media specialist that assists students with a plethora of digital tools and media. Some of those tools include–eBooks, Flip which is a video recording app where students can engage in book reviews, and the Atlanta Fulton County Library Class Pass which allows all Atlanta Public Schools teachers and students to access audiobooks, videos, and eBooks. There are open times for students to check out books and conduct research. The media specialist works with the teacher to provide learning opportunities and resources that support each unit of inquiry.

It is the goal of all teachers at Deerwood Academy to support our English Learners by providing a caring environment where all scholars can thrive. Scholars that qualify for ESOL classes are serviced during the school day by a certified ESOL teacher. These times may be modified throughout the school year to meet the students' language needs. English Learners are encouraged to use the language of their culture and bring their language experiences to share with their peers. This practice supports international mindedness and cultural awareness amongst all students. All teachers provide support to the English Learners in a variety of ways. For example, teachers:

1. Provide extra support with the Unit of Inquiry
2. Provide nonlinguistic representation of words (Visuals)
3. Use sentence frames to give practice with language
4. Scaffold Learning with Native Language
5. Expose scholars to rich language input through shared reading

French Instruction:

French is the additional world language offered at Deerwood Academy. French Instruction is a part of the World Language Program whose purpose is to move our scholars towards second language proficiency and biliteracy through engaging instruction with inspiring teachers. The two models of programming are Exposure and Proficiency. The Exposure model focuses on an introduction to culture and language and is taught primarily in English and the Proficiency model is oral and written proficiency; thus, the course is taught primarily in the target language. To help facilitate international open-mindedness and increase personal development, our scholars, 5 to 6 years, receive the exposure model with French instruction once a week for 45 minutes. Scholars 7 to 11 years, receive the proficiency model with French instruction two times per week for 45 minutes. All teachers provide French instruction to support oral and written language.
The goals of the World Language program are:

- to equip students with the skills that will enable them to function in a language other than their own;
- to develop communication skills that allow students to compete effectively in the global community;
- to develop listening, speaking, reading, writing and cultural competence skills in the target and native languages;
- to use technology and other non-print sources to absorb information; and

to increase awareness of students' own culture and appreciate the culture(s) of others.

Assessment:

In foreign language (French), the students are assessed on oral communication, reading, writing, and listening comprehension as well as projects. Assessment of language in the classrooms is in the form of listening, speaking and writing (both reading and writing). Work samples, anecdotal notes, written tests, and checklists are various ways to assess language skills and knowledge.

Professional Development:

The faculty and staff at Deerwood Academy will seek additional training and guidance on utilization of the IBO Language Scope and Sequence. Professional Learning sessions should focus on understanding and implementing the IBO Language Scope and Sequence.

Communicating the Policy:

The Language Policy is regularly communicated to all staff members through collaborative dialog during professional learning. The Language Policy is shared with parents and community stakeholders during Parent Academy breakout sessions. Teachers are responsible for communicating this policy to students and parents. At the beginning of each new school year the policy will be shared with faculty during professional learning days and utilized as a working document.

Reviewing the Policy

The school reviewed the Language Policy during the self-study process. The policy will formally be reviewed every four years with all stakeholders.

Resources

At Deerwood we have a Reading Room that provides additional support to language instruction. The reading room houses around 10,000 books. This room has various collections of books such as leveled books based on guided reading levels, chapter books, comprehension sets, Lexile sets, and texts sets. Teachers use these books to support language instruction in the classroom.

References

Assessment Policy of Deerwood Academy 2017-2018

Language Scope and Sequence. IBO, 2009

World Language Program of Atlanta Public Schools. http://www.atlanta.k12.ga.us/Page/1027

English to Speakers of Other Languages Department of Atlanta Public Schools. http://www.atlanta.k12.ga.us/Page/880

PROGRESS REPORTS/REPORT CARDS

Student progress reports/report cards are available via Infinite Campus on a nine-week basis. Please check the school calendar for dates.

PROMOTION/RETENTION

The decision to promote or retain a student shall be made using a variety of assessments of a student's mastery of academic standards and readiness for the next grade including state-approved assessments.

SCHOOL SAFETY

Our school has a security plan to provide a safe environment for our students. ***Students are NOT supervised before 7:20 am***. Please do not leave your students unattended. Students left unattended before 7:20 am may be referred to the social worker.

All visitors must check in at the office, show picture identification, and obtain a visitor badge before initiating any school business and check out through the office upon exiting the school.

SERVICE-LEARNING PROJECTS

As an IB school, it is believed that education must extend beyond the intellectual to include, not only socially responsible attitudes, but also thoughtful and appropriate action. Throughout the year Deerwood students will participate in purposeful and beneficial service-learning projects that help to build attitudes and strengthen learner profile attributes. We need all families to get involved with our service-learning projects!

SOCIAL AND EMOTIONAL LEARNING

The focus of Deerwood Academy is to build relationships and community through Social and Emotional Learning (SEL). Your student should feel connected to his/her teacher, classmates, administrators, and other school staff. SEL aims to have all students' voices heard. As a result, your child should have the opportunity to regularly share his/her thoughts and feelings and give feedback to create a school environment where he/she is valued and respected. ***For more information regarding SEL, please contact Ms. Thorpe.***

STUDENT PLACEMENT IN CLASSES

Please be reminded that all students are temporarily placed in classes until the end of the first month of school. At that time, significant changes in enrollment within any grade level may require the redistribution of students. In such cases, we ask for your patience and understanding.

