

Patterson Elementary School

*“Promoting Excellence as the
Standard”* 3414 Drawdy Street

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Amanda Lankford, Principal

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2026-2027 Student Handbook



Patterson Elementary School Student Handbook 2025-2026

On behalf of the faculty and staff, welcome to Patterson Elementary School. We look forward to working with you and your children 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 Patterson Elementary policies and procedures. We urge you to read it carefully and discuss the pertinent information together as a family.

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 encourage your participation in the school program, as we believe that your child's educational development is a joint endeavor of the home, school, and community.

We are looking forward to working with you and your child during the school year.

OUR MOTTO

At Patterson Elementary School, we are “Promoting, Excellence as the Standard”

OUR MISSION

Patterson Elementary builds a foundation that promotes excellence.

OUR VISION

Patterson Elementary students believe in their potential to learn, excel, and own their future.

OUR BELIEFS

We believe...

- Students learn best when they are actively engaged in real world activities and share accountability for their learning.
- Instructional strategies must be differentiated to meet students' needs.
- Learning is a shared responsibility of the school, home and community.
- Attendance by students and staff directly impacts student achievement.
- School decisions should be student-centered and data-driven.
- Students learn best in a safe and secure environment.
- Positive relationships and mutual respect between students and staff enhance learning.
- Student literacy is essential for college and/or career readiness.
- The use of technology ensures all students are self-directed, productive thinkers and researchers.

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PIERCE COUNTY SCHOOLS

2026-2027 DETAILED CALENDAR

June 29 - July 3 (Monday-Friday)	BOE/Schools Closed
July 28 - August 4 (Tues-Friday & Mon-Tues)	Pre-Planning/Professional Development
August 5 (Wednesday)	1st Term Begins
September 1 (Tuesday)	End of 1st Month (20 days)
September 7 (Monday)	Labor Day Holiday (No Students/Staff)
September 8 (Tuesday)	Progress Reports Issued (K-12)
September 30 (Wednesday)	End of 2nd Month (20 days)
October 7 (Wednesday)	End of 1st Nine Weeks (45 days)
October 12-16 (Monday-Friday)	School Closed (No Students/Staff)
October 21 (Wednesday)	Report Cards Issued (K-12)
November 4 (Wednesday)	End of 3rd Month (20 days)
November 17 (Tuesday)	Progress Reports Issued (K-12)
November 20 (Friday)	Early Release Day
November 23-27 (Monday-Friday)	Thanksgiving Holidays (No Students/Staff)
December 9 (Wednesday)	End of 4th Month (20 days)
December 18 (Friday)	Early Release Day End of 2nd Nine Weeks (42 days) End of 1st Term (6-12) 87 days
December 21 - January 1	Christmas Holidays (No Students/Staff)
January 4-5 (Monday-Tuesday)	Professional Dev/Planning (No Students)
January 6 (Wednesday)	2nd Term Begins
January 12 (Tuesday)	Report Cards Issued (K-12)
January 18 (Monday)	Martin Luther King Holiday (No Students/Staff)
January 25 (Monday)	End of 5th Month (20 days)
February 9 (Tuesday)	Progress Reports Issued (K-12)
February 15-16 (Monday-Tuesday)	Presidents Day Holiday (No Students/Staff)
February 17 (Wednesday)	Professional Dev/Planning (No Students)
February 25 (Thursday)	End of 6 th Month (20 days)
March 8 (Monday)	Professional Dev/Planning (No Students)
March 16 (Tuesday)	End of 3 rd Nine Weeks (45 days)
March 23 (Tuesday)	Report Cards Issued (K-12)
March 26 (Friday)	End of 7 th Month (20 days)
April 2 (Friday)	Early Release Day
April 5-9 (Monday-Friday)	Spring Holidays (No Students/Staff)
April 26 (Monday)	Progress Reports Issued (K-12)
April 30 (Friday)	End of 8 th Month (20 days)
May 21 (Friday)	Graduation
May 25 (Tuesday)	Early Release Day Report Cards Issued (K-12) End of 2nd Term (90 days) End of 9th Month (17 days) End of 4th Nine Weeks (45 days)
May 26-28 (Wednesday-Friday)	Post Planning/Professional Development
May 31 (Monday)	BOE/Schools Closed
June 18 (Friday)	BOE/Schools Closed

RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

Date: August 5, 2026

Dear Parents,

In compliance with the requirements of *Every Students Succeeds Act*, the Pierce County School District 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 teachers' and/or paraprofessional's qualifications, please contact principal, Amanda Lankford at: 912-647-5373.

Sincerely,

Amanda Lankford, Principal

DERECHO A CONOCER LAS CUALIFICACIONES PROFESIONALES DE LOS DOCENTES Y PARAPROFESIONALES

Fecha: 5 de agosto de 2026

Estimados padres,

De conformidad con los requisitos de la Ley *Every Students Succeeds*, el Distrito Escolar del Condado de Pierce quisiera informarle que puede solicitar información sobre las calificaciones profesionales de los maestros y/o paraprofesionales de su estudiante. Se puede solicitar la siguiente información:

- Si el maestro del estudiante—
 - ha cumplido con los criterios estatales de calificación y licencia para los niveles de grado y las materias en las que el maestro brinda instrucción;
 - está enseñando bajo estado de emergencia u otro estado provisional a través del cual se ha renunciado a los criterios de calificación o licencia del Estado; y
 - es la docencia en el campo de la disciplina de la certificación del maestro.
- Si el niño recibe servicios de paraprofesionales y, de ser así, sus calificaciones.

Si desea solicitar información sobre las calificaciones de los maestros y/o paraprofesionales de su hijo, comuníquese con la directora, Amanda Lankford, al: 912-647-5373.

Atentamente,

Amanda Lankford, Directora

PUBLIC NOTICE

Non-Discriminatory Policy

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

Mrs. Sarah McIntosh, Pierce County Board of Education - 449-2044.

PUBLIC NOTICE

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students, and school officials with legitimate educational interests, as described in the annual parent notice.

With the exception of directory information as defined below, personally identifiable information will not be released by the school district from an education record without prior written consent of the parent or eligible student, except to the extent authorized by the FERPA and its implementing regulations at 34 C.F.R. § 99.31.

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 as directory information for the individual student, such information will not be considered confidential and may be disclosed upon request.

- a. Student's name, address and telephone number;
- b. Student's date and place of birth;
- c. Student's e-mail address;
- d. Student's participation in official school activities and sports;
- e. Weight and height of members of an athletic team;
- f. Dates of attendance at the Pierce County School System;
- g. Honors and awards received during the time enrolled in Pierce County School System;
- h. Photograph; and
- i. Grade level.

It is the policy of the Pierce County Board of Education that the School District shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy, Accessibility, and Transparency Act of Georgia (the Act). For the purposes of this policy, a "parent" is defined as a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. An "eligible student" is defined as a student who has reached 18 years of age or is attending and institution of postsecondary education.

The Superintendent shall implement procedures whereby every principal is directed to develop a means to notify, on an annual basis, parents and eligible students, including parents or eligible students who are disabled or who have a primary or home language other than English, of their rights under the FERPA and the Act, either through a student handbook distributed to each student in the school or by any means that are reasonably likely to inform them of their rights.

Generally, a parent or eligible student will be permitted to obtain a copy of the student's education records upon reasonable notice and payment of reasonable copying costs.

PUBLIC BILL OF RIGHTS

DEFINITION

Instructional material-As used in this policy, the term "instructional material" means:

- A. Instructional materials and content which constitute the principal source of study for a state funded course to be used in the various grades in Georgia's public schools, including the elementary grades and high school grades; and
- B. Locally approved instructional materials and content which constitute the principal source of study for a state funded course, not including supplementary or ancillary material, which is adopted by a local board of education or used by a local school system. Supplementary or ancillary material includes, but is not limited to, articles, online simulations, worksheets, novels, biographies, speeches, videos, music, and similar resources in any medium, including both physical or digital.

REQUIREMENTS

The Board of Education promotes parental involvement in school district schools.

1. The Superintendent or his or her designee shall ensure that each school within the school district has in place and makes available procedures for a parent to:
 - a. Review records relating to his or her minor child;
 - b. Learn about his or her minor child's courses of study, including, but not limited to, parental access to instructional materials intended for use in the classroom. Such instructional materials will be made available for parental review during the first two weeks of each grading period, either online or on site upon a parent's request made during the review period.
 - c. Object to instructional materials intended for use in his or her minor child's classroom or recommended by his or her minor child's teacher;
 - d. Withdraw his or her minor child from the school's prescribed course of study in sex education if the parent provides a written objection to his or her child's participation. Such procedures will provide for a parent to be notified in advance of such course content so that he or she may withdraw his or her minor child from the course; and
 - e. Provide written notice that photographs or video or voice recordings of his or her minor child are not permitted, subject to applicable public safety and security exceptions.
 - f. Procedures that meet the requirements of Code Sections 20-2-667 and 20-2-670 for a parent to review records relating to his or her minor child and to request the transfer of such records to another school or a person or entity authorized to receive such records; and
 - g. Procedures that meet the requirements of Code Sections 20-2-667 and 20-2-670 for the timely production of a student's education records by such student's current or previous school to another school in which such student has enrolled, intends to enroll, or is considering enrollment.

2. The procedures required by this policy will be posted on the school district's website and made available for review on site upon request of a parent.

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 PROCEDURES

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 work days 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 work days 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 work days 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 furnished to the complainant, either 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 is 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 DC, 20202.

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

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

(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. 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.

Pierce County Schools Conditions for School Choice

As the parent or guardian of a student currently enrolled in the Pierce County School System, we are notifying you of HB 251 that allow parents of public-school student in Georgia the opportunity to enroll their child(ren) in schools within the local school district in which they reside that may be outside their geographic/school zone. As a parent or guardian, you may request to have your child transferred to another public school within your school district of

residence as long as the school district has determined that there is available classroom space at the school after all assigned students have been enrolled. Please keep in mind that if you choose to transfer your child to another school in the district, the law requires you to assume all costs and responsibilities related to the transportation of your child to and from the school as long as your child remains at that school.

The Georgia State Compulsory Attendance Law requires that every parent, guardian, or other person residing within this state having control or charge of any child or children between their 6th and 16th birthday, shall enroll and send their child(ren) to a public, private, or home study school program or shall be penalized under the law (See Section 20-3-690.1). In the state of Georgia, any child missing 5 or more unexcused days from school is considered to be truant.

Any student who is approved for an HB251 Transfer and becomes truant within the school year will be at risk of losing their HB251 status and will be required to enroll in their zoned school. To process the request, parents/guardians must complete and submit a Transfer Request Form. These forms may be picked up at the Pierce County Board of Education, 834 E. Main Street. Request for transfers will be accepted from March 1, 2026 through the close of business May 1, 2026.

Transfer requests will be reviewed and approved or denied on a first come, first served basis. In the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity, no more transfers will be accepted at that school. Parents will be notified no later than July 1, 2026 of the status of their transfer request by the receiving school. Available space will be reevaluated at the end of the first week of school. If enrollment numbers change and space becomes available, you may reactivate your transfer request.

If you have questions regarding this, please contact the superintendent's office 912-449-2044.

Welcome to Patterson Elementary School

In this House, We will Conquer!

We invite you to visit your child's class room and school to 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 or school counselor and make an appointment for a conference.

Procedures 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 the parent is still not pleased with the outcome or response after meeting with the principal, the parent will need to contact system level personnel based on the specific concerns.
 - Transportation – Jamie Henderson (912) 449-2095
 - Maintenance/Facilities – Harbin Farr, (912) 449-2044
 - Financial Services – Melanie Helms, (912) 449-2044
 - School Nutrition Program – Becky Swain, (912) 449-2044
 - Student Services/Special Education - Sarah McIntosh, (912) 449-2044
 - PBIS – Jennifer Johnson, (912) 449-2055
 - Curriculum & Instruction, Professional Learning, Federal Programs, and Gifted – Yvette Newton, 449-2044
 - Testing, Pre-K, and ESOL – Dr. Anita Harris, (912) 449-2044
4. The Superintendent of Schools is willing to work with parents regarding concerns. However, parents should try to resolve their concerns with the school's administration in connection with the classroom teacher and support staff.

Patterson Elementary School Policies and Procedures

ADMISSIONS AND WITHDRAWAL

Admissions

It is the parent's 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. Two Proofs of Residency
 - a. Acceptable forms of residency include, but are not limited to: homestead exemption act form, mortgage documents, apartment or home lease/rental, utility bills (power bill, cable bill, trash bill, etc...)
 - b. Unacceptable forms of residency include, but are not limited to: cell phone bill, credit card bill, vehicle bill, 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 or not your child has a social security number.*

Withdrawal

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

Morning Drop Off

Car Rider students may be dropped off beginning at 7:00 in the morning. Due to a lack of supervision, parents/guardians will not be allowed to drop off their student(s) any earlier. Please use the areas designated for K 2 and 3-5 drop-offs.

Students are released to their classrooms beginning at 7:20. Prior to 7:20, students must report to the cafeteria. Breakfast is served daily until 7:40 am. Students who wish to eat must be on campus by 7:30 am to have time to eat and report to class before the tardy bell.

Personnel doing car duty will go inside at 7:30 each morning. The Student Resource Officer will be on site at unloading until 7:40 am. Parents arriving after 7:40 am will need to walk students into school. Any student arriving after 7:40 is tardy and must be signed in by a parent.

Morning Traffic

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

- Drivers can begin dropping off students at 7:00 a.m. Please do not drop students off prior to that time. Students should not exit the vehicle until a staff member is present to open the door. Additionally NO CARS should be in the bus lanes (Lunchroom side of the campus) until after 7:20 am.

- All vehicles need to pull up to the first available spot. School personnel will be waiting to direct and assist students. Please do not send students into the building until the adult on duty has indicated students may enter. Students should remain inside their vehicles until school employees advise they may enter the building.
- Drivers are not allowed to park and leave their vehicle along the sidewalk at any time. If you need to leave your vehicle, please park in the visitor's parking area. Drivers are not allowed to park in the loading/unloading area designated for buses.
- 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.
- Drivers are not allowed to drop off students in the parking lot or in the Bus Circle. All students must be dropped off at the sidewalk area.

Afternoon Pick Up

Grades K-2 are to be picked up beginning at 2:20.

Grade K-2 families with siblings in grades 3-5 are to pick up all of their children at the K-2 pick-up area.

Grades 3-5 are to be picked up in the bus circle following the last bus. Please remember the bus circle area is reserved for bus traffic until the last bus leaves the bus circle.

After 2:00 p.m. check-outs will not be allowed, unless it is for a doctor's appointment or illness. All students will be dismissed to their appropriate transportation (bus or car) using the school's designated pick-up zones beginning at 2:20. Parents may not park and come retrieve students from the front office or car/bus lines during afternoon dismissal, as this poses a potential safety hazard.

Transportation Changes

If your child is to go home any other way than the way he/she normally goes, he/she is to bring a written note signed by the parent/guardian stating this change. You can also send an email (**before 2:00pm**) to pesbus@pierce.k12.ga.us. Without a note or an email, this change will not be permitted. 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. Please do not attempt to call or text your child's teacher with a transportation change.

Dismissal Number ID Card

All students will be issued a car-dismissal number card. The card will display the number the student has been assigned for the year and should be visible on the vehicle's dashboard. Please treat this card as an official identification of any person that has your permission to pick up your child. This card will identify who is officially designated by you to pick up your child, and expedite the process of dismissing your child. If you need additional ID cards, please go to the PES office to obtain one. Handwritten signs/cards are not allowed.

Alternate Pickup in Car-Line

Parents/Guardians, if you send someone else to pick up your student in the pick-up line, (i.e. grandparent, older sibling, other family member), please give the dismissal number card to the alternate pickup person. If no student ID card is present, the individual must park and enter the office to check the student out once regular dismissal has been completed (approximately 2:35 p.m.).

If the student is a daily bus rider, but needs to be a vehicle rider one afternoon, please send a signed note to the teacher on that morning. Please make sure the student gives the note to the teacher. Teachers do not always have the opportunity to look for notes. The student needs to give the note to the

teacher or show them the note from the agenda. For the safety of students, no child will be allowed to be removed from the bus once he/she has been identified as a bus rider, or be allowed to be a car rider without a note from the parent.

You may also send an email to pesbus@pierce.k12.ga.us for any transportation changes. All transportation changes must be received in the front office by 2:00pm. No changes will be taken after this time.

Early Check Out and Tardy Policy

Students should be picked up from school early **only** when absolutely necessary. When a child is not present for the entire school day, he/she is missing the instructional time that has been provided for him/her to achieve on- grade level success.

Students are expected to attend all scheduled classes regularly and on time. 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 (11:00am) will be considered absent for the school day.

If a student is **checked-out before 11:00 a.m.**, he/she will be counted absent for that school day. If student **checks-in after 11:00 a.m.**, he/she will be counted absent for the day.

PARENTS PLEASE NOTE: ATTENDANCE AFFECTS PARTICIPATION IN PBIS EVENTS.

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 a legal parent or guardian, to a person properly identified to school authorities, or upon written request.

To increase student achievement, and to assist our teachers with student safety at Patterson Elementary, 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**, unless the student has a doctor's appointment, or the parent/guardian was contacted due to student illness. Past practices included parents/guardians checking out students to avoid the traffic. This practice created serious disruptions in the learning environment and increased the chance of confusion regarding the accountability of a student's location. We understand traffic in the afternoon can be hectic. However, our focus must be on the safety of our children.

Additionally, parents will be required to attend a School Attendance Panel Meeting if their child accumulates 7 unexcused absences or 20 unexcused checkouts. Please see the section entitled "School Attendance Panel Meeting" in this handbook for more information. **PLEASE NOTE:**

CHECKOUTS and TARDIES affect your child's participation in PBIS Events.

Tardiness

Tardiness 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).

Parents must sign-in students who arrive at school after the designated start time (7:40). Students arriving after the designated start time are considered tardy.

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.

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 must be received in writing to the front office staff the day of the tardy. Notification must be received within three (3) school days. Only five (5) handwritten notes will be accepted from parents per year. No notes will be accepted after three (3) school days.

Notification and Discipline Consequence for Unexcused Tardiness

- As soon as possible after the twentieth (20th) 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 will no longer be eligible for a perfect attendance ribbon at the 9-weeks award ceremony.

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 2026. 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, to reduce the number of students who are chronically absent. Chronically absent as defined by O.C.G.A 20-2-690.3 a student whose total number of absences, whether excused or unexcused, at anytime during the school year is equal to or greater than 10 percent of the total number of school days that such student has been enrolled at the same school or within the same local school system during the current year excepting such student’s first day of enrollment

ATTENDANCE POLICY

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 by order of another government agency.
5. Conditions rendering school attendance impossible or hazardous to student health or safety; and/or
6. Registering to vote or voting in a public election (not to exceed one day).
7. A student whose parent or guardian is in military service in the U.S. armed forces or National Guard, and such parent or guardian 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 or guardian prior to deployment or while on leave, and attendance at military affairs sponsored events.
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 student participates in an activity or program sponsored by 4-H
5. When they are taking tests and physical exams for military service in the armed forces of the United States and the National Guard.
6. 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 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 or guardian, (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 shall send a notice to such 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 shall sign a statement indicating receipt of such written statement of possible consequences and penalties. In addition, students age ten or older by September 1 shall sign a statement indicating receipt of such a 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 or guardian (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 without response, 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, Every parent or guardian of a child or children between the ages of six and sixteen shall enroll and send such child or children to school a public, private or a home study program . This law further states that any parent or guardian who violate this Code section shall be guilty of a misdemeanor, and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not 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 Code section after the child's school system notifies the parent or guardian of five unexcused days of absence for a child shall constitute a separate offense

Makeup Work after an Absence

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 with 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.

POLÍTICA DE ASISTENCIA

OBJETIVO DE ASISTENCIA AL SISTEMA DE LAS ESCUELA DEL CONDADO PIERCE Los estudiantes no deben perderse más de diez (10) días de escuela cada año escolar. Los estudiantes que no residen en el transporte distrito que son zonas que pueden ser necesarios para asistir a sus zonas escuela después de exceso de ausencias y/o retardos.

De acuerdo con O.C.G.A. 20-2-690.2, el Comité de Protocolo de Asistencia Estudiantil del Condado de Pierce, bajo la dirección del Juez Jefe de la Corte Superior ha desarrollado el Protocolo de Reducción de Ausentismo del Condado de Pierce 2018. El propósito del Comité del Protocolo de Asistencia Estudiantil del Condado Pierce es asegurar la coordinación y cooperación entre funcionarios, agencias y programas involucrados en cuestiones de asistencia obligatoria, reducir el número de ausencias injustificadas de la escuela, y aumentar el porcentaje de estudiantes presentes para tomar las pruebas que se requieren para ser administrados bajo las leyes de este estado.

La asistencia es un requisito básico del progreso de los estudiantes en las escuelas. Las escuelas del Condado Pierce fomentarán la asistencia regular. Cada escuela intervendrá temprano cuando los estudiantes comiencen a acumular ausencias. Las Escuelas del Condado Pierce trabajarán para hacer cumplir las leyes de asistencia obligatoria refiriendo a los estudiantes con ausencias excesivas al trabajador social de la escuela. La trabajadora social escolar, como asistencia oficial para el sistema, trabajará con la familia del estudiante tenga problemas de asistencia Se harán esfuerzos para ayudar a la familia a resolver los problemas de asistencia.

Ausencias Justificadas

Se espera que los estudiantes asistan a las Escuelas del Condado Pierce de acuerdo con las leyes de asistencia obligatoria y por el número de días completos de la ley prescrita. Un estudiante no debe estar ausente de la escuela o de cualquier clase u otro horario escolar requerido, excepto por enfermedad u otra causa providencial, a menos que con el permiso por escrito del maestro, director o su funcionario escolar debidamente autorizado. Ningunos estudiantes fomentarán, instar o consejos a otros estudiantes que violen esta política.

La Junta de Política de Educación de Georgia establece que las ausencias estudiantiles de la escuela se contarán como excusadas en las siguientes circunstancias, como mínimo:

1. Enfermedad personal o asistencia a la escuela que ponga en peligro la salud del estudiante o la salud de otros;
2. Una enfermedad grave o la muerte en la familia inmediata de un estudiante que requiere ausencia de la escuela;
3. La observancia de las fiestas religiosas que requieren ausencia de la escuela; 4. Una orden judicial o una orden de un organismo gubernamental, incluidos los exámenes físicos previos a la inducción para el servicio en las fuerzas armadas, que obligan a la ausencia de la escuela;
5. Condiciones que impiden o peligrosa la asistencia a la escuela para la salud o la seguridad de los estudiantes; y/o
6. Registrarse para votar o votar en las elecciones públicas (no exceder un día).
7. Un estudiante cuyo padre o tutor legal esté en servicio militar en las fuerzas armadas de los Estados Unidos o en la Guardia Nacional, y dicho padre ha sido llamado al servicio por o está de licencia desde el despliegue en el extranjero a una zona de combate o en el puesto de apoyo de combate se le concederá hasta 5 días de ex ausencias por año escolar para visitar a sus padres antes del despliegue de los padres o durante la licencia de los padres.

8. Cualquier otra ausencia no definida explícitamente en esta política, pero que se considere que tiene mérito basado en circunstancias determinadas por el Superintendente o su designado.
9. El director puede, en ciertas circunstancias, exigir a los estudiantes que presenten la documentación médica o de otro tipo apropiada al regresar a la escuela con el fin de validar que las ausencias están justificadas.

Estudiantes Contado Presente

; Los estudiantes serán contados presentes en las siguientes circunstancias

1. Cuando están sirviendo como páginas de la Asamblea General de Georgia.
2. Cuando un estudiante de cuidado temporal asiste a procedimientos judiciales relacionados con su cuidado de crianza temporal.
3. Estudiante visitando posibles colegios si el estudiante recibió la aprobación de los administradores de la escuela antes de la visita.
4. Cuando una actividad relacionada con la escuela no definidos en esta política se considera mérito basado en circunstancias determinadas por el Superintendente o su delegado.

Políticas y Procedimientos para la Ausencia Justificada

Las excusas por ausencia se proporcionarán por escrito, serán firmadas por el padre o tutor del estudiante e indicarán específicamente las fechas y razones de la ausencia. Las escuelas solo aceptarán 5 notas de los padres durante todo el año escolar. Las excusas deben presentarse dentro de los 3 días de la fecha de ausencias. Todas las excusas serán evaluadas por el maestro o administrador para determinar si la ausencia está justificada o no justificada. Los estudiantes serán autorizados a hacer el trabajo cuando la ausencia se excusa. Las ausencias debidas a la suspensión fuera de la escuela serán injustificadas. El trabajo perdido debido a ausencias injustificadas puede compensarse a discreción del director o de su designado.

En los casos en que un estudiante tiene muchas ausencias separadas debido a una enfermedad, la escuela o el oficial de asistencia puede requerir declaraciones escritas del médico que lo atiende.

Políticas y Procedimientos para Reducir las Ausencias no Justificadas:

Notificación 1. El sistema escolar proporcionará al padre, tutor u otra persona que tenga el control o cargo de un estudiante (en adelante denominado "padre") cuando el estudiante tenga cinco ausencias injustificadas. El aviso describirá la sanción y las consecuencias de tales ausencias y que cada ausencia posterior constituirá una ofensa separada. Después de dos intentos razonables de notificar al padre, el sistema escolar enviará una notificación por escrito por correo de primera clase o por correo certificado, recibo de devolución solicitado; y

2. Antes de cualquier acción para iniciar un procedimiento judicial para imponer una sanción al padre por no cumplir con la ley de asistencia obligatoria, el sistema escolar notificará al padre por correo certificado, recibo de devolución solicitado; y
3. Cada escuela proporcionará a los padres de cada estudiante inscrito un resumen escrito de las posibles consecuencias y sanciones por no cumplir con la asistencia obligatoria. Para el 1 de septiembre de cada año escolar o dentro de los 30 días escolares de la inscripción de un estudiante, se le pedirá al padre que firme una declaración que indique la recepción de dicha declaración por escrito de posibles consecuencias y sanciones. Además, los estudiantes de 10 años o más de edad el 1 de septiembre deberá firmar una declaración en la que indica la recepción de la declaración escrita de las posibles consecuencias del incumplimiento con la junta local política.

1. Después de Cinco (5) Ausencias:

- a. Ausencias justificadas: Un designado de la escuela se pondrá en contacto con el padre o tutor por teléfono o conferencia de padres con respecto a la asistencia cuando sea posible.
- b. Ausencias Injustificadas: El sistema escolar proporcionará al padre, tutor u otra persona que tenga el control o cargo de un estudiante (en adelante, "padre") cuando el estudiante haya faltado a cinco ausencias injustificadas. El aviso describirá la sanción y las consecuencias de tales ausencias y que cada ausencia posterior constituirá una ofensa separada. Después de dos intentos razonables de notificar al padre, el sistema escolar enviará una notificación por escrito por correo de primera clase o por correo certificado, recibo de devolución solicitado.

2. Después de Siete (7) Ausencias: Ausencias injustificadas: Una conferencia obligatoria con el padre, el director o el designado del director, que puede incluir al oficial de recursos escolares. El director o su designado hará una remisión al trabajador social de la escuela.

3. Después de Diez (10) Ausencias:

- a. Excusado: Un administrador de la escuela o su designado deberá consultar con el trabajador social de la escuela para determinar si las ausencias justificadas son legítimas y/o si es necesaria una conferencia.
- b. Sin excusa/Excusado: Una conferencia obligatoria con el padre y el director o el designado del director. El director o su designado hará una remisión al trabajador social de la escuela y al oficial de recursos escolares.

Cuando se hace una referencia al trabajador social de la escuela, el trabajador social trabajará con el estudiante y la familia con el fin de abordar el problema de asistencia. Si las intervenciones de los trabajadores sociales no tienen éxito, una remisión debe ser hecha al oficial del recurso escolar que puede comenzar una investigación criminal.

De Acuerdo con la Ley de Georgia, 20-2-690.1(b), a partir del 1 de julio de 2004, cualquier padre, tutor u otra persona que tenga el control/cargo de un niño de entre seis y dieciséis años para inscribirse y enviara a ese niño a la escuela, incluida la educación pública, privada y en el hogar. Esta ley establece además que cualquier padre, tutor u otra persona que resida en este estado que tenga el control o cargo de un niño o niños y que viole esta sección del Código será culpable de un delito menor, y, previa condena de los mismos, estará sujeto a una multa no les de \$25.00 o no mayor de \$100.00, prisión que no exceda de 30 días, servicio comunitario, o cualquier combinación de las sanciones anteriores, a discreción del tribunal que tiene jurisdicción. La ausencia de cada día de la escuela en violación de esta parte después de que el sistema escolar del niño notifique al padre, tutor u otra persona que tiene control o cargo de un niño de cinco días excusados de ausencia para un niño constituirá una ofensa separada.

Remisión de la corte también se considerará

- en los casos en que los estudiantes no asisten a la escuela en absoluto y no se puede llegar a una resolución
- en los casos en que la escasa asistencia es continua durante un período de tiempo y no se observa una mejoría sostenida.

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 attendance panel process.

Guidelines for the School Attendance Panel Protocol include, but are not limited to, contact by mail or phone to parents at five (5), and seven (7) unexcused absences. Students who arrive at school late and checkout (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 Meeting with school administrations.

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 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 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.

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.

GENERAL INFORMATION

AUTHORITY OF THE PRINCIPAL

The Principal is the designated leader of the school and, in concert with staff, is responsible for the orderly operations of the school. In case 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 procedure.

VERBAL ABUSE

We will not tolerate any verbal abuse of staff at any time. If you are feeling frustrated with the system, we are happy to work to resolve the situation in a professional manner. If any adult chooses to verbally abuse (swear at, raise voice, belittle others in the presence of children) staff of PES, you will be warned and asked to return to discuss the issue when you are more calm and able to communicate in a professional way. Please note, if anyone continues to act in a verbally abusive manner toward staff at PES, you may be banned from campus including all before, during and after school activities. Likewise, if individuals are found to be adding negative comments or other commentary to social media posts on our school pages you may be removed as a viewer.

Bus/Transportation Procedures

State funds provide transportation for children living more than one and one-half 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. Students who ride a bus must obey the following rules:

1. Stand off the road while awaiting the bus.
2. Stay in your seat at all times when the bus is moving.
3. Keep arms and head inside windows.
4. Walk 10 feet in front of the bus (if you have to cross the roadway). Wait for the driver's signal before crossing the road.
5. Unnecessary conversation with the driver is dangerous. Please remain quiet.
6. Outside of ordinary conversation, classroom conduct is to be observed.
7. ABSOLUTE SILENCE is required at all railroad crossings.
8. The bus driver is in full charge of the bus and pupils. Pupils must obey the driver.
9. The driver has full right to assign pupils to certain seats if necessary to promote order on the bus.
10. NO EATING, DRINKING, OR SMOKING allowed on the bus.
11. Pupils must be on time; the bus cannot wait for those who are tardy.

*** Please refer to the discipline section of the handbook for consequences for not following bus procedures and rules.***

ELECTRONIC DEVICES/ CELL PHONE POLICY

The Pierce County Board of Education believes that all students will achieve better academically in a learning environment free from distraction due to the use of personal electronic devices. The Pierce County Board of Education intends to promote a distraction-free learning environment, which means a learning environment where access to personal electronic devices is restricted to minimize distractions, improve academic outcomes, and increase meaningful interactions and focused learning experiences. This policy outlines the access and use of personal electronic devices for students in kindergarten through eighth grade while on school premises during school hours.

Students in grades K-8 are not permitted to access personal electronic devices while on school premises during school hours, including but not limited to cell phones, smartwatches, tablets, e-readers, headphones, earbuds, and other devices with functionalities such as wireless communication, internet access, messaging, video recording, gaming, social media access, or data transmission during school hours. Any student found in violation of this policy and/or its procedures during the school day shall be subject to progressive discipline consequences as

outlined in the Student Code of Conduct.

This policy applies to students in grades K-8 on school premises, during school hours. School activities such as trips, athletic events, and extracurricular activities may be used in accordance with the appropriate use guidelines in the Student Code of Conduct. A student whose Individualized Education Plan (IEP), Section 504 Plan, or medical plan explicitly mandates the use of a personal electronic device shall be permitted access to the device as necessary to fulfill the requirements of the respective program or plan. Parents wishing to reach their child during school hours should contact the front office.

The district or individual schools within the district shall not assume any responsibility or liability for the theft, loss, or damage to a personal electronic device.

Students have no need for cell phones during the school day. If students bring cellphones to school, they should be powered off and kept in book bags during the school day. (This may include Smart watches, Gizmo Watches, etc...) No cell phones should be kept on a student's body or in his/her clothing. The following tier of discipline will be in place for students in violation of this policy:

- 1st Offense – If phone is found in use the teacher/admin will collect the device and parent must pick up in the front office by close of school day.
- 2nd Offense - Discipline referral and school will retain the phone for three days before a parent is allowed to pick it up from the front office
- Recurring Offense - Repeat Step 3 with extended school possession of phone

School officials may search a student if there is a suspicion that the student is in possession of an item that is illegal or against school rules. Student book bags, other items brought on campus, electronic devices used in violation of school rules (Smart watches, Gizmo Watches, etc), school desks, and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags brought on campus.

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. Shorts should be mid thigh or finger tip length minimum. Your shirt may not cover your shorts in length. 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

Proper dress for boys includes slacks, jeans or shorts. Tanktops are not appropriate for male students.

Appropriate shoes are required for safety and comfort. Note shoes with cleats or wheels are not permissible. Shoes must be worn at all times.

No clothing or other displays of suggestive, sexual or profane wording or symbols, advertising of alcohol or tobacco products will be permitted. This also applies to the advertising of non- sanctioned groups and organizations. No gang-related markings or tattoos are permitted. Clothing that suggests gang affiliation or racially offensive subject matter will not be tolerated

Clothing, jewelry, or body piercing that suggests gang affiliation, racially offensive statements, innuendos or any other distraction that interferes with the educational environment will not be permitted.

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.
- No tinting, streaking, or dying of hair other than natural hair color (blond, brunette, black, auburn) unless approved by administration. Unnatural hair colors include 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.

Cosmetic alterations that are detrimental to the educational environment or to the health and safety of the student or other students is prohibited. Any other questionable attire will be handled on an individual basis at the discretion of the administration. The school administration may adjust this policy at any time during the school year.

Backpacks

It would be advantageous to mark your child's backpack with his/her name, and bus or dismissal number on the back with a permanent marker (for example, Susie Sue- Bus # 63, or John James #234).

School officials may search a student if there is a suspicion that the student is in possession of an item that is illegal or against school rules. Student book bags, other items brought on campus, electronic devices used in violation of school rules, school desks, and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags brought on campus.

Search and Seizure

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

Lost and Found

Put your child's name in 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 near the adult restrooms off the middle hallway.

Textbooks/Library Books/ ChromeBooks

Textbooks, Library books, and ChromeBooks 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 materials that are lost, stolen, or damaged beyond use.

Unstructured Break Times/Recess

The Board of Education requires each elementary school to schedule recess for all students in kindergarten and grades 1 through 5 every school day. However, recess shall not be required on any

school day on which a student has had physical education or structured activity time or if reasonable circumstances impede such recess such as inclement weather when no indoor space is available, assemblies or field trips exceeding their schedule duration, conflicts occurring at the scheduled recess time over which the classroom teacher has no control, or emergencies, disasters, or acts of God.

The school principal is authorized to determine the length, frequency, timing, and location of breaks at each school. In determining the schedule for recess or unstructured break time for students, the principal shall consult with appropriate instructional personnel at the school and system level, as appropriate, to ensure that break time does not interfere with and provide support for academic learning. The principal shall also issue directions concerning the responsibility for supervision of students so that break time will be a safe experience for them.

Failure to fulfill classroom responsibilities or to adhere to academic requirements may result in the loss of break time.

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 the school day. Parents are invited to visit the school at any time, but 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.

HEALTH AND WELLNESS

Illness and 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 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 WITHOUT fever-reducing medication. 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. Keep the school informed 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

The administration 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.

This procedure is necessary to ensure that the medication is properly administered. Thank you for your support. Please direct any questions to the nurse at 647-5373.

Head Lice

The schools will routinely check for head lice infestation during the school year. Having head lice is not a sign of a lack of cleanliness or personal hygiene. Head lice spread from an infested person to another person by direct contact with their hair and by exchanging personal items such as combs, brushes, hats, coats and sweaters.

Teachers and/or the 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 the 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 schools, 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 the 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.

INTERNET POLICY

PIERCE COUNTY SCHOOL DISTRICT INTERNET ACCEPTABLE USE POLICY

It is the belief of the school system that the use of telecommunications, including the Internet, in instructional programs is an educational strategy that facilitates communication, innovation, resource sharing, and access to information. Use of the Internet must be in support of education and research and consistent with the educational mission, goals, and objectives of the school system.

It shall be the policy of the Board of Education that the school system shall be compliant with the "Protecting Georgia's Children on Social Media Act of 2024" (The Act) and have in continuous operation, with respect to any computers belonging to the school having access to the Internet:

1. A qualifying "technology protection measure," as that term is defined in Section 1703(b)(1) of the Children's Internet Protection Act of 2000 (CIPA) and is compliant with The Act;
2. Procedures or guidelines developed by the Superintendent and his/her designee(s), including administrators and/or other appropriate personnel which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in CIPA and The Act.
3. Procedures to provide reasonable opportunities and procedures for parents/guardians of students to confer and collaborate with school administrators and teachers regarding appropriate internet access for such students;
4. Procedures to provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
5. Prohibitions against students accessing social media platforms through the use of computer equipment, communications services, or internet access that is operated, owned, leased, and made available to students by the School District. Students shall be permitted to access social media platforms only: a) As directed by school personnel; b) For the exclusive purpose of accessing and utilizing age-appropriate educational resources; c) Under the supervision of such school personnel; and d) During the course of a school-related activity;
6. Procedures promoting the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
7. Methods to prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors online;
8. Methods to prevent the unauthorized disclosure, use and dissemination of personal identification information regarding minors; and
9. Provisions in the Code of Conduct providing punishment for students violating this policy;
10. Provisions for students age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services, behaviors that may constitute cyberbullying, and how to respond when subjected to cyberbullying.
11. Appropriate enforcement measures in response to:

i.Students against students and school employees who willfully intentionally violate the acceptable-use policy, whether or not such student or school employee was, at the time of such violation, on school property, on a school bus or other school vehicle, at a school related function, or elsewhere, provided that such measures include disciplinary measures; and

ii.A person who is not a student or school employee who violates the acceptable-use policy, whether or not such person was, at the time of such violation, on school property, on a school bus or other school vehicle, at a school-related function, or elsewhere;

12. Provide for administrative procedures to: enforce the acceptable-use policy; for administrative procedures to address complaints regarding possible violations of the acceptable-use policy which, at a minimum, require that each complaint is responded to in writing by an appropriate school or local school system official; and provide for expedited review and resolution of a claim that the application of the acceptable-use policy is denying a student or school employee access to material that is not within the prohibition of the acceptable-use policy.

13. Procedures to provide each parent/guardian shall be provided a copy of the acceptable-use policy, as well as the student Code of Conduct addressing its enforcement and related consequences.

14. Procedures providing that upon written request, each parent/guardian shall be provided a copy of the school district's acceptable use policy, information regarding the administrative procedures in effect to enforce the acceptable use policy, and to address complaints about such enforcement. This will include information about what social media platforms have been or are intended to be accessed in accordance with section 5 including prohibiting their child from accessing one or more of those social media platforms.

No revision of this policy shall be implemented until such revision is approved by the state board. If the state board fails to provide a notice of noncompliance for the revision within 60 days after the submission is received, the District may proceed with the implementation of the revision.

The principal of a school may submit a request to the technology department to disable the software program or online server that is utilizing technology protection measures used to block access to material or take other reasonable steps for an adult or for a minor who provides written consent from his or her parent or guardian to enable access to the Internet for bona fide research or other lawful purpose.

PIERCE COUNTY SCHOOL DISTRICT INTERNET SAFETY POLICY

Introduction

It is the policy of the Pierce County Board of Education to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act which can be located at http://www.fcc.gov/ccb/universal_service/chipact.doc.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter access to inappropriate information over the Internet.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Students must be supervised by staff when accessing the Internet for any purpose. The technology protection measures may be modified to assist with teaching and learning activities. Modifications will be made based on collaboration of the instructional and technology staff and will be handled on a case by case basis for any lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of Pierce County School's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Pierce County School's staff to supervise and monitor the online activities of minors through direct observation and/or technological means in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling, or otherwise modifying, any technology protection measures shall be the responsibility of the Technology Director or designated representatives.

Online Behavior Education

In accordance with the Protecting Children in the 21st Century Act, it is the policy of the Pierce County Board of Education to educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. These procedures and guidelines shall be taught to students by the instructional staff using age-appropriate school developed curriculum.

Adoption

In the Spring of 2001 a public hearing was held to present the proposed Internet Safety and Acceptable use policies to the public. The public hearing's purpose was to explain to interested parties the dangers on the Internet, the purpose for and content of the new policies, and what "technology protection measures" the district had in place to help protect children. The Pierce County Board of Education adopted these new policies May 2001. These policies were again revised, on the recommendation of the Georgia Department of Education, and adopted by the Pierce County Board of Education at a public meeting, following normal public notice, on October 11, 2004.

CIPA DEFINITION OF TERMS:

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Google Workspace for Education

Notice to Parents and Guardians

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their Google Workspace for Education accounts, students may access and use the “Core Services” offered by Google (described at

https://workspace.google.com/terms/user_features.html) available at https://docs.google.com/spreadsheets/d/1arAnTrD12H_PiEDbe9qYinEXUJQxR5p96cW/MhkHdqHs/edit?usp=sharing.

In addition, we also allow students to access certain other Google services with their Google Workspace for Education accounts. Specifically, your child may have access to the “Additional Services” available at

https://docs.google.com/spreadsheets/d/1hJIDBX_gxxCj_99d0aGIWmFDQdDT8-ggi8-HZONpIPM/edit?usp=sharing.

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrators enable access to these third-party services with your student’s Google Workspace for Education account, and authorize the disclosure of data, as requested by the third party services. Additional information about these third-party services is available at

https://docs.google.com/spreadsheets/d/1DJhCEYml19tyQujLxIxW_EkFj2A_HModjC3kQwGmhLw/edit?usp=drive_link.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html. You should review this information in its entirety, but below are answers to some common questions:

What personal information does Google collect?

When creating a student account, Pierce County Schools may provide Google with certain personal information about the student, including, for example, a name, email address, and password. Google may also collect personal information directly from students, such as a telephone number for account recovery or a profile photo added to the Google Workspace for Education account.

When a student uses Google core services, Google also collects information based on the use of those services. This includes:

- account information, which includes things like name and email address.
- activity while using the core services, which includes things like viewing and interacting with content, people with whom your student communicates or shares content, and other details about their usage of the services.
- settings, apps, browsers & devices. Google collects information about your student’s settings and the apps, browsers, and devices they use to access Google services. This information includes browser and device type, settings configuration, unique identifiers, operating system, mobile network information, and application version number. Google also collects information about the

interaction of your student's apps, browsers, and devices with Google services, including IP address, crash reports, system activity, and the date and time of a request.

- location information. Google collects information about your student's location as determined by various technologies such as IP address and GPS.
- direct communications. Google keeps records of communications when your student provides feedback, asks questions, or seeks technical support

The Additional Services we allow students to access with their Google Workspace for Education accounts may also collect the following information, as described in the [Google Privacy Policy](#):

- activity while using additional services, which includes things like terms your student searches for, videos they watch, content and ads they view and interact with, voice and audio information when they use audio features, purchase activity, and activity on third-party sites and apps that use Google services.
- apps, browsers, and devices. Google collects the information about your student's apps, browser, and devices described above in the core services section.
- location information. Google collects info about your student's location as determined by various technologies including: GPS, IP address, sensor data from their device, and information about things near their device, such as Wi-Fi access points, cell towers, and Bluetooth-enabled devices. The types of location data we collect depend in part on your student's device and account settings.

How does Google use this information?

In Google Workspace for Education Core Services, Google uses student personal information primarily to provide the core services that schools and students use, but it's also used to maintain and improve the services; make recommendations to optimize the use of the services; provide and improve other services your student requests; provide support; protect Google's users, customers, the public, and Google; and comply with legal obligations. See the [Google Cloud Privacy Notice](#) for more information. In Google Additional Services, Google may use the information collected from all Additional Services to deliver, maintain, and improve our services; develop new services; provide personalized services; measure performance; communicate with schools or users; and protect Google, Google's users, and the public. See the [Google Privacy Policy](#) for more details.

Does Google use student personal information for users in K-12 schools to target advertising?

No. There are no ads shown in Google Workspace for Education core services. Also, none of the personal information collected in the core services is used for advertising purposes.

Some additional services show ads; however, for users in primary and secondary (K12) schools, the ads will not be personalized ads, which means Google does not use information from your student's account or past activity to target ads. However, Google may show ads based on general factors like the student's search queries, the time of day, or the content of a page they're reading.

Can my child share information with others using the Google Workspace for Education account?

We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. For example, if your student shares a photo with a friend who then makes a copy of it, or shares it again, then that photo may continue to appear in the friend's Google Account, even if your student removes it from their Google Account. When users share information publicly, it may become accessible through search engines, including Google Search.

Will Google disclose my child's personal information?

Google will not share personal information with companies, organizations and individuals outside of Google except in the following cases:

With our school: Our school administrators will have access to your student's information. For example, they may be able to:

- View account information, activity and statistics;
- Change your student's account password;
- Suspend or terminate your student's account access;
- Access your student's account information in order to satisfy applicable law, regulation, legal process, or enforceable governmental request;
- Restrict your student's ability to delete or edit their information or privacy settings.

With your consent: Google will share personal information outside of Google with parental consent.

For external processing: Google will share personal information with Google's affiliates and other trusted third party providers to process it for us as Google instructs them and in compliance with our [Google Privacy Policy](#), the [Google Cloud Privacy Notice](#), and any other appropriate confidentiality and security measures.

For legal reasons: Google will share personal information outside of Google if they have a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary for legal reasons, including complying with enforceable governmental requests and protecting you and Google.

What choices do I have as a parent or guardian?

First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a Google Workspace for Education account for your child, and Google will not collect or use your child's information as described in this notice.

If you consent to your child's use of Google Workspace for Education, you can access or request deletion of your child's Google Workspace for Education account by contacting David Pittman, dpittman@pierce.k12.ga.us. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to access personal information, limit your child's access to features or services, or delete personal information in the services or your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the Google Workspace for Education account to view and manage the personal information and settings of the account.

What if I have more questions or would like to read further?

If you have questions about our use of Google's Google Workspace for Education accounts or the choices available to you, please contact David Pittman, dpittman@pierce.k12.ga.us. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the [Google Workspace for Education Privacy Center](https://www.google.com/edu/trust/) at <https://www.google.com/edu/trust/>, the [Google Workspace for Education Privacy Notice](https://workspace.google.com/terms/education_privacy.html) at https://workspace.google.com/terms/education_privacy.html, the [Google Privacy Policy](https://www.google.com/intl/en/policies/privacy/) at <https://www.google.com/intl/en/policies/privacy/>, and the [Google Cloud Privacy Notice](https://cloud.google.com/terms/cloud-privacy-notice) at <https://cloud.google.com/terms/cloud-privacy-notice>. The Core Google Workspace for Education services are provided to us under [Google Workspace for Education Agreement](https://www.google.com/apps/intl/en/terms/education_terms.html) at https://www.google.com/apps/intl/en/terms/education_terms.html and the [Cloud Data Processing Addendum](https://cloud.google.com/terms/data-processing-addendum) at <https://cloud.google.com/terms/data-processing-addendum>.

NUTRITION PROGRAM

Breakfast and Lunch

Breakfast and lunch will be served to all students at no cost. Extra items added to reimbursable student trays may be purchased for an additional cost.

The school cafeteria staff prepares a well-balanced breakfast and lunch daily. Student participation is encouraged. Parents who would like to visit the school at lunch are encouraged to eat a school meal with their child (please phone ahead to make meal arrangements). 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 a student chooses to bring their lunch from home, it should be in a lunchbox or a plain bag.

Please see your school's daily schedule for meal times. If your student arrives after breakfast is over, they will be given a grab-and-go breakfast bag to take to class so that they will not miss instructional time. Students are discouraged from sharing food for health and safety reasons.

SPECIAL DIETARY NEEDS

According to 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/departments/school-nutrition>

MEAL PRICES

- Student Breakfast and Lunch: Free
- Staff Breakfast: **\$2.50**, Staff Lunch: \$5.00*
- *Visitor Breakfast: **\$3.00**, Visitor Lunch: \$5.50**

* (Adult meal prices are subject to change)

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

program.intake@usda.gov This institution is an equal opportunity provider.

STUDENT GRADING AND PROMOTION PROCEDURES

Pierce County Schools are utilizing standards based grading practices, as well as the traditional grading system. In kindergarten, standards-based report cards are used to indicate students' mastery of Georgia Standards of Excellence. Below is the grading scale used for kindergarten through 5th grade.

Kindergarten

M=Meets Standard P= Progressing Toward Standard D=Does Not Meet Standard

GADOE: P=pass F=fail

Grades 1-5

A=100-90 B=89-80 C=79-70 F=70 and Below

PE/Music/Art Classes grade scale: S=Satisfactory N=Needs Improvement U=Unsatisfactory

Promotion/Retention Policy

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

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

- A. Definitions consistent with those contained within State Board Rule 160-4-2-.11 PROMOTION, PLACEMENT AND RETENTION.
- B. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs – Student Assessment.
- C. The promotion of students in grades 3, 5, and 8 shall be determined in accordance with State Board Rule 160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION that requires those students to achieve grade level on the Georgia Milestones Assessment.
- D. The promotion or placement of students in grades 3-8 who do not achieve on grade level on the Georgia Milestones assessment shall be determined by an administrative process led by the principal or designee. The principal shall establish a placement committee which shall be comprised of the principal or designee, the student's parent or guardian, teacher(s) in the content area(s) in which the student did not meet grade level performance criteria, as well as teachers of specialized instructional programs and supports such as special education, migrant, ESOL, and Intervention Specialists. The Placement Committee will make a promotion/retention/placement recommendation to the principal with input as appropriate from the Student Support Team. Promotion or placement of such students shall be based on a review of factors specified within the district's rules and regulations, including, but not limited to, the student's performance on the Georgia Milestones Assessment.
- E. The school principal or designee shall utilize the results of the Georgia Milestones assessment as specified in this policy in determining
 1. The overall academic achievement of students;
 2. An appropriate plan of accelerated, differentiated, or additional instruction for students who do not achieve grade level; and
 3. Placement (with specific recommendations for instruction and services to promote student success at grade level), promotion, or retention of a student.

F. A student who meets minimum proficiency level on the Georgia Milestones assessment is not automatically promoted to the next grade. In addition to any state- mandated promotion requirements, local promotion criteria have been determined by the Board to be as follows: G. **Kindergarten:** The student's teacher shall review the student's overall academic achievement, including the Georgia Kindergarten Inventory of Developing Skills (GKIDS), and make a recommendation to the placement committee, consistent with State Board Rule and local promotion criteria. The principal shall establish a placement committee, which shall be comprised of the principal or designee, the student's parent or guardian, teacher(s) in the content area(s) in which the student did not meet grade level performance criteria, as well as teachers of specialized instructional programs and supports such as special education, migrant, ESOL, and Intervention Specialists. The placement committee shall make a decision as to whether the student will be promoted or retained.

Grades 1 – 5: The student's teacher shall review the student's overall academic achievement, including the Georgia Milestones Assessment, when applicable and make a recommendation to the placement committee consistent with State Board Rule and local promotion criteria. The principal shall establish a placement committee, which shall be comprised of the principal or designee, the student's parent or guardian, teacher(s) in the content area(s) in which the student did not meet grade level performance criteria, as well as teachers of specialized instructional programs and supports such as special education, migrant, ESOL, and Intervention Specialists. This committee shall make a decision as to whether the student will be promoted or retained.

- A. Promotion/retention decisions for students who receive services through an Individualized Education Program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) shall be determined by the IEP team.
- B. Appeals: In the event the decision of the placement committee is not unanimous, school level promotion and retention decisions may be appealed to the Superintendent or designee, whose decision shall be final.

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:

- A. Students shall meet the readiness level as indicated on the student report card.
- B. 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. Students shall pass with 70% or above on report grades in reading and mathematics.
- B. Students shall have the placement committee's recommendation for promotion.

The following criteria may also be considered:

- A. Students shall be in compliance with the attendance policy.

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.

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.

Statewide Passing Score Information

Definitions

- Minimum Passing Score: The lowest possible score that a student can earn and still meet the requirements for completion of a subject or grade
- 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

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.

Student Recognition

Students will be recognized in the following ways during each grading period: Additional recognitions may be awarded that are specific to individual grade levels or end-of-year honors.

1. Honor Roll of Excellence – (Grades 1-5)

To receive this honor, a student must earn a grade of “A” on grade level work in all subjects. Grades in Lifelong Learning Skills do not affect Honor Roll of Excellence status. “A” Honor Roll for the year consists of having all A’s in all 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. Grades in Lifelong Learning Skills do not affect Honor Roll status. “A/B” Honor Roll for the year consists of having all A’s or B’s in all subject areas each 9-weeks, not an overall average.

3. Math Award – (K-5)

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

5. Science Award – (K-5)

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

6. Social Studies – (K-5)

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

7. Writing Award – (K-5)

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

8. Outstanding Academic Improvement (Crunch Award) – (Pre-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.

9. PBIS Award – (Pre-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 and demonstrated positive behavior.

10. PE Award (K-5)

To receive these recognitions, students are selected by the connection teacher(s) for each area. These honors recognize those students who have shown progress in physical education and they are not exclusive to those who are the most athletic or talented.

11. Perfect Attendance – (Pre-K-5)

To receive this recognition, a student must be present each day during the grading period and fewer than 7 tardies or early checkouts to qualify.

12. Reading Rockstars - (K-5)

To receive this recognition, students must take the initiative to read independently outside of class. Selection of recipients will be based on the top 5 A.R. point recipients on each team OR the top 10 in each grade level, regardless of the homeroom in grades 2-5. For kindergarten and first grade, teachers will use reading logs to determine top readers outside of the classroom.

13. Math Masters -(1st -5)

This award will recognize students for fluency in math facts relevant to their grade level. This award will not be awarded/recognized until the 2nd nine weeks. The grade level expectations are:

1st grade: addition

2nd grade: addition and subtraction

3rd grade: multiplication

4th grade: multiplication and division

5th grade: multiplication and division

14. Letters & Sounds - Kindergarten

To receive this award students must master recognition of all letters (upper and lower case) and also be able to state each letter sound. Students who have previously mastered letter recognition and letter sounds may be awarded this recognition at the first nine weeks' honors assembly.

Student Services

Gifted and Talented Education (GATE)

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 same aged 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 Students

In accordance with the McKinney-Vento Homeless Assistance Act, the school district will work with homeless children and youths and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the immediate enrollment and attendance of homeless children and youths not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status as homeless. Homeless students will be provided district services for which they are eligible, including Head Start and comparable preschool programs, Title 1, similar state programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Every child of a homeless individual and every homeless child or youth are entitled to equal access to the same free, appropriate public education and transportation as provided to other students. The district will immediately enroll the child or youth who is homeless in the school where they reside or their school of origin regardless of whether the homeless child or youth is able to produce records normally required for enrollment.

The Superintendent will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youths (See Administrative Regulations JBC(1) – R(1)). In reviewing and revising such procedures, the Superintendent will consider issues of transportation, immunization, residence, birth certificates, school records and other documentation.

The Superintendent will appoint a liaison for homeless children.

A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act.

Anyone having a concern or complaint regarding placement or education of a homeless child or youth may initiate the resolution process directly at the principal's office of the school in which enrollment is sought or at the district homeless liaison's office, either of which shall carry out the dispute resolution process as expeditiously as possible. If the dispute arises over school selection or enrollment, the child or youth shall be enrolled immediately in the school in which he/she is seeking admission, pending resolution of the dispute. Decisions at the school level may be appealed to the homeless liaison, whose decisions may be appealed to the Board. If the dispute remains unresolved at the district level, the parent may request a review of the dispute and the Board's decision by the Georgia Department of Education, in accordance with its Title 1 Handbook, which is available on the Department's website.

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.

Extracurricular Activity Opportunities, Clubs 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, individual and team sports/activities, cheerleading, etc.). Extracurricular activities do not include field trips, homework, or occasional work required outside the school day for a scheduled class.

Clubs

Patterson Elementary School will follow policies and procedures adopted by the Pierce County Board of Education regarding notification of parents about club memberships as required by Georgia SB 413. If you wish for your child not to participate in any student club or organization please sign and return the parental opt-out form within ten (10) days of the student's enrollment.

Patterson Elementary Clubs

These clubs may be included and additional clubs may be added throughout the year

Club	Purpose	Activities
4-H Club	To prepare students to become active and productive model citizens.	Local and State Competition (i.e., DPA)
Garden Club	To learn about gardening and hands-on experiences growing food	After-school meetings
Jr. Beta	To promote the ideas of academic achievement, character, leadership and service among elementary and secondary school students. <i>Students qualify for Jr. Beta based on an overall academic average at or above grade level, as well as performance on standardized testing, teacher recommendation and attendance/behavior records. .</i>	Jr. Beta club members meet at scheduled dates and times per the advisor and when necessary to prepare events for convention competitions.
Quiz Bowl	To promote excellence in academics	Local competition
Technology Competition	To promote excellence in technology.	School, local, and state competition
Agriculture Club	To promote knowledge of agricultural related topics	After school meetings

Field Trips

Written or Electronic 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.

Weather Concerns and Communication

During the school year, if it is necessary to close school because of bad weather, parents and students will be informed by phone notification, social media, and Parent Square. 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 a.m., 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: Patterson Baptist Church.

Safety Plan

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.

Patterson Elementary Discipline Policies

Student Behavior Policy

Our school is participating in Positive Behavior Interventions and Supports (PBIS). A contract will be sent home at the start of the school year outlining details and requirements about PBIS rewards and field trips.

What is “Positive Behavior Interventions & Supports”?

PBIS is a process for creating safer and more effective schools. It is a systems 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.

In the *Pierce County Schools*, students are expected to demonstrate these core values:

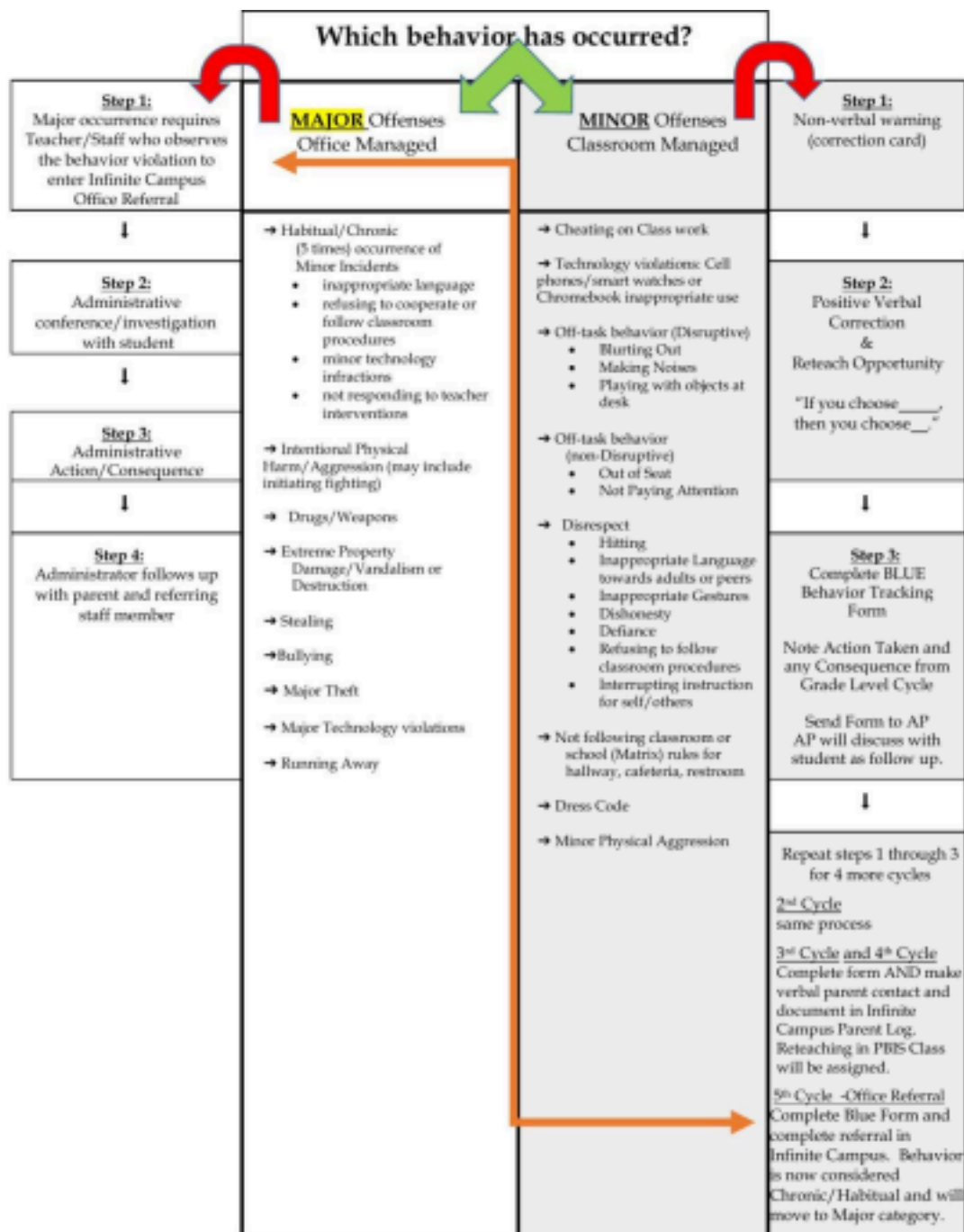
1. Be Responsible (doing what you are supposed to do)
2. Be Respectful (treating everyone the right way)
3. Be Safe (with self, others, and property)

At Patterson Elementary, we have created school-wide student expectations for all areas of the school. The key to successful student behavior is prevention of problems before they occur. Clarifying specific expected behaviors/rules for the classroom is essential, and the same behaviors/rules that reduce classroom disruptions are clearly associated with increased student learning (Brophy & Evertson, 1976).

Positive Behavior Inspires Success

	Lunchroom Rules	Hall Rules	Playground Rules	Bathroom Rules	Bus Rules
Be Safe	• Line up quietly; hands to yourself	• Hands by side & feet on line	• Play safely	• Wash your hands	• Be Safe: ★ Stay seated ★ Keep your hands and feet to yourself
Be Respectful	• Use good manners • Nice, quiet conversation	• All eyes forward • Lips closed & ears listening	• Line up when called • Always include others	• Always leave it clean • Silent	• Use Respect ★ Nice & quiet conversation ★ Listen & obey bus driver
Be Responsible	• Clean the table and floor • Hand clap = Get Quiet	• Low speed	• You must leave the playground clean!	• Head back to class immediately	• Show Responsibility ★ Be on time ★ Keep all items in your closed bookbag

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. Below is Patterson Elementary's Behavior Flow Chart:



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 person having control of the student enrolled in school must sign a statement indicating receipt of the school's student handbook. The handbook includes the Code of Conduct's 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 the written statement explaining possible consequences for non-compliance to the local system's policy.

Code of Conduct

Georgia law (O.C.G.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:

Participate fully in the learning process.

- Report to school and class on time.
- 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.
- Avoid being rude.
- Follow school rules and procedures.

Recognize and respect the rights of other students and adults.

- Show concern and respect for self and others.
- Show courtesy to others.
- 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.

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 or otherwise substantially infringing upon the rights of a student;
 - 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 including, but not limited to, extracurricular 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.

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 required 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. Each school shall provide referrals, as appropriate under the circumstances, to age-appropriate interventions and services, including, but not limited to, counseling services, for students who have been found to have committed an offense of bullying or are targets or suspected victims of bullying.

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

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

Bus Conduct

The bus driver is responsible for each student while the student is on the bus; therefore, each student is expected to cooperate with the driver. The bus driver has complete charge of all students on the bus. The driver has the authority to enforce the student code of conduct and safety rules of the Pierce County School System.

Georgia Law governs the following student conduct and disciplinary actions.

- Students shall be prohibited from acts of physical violence as defined by Code Section 20-2-751.6, bullying as defined by subsection (a) of Code Section 20-2- 751.4, physical assault or battery of other persons on the school bus, verbal assault, including the use of vulgar or profane language, 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.
- Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and
- Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

If a student is found to have engaged in physical acts of violence as defined by Code Section 20-207-51.6, the student shall be subject to the penalties set forth in that Code Section. A meeting of the parent or guardian of the student and appropriate school district officials must be held to form a school bus behavior contract whenever:

- A student is found to have engaged in bullying; or
- A student is found to have engaged in physical assault or battery of another person on the school bus.

The school bus behavior contract shall provide for age-appropriate discipline, penalties, and restrictions for students' misconduct on the bus. Provisions may include, but are not limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus.

These provisions regarding use of a bus behavior contract are not to be construed to limit the instances when other code violations may require use of the student bus behavior contract.

At all times, students should demonstrate proper behavior. A student in violation of the student code of conduct and/or safety rules who has been reported to the principal's office for a second time may lose bus riding privileges for a specific number of days. If a student is reported repeatedly (four or more times) to the principal's office, he/she may lose bus privileges for the remainder of the school year. However, the level of consequences may be based on the severity of the misbehavior and not solely based on the number of offenses.

General School Rules

1. 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 (Teachers may use Gum as reward and will distribute and monitor disposal)
 - 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 parents, 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).
2. Due to safety factors, glass containers may not be brought to school.
3. Pupils will not be able to use telephone (except in emergencies) without permission from authorized personnel.

4. Students should walk while inside buildings or on the sidewalks.
5. Wrestling, fighting, tackling, karate-type playing are not permitted at school.
6. No sports equipment is allowed at school unless it is approved for use during P. E. classes.
7. Students are not allowed to sell, swap, or buy anything from other students while at school.
8. Bullying, repeated intimidation, harassing, or verbal abuse of another student will not be permitted.
9. **Students are not allowed to have any type of commercial food items or beverages in the building (McDonald's, Burger King, Coke, Gatorade, Prime, Sports Drinks, Energy Drinks etc.). Water is permissible during the school day. However, it must be in a clear/see through container/bottle.**
10. Due to loss of instructional time, deliveries to children may not be made at school (flowers, toys, food, balloons, etc.).
11. **PARTIES** - Parties for students will be held at Christmas, Valentine's Day, and Easter (PreK-2). All food items brought into the school for such celebrations must be individually wrapped. **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. **Due to new Federal dietary restrictions, we cannot allow parents to bring in classroom snacks for student birthdays.** If you would like to provide a treat for your child's classroom, we recommend that you purchase ice cream at lunch. The ice cream is already approved, and this does not disrupt the school day. Ice cream is sold daily for \$2.00.

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, vapes, 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 vapes, pipes, water pipes, clips, rolling papers, herb pills or any other items directly related to drug use.

Violent Acts On or Off Campus

Georgia O.C.G.A. § 20-2-751.6 states that 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. (GADOE Policy SS-6020 JD)

Possession of Weapons

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:

1. 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.
2. Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blades, spring stick, "brass" knuckles, 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 way to allow them to swing freely, which may be known as a 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.

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.

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:

- Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
 - Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
 - Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - 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;
 - Has the effect of substantially interfering with a student's education;
 - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or ▪
- 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.]

Disrespect- Responding in a rude and impertinent manner.

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 nun chuck, 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.

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

The principal 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. 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)
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)
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 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 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)
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 the benefit of due process.

DISCIPLINE CHART

Violation	Level I	Level II	Level III	Level IV	Level V
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

Corporal Punishment

The Pierce County Board of Education, believing that discipline is an absolute necessity in the classroom of the schools of Pierce County if every child is to receive a quality basic education, does hereby approve the use of corporal punishment in the schools of Pierce County.

Corporal punishment shall be administered under the following rules and regulations:

- A. Corporal punishment shall not be excessive or unduly severe.
- B. Corporal punishment shall never be used as a first line of punishment for misbehavior unless the pupil is informed beforehand that the misbehavior could result in corporal punishment, except when the misconduct is so anti-social or disruptive in nature that it shocks the conscience
- C. Corporal punishment shall be administered by a principal or assistant principal, or an administrative designee of the principal or assistant principal employed by the Pierce County Board of Education. A witness shall be informed beforehand and in the presence of the pupil of the reason for the punishment.
- D. The principal or assistant principal who administers corporal punishment must provide the child's parents, upon request, a written explanation of the reasons for the punishment and the name of the witness present.

Students causing discipline problems at a school bus stop and/or on a school bus are subject to the same corrective measures as those who misbehave on the school campus.

Patterson Elementary PRE-Kindergarten Experience

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. Please know that we will do everything that we can to make your child feel secure and loved. Preparing your child for Pre-K by meeting the teacher at Open House, discussing what to expect during the day, having a goodbye ritual for drop-off at school, and maintaining a calm and positive attitude can help reduce separation anxiety the first days of school.

Pre-K 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 thirty 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.

Pre-K Attendance Policy 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.

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, errands 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 determine 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 interventions of the social worker as well as interventions implemented by the school are unsuccessful, **disenrollment procedures will be filed with the office of Bright from the Start: Department of Early Care and Learning.**

Pre-K Tardiness and Early Dismissals

Students coming to school after 7:40 AM should be escorted into the office by the parent or guardian. In the office, the parent will sign the student in through Checkmate and the child will be given a tardy slip to go to class. If a child leaves before 2:20 PM, then it is considered early dismissal. When checking students out early from school, parents must provide photo identification such as a driver's license.

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.

Pre-K 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.

Pre-K Curriculum and Assessment Curriculum

The Pierce County Pre-Kindergarten Program uses Frog Street Press. This is a comprehensive, research-based program created according to state and national early-childhood guidelines. The program links language and early literacy, math, science, social studies, fine arts, health and safety, personal and physical development and technology. These curriculum experiences help children make connections, expand on experiences, and build new knowledge of a variety of topics.

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 System (WSS) 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 show 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 WSS Developmental Checklist includes fifty-five 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.

Pre K Discipline Behavior

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 Conflict

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 pictures 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 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.

Pre-K 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. Please note that invitations to private birthday parties may not be distributed at school unless all students in the class receive one.

Photographs/Videotapes

Pre-kindergarten children are periodically photographed. Video and audio recordings 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.

Pre-K 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.

PreK Parent Involvement

Parent and Family Engagement

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 Parent and Family Engagement Coordinator about community services, resources, and educational opportunities

PreK Parent Orientation and Student Open House

The purposes of orientation and Open House are to inform parents about the Pierce County Prekindergarten Program and allow students an opportunity to meet their teacher and instructional assistant prior to the start of school. Topics such as transportation, the lunch program, policies, resource coordination services, etc. are discussed at the Parent Orientation. This is also a great opportunity for parents to ask questions and complete school forms.

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 spring. During the conference(s), parents will have the opportunity to discuss the Georgia Pre Kindergarten Progress Report (see the section on Assessment). Teachers may request an additional conference if they feel it is necessary for your child's wellbeing. All parents are urged to request a conference with the director, principal and/or teacher 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.

PreK 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.

Parental Opt-Out of Club Participation

I hereby acknowledge receipt of information regarding student clubs that are scheduled to be operational at the 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 wish to **withhold permission** for my child to participate in the following student clubs (please list):

Parent / Guardian Signature: _____

Student Signature: _____

Please sign and return the Parental Opt-Out of Club Participation Form to the student's classroom teacher.

PATTERSON 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)
- Family Educational Rights and Privacy Act (FERPA)
- Attendance Policy
- Elementary Absences, Tardies, Early Checkouts Policy
- Discipline Procedures
- Health and Wellness
- Internet Policy
- Nutrition Program
- Pre-Kindergarten Experience (**Pre-K parents only**)
- Google Workspace For Education
- Parental Opt-Out of Club Participation Form
- **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.

Parent/Guardian's Signature _____

Date: _____

Student's Signature _____ Date: _____

Please sign and return the following forms to your student's teacher:

1. Student Technology Acceptable Use Agreement
2. Parent / Student Handbook Acknowledgement Form
3. Google Workspace for Education Consent

Thank you and welcome to Patterson Elementary School.

Google Workspace for Education Parent or Guardian Consent

At Pierce County Schools, we use Google Workspace for Education, and we are seeking your permission to provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from

Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At Pierce County Schools, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills.

The notice below provides answers to common questions about what Google can and can't do with your child's personal information, including:

- What personal information does Google collect?
- How does Google use this information?
- Will Google disclose my child's personal information?
- Does Google use student personal information for users in K-12 schools to target advertising?
- Can my child share information with others using the Google Workspace for Education account?

Please read it carefully, let us know of any questions, and then sign below to indicate that you've read the notice and give your consent. If you don't provide your consent, we will not create a Google Workspace for Education account for your child. Students who cannot use Google services may not be able to use technology devices or software to complete assignments or collaborate with peers.

I give permission for Pierce County Schools to create/maintain a Google Workspace for Education account for my child and for Google to collect, use, and disclose information about my child only for the purposes described in the notice found on [page 37-40] of the student handbook.

Printed Full name of student

Printed name of parent/guardian

Signature of student

Date

Signature of parent/guardian

Date

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 Siguiende de información presentada en Este manual:

- Derechos de los padres A saber calificaciones de maestros (Inglés y Español)
- Ley de Derechos Educativos y Privacidad de la Familia (FERPA)
- Política de Asistencia...
- Política de ausencias, tardanzas y salidas anticipadas de la escuela primaria
- Procedimientos Disciplinarios
- Salud y bienestar
- Normativa de Internet
- Programa de Nutrición
- Distrito Escuela de Condado Pierce Plan de Participacion de la Familias y Padres ●
- Escuela Primaria de Patterson Plan de Participación de Padres y Familias para Logros Estudiantiles Compartidos
- Experiencia Pre-Kindergarten (**Pre-K sólo los padres**)
- Aceptable Contrato de Uso de Tecnología...
- Los padres de Exclusión de la participación Formulario Club
- Compacto de padres y escuela (inglés y español)

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 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 para obtener una lista completa de clubes y organizaciones).

Del padre o tutor Firma s

Fecha a : _____

Firma del estudiante

Fecha a:

Por favor firme y devuelva los siguientes formularios al maestro de su estudiante:

1. Aceptable Contrato de Uso de Tecnología
2. Manual Para Padres y Estudiantes Formulario de Reconocimiento

Gracias y bienvenidos a la Escuela Primaria Patterson