Appling County Schools

Grades (Pre-k – 5th)

2026 - 2027

Parent/Student Handbook of Information

Altamaha Elementary School
Dr. Angela Haynes
Principal
344 Altamaha School Road
Baxley, GA 31513
Phone: (912)367-3713
FAX: (912)367-2609

Appling County Elementary School
Dr. Stafford King
Principal
680 Blackshear Hwy.
Baxley, GA 31513
Phone: (912)367-8640
FAX: (912)367-8649

Fourth District Elementary School
Brittany Harper
Principal
13396 Blackshear Hwy. SE
Surrency, GA 31563
Phone: (912)367-3250
FAX: (912)367-0992

Visitors

Appling County Schools welcome parents and patrons who wish to visit. Visitors are required to check in at the front office and **present a driver's license or governmental identification**. This procedure protects the classroom instructional process from undue interruption and assures visitors of efficient response to their school needs. Students are not permitted to bring relatives or friends to visit during the school day.

Photocopy/Video Release

Parents/guardians must provide permission to Appling County Schools to publish photographs/videos of their children. The photographs and/or videos become exclusive property of Appling County Schools.

Communication System

Appling County Schools will utilize the communication system "ShoutPoint Call Out System" with any available contact information that is linked to a student. This includes email, home phone, cellphone, etc. Changes in student contact information should be reported to the child's school immediately.

Amendments

During the school year, it may become necessary to change or add to the policies, rules and regulations found in this handbook. If situations occur which are not covered in this handbook, the principal will make decisions based on the merits of the individual situation. The primary purpose of these policies, rules, and regulations is to foster a safe atmosphere conducive to learning and to increase student responsibility at Appling County Elementary Schools. Amendments will be posted on the school webpage and students will be notified of adjustment.

Appling County School System

2026-2027 School Calendar Events

1.	Pre-Planning	July 27 – 31, 2026
2.	First Day of School	August 3, 2026
3.	Labor Day	September 7, 2026
4.	End of 1st Nine Weeks	October 5, 2026
5.	In-Service Day	October 9, 2026
6.	Holiday	October 12 – 13, 2026
7.	Veteran's Day	November 11, 2026
8.	Thanksgiving Break	November 23 – 27, 2026
9.	End of 2nd Nine Weeks	December 18, 2026
10.	End of Semester Half Day	December 18, 2026
11.	Christmas Break	December 21 – 31, 2026 – January 1, 2027
12.	In-Service Day	January 4 – 5, 2027
13.	Martin Luther King Day	January 18, 2027
14.	Presidents Day	February 15, 2027
15.	End of 3rd Nine Weeks	March 11, 2027
16.	Spring Break	March 26 – April 2, 2027
17.	End of 4th Nine Weeks ½ Day	May 21, 2027
18.	Last Day of School	May 21, 2027
19.	Post Planning	May 24 – 25, 2027

Approved by BOE - 12082025ar

Table of Contents

PRINCIPAL'S WELCOME LETTER	4
VISION, MISSION, & BELIEFS	5
2024-2025 BELL SCHEDULE	6
ADMISSIONS POLICY: JBC	6-7
ADMISSIONS POLICY for Nonresident Students	7
CHILD FIND NOTICE	8
ASBESTOS MANAGEMENT PLAN	8
ATTENDANCE	8-11
Arrival at School:	8
Attendance Policy: JB	8
Excused Absences	8-9
Attendance- Submitting an Excuse for Absence	9
Grades and Absences	9
Hospital Homebound	9
Perfect Attendance	9
Policies and Procedures to Reduce Unexcused Absences: Notification	10
Procedures for Excessive Absences	10
Sign-In Procedures	10-11
Sign-Out Security Procedures	11
Tardiness/Early Sign-Out	11
CONDUCT: BEHAVIOR AND EXPECTATIONS	11-15
Anti-Gang Guidelines	11
Bullying Policy: JCDAG	12
Cafeteria Conduct	12-13
Campus Conduct	13
Classroom Conduct	13
Code of Conduct Based on Policy: JCDA	13-14
Hall Conduct	15
Harassment Policy: GAEB	15
Off Campus Behavior	15
Off Limit Areas	15
Weapons	15-16
DISCIPLINARY PROTOCOL AND PROGRAMS	17-19
Corporal Punishment (Paddling)	17
Lunchroom Detention/Extended Learning	17
In-School Suspension & Out-of-School Suspension (OSS)	17-18
Search and Seizure	18
Seclusion and Restraint for all Students	18-19
Student Removal from Class	19
DISCIPLINE TIERS	19
DISCIPLINE - Referral to Law Enforcement or Juvenile Court Officials	20
DISCIPLINE - VIOLATIONS & CONSEQUENCES	20-28
DISCIPLINE: HEARING POLICY, ACBOE'S -JCEB	29-30
DRESS AND APPEARANCE	30-31
EDUCATIONAL RECORDS	31
EMERGENCY DRILLS	31
FIELD TRIPS	31
FINES	31
FUND-RAISING DRIVES	31
GEORGIA MILESTONES ASSESSMENTS(GMAS)	32
GEORGIA SPECIAL NEEDS SCHOLARSHIP	32
GRADES AND REPORT CARDS	32
GRADING SYSTEM	32
GRADE - HONOR / AWARDS DAY	32
HEALTH	32-35
Bedbugs	32
Immunization Records	33
Insurance	33
Medication Policy-JGCD & Medicines	33-34
NO Nit	34
School Nurse	34-35
HELPLINES	35
INSTRUCTIONAL PROGRAM FOR AC	36-37
Gifted	36
Health and Physical Education	36
Language Arts/Reading Bookworms Program	36
Mathematics	36
Media Center	36
Planners/Homework folders	36
Science	37
Social Sciences	37
Digital Learning Platforms	37
INTERNET ACCEPTABLE USE	37-38
MOMENT OF SILENCE	38
NOTICE OF DIRECTORY INFORMATION	38
NUTRITION PROGRAM INFORMATION (*SCHOOL FOOD SERVICES*)	39
PROMOTION AND RETENTION POLICY	40
PROMOTION AND RETENTION PROCEDURES	40
PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)	41
PUBLIC SCHOOL CHOICE – HB 251	41
RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS	42
SCHOOL COUNSELOR	43
SECTION 504, Notice of Rights of Students and Parents	43-44
SECTION 504, Procedural Safeguards	44-45
STUDENT SUPPORT, TESTING AND NOTIFICATION REQUIREMENTS FOR GR K-5	45
TECHNOLOGY – AC ELEMENTARY SCHOOLS	46-51
Technology Protocol	46
Internet/Security and Damages	46
Personal Electronic Device Use	46-47
Google Workspace for Education Technology Services	48-51
TITLE I-A PARENT INFORMATION	52-53
TITLE IX & OTHER FED. PROGRAMS & ACTS	53
TRANSPORTATION DEPARTMENT (BUSES)	54-58
Bus Rules of Conduct & Discipline Procedures	55
Consequences for Violations	55-56
Parent Acknowledgement	57
PARENT RESPONSIBILITIES & PRIVATE CAR	58
APPENDIX: AC & School PFE Plans & Compact	58-73
APPENDIX: *Bus Note/Sign-out/Morning and Afternoon Drop-off/Traffic Letter*	73-76
APPENDIX: Lunch Schedule	77

Principal's Letter

Monday, August 3, 2026

Welcome to another exciting school year at Altamaha Elementary School—our proud "School of Excellence!" We are excited to welcome our students and families back and look forward to a year filled with learning, growth, and success.

At Altamaha Elementary, our teachers and staff are dedicated to providing every child with a high-quality education in a safe, caring, and supportive environment. Using research-based instructional practices and the Georgia Standards of Excellence, we work together to help every student reach their full potential while preparing them for future success. Our reading and math programs are designed to provide students with strong foundational skills and engaging learning experiences. We currently use HMH Into Reading and Saxon Phonics to drive our literacy instruction. Students in all grades use **Savvas enVision Mathematics**, a resource selected by our teachers to support Georgia's Mathematics Standards and meet the needs of Altamaha students.

Altamaha Elementary is proud to be a family-friendly school. We believe that strong partnerships between home and school are essential to student success. We encourage parents and guardians to stay involved through classroom volunteering, school events, conferences, and regular communication with teachers.

Your partnership plays an important role in your child's success. You can support your child's learning by encouraging them to:

- Attend school every day and arrive on time, ready to learn.
- Complete homework and classroom assignments to the best of their ability.
- Read each day to build strong literacy skills and foster a lifelong love of reading.
- Share their school experiences with you.
- Ask for help when they need additional support.
- Do their best each day and understand the importance of education.

Thank you for partnering with us in your child's education. We appreciate your continued support and look forward to working together to provide a safe, engaging, and successful learning experience for every student.
For additional information about Altamaha Elementary School, please visit our website at **https://aes.appling.k12.ga.us/**.
We are grateful for the opportunity to serve your family and look forward to a wonderful school year filled with learning, growth, and achievement.

Sincerely,

Dr. Angela Haynes

Principal

VISION

Appling County Schools will be schools of excellence for all learners.

MISSION STATEMENT

We are committed to providing a quality education that promotes maximum individual achievement and social responsibility.

OUR BELIEFS

1. All individuals are valued and treated with dignity.
2. Quality education addresses individual needs and increases student achievement.
3. Effective teachers are the foundation of quality instruction.
4. Effective teachers use differential instructional strategies to address the needs of all learners.
5. High expectations, in an organized environment, are essential for optimal learning.
6. An emotionally and physically safe environment promotes learning.
7. A strong partnership among home, school, and community increases student achievement.
8. Well-maintained facilities and equipment and the use of appropriate technology enhance the learning environment.
9. Modeling and teaching character values promote social responsibility and citizenship.
10. Extracurricular activities promote school and community involvement and personal and social development.
11. A continuous process of improvement is based on research and best practices.
12. All students have the ability to learn and share responsibility for learning.
13. A variety of assessments will drive instructional decisions.