TARDIES

Prompt arrival to school is expected and appreciated. **Students who accumulate 10 tardies will be required to verify their address.** Excessive tardies may be referred to the attendance committee and/or school social worker.

TRANSPORTATION

Buses

Riding the bus is a privilege contingent upon proper and courteous conduct. The safety of a child while walking to, from, and waiting at the bus stop is the parent's responsibility. **Parents are not permitted to board a school bus, engage in confrontations, or engage in disciplinary conversations with other people's children. Please note that students 8 and under must have an adult at the bus stop, otherwise they will be returned to the school.** If you have any questions regarding bus stops, the status of a bus, bus incidents, and/or driver concerns, please contact the APS Transportation Department at 404-802-5500. Parents may also download Here Comes the Bus app or visit herecomesthebus.com. Enter school code 87794 to sign-up. For additional Deerwood transportation announcements or updates, please join ClassDojo.

Important APS Transportation Contact Information for Deerwood Academy:

- Terranza Roberts, Bus Transportation Supervisor/404-802-5526
- Michael Henley, Bus Transportation & Logistics Manager404-802-5545
- Transportation Department/404-802-5500

Car Riders

We have in place parent drop-off and pick up procedures to ensure the safety of each Deerwood Scholar; therefore, we ask for your patience and cooperation. Car rider arrival begins at 7:20 AM until 7:45 AM and dismissal begins at 2:15 PM until 3:00 PM. **Any student remaining after 3:10 PM will be moved to the Preferred School Care (PSC) Program and Parent/Guardian will be assessed a $25 drop-in fee**.

All car riders will be issued a PikMyKid number. Please carefully read the car rider expectations and procedures that will be sent home with your scholar.

Day Care Transportation - VANS

Parents must complete a Transportation Assurance form for their child to be allowed to ride a day care bus. These forms will be available for parents at Open House and in the Main Office. **Day care bus riders must be picked up by 2:15 PM.**

WALKER PICK UP

- Parent or authorized individuals must arrive at the walkers gate no later than 2:25pm.
- Parent or authorized individual must arrive and depart on foot- not emerge from a parked vehicle.
- Walkers with permission to walk independently will exit and travel to the crossing guard.
- Authorized individuals must be prepared to show identification when picking up.

Walker Policies & Procedures (Click the link)

Preferred School Care Morning/Afterschool Programs

PSC provides quality and affordable Before (6:30-7:20 AM) and After-school (2:15-6:00 PM) childcare services for the children of working parents at Deerwood Academy. **For more information, please contact Ms. Gladys Carter, Site Director at 404-398-2463**.

Temporary/Permanent Transportation Changes

The school must be notified in writing to request a transportation change different from the original agreement made at registration. For your child's safety, no changes will be accepted via telephone or email. A written request must be signed, dated, and include your child's name, teacher's name, and a telephone number where you can be reached. ***Transportation changes will not be accepted after 1:50 PM. For emergencies, please ask to speak with an administrator.***

TUTORING PROGRAM

The Deerwood Academy Tutorial Program is designed to provide targeted academic support and enrichment for students in Grades K–5. Tutorials will focus on strengthening student performance in reading, mathematics, and science through standards-based instruction, intervention, and enrichment opportunities aligned to classroom learning and district assessments. Tutoring starts September 16th and ends April 21st.

UNIFORMS

Deerwood Academy is a uniform school. We believe that school uniforms are one positive and creative way to reduce discipline problems and increase school safety. Scholars may wear a navy blue, hunter green or white top with khaki or navy bottoms (no jeans or sweatpants).

If you are having challenges obtaining school uniforms, please contact the school counselor at 404-802-3333 or the school social worker at 404-802-3316.

VOLUNTEERING/FIELD TRIPS/SPECIAL EVENTS

Volunteers are an integral part of our instructional program. If you would like to volunteer, you must obtain a yearly background check through the Deerwood Academy Main Office no later than **10 business days in advance**. Volunteers seeking to attend overnight field trips, must obtain a background check at the APS Office of Safety and Security located at 130 Trinity Ave, SW. Atlanta, GA 30303. Clearance from the Office of Safety and Security must be granted prior to volunteering for an overnight field trip. For more information regarding the volunteer process, please contact the main office at 404-802-3300.



DEERWOOD FAMILY HANDBOOK ACKNOWLEDGEMENT SIGNATURE PAGE

I have read the Deerwood Academy Family Handbook and my signature below acknowledges my receipt and understanding of the contents within the Family Handbook.

If I have any questions about the information, I will contact a school administrator to discuss those questions. I further understand that failure to sign and return this form does not relieve me from adhering to the information enclosed in the Deerwood Academy Family Handbook.

Student Name_____ _____**Grade**_____

Parent/Legal Guardian's Signature _____ **Date**_____