2025-2026 BELL SCHEDULES FOR AC ELEMENTARY SCHOOLS

MORNING BELLS
Homeroom Bell: 7:45 a.m.
Tardy Bell: 7:50 a.m.

AFTERNOON DISMISSAL6
Car Riders: 2:50 P.M.
Bus Riders: 3:20 P.M.

Classroom Instruction Begins at 7:50 A.M.

ADMISSIONS POLICY: JBC

I. Definitions

The terms used in this policy shall be defined as such terms are defined in State Board of Education Rule 160-5-1-.28 Student Enrollment and Withdrawal ("state enrollment rule") or applicable state or federal law or regulation.

II. Age Eligibility for Enrollment - The following individuals are eligible for enrollment in the school system:

1. Students who have attained the age of five by September 1, unless they attain the age of 21 by September 1 or they have received high school diplomas or the equivalent, provided they have not dropped out of school for one quarter or more as prescribed in O.C.G.A. § 20-2-150. Students who have dropped out of school for one quarter or more are eligible to enroll unless they attain the age of 20 by September 1.
2. Special education students with IEPs may attend through the age of 21 or until they receive a regular high school diploma.
3. Students who were legal residents of one or more other states or countries for a period of two years immediately prior to moving to Georgia and were legally enrolled in an public kindergarten or first grade accredited by a state or regional association or the equivalent thereof, may be enrolled if they will attain the age of five for kindergarten or six for first grade by December 31 and are otherwise eligible for enrollment.

III. Authorization to Enroll Eligible Students

1. The student's parent, legal guardian, or other person enrolling the student under the provisions of O.C.G.A. 20-2-690.1 (or the student in the case of an emancipated minor) must be a resident of the school district.
2. Unless otherwise provided for by this policy or state law or rule, if the person enrolling a student is not the parent and does not hold legal guardianship, the person enrolling the student must complete a Kinship Caregiver Affidavit specifying the reasons why the student is living with the "other person".
3. A non-custodial parent or registering person acting in loco parentis under the authority of a power of attorney properly executed by a parent or guardian serving in the military shall be allowed to enroll a transitioning military child and perform all other actions requiring parental participation and consent. Children of transitioning military families shall be enrolled and placed in accordance with the requirements specified in the state enrollment rule.
4. A grandparent who resides in the school district and who has a properly executed power of attorney for a minor child may enroll such grandchild, without court approval, if the specific conditions set forth in state law are met. The grandparent empowered to enroll the child shall have the same rights, duties, and responsibilities that would otherwise be exercised by the parent, except where limited by the executed power of attorney or federal law.
5. Homeless children and unaccompanied youth, as defined in the state enrollment rule and the McKinney-Vento Act, shall be enrolled immediately with the assistance of the district's homeless liaison, as needed, and placed in accordance with the requirements specified in the state enrollment rule.
6. Students in the physical or legal custody of the Department of Human Services (DHS) or the Department of Juvenile Justice (DJJ), students placed by DHS or DJJ in a residential facility within the school system, foster children awaiting permanent placement, immigrants, non-visa-holders, and non-immigrant, foreign students on various visas who meet age and residency requirements will be enrolled and placed in accordance with the requirements specified in the state enrollment rule. The school system is not responsible for making determinations regarding students' immigration and visa status.

IV. Required Enrollment Documentation

1. Age Verification - The school system requires evidence of the student's date of birth and accepts as evidence a certified copy of a birth certificate, a certified hospital issued birth record or an alternate document from the prioritized list in the state enrollment rule.

2. Immunization Certificate – The school system requires proof of immunization as required by O.C.G.A. 20-2-771, which includes an exemption for religious grounds.

3. **Nutritional Screening and Eye, Ear and Dental Exam Certificate -** The school system complies with the provisions of O.C.G.A. 20-2-770 concerning nutritional screening and eye, ear, and dental examinations of students entering the first grade.

4. **Social Security Number -** The school system complies with the provisions of O.C.G.A. 20-2-150, which requires a person enrolling the student to provide a copy of the student's social security number or to sign a form stating that the person does not wish to provide the social security number.

5. **Academic and/or Transfer Records, if applicable –** Student enrollment and placement decisions are based on performance in previous schools or programs. A transferring student in a grade higher than the sixth grade must present a certified copy of his or her academic transcript and disciplinary record from the school previously attended.

6. **Documentation for Homeless Students -** Homeless students, as defined by the McKinney-Vento Act, shall be enrolled immediately with full participation in school activities, regardless of whether required documentation can be provided at the time of enrollment. The designated employee responsible for care of homeless students shall assist the person enrolling the homeless student or the unaccompanied youth in acquiring the necessary documents for enrollment in accordance with the requirements of the state enrollment rule and the Act.

7. **Proof of Residence** shall be required in accordance with regulations developed by the superintendent or designee.

V. Provisional Enrollment

A student shall be enrolled on a provisional basis and allowed to attend a school for 30 calendar days while awaiting evidence of age, residence, or other local requirements, unless enrollment may be properly denied in accordance with a provision of law or the state enrollment rule. If evidence is not provided within 30 days, the superintendent or designee shall withdraw the student at the end of the 30th day. The 30-day period may be extended for extenuating circumstances in the discretion of the superintendent or designee. Prior notice of withdrawal to the parent or registering person and, as appropriate, reports to appropriate agencies of non-compliance with attendance laws shall be provided in accordance with the requirements of the state enrollment rule.

VI. Student Withdrawal

All student withdrawals shall be made and documented in accordance with the requirements of the state enrollment rule and associated guidelines and resources.

ADMISSIONS POLICY FOR NONRESIDENT STUDENTS: JBCB

Except as otherwise provided by state or federal law or this policy, it shall be the policy of the Appling County Board of Education to charge **nonresident students** tuition for enrollment in the Appling County schools.

The tuition shall be set by the Board of Education on an annual basis and may not exceed the maximum amount allowed by law. Tuition payments must be paid to the Appling County Board of Education on a semester basis, and must be paid at least one week prior to the beginning of each semester. Nonresident students who wish to enroll at any time after the beginning of each semester must pay the full tuition at the time of enrollment. Full tuition will be refunded if a student never attends class and the refund is requested within the first ten days of school. Students who withdraw from school after the semester begins will receive no refund of tuition fees.

A nonresident student whose parent or guardian is a full-time employee of the Appling County School System may attend school in this system without payment of tuition as long as the parent or guardian is a full-time employee of the Appling County School System.

A resident student whose residence changes from Appling to another county, and whose enrollment and attendance in the Appling County School System is continuous (student has not withdrawn), may continue attendance and the tuition is waived.

A non-resident student seeking enrollment may not have pending any disciplinary proceeding in the school where the student was previously enrolled and must otherwise be in good standing with the school the student last attended. Students who have withdrawn from a previous school district to avoid disciplinary action or who are under suspension, expulsion or other disciplinary action in a previous district may not enroll in the Appling County School System.

A nonresident student is admitted conditioned upon the student's good behavior and willingness to abide by the school system's rules for attendance and tardiness. Any violation of the student discipline code by a nonresident student may result in the revocation of the student's privilege to attend an Appling County school. The admission of non-resident students and the continued enrollment of such students is a privilege, not a right. Decisions regarding revocation of this privilege may be made by the principal without convening a student disciplinary tribunal. A student may appeal the

principal's decision to the Superintendent, whose decision shall be final. The Appling County School System does not discriminate on the basis of race, color, national origin, sex or disability in determining the admission of students who reside outside of Appling County. All local policies in conflict with this policy are rescinded.

CHILD FIND NOTICE

In accordance with IDEA/504 regulations, the Appling County School system seeks to ensure that all disabled students (ages birth-21) who are in need of special education, or Section 504 services within its jurisdiction are identified, located, and evaluated, including those attending private school and home school. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by a Multidisciplinary Placement Team.

If the "child find" process indicates that a student may require special education/504 and supportive services in order to benefit from regular education, the student shall be referred to the Multidisciplinary Placement Team to determine the student's eligibility for special education services/504.

If you know a child with a disability that is not being served or suspect that a child has a disability, please notify the Appling County Special Education Department.

ASBESTOS MANAGEMENT PLAN

Annual notification relative to asbestos management plans is hereby provided for parents/guardians of all students who attend classes in Appling County Schools. Each school has an Asbestos Management Plan that shows the location of materials that contain asbestos or materials that are assumed to contain asbestos. The plan is on file in the principal's office and may be reviewed or obtained during normal business hours. Annual notification is required even if the school contains no asbestos.

ATTENDANCE

Arrival at School:

- Students who arrive **by early bus** before 7:15 a.m. should go directly to the school's designated area.
- **Students who arrive by car are not allowed to be dropped off before 7:15 a.m.**
- Students **arriving after 7:50** should go directly to the front office for a pass to their classrooms or get permission to go to the cafeteria to pick up a to-go breakfast**.**

Attendance Policy for Students:

In responding to student attendance issues, the school system shall comply with all requirements of state law, State Board of Education rule, and the Student Attendance Protocol that has been developed by the county's Student Attendance Protocol Committee.

Students are expected to be in attendance in Appling 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 law requires children age 6 and older to attend school. Any child enrolled in a Georgia public school for 20 or more school days is also expected to follow all state attendance laws and school attendance policies, even if the child has not yet turned 6.

Absences will be considered either excused or unexcused.

Excused Absences

It is the policy of the Board to excuse students from school for the following reasons:

1. Personal illness or attendance in school that endangers a 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. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.

4. The observance of religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. The Appling County Board of Education will allow two absences resulting from students visiting prospective colleges to be counted as excused absences if the student receives approval from school administrators prior to the visitation.
7. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

Students shall be counted present when they are serving as pages of the Georgia General Assembly. Students in foster care shall be counted present when they attend court proceedings related to their foster care.

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.

A parent may request Administrative approval for up to two (2) days of Family Leave Absence (FLA) per semester. The FLA will be considered an unexcused absence but the student may make up missed work for a grade. **This request must be made prior to a planned FLA or upon the return to school for an emergency FLA.**

Attendance - Submitting an Excuse for Absence(s)

1. Please turn doctor, parent, or court explanation notes into the office within 3 days of being absent. Acceptable documentation will allow absences to be marked excused, allowing for work to be made up. Classwork missed due to unexcused absences will not be able to receive credit. Doctor's notes can be submitted as often as needed, but only 3 parent notes per semester are permitted. Parent notes must meet excused absence criteria.

a. Excuses are to be written by the parent/guardian/doctor must include: **1) the date(s) of the absence, 2) reason for absence and 3) student and teacher name 4) grade of student 5) parent/guardian signature.**

b. Parents may submit excuses through a secure account: (*school link*) Simply write a note, sign it and take a picture or take a picture of the doctor's excuse and attach it to an email. This email will go to our attendance coordinator and attendance clerk for documentation purposes. ***Please make sure you put your child's name in the subject line with grade and teacher.***

2. After 3 unexcused absences, the Attendance Coordinator or designee will attempt to contact the parent via phone, email, or letter.
3. After five unexcused absences, the Attendance Coordinator or designee will attempt to set up a meeting with the parent.
4. Any unexcused absences beyond 5, an Attendance Support Team (AST) can meet to discuss individual case and determine how best to proceed.

Grades and Absences

Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.
2. Make up work for excused absences were completed satisfactorily.

Hospital Homebound

A student with a medically diagnosed physical condition that is non-communicable and restricts him/her to home or to a hospital for a period of time, which will significantly interfere with the student's education (a minimum of 10 school days), will be eligible for services of an itinerant hospital-homebound instructor. The counseling office should be contacted to plan for this program. **Students are not eligible to participate in school or extracurricular activities while on Hospital-Homebound instruction.**

Perfect Attendance

For the purposes of determining **perfect** attendance for the year, students shall be present when they are: (1) in attendance at least one half of the instructional day and have no more than a **total of four** unexcused tardies and/or early sign outs.

Policies and Procedures to Reduce Unexcused Absences: Notification

1. The school system requires its schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in school 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 in the school system, the parent, guardian, or other person having control or charge of such student will be asked to sign a statement indicating receipt of such written notice of possible consequences and penalties. In addition, students age ten or older by September 1 must sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local board policy; and
2. The school system will notify the parent, guardian or other person who has control or charge of the student when such 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, guardian or other person who has charge of the student, the school system will send written notice via first class mail or certified mail with return receipt requested. Before truancy charges are initiated in court, notice will be sent to the parent or guardian by certified mail with return receipt requested.
3. Students shall be notified through the student codes of conduct of the definition of truancy and a summary of possible consequences and penalties for truancy, including possible dispositions for children in need of services and the possible denial of a driver's license.

Procedures for Excessive Absences

Appling County Schools shall work to enforce the compulsory attendance laws by referring students with excessive absences to the Student Service Director. A student should be referred by the time he or she has accumulated **fifteen (15) absences. A student with a history of absenteeism may be referred earlier.**

The Student Services Director, as attendance/truancy officer for the system, will work with the family of the students having attendance problems. Efforts will be made to help the family resolve attendance problems. In cases where satisfactory resolution of attendance problems does not occur, it shall be the duty of the Student Services Director to file proceedings in **Juvenile and/or Magistrate Court to ensure compliance with compulsory attendance laws.**

The student's parent or guardian shall submit to the principal or principal's designee a written notice stating the specific date(s) and reason(s) for a student's absence from school. The notice must be signed by the parent or guardian and must be presented to the principal or principal's designee **within three (3) school days** after the student returns to school. **An absence for which a written notice is not received from the student's parent or guardian, or is received after the three-day time limit, will be considered an unexcused absence.**

The principal or his/her designee will evaluate all absence notices to determine if the absence is excused or unexcused. Students shall be permitted to make up work when an absence is excused. An absence due to out of school suspension shall be unexcused, but shall not count as an unexcused day for the purpose of determining truancy.

Kindergarten - Eighth Grade: The principal or his/her designee shall determine if work missed due to a student's unexcused absence may be made up for a student in kindergarten through eighth grade.

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. Unexcused absences are all other absences that are not defined as excused by Policy JB.

Truant is defined as any student subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences. School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

Present is defined as being in the assigned class, or away from the assigned class for a reason approved by school personnel.

For purposes of determining perfect attendance, students shall be counted as present when they are in attendance at least one half of the instructional day.

Sign-In Procedures

The first bell rings at 7:45 a.m. The tardy bell rings at 7:50 am, and all students are expected to be in class at this time. Any student who arrives at school anytime past 7:50 am must be accompanied by a parent/guardian and signed in through the front office. Students will be issued an **Admittance Slip** denoting excused or unexcused tardy and time of

arrival. If the slip is marked **unexcused,** the admitting teacher will include the tardy in the student's tardiness record. Students arriving on late buses will be issued excused admission slips. **STUDENTS WILL NOT BE ADMITTED TO CLASS WITHOUT AN ADMITTANCE SLIP**. Examples of excused tardies are: visits to doctor, accident, court appearance, emergencies, or unexpected events as approved by the administration.

Sign-Out Security Procedures

- **A DRIVER'S LICENSE OR GOVERNMENTAL IDENTIFICATION MUST BE PRESENTED IN ORDER TO SIGN OUT A STUDENT.**
- **Students are not allowed to leave with anyone that is not listed on the student sign-out card.**
- Once security measures are met, student(s) will be called to the office and released by office staff.
- Students must attend a minimum of three and a half instructional hours to be counted present.
- Students must bring a written excuse within three (3) school days. If an excuse is not received within the three days, the absence will be unexcused.
- A student, who returns to school after signing out for any portion of the school day, must sign in with the front office staff upon return to the campus.
- **Parents/guardians cannot sign out students after 2:30 pm.**

Tardiness/Early Sign-Out

Tardiness is defined as arriving at an assigned place after the designated time. Early Sign-Out is defined as signing out of school prior to the designated time of official school dismissal. Tardiness and early sign-out may result in a variety of intervention strategies, disciplinary actions and/or referral to the Student Services Director.

CONDUCT: BEHAVIOR AND EXPECTATIONS RULES, OFFENSES, AND DISCIPLINARY ACTION

Anti-Gang Guidelines

The Board of Education recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. It is therefore the guidelines of the Board of Education that **gangs and gang activities are prohibited in the Appling County Public Schools**. A "gang" is any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the school district. "Gang related or gang-like activity" includes, but is not limited to, the prohibited conduct set forth below. No student on, about school property, or at school related activities on or off school grounds shall:

- Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang
- Engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation with any gang
- Engage in any act in furtherance of the interests of any gang or gang activity including but not limited to:
- Soliciting membership in, or affiliation with, any gang
- Soliciting any person, explicitly or implicitly, with violence or with any other illegal or prohibited act
- Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property
- Engaging in violence, extortion, or any other illegal act or other violation of school guidelines
- Soliciting any person to engage in physical violence against any other person "Wannabees" are groups of youth not affiliated with recognized gangs but who engage in gang-like activities and/or mimic gang behavior.

"Wannabees" will be dealt with as gangs under terms of these guidelines. In determining whether acts, conduct, or activities are gang related, school officials are encouraged to work closely with local law enforcement officials. Students who violate these guidelines shall be subject to the full range of school disciplinary measures, including expulsion up to one calendar year, in addition to applicable civil and criminal penalties.

Bullying Policy - JCDAG

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

Bullying is defined as follows: An act that is:

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

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

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

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

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

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

Cafeteria / Lunchroom Conduct

The school cafeteria is a vital part of the health program of elementary schools. To encourage good nutrition, a well- balanced breakfast and lunch are offered.

Cafeteria Rules

1. Students are to stay in their respective area during breakfast and lunch.
2. Students should remain seated while in the lunchroom and refrain from walking around "visiting" other tables.

3. Students will use good table manners and use quiet voices during breakfast and lunch.
4. Students will carry their own trays and milk cartons to their table and to the disposal area.
5. Students are responsible for cleaning up their own spills and messes.
6. Students will be respectful to lunchroom staff and staff on duty during lunch.
7. **Students cannot have soft drinks/sodas in the lunchroom.**
8. **Students cannot receive take-out orders from restaurants.**

Campus Conduct

HAVE PRIDE IN YOUR SCHOOL. SINCE WE ARE ALL JUDGED BY THE APPEARANCE OF OUR "HOUSE", LET'S KEEP THE CAMPUS AND GROUNDS LITTER FREE. PLEASE THROW ALL TRASH IN CANS.

- Tackle football and wrestling are strictly prohibited during the regular school day.
- Students are not to bring bats and/or balls to school, unless otherwise instructed.
- **Drop-off students are not to be on campus before school is officially opened for the day (7:15 a.m.) or after it is officially closed for the day (3:30 p.m.), unless under direct supervision of school personnel.**
- Students are not to congregate on sidewalks and hallways in large groups to disrupt traffic flow.
- **Students will not be called from class to answer telephone calls.** Emergency messages will be delivered to them. The telephone is to be used only in emergency situations and then only with permission from the secretary or principal.
- The business office is for business and not a place for loitering, leave as soon as you have completed your business and do not bring others into the office with you.
- You are **not** to bring special personal items/equipment to school with you, unless approved by school administration. Articles covered include, but are not limited to, cell phone, watches (with capabilities to text, record, or send/receive calls), radios, tools, hobby materials, cameras, toys, stuffed animals, caps, hats, blankets, pillows, sunglasses, bandannas, scarves, combs, picks, animals, skateboards, fidget spinners, sports equipment, or antique weapons. Weapons are not allowed, which includes knives, toy guns, or any item that looks like a weapon (toy).
- Bicycles and skateboards are not permitted on school campus at any time.

Classroom Conduct

- Each teacher has full authority over conduct rules in his or her individual classroom.
- It is up to each student to obey the classroom rules. If you do not understand, respectfully ask the teacher for clarification.
- While class is in session, you may leave only with permission of the teacher in charge. You are not to leave the classroom without an official pass. No student should ask for a pass without a good reason.
- Show respect to all teachers, paraprofessionals, other students, and substitutes.

Code of Conduct Based on Policy - JCDA

The purpose of this code is to provide students in the Appling County Elementary Schools an effective and safe learning environment. This code contains information for school personnel, students, and parents. Included in the code is an outline of expected behaviors and the consequences relating to various violations. Expected behavior is behavior that promotes learning and encourages maturity during the school day as well as during all school-related activities. Students and their parents need to know and understand this code in order to achieve these goals. 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. Appling County Elementary Schools will make every reasonable effort to administer the discipline code consistently in all schools. When applicable, individualized plans (i.e. IEP, 504, and SST) will be reviewed for appropriate consequences.

Students SHOULD:

1. **Participate fully in the learning process. Students need to report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed. Avoid behavior that impairs their own or other students' educational achievement.**
2. Know and avoid the behaviors prohibited by this code, take care of books and other instructional materials, and cooperate with others.
3. Show respect for the knowledge and authority of teachers, administrators, and other school employees.
4. Obey reasonable directions; avoid being rude, use acceptable and courteous language, and follow school rules and procedures.
5. Recognize and respect the rights of other students and adults.
6. Show concern for and encouragement of the educational achievements and activity participation of others.

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

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

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

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

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

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

Code of Conduct - Use of force in defense of self… based on Georgia Law Section 16-3-21.

(a) A person is justified in threatening or using force against another when and to the extent that he or she reasonably believes that such threat or force is necessary to defend himself or herself or a third person against such other's imminent use of unlawful force; however, except as provided in Code Section 16-3-23, a person is justified in using force which is intended or likely to cause death or great bodily harm only if he or she reasonably believes that such force is necessary to prevent death or great bodily injury to himself or herself or a third person or to prevent the commission of a forcible felony.

(b) A person is not justified in using force under the circumstances specified in subsection (a) of this Code section if he:
   (1) Initially provokes the use of force against himself with the intent to use such force as an excuse to inflict bodily harm upon the assailant;
   (2) Is attempting to commit, committing, or fleeing after the commission or attempted commission of a felony; or
   (3) Was the aggressor or was engaged in a combat by agreement unless he withdraws from the encounter and effectively communicates to such other person his intent to do so and the other, notwithstanding, continues or threatens to continue the use of unlawful force.

(c) Any rule, regulation, or policy of any agency of the state or any ordinance, resolution, rule, regulation, or policy of any county, municipality, or other political subdivision of the state which is in conflict with this Code section shall be null, void, and of no force and effect.

(d) In a prosecution for murder or manslaughter, if a defendant raises as a defense a justification provided by subsection (a) of this Code section, the defendant, in order to establish the defendant's reasonable belief that the use of force or deadly force was immediately necessary, may be permitted to offer:
   (1) Relevant evidence that the defendant had been the victim of acts of family violence or child abuse committed by the deceased, as such acts are described in Code Sections 19-13-1 and 19-15-1, respectively; and
   (2) Relevant expert testimony regarding the condition of the mind of the defendant at the time of the offense, including those relevant facts and circumstances relating to the family violence or child abuse that are the bases of the expert's opinion.

Hall Conduct

- Upon entering the hall, walk **(never run)** and **always keep to the right.**
- Do not litter in the school building or school grounds.
- There will be no standing around in the halls while classes are in session. Be where you are scheduled to be.
- Students are only allowed on designated or grade-level hallways unless with special permission and/or a pass.
- When changing classes, keep moving and do not block halls or doorways.
- If you are not using the restroom, do not linger in or around them.

Harassment

It is the policy of this school district to prohibit any act of harassment of students or employees by other students or employees based upon race, color, sex, national origin, religion, age or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act by a student or employee shall result in prompt and appropriate discipline, including the possible termination of employment or suspension or expulsion of the student.
Sexual harassment may include conduct or speech which entails unwelcome sexual advances, requests for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, demands or physical contact which creates a hostile environment for a student or employee. There may be other speech or conduct which employees or students experience as inappropriate or illegal harassment which should also be reported; harassment can take many forms and it is not possible to itemize every aspect of the harassment forbidden by this policy.

Any student, employee, applicant for employment, parent or other individual who believes he or she has been subjected to harassment or discrimination by other students or employees of the school district as prohibited by this policy should promptly report the same to the principal of the school or to the appropriate coordinator designated in policy GAAA/JAA, who will implement the Board's discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their school counselor or any administrator. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual harassment of a student, the coordinator or designee determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation.

It is the duty of all employees to promptly report harassment forbidden by this policy. All supervisors will instruct their subordinates as to the content of this policy and, through appropriate professional learning activities, enlighten employees as to the varied forms or expression of prohibited harassment. The principals of all schools shall ensure that students and parents are informed through student handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy.

Off Campus Behavior

Students who engage in off-campus behavior, which could result in the student having DJJ charges and whose continued presence at school poses a potential danger to persons or property at school or disrupts the educational process, may face disciplinary action up to and including suspension or expulsion.

Off Limit Areas

The following areas are off limits unless part of a school-related activity that the student is part of: (1) any part of the school a student does not have a class or permission to be in while classes are in session; (2) any construction area; (3) **parking lots;** (4) **teacher's lounge;** (5) anywhere on campus after school hours. A student is considered off-limits if he/she is in the bus loading area and does not ride a bus or is in the parent pick-up area and is not a pick-up student.

Weapons – GA. Code Section 16-11-127.1 Knife (22), Other (23), Handgun (25), Rifle (26)

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

- Any handgun, firearm, rifle, shotgun, or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in **O.C.G.A. § 16-11-121.1**, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
- Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, <u>any other knife having a blade of two or more inches</u>, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having a least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or Taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the mandated one-year expulsion under circumstances where the one-year expulsion appears excessive to the superintendent. The Tribunal shall also have the authority to modify such expulsion 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 of any rationale in denying such a reduction.

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

<u>Reporting Requirements:</u>
Any employee who has reasonable cause to believe that a student possesses a weapon as defined in the above paragraphs, is involved in using a weapon as described above, or is involved in a second offense with a weapon on campus must report such violation to the principal or assistant principal of the school. If the principal has reasonable cause to believe that such report is valid, he/she must immediately make an oral report to the Superintendent and the appropriate law enforcement authority and district attorney. The student's parent or guardian will be notified immediately of his/her child's involvement in any activity involving weapons.

<u>Recommended Dispositions:</u>

- The penalty for violation of this policy by bringing to school a weapon as defined above will be a one-year expulsion from school, except that the Board of Education may modify the expulsion requirement for good cause on a case-by-case basis.
- The penalty for violation of this policy, by bringing to school a weapon as defined above, other than a firearm, will be as provided in student disciplinary policies and may result in criminal prosecution.
- Proper legal authorities will be notified, and confiscated weapons may be turned over to legal authorities. A child who violates **O.C.G.A. § 16-11-127.1** shall be subject to the provisions of **O.C.G.A. § 15-11-63**. A student's instruction permit or driver's license will be suspended by the Georgia Department of Motor Vehicles for possession or use of a weapon on school property or at a school sponsored event.
- Severity of punishment for possession of items, which might be considered weapons but not specifically covered by Georgia or U. S. law (small pocket knives, chains, files, etc.), will be left to the discretion of the administration. (Punishment may include ISS and/or out-of-school suspension.)

APPLING COUNTY PRIMARY/ELEMENTARY SCHOOLS CODE OF DISCIPLINE

DISCIPLINARY PROTOCOLS & PROGRAMS

All disciplinary options in the code of discipline are at the discretion of the administrator or teacher. Individual circumstances, severity of offense, and other factors may be taken into consideration when decisions are made with an attempt to be consistent and fair, and every effort will be made to protect the rights and dignity of the student. Student support services that help the student address behavioral problems may be utilized. The school, system, or other public entities and community organizations may provide these support services. Teachers are authorized and expected to maintain classroom discipline through student conferences, parent contact and conferences, teacher punishment, and if the behavior persists or is severe referral to the administration. It should also be noted that corporal punishment may be administered if parent consent is in place.

NOTE: The School District also has procedures in place for the discipline of students with disabilities, designed to implement the relevant mandates outlined in the federal IDEA. These procedures apply to all students who have been determined eligible for special education services.

NOTE: Teachers and administrators have the authority to take customary and reasonable measures to maintain proper control among students placed under their care and supervision. Such measures may include the use of lawful authority to restrain or correct pupils and maintain order. Surveillance cameras will be used to monitor the campus and/or school buses, and recorded events will be used as evidence for disciplinary procedures.

CORPORAL PUNISHMENT (Paddling)

In compliance with the policy of the Appling County Board of Education and the Official Code of Georgia Annotated, Appling County Schools use corporal punishment as a secondary punishment. As such, the intent is not to use corporal punishment unless other means of discipline are used and are unsuccessful. Other means of discipline may be something as simple as eye contact, proximity control, a verbal warning, or other attempts to modify the child's behavior. Corporal punishment, when used, will be in the presence of a witness who has been advised of the violation that occurred. The witness will be the principal or a certified teacher. The child is given an opportunity to express him/herself relative to the disciplinary infraction prior to the paddling. Parents are notified of paddling through the student taking the discipline form home or through mailing the form to the address on file in the office. Parents may exempt corporal punishment by indicating such in writing.

Lunchroom Detention/Extended Learning

Students may be assigned Lunch Detention by an administrator. Students assigned Lunch Detention will:

1. Report at the beginning of his/her lunch period.
2. Take work materials (or AR Books).
3. Remain the entire lunch period
4. Be quiet
5. May not sleep or lay head down.
6. Follow all rules
7. NOTE: Failure to follow detention rules will result in further lunch detention days or other disciplinary actions.

IN-SCHOOL SUSPENSION

The purpose of the ISS program is to provide an alternative means of modifying unacceptable student behavior in lieu of suspension from school. Students are allowed to complete class assignments in a closely monitored setting and are not counted absent from class/school. Students also receive counseling related to their misbehavior, if necessary. Emergency situations, as determined by an administrator, may warrant immediate placement in ISS without prior notice to parents. Students do not have the option of ignoring an ISS assignment and choosing a "self-imposed" out-of-school suspension. All absences from ISS must be made-up, and the student cannot return to regular class until he/she has completed the assigned days and classroom assignments.

Out-of-School Suspension (OSS)

Students who are chronically disruptive from year to year accumulate cumulative records. Charges may be filed in court under the code section of the law for unruly/disruptive persons. Consequences may include suspension or other

punishment at the discretion of the administrator. Some rule violations might result in a student being suspended from school. The administrator may exercise his discretion in matters that may/can result in out of school suspension. A student will receive zero(s) for any class missed while he is in out-of-school suspension.

Students may be suspended from school for up to 10 days for serious misconduct (without the right to a hearing). A student may also be suspended for up to 10 days to await action by a Tribunal or the Board of Education. The suspended student may not come on campus for any reason without administrative approval. A suspended student may not participate in or attend any after school activity or field trip. Days missed during Out-Of-School Suspension will be considered unexcused.

Search and Seizure

According to law and board policy, delegated school officials may have access to student lockers, automobiles, and personal belongings while under school supervision, and when there is reason to suspect the welfare of students and other personnel may be threatened, or when the violations of school rules are involved. Searches may be made in the presence of at least one witness except in emergencies, or if dangerous or illegal materials are present. Discovery of dangerous or illegal materials shall be reported to proper authorities. Random searches may be conducted during the school year.

Seclusion and Restraint for all Students (O.C.G.A. §20-2-240)

(1) DEFINITIONS

(a) **Chemical restraint** - any medication that is used to control behavior or restrict the student's freedom of movement that is not a prescribed treatment for the student's medical or psychiatric condition. Use of chemical restraint is prohibited in Georgia public schools and educational programs. (b) **Mechanical restraint** - the use of any device or material attached to or adjacent to a student's body that is intended to restrict the normal freedom of movement and which cannot be easily removed by the student. The term does not include an adaptive or protective device recommended by a physician or therapist when used as recommended by the physician or therapist to promote normative body positioning and physical functioning, and/or to prevent self-injurious behavior. The term also does not include seatbelts and other safety equipment when used to secure students during transportation. Use of Mechanical restraint is prohibited in Georgia public schools and educational programs. (c) **Physical restraint** - direct physical contact from an adult that prevents or significantly restricts a student's movement. The term physical restraint does not include prone restraint, mechanical restraint, or chemical restraint. Additionally, physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.(d) **Prone restraint** - a specific type of restraint in which a student is intentionally placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the prone position. Use of prone restraint is prohibited in Georgia public schools and educational programs. (e) **Seclusion -** a procedure that isolates and confines the student in a separate area until he or she is no longer an immediate danger to himself/herself or others. The seclusion occurs in a specifically constructed or designated room or space that is physically isolated from common areas and from which the student is physically prevented from leaving. Seclusion may also be referred to as monitored seclusion, seclusion timeout, or isolated timeout. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student, time-out as defined in paragraph (1)(g) of this rule, in-school suspension, detention, or a student-requested break in a different location in the room or in a separate room. Use of seclusion is prohibited in Georgia public schools and educational programs. (g) **Time-out** – a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined

(2) REQUIREMENTS

(a) The use of seclusion is prohibited in Georgia public schools and educational programs. (b) The use of prone restraint is prohibited in Georgia public schools and educational programs. (c) The use of mechanical restraint is prohibited in Georgia public schools and educational programs. (d) The use of chemical restraint is prohibited in Georgia public schools and educational programs. (e) The use of physical restraint is prohibited in Georgia public schools and educational programs except in those situations in which the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques. 1. Notwithstanding the foregoing, physical restraint is prohibited in Georgia public schools and educational programs: (i) as a form of discipline or punishment, (ii) when the student cannot be safely restrained, and (iii) when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records. (f) All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress. (g)

Schools and programs that use physical restraint in accordance with paragraph (2) (e) of this rule must develop and implement written policies to govern the use of physical restraint. Parents must be provided information regarding the school or 3 program's policies governing the use of physical restraint. The written policies must include the following provisions: 1. Staff and faculty training on the use of physical restraint and the school or programs policy and procedures, 2. Written parental notification when physical restraint is used to restrain their student within a reasonable time not to exceed one school day from the use of restraint, 3.Procedures for observing and monitoring the use of physical restraint. 4. The use of physical restraint to be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained. 5. Procedures for the periodic review of the use of restraint and the documentation described in paragraph (2) (g) (4). (h) Schools and programs that use physical restraints in accordance with paragraph (2) (e) of this rule, must ensure that staff and faculty are trained in the use of physical restraint. This training shall be provided as a part of a program which addresses a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques. Schools and programs must maintain written or electronic documentation on training provided and the list of participants in each training. Records of such training must be made available to the Georgia Department of Education or any member of the public upon request. (i) Nothing in this rule shall be construed to interfere with a school system, school or program, or school or program employee's authority to utilize time-out as defined in paragraph (1)(g) of this rule or any other classroom management technique or approach, including a student's removal from the classroom, that is not specifically addressed in this rule. (j) Nothing in this rule shall be construed to prohibit a school system, school, or program employee from taking appropriate action to diffuse a student fight or altercation. (k) Nothing in this rule shall be construed to eliminate or restrict the ability of an employee of a school system, school or program to use his or her discretion in the use of physical restraint to protect students or others from imminent harm or bodily injury. Nothing in this rule shall be construed to impose ministerial duties on individual employees of a school system, school or program when acting to protect students or others from imminent harm or bodily injury.4 (l) In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in these rules shall be construed to interfere with the duties of law enforcement or emergency medical personnel. 1. Parents must be immediately informed when students are removed from the school or program setting by emergency medical or law enforcement personnel.

Student Removal from Class – Teacher Reporting Requirement

Teachers should make administrators aware of teacher discipline policy, such as what has been done to/for the child in the past. Teacher Authority: HB 605. OCGA 20-2-737/O.C.G.A. 20-2-738 A teacher shall have the authority through procedures outlined in the law to remove from his/her class a student who repeatedly interferes with the teaching or learning process in the classroom. The student may be placed in an alternative setting.

DISCIPLINE TIERS

Tier 1 Discipline

Tier 1 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. **Possession of a cell phone, iPod, or personal technology is prohibited.** First offense, devices will be confiscated by the teacher, and parents will be required to retrieve the device from administration.

Tier 2 Discipline

Tier II discipline offenses are serious acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated unrelated acts of misconduct and misbehaviors directed against persons or property. 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 (3) school days, pending disciplinary investigation of the allegations. Offenses in this category must be reported to administration. Student and parent/guardian participation in a conference with an administrator is an element of all discipline action in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided.

Tier 3 Discipline

Tier III discipline offenses represent the most serious acts of misconduct. These offenses must be immediately reported to an administrator. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. 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 ten (10) school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with an administrator and Student Resource Officer is an element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided.

Referral to Law Enforcement or Juvenile Court Officials:
Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

Discipline Violations and Consequences

RULE 1 (08): VIOLENCE

Physical assault and/or battery on any person (student or persons attending school related functions) on the school grounds; off the school grounds at a school activity, function, event; or en route to and from school or a school function, activity, or event on system-supported transportation will not be allowed.

Categories:

1a: Verbal abuse or intimidation

1b: Verbal assault, fighting words, minor push, or other actions that promote violence

1c: Fight (physical altercation) (direct or indirect) or battery

Note: Students who refuse to retaliate in a fight will not be punished. Students who are hit by another student should report the incident to an adult. When clearly evident, as witnessed by an adult, that a student did not return punches, action taken will be left to the discretion of the administrator. Offenses involving extreme violence or threats to do bodily harm will be referred for a tribunal hearing.

Recommended Dispositions:

1a: Verbal abuse

1st Referral 3 Days Lunch Detention

2nd Referral: 5 Days Lunch Detention

3rd Referral: 2 Days ISS

1b: Verbal assault, fighting words, minor push, or other acts that provoke violence

1st Referral: 5 Days Lunch Detention

2nd Referral: 2 Days ISS

3rd Referral: 2 Days OSS

1c: Fight (physical altercation)

1st Referral: 3 Days ISS

2nd Referral: 3 Days OSS

3rd and subsequent Referrals: 10 Days OSS and recommendation for a tribunal hearing for long-term suspension for the rest of semester.

Note: Students who violate regulations in the Code of Conduct are subject to consequences by Appling County Schools. Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate. School officials may involve law

enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

Under Code Section 20-2-751.4 "Bullying" is defined as: Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

Cyber bullying is defined as the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., SnapChat, Facebook, Twitter, etc.), chat rooms, texts, and instant messaging; using cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online.

The student who is determined to be the primary aggressor by the School Resource Deputy (SRD) will have an arrest or juvenile complaint filed by the SRD on the 3rd and subsequent violations under Georgia Code (O.C.G.A. 16-6-23).

67 O.C.G.A. 16-3-21

(a) A person is justified in threatening or using force against another when and to the extent that he or she reasonably believes that such threat or force is necessary to defend himself or herself or a third person against such other's imminent use of unlawful force.

(b) The recommended dispositions for bullying will be addressed under Rules 1a and 1b in our current Appling County Elementary Complex Code of Discipline. The penalties for the first and second violations of Rules 1a and 1b will remain the same and as with other rules are at the discretion of an administrator.

ANTI-GANG POLICY

The Board of Education recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. It is therefore the policy of the Board of Education that gangs and gang activities are prohibited in the Appling County Public Schools. For purposes of this policy, a "gang" is any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the school district. "Gang related or gang-like activity" includes, but is not limited to, the prohibited conduct set forth below. No student on, about school property, or at school related activities on or off school grounds shall:

• Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign or other items that evidences or reflects membership in or affiliation with any gang

• Engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation with any gang.

• Engage in any act in furtherance of the interests of any gang or gang activity including but not limited to:

• Soliciting membership in, or affiliation with, any gang

• Soliciting any person, explicitly or implicitly, with violence or with any other illegal or prohibited act

• Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property

• Engaging in violence, extortion, or any other illegal act or other violation of school policy

• Soliciting any person to engage in physical violence against any other person

"Wannabees" are groups of youth not affiliated with recognized gangs but who engage in gang-like activities and/or mimic gang behavior. "Wannabees" will be dealt with as gangs under terms of this policy. In determining whether acts, conduct, or activities are gang related, school officials are encouraged to work closely with local law enforcement

officials. Students who violate this policy shall be subject to the full range of school disciplinary measures, including expulsion up to one calendar year, in addition to applicable civil and criminal penalties.

1d Gang Related Activity

Recommended Dispositions:

1st Referral	3 days OSS
2nd Referral	5 days OSS
3rd and Subsequent Referrals	10 days OSS and recommendation for a tribunal.

RULE 2: WILLFUL REFUSAL TO CARRY OUT INSTRUCTIONS

Refusal to carry out instructions of faculty or staff or repeated violations of school and/or class rules will not be allowed.

Recommended Dispositions:

1st Referral	3 days lunch detention
2nd Referral	5 days lunch detention
3rd Referral and subsequent	2 days ISS

RULE 3: ASSAULT ON FACULTY/STAFF MEMBER

It is a violation of state law 20-2-751.5 for a student to physically or verbally assault and/or batter teachers, administrators, other school personnel, or bus drivers.

Recommended Dispositions:

3a: Verbal abuse

1st Referral	1-day OSS
2nd Referral	2 days OSS
3rd Referral	3 days OSS

3b: Verbal/Non-Verbal Assault/Threat or Malicious Acts or Gestures

1st Referral	3 days OSS
2nd Referral	5 days OSS
3rd Referral	(See Physical Assault)

3c: Physical Assault or Battery 20-2-751.6: The penalty for committing a physical act of violence including making physical contact of an insulting or provoking nature or causing physical harm against a school employee is expulsion for the remainder of the student's school years. Law enforcement authorities may be consulted for possible legal action.

RULE 4: CLASSROOM/HALLWAY DISTURBANCE OR DISRESPECT/INSUBORDINATION

Students are not to cause classroom/hallway disturbances or show disrespect or insubordination. Teachers will attempt to resolve minor disturbances. A disturbance will be considered major if there is substantial disruption of learning and/or a threat to others. Disrespectful conduct including the use of vulgar or profane language during school hours and at school related functions directed toward teachers, administrators, students, other school personnel, and other persons will not be tolerated.

Recommended Dispositions

Disturbances

1st Referral	3 days LUNCH DETENTION

2nd Referral	5 days LUNCH DETENTION
3rd and Subsequent Referrals	1 day OSS

RULE 5: SCHOOL DISTURBANCES

Students are not to commit acts, which cause disruption of learning opportunities or threaten the safety of others.

Recommended dispositions

5: Major Disturbance	10 days OSS and recommendation to a tribunal.

RULE 6: WEAPONS – GA. Code Section 16-11-127.1 Knife (22), Other (23), Handgun (25), Rifle (26)

Students cannot supply; possess, handle, use or transmit a knife or other objects that can be considered a weapon on the school grounds; off the school grounds at a school activity or event on system-supported transportation. "Weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, metal knucks, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nun chaku, 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 weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-106. This paragraph excludes any of these instruments used for classroom work authorized by the teacher.

Recommended Dispositions
• The penalty for violation of this policy by bringing to school a firearm as defined above will be a one-year expulsion from school, except that the Board of Education may modify the expulsion requirement for good cause on a case-by-case basis.
• The penalty for violation of this policy, by bringing to school a weapon as defined above, other than a firearm, will be as provided in student disciplinary policies and may result in criminal prosecution.
• Proper legal authorities will be notified, and confiscated weapons may be turned over to legal authorities. A child who violates 16-11-127.1 shall be subject to the provisions of GA. Code Section 15-11-63
• Severity of punishment for possession of items, which might be considered weapons but not specifically covered by Georgia or U. S. law (small pocket knives, chains, files, etc.), will be left to the discretion of the administration. (Punishment may include ISS and/or out-of-school suspension.)

RULE 7: ALCOHOL (01) AND DRUGS (07)

A student shall not possess, sell, use, transport, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana, controlled substance, alcoholic beverage, anabolic steroids, or intoxicant of any kind at school or on school property at any time; Off the school grounds at a school sponsored activity, function, or event; In route to and from school. A student shall not attend school or any school event after having consumed any quantity of alcohol or other illegal substance. Use may be detected by observation, odor, or other means. A student known to be under the influence of such substances at school or school event shall be suspended for a minimum of five days. Students in possession of drug related paraphernalia including but not limited to cigarette papers, pipes, bongs, and scales shall be handled at administrative discretion according to type of contraband. The school is available to assist students who use drugs or abuse alcohol by counseling, drug abuse education, and/or cooperation with other appropriate health care providers.

Recommended Dispositions

- Any student found to be in violation of this rule shall be suspended from school pending a due process hearing before the Appling BOE Tribunal. The administration will make a recommendation to the Tribunal as a minimum suspension for the remainder of the existing semester. The parent/guardian of any student involved will be contacted immediately.

Rule 7B: O.T.C. MEDICATIONS

Over the counter medications (including aspirin, herbs, vitamins, appetite suppressants, etc.) must be given to the school nurse when the student arrives on campus. A student may be suspended for violation and recommended for alternative school placement. The intent to distribute O.T.C. medications may result in more drastic measures including long-term suspension and/or referral to the Board of Education for expulsion.

RULE 8: USE OF PROFANE, VULGAR, OR OBSCENE WORDS, GESTURES, OR OTHER ACTIONS

Use of profane, vulgar, or obscene words (written, verbal, in music, or drawn), gestures or actions during school, at school events or functions, or while en route to and from school or school events will not be allowed.

Recommended Dispositions:

1st Referral	3 Lunch Detention
2nd Referral	5 Days Lunch Detention
3rd Referral	1 days ISS

RULE 9: TERRORISTIC ACTS, BOMB THREATS, PULLING FIRE ALARMS, FALSE CALLS TO 911, AND FIREWORKS INCLUDING SMOKE BOMBS

Any student violating or attempting to violate a law of the State of Georgia or the United States of America while on the campus of any Appling County school or at any school function or event shall be subject to disciplinary action. (This includes calling in a bomb threat to any of the Appling County schools.)

Recommended Dispositions

Administrative discretion will be used depending upon the severity of the incident. Punishment may include up to 10 days OSS and/or recommendation to Tribunal for long-term suspension or expulsion. Law enforcement may be consulted for possible criminal arrest.

RULE 10: DESTRUCTION (20) /THEFT (11)/FRAUD/ROBBERY BY INTIMIDATION (13)

Theft of property, fraud or attempt to defraud by deception, willful and/or malicious destruction of, and /or threat to destroy, school property; willful vandalism including marking, defacing, or destroying public or private property while student is on campus and/or under school supervision; destruction or vandalism of any property belonging to any school personnel or any person legitimately at school will not be tolerated. Students are responsible for the security of their personal belongings and school property that has been issued to them. In cases of theft or loss, the administration will attempt to resolve the matter; however, students must be aware that the recovery rate is low. Students are asked to leave large sums of money at home and never leave money or other valuables unattended in dressing rooms, lockers, classrooms, etc.

Students who tamper with technology/computers owned by the Appling County Board of Education will be in violation of this rule. This type of destruction would include loading viruses, unauthorized programs, or any other kind of alterations that interfere with the learning function of the school-owned property.

Recommended Dispositions

Administrative discretion depending upon the severity of the offense including up to 10 days OSS and possible recommendation to tribunal for long-term suspension or expulsion. Computer privileges may be restricted or lost at the discretion of the administration. Law enforcement may be consulted for possible criminal arrest.

NOTE: In cases of property damage, restitution will be required.

RULE 10B: CAFETERIA THEFT BY TAKING AND/OR DECEPTION

Students are expected to pay for all food items taken from any serving line or booth used to distribute food items. Any student who takes food item(s) without paying for said item(s) in a manner set forth by the cafeteria manager or designee, or any student who uses the student number of another to obtain food items will be fined and placed in in-

school or out-of-school suspension based on the severity of the theft. The cafeteria manager or designee will determine the cost of item(s), which will be used to calculate fines for theft from their areas.

Recommended Dispositions

All "Recommended Dispositions" listed in 10A plus:

1st Referral:	Fine that will be calculated at 5 times the cost of item(s)
2nd and each subsequent referral:	Fine that will be calculated at 10times the cost of item(s)

RULE 11: BUS CONDUCT

Students must follow all posted rules and reasonable requests made by the bus driver. Common courtesy in behavior and language should be observed at all times. Students shall be prohibited from acts of physical violence as defined by Georgia Code Section 20-2- 751.6 (ACHS Rule 1c), bullying as defined by subsection (a) of Georgia Code Section 20-2-751.4 (ACHS Rule 1a and 1b), physical assault or battery of other persons on the school bus (ACEC Rule 1c), verbal assault of other persons on the school bus (ACEC Rule 1a, 1b, 3), disrespectful conduct toward the school bus driver or other persons on the school bus and other unruly behavior (ACEC Rule 4).

Students in grades k-5 who are guilty of fighting on a school bus shall be suspended for the following:

Recommended Dispositions:

1st Fight	Penalty at discretion of school administrator, minimum of 15 days bus suspension
2nd Fight	Penalty at discretion of school administrator, minimum of 30 days bus suspension
3rd Fight	Penalty at discretion of school administrator, minimum of 45 days bus suspension

*Suspended from riding the bus in addition to consequences for Rule 1C: Violence/Fighting

Students are prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devises in a manner that might interfere with the school bus driver's operation of the school bus (ACEC Rule 16).

NOTE: All ACEC rules and policies are in effect while students are loading, unloading and being transported by bus. Students may be written up in violation of rules other than or in addition to rule 11.

Recommended Dispositions

1st Referral	Penalty at discretion of administrator
2nd Referral	5 days of bus suspension
3rd Referral	15 days of bus suspension
4th Referral	Up to 60 days of bus suspension

RULE 12 (18): TOBACCO

Students enrolled in Appling County Schools shall not possess, transmit, or use tobacco (or any paraphernalia such as lighters, vapes, any item related to vapors, e-cigarettes, matches, etc.) in any form on any school grounds during, before, or after school hours; or on any school grounds being used by any school group; en route to and from school while on system-supported transportation; off the school grounds while in attendance at any school function; or while otherwise subject to jurisdiction of school authorities. Students with the smell of smoke on their breaths in a smoke-filled environment could be considered in violation of this rule. Any student who warns a smoker(s) or otherwise acts as a "look-out" will be subject to punishment at the administrator's discretion. Any item related to vapors. During random searches if tobacco or tobacco products/paraphernalia, vapes, etc. are found in a student's vehicle while parked on campus, it will be a violation of this rule.

Recommended Dispositions

1st Referral	1 day OSS (With Parent Notification)
2nd Referral	2 days OSS (With Parent Notification)
3rd & Subsequent Referrals	3 days OSS (With Parent Notification)

RULE 13A: FAILURE TO PERFORM ASSIGNED CONSEQUENCES

No student will fail to carry out assigned consequences for misconduct or fail to report to Lunch Detention. Administrative discretion can be used in cases involving extenuating circumstances. Teacher will refer student to administrator for not serving teacher detention, where student will then receive 3 days of lunch detention.

Recommended Dispositions:

1st Referral: Number of Lunch Detention days not served will be doubled

2nd and Subsequent Referrals: 1 day ISS

RULE 14: PUBLIC DISPLAY OF AFFECTION

No inappropriate public display of affection will be allowed during the school day. Display of affection includes but is not limited to holding hands, kissing, and caressing.

Recommended Dispositions:

1st Referral 3 days Lunch Detention and parent notification

2nd Referral 5 days Lunch Detention and parent notification

RULE 15: BEING IN UNAUTHORIZED AREAS/OFF LIMITS

Unless accompanied by a teacher, students must have an official hall pass whenever they leave a class during the period. There are no exceptions to this rule. Students are not allowed to visit other students during class hours. During lunch students are to remain on campus in assigned areas only. Students are not to go to the parking lot during the day without written permission or adult supervision. Only students who ride a bus are permitted in the bus loading and unloading area.

Recommended Dispositions

1st Referral	3 days Lunch Detention
2nd Referral and subsequent	5 days Lunch Detention

RULE 16A: CELL PHONES/PERSONAL ELECTRONIC DEVICES

The use of cellular telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch breaks, class changes, media center, halls and any other structured or unstructured instructional activity that occurs during the normal school day. Devices must be out of sight and turned off. This prohibition includes all emergency situations unless the student is directed to use a cellular telephone or PED by an ACEC employee or other official.

Recommended Dispositions for inappropriate use of personal electronics:

1st Referral Confiscation, returned to parent/guardian between 3:00 PM and 4:00 PM the following day

2nd Referral Confiscation, returned to parent/guardian between 3:00 PM and 4:00 PM after 5 days

3rd and Subsequent Referrals Confiscation, returned to parent/guardian after 10 days following parent/administrator conference

RULE 16 b: MISUSE OF SCHOOL TECHNOLOGY

Recommended Dispositions for inappropriate use of school electronics.

1st Referral	1 day ISS
2nd Referral and subsequent	2 days ISS

Computer privileges may be restricted or lost at the discretion of the administration upon violation of technology rules.

Students are not permitted to use, or bring into the testing environment, any electronic device that could allow them to access, retain, or transmit information (e.g., cell phone, smartphone, PDA, electronic recording, camera, or playback device, etc) during testing or breaks.

RULE 17: FOOD AND DRINKS

No fast foods can be brought to students. All food brought from home must be in a lunchbox. All drinking bottles must have a screw-on lid. Cups, soft drink bottles, and personal sip containers are prohibited in building. Glass containers are not allowed on campus at any time.

Recommended Dispositions:

1st Referral	Warning
2nd Referral and subsequent	2 days lunch detention

RULE 18: FORGERY/UNAUTHORIZED SIGNATURE

Parent or guardian signatures on school documents are not to be signed by anyone other than the parent or guardian; records are not to be altered. Unauthorized use of hall passes, notepads, initialing or signing notes, forms and other such documents for teachers' signatures or approval, etc. is prohibited. Administrative discretion may be used depending on the severity of the forgery.

Recommended Disposition:

1st Referral	2 days lunch Detention and parent conference
2nd Referral and subsequent	3 days lunch detention and parent conference

RULE 19: LUNCHROOM CONDUCT

No food, drinks, straws, etc., may be taken from the lunchroom or designated eating area. Appropriate behavior and cleanliness are expected. Students are not to run in the lunchroom or break in the lunch line. Students are expected to return trays, plates, and utensils to the service area. The lunchroom supervisor may assign alternative punishments.

Recommended Disposition:

1st Referral	Warning
2nd Referral	3 day lunch detention
3rd Referral and subsequent	5 day lunch detention

Rule 20: CHECK-IN/CHECK-OUT POLICY

Students who arrive at school after 7:50 must have a parent/guardian sign them in. A student must be at school until 11:30 to be marked present for the day

RULE 21 a, b, c: PORNOGRAPHY/SEXUAL HARASSMENT & MISCONDUCT

No student shall sell, distribute, or possess pornographic material (21a); subject another student to sexual harassment or intimidation or giving the appearance of sexual misconduct, including being in areas off limits to the opposite sex (21b); or engage in acts of sexual misconduct (21c). All acts of sexual misconduct will be reported to the administrators for review and possible referral to the Department of Family and Children Services (DFACS).

Recommended Dispositions 21a: Pornography

1st Referral	1 day OSS
2nd Referral	2 day OSS
3rd Referral	3 days OSS.

21c (16): Sexual Harassment & Misconduct Punishment may include OSS, or referral to the Tribunal for long-term suspension or expulsion. The administrator will determine the severity of the offense.

RULE 22: SKIPPING CLASS/LEAVING CLASS WITHOUT PERMISSION

Any student who misses more than 15 minutes of a class without a legal excuse will be considered skipping class. Failing to report to, or reporting unacceptably late to assemblies, programs, or other school-sponsored gatherings or advisement may be interpreted as a violation of this rule. Students who skip more than one class per day will be violating

Recommended Dispositions:

1st Referral 1 day ISS

2nd Referral 2 days ISS

3rd and Subsequent Referrals 2 days OSS, 2 days ISS

RULE 23: CHEATING

No student will demonstrate academic dishonesty by cheating on tests, class work, or homework. Students who knowingly allow students to copy their work are also considered cheating.

Recommended Dispositions:

1st Offense	A grade of "0" and parent contact
2nd Offense	A grade of "0", 2 days lunch detention
3rd Offense	A grade of "0", 3 days lunch detention

RULE 24: OTHER ACTS OF MISCONDUCT

Some acts of misconduct may not be specifically stated in the ACEC Code of Discipline. Such other acts will have disciplinary actions taken based on the nature and severity of the incident. Recommended Dispositions Based on severity, options include Lunch Detention, and OSS. Some cases may be referred to proper legal authorities.

RULE 25: ILLEGAL ACTS

Students may not violate, or attempt to violate, incite, advise, or counsel others to violate a law of the State of Georgia and/or the United States of America or school policy or rule. Recommended Dispositions Administration discretion based on severity of incident. Incident may merit Out-of-School Suspension; possible referral to the Appling County Board of Education Tribunal for long-term suspension/expulsion; and, possible arrest and prosecution.

RULE 26: ACADEMIC EFFORT

A student will make a reasonable effort toward academic achievement and progress. Repeated refusal to complete class or homework assignments will be a violation.

Recommended Dispositions:

1st Offense: 1 day of teacher detention and parent notification

2nd Offense/1st Referral: 3 days Lunch Detention and parent conference

3rd Offense/2nd Referral: 1-day ISS and parent conference

4th Offense/3rd Referral: 2 days ISS and parent conference

DISCIPLINE: HEARING POLICY, ACBOE'S – JCEB

Appling County Schools Shall Comply with the Appling County Board of Education's Hearing Policy - JCEB

For the purpose of conducting certain student discipline hearings, as defined below, rendering a decision and imposing punishment, the Board of Education hereby adopts the following procedures:

1. The Superintendent shall convene a hearing in the following cases:
   a. Where a student has committed an alleged assault or battery upon a teacher, other school official or employee, if such teacher or other school official or employee so requests;
   b. Where a student has violated any school or system rule or engaged in any other act of misconduct or insubordination for which the student's principal recommends a suspension or expulsion longer than ten school days.

2. The Board of Education hereby designates its administrative staff to serve as members of hearing tribunals. When the principal of a school or his or her designee refers a student to the Superintendent or his or her designee for a hearing as described in paragraph 1, the Superintendent or his staff shall choose three of these members to serve as the hearing tribunal. No member of the hearing tribunal shall be a member of the staff at the school which the student attends.

3. Whenever a principal or his or her designee refers a student discipline matter to the Superintendent or his or her designee, the Superintendent or his or her designee shall send a letter by regular or certified mail to the student and his or her parents or guardians containing a statement of the time, place and nature of the hearing, a short and plain statement of the matters asserted and charges against the student, a list of potential witnesses, a statement setting forth the right of the student to present evidence, cross-examine witnesses and be represented by legal counsel. The hearing must be held no later than ten school days after the beginning of the suspension unless the school system and parents or guardians mutually agree to an extension.

4. The school principal or his or her designee shall be responsible for presenting evidence in support of the charges against the student and all parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on any and all issues. Any teacher who is called as a witness by the school system shall be given notice no later than three days prior to the hearing. The hearing tribunal shall have made a verbatim electronic or written record of the hearing. This record shall be available to all parties but the cost of transcribing such record shall be borne by the party requesting the transcript.

5. The hearing tribunal shall render a decision finding whether the student committed the offense and, if so, the appropriate punishment. The decision of the hearing tribunal shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate punishment to be imposed. The hearing tribunal shall render a decision in writing within ten days of the close of the record and shall furnish a copy of the decision to the student, his or her parents or legal guardians, the principal or his or her designee and the Superintendent. The decision of the hearing tribunal shall be final and shall constitute the decision of the Board of Education unless either party should appeal the decision to the Board of Education. In any case where the tribunal finds that the student has committed an act of physical violence as that term is used in O.C.G.A. 20-2-751.6, any recommendation of the tribunal as to when and whether the student may return to school in accordance with the code section shall constitute the decision of the Board of Education unless there should be an appeal of the decision to the Board.

6. In the event a student or his/her parent does not wish to contest the charge(s) of violation(s) of the discipline rules of the school's code of conduct for which a tribunal has been requested, the student and parent may voluntarily accept the consequences prescribed by the school by signing a Waiver of Disciplinary Tribunal Hearing form. Such waiver shall specify the rule violation; the date and description of the incident, the prescribed consequences, and an agreement to waive the opportunity to participate in a tribunal hearing, present evidence, cross examine witnesses, and be represented by an attorney. The decision to waive the tribunal shall be final and cannot be appealed by the school or family. The waiver must be signed by the student, a parent, a school administrator and a district level administrator from the Superintendent's office, who shall act as hearing officer with authority to approve the disciplinary

consequences set forth in the waiver.

7. Any party may appeal the decision of the hearing tribunal to the Board of Education by filing with the Superintendent a written notice of appeal within twenty days from the date the decision is rendered. Such notice of appeal shall set forth the decision of the hearing tribunal and the basis of the appeal. Any decision of the hearing tribunal not appealed in this manner shall be final. The Superintendent may suspend the disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.

8. The Board of Education shall review the record of the hearing before the hearing tribunal, the decision of the hearing tribunal and the notice of appeal and shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the Board of Education shall be based solely on the record before the hearing tribunal and the Board shall not consider any other evidence in ruling on the appeal. The Board may find the facts to be different than those found by the hearing tribunal and the Board may change the punishment, in accordance with state law. Any decision of the local Board may be appealed to the State Board of Education by filing an appeal, in writing, within thirty (30) days after the local Board renders its decision.

Any student subject to a disciplinary hearing who withdraws from the school system prior to the hearing must appear before a Disciplinary Hearing Tribunal to determine the student's eligibility to return to the school system in the event the student ever seeks to return to the system. Alternatively, the school district may, in its discretion, proceed with the tribunal in accordance with Board policy despite the student's withdrawal from school.

Parent Notification

The student's copy of his/her Discipline Report serves as parental notification. Disciplinary actions involving Home-Time-Out or Out- of-School Suspension will also include parent notification by phone and/or mail.

DRESS AND APPEARANCE

Primary – Pre-K, K, 1, 2,3

Appropriate dress and manner are the accepted standard for all students. Students may wear shorts in warmer weather as long as they are of appropriate length. **(The attire needs to go past the fingertips or longer when standing with straightened arms.)** Tennis shoes are required for P.E. **Hats, bandanas, do-rags inappropriate language on clothing, pants with holes or splits, pants with writing on the seat, oversized baggy pants, oversized shirts, dangling overall straps, eye contacts that alter eye color or pupil, dangling earrings/long earrings, shirts with the midsection showing, and cleats are not permitted.** No visible underclothing or body piercings (excluding ear piercing). **NO** spray colored hair, unnatural hair coloring, or face paintings are permitted. We request that names be written in jackets and encourage children to keep up with their possessions. Parents may be contacted when their child is inappropriately dressed. Oversized clothing and jackets will not be allowed. Clothing needs to be appropriate for the weather and season. Jackets need to be fitted.

Elementary - 4, 5

Appropriate dress and manner are the accepted standard for all students. Students may wear shorts and skirts as long as they are of appropriate length. **(The attire needs to go past the fingertips or longer (7" inseam) when standing with straightened arms.)** Sleeveless shirts must have at least a **2 - inch** wide strap. Undergarments must not be visible**.** Students should wear clothing of sufficient length and fit to perform normal school activities without appearing immodest. **Leggings must be covered by long shirts, dresses, skirts, or shorts. Hats, bandanas, do-rags inappropriate language on clothing, pants with holes or splits, pants with writing on the seat, oversized baggy pants, oversized shirts, eye contacts that alter eye color or pupil, dangling overall straps, sundresses without jackets, halter-tops/spaghetti straps, shirts with the midsection showing, and cleats are not permitted.** No visible body piercings (excluding ear piercing). **NO** spray colored hair, unnatural hair coloring, or face paintings are permitted. Tennis shoes are required for P.E. Dangling earrings must be removed during P.E. and recess. We request that names be written in jackets and encourage children to keep up with their possessions. Parents may be

contacted when their child is inappropriately dressed, and discipline referrals may result from repeat issues. Oversized clothing and jackets will not be allowed. Clothing needs to be appropriate for the weather and season. Jackets need to be fitted.

All Students

"Clothing and other attire shall be free from offensive racial slogans or symbols." (This would include anything drawing attention to race such as "BLM" or even "White Lives Matter.") "There shall be no attire displaying: suggestive or profane wording, symbols, or gestures; sexual, violence, gang, or weapons connotations or references; advertising for or references about tobacco, alcohol, or drugs. This includes but is not limited to; clothes, shoes, hats, tote bags, notebooks, backpacks, and jewelry." **Also, MASKS (with inappropriate logos to incite racial issues or violence).

EDUCATIONAL RECORDS

As a parent, you have the right to (1) inspect and review your child's records; (2) request the amendment of your child's records which you believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights; (3) provide consent to disclosures which are allowed by law without parent permission; (4) file with the U.S. Department of Education a complaint concerning alleged failures of the school or system to comply with these requirements. School officials defined as certificated employees of the school system may have access to records on a need to know basis. If you wish to review, inspect, or request an amendment of your child's educational record you should contact your child's Principal. When a student reaches 18 years of age or is attending an institution of postsecondary education these parent rights transfer to the student. **THE APPLING COUNTY SCHOOL SYSTEM FORWARDS EDUCATION RECORDS TO OTHER SCHOOLS THAT HAVE REQUESTED THE RECORDS AND IN WHICH THE STUDENT SEEKS OR INTENDS TO ENROLL.**

EMERGENCY DRILLS

Fire drills, tornado drills, lockdowns, and emergency evacuations are required by state law. Practice drills for fire and other emergencies are part of the Appling County Schools' Emergency Preparedness Program. Students will be provided information and practice on how to respond to each type of emergency. Evacuation routes, fire alarm and extinguisher locations, and information on tornado protection are posted in each classroom.

FIELD TRIPS

Field trips are activities sponsored by individual teachers or teams in order to enhance classroom instruction. Students involved may be asked to share the expense of the trip. Teachers will send an Appling County Schools Permission form home to be signed by the parent/guardian and returned to school prior to every field trip. Students participating in a field trip MUST travel using LEA approved transportation to and from the destination. Parents will not be allowed to sign students out of school during the course of the field trip. Any exception must be approved by administration prior to the field trip.

- **Students will not be allowed to participate in the activity or field trip without written consent by parent.**
- **Students who exhibit chronic discipline problems or owe fines may not be allowed to go on field trips.**
- **Students who do not meet attendance requirements (missing five or more days per semester) may not be allowed to go on field trips.**
- **If a student has 3 or more level 1 referrals and/or any level 2-3 referrals (where discipline is 2 or more days of ISS and any OSS) they are not allowed to attend a field trip.**
- **Teachers also have the discretion to withhold a student from a field trip if they feel the student is a safety concern or discipline concern for the trip and those on the trip.**

FINES

Students who owe any school fines and/or financial restitution will **NOT be allowed** to go on field trips, participate in reward days, enter beauty pageants, or any other extracurricular activities. Report cards will not be issued until the student's fines are paid in full.

FUND-RAISING DRIVES

Fund-raising drives must have prior approval of the principal and superintendent. Requests for fund-raising programs must be submitted to the Board of Education for approval.

Georgia Milestones assessments (GMAS)

The main purpose of Georgia Milestones is to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about the students' achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations. Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the Language Arts assessment;
- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a back-up until the transition is complete.

GEORGIA SPECIAL NEEDS SCHOLARSHIP

Under a state law (Senate Bill 10) passed in 2007, parents of students with disabilities have options to exercise public and private school choice. If a parent chooses another public system (and the system accepts), the parent is responsible for transportation. In addition, parents may request a transfer to a private school and may be entitled to funding to offset tuition costs. To find out more about school choice, please contact your **System Special Education Director or go to the Georgia Department of Education website.**

Grade Reporting

In order to report the progress of the student to himself and to his parents, progress reports go home during the middle of the 9-week period. Report cards are issued at the end of each 9 weeks grading period. The progress reports and report cards are signed by the parent or guardian and returned the following day to the homeroom teacher. At the end of the school year, report cards are issued to the students. No student will receive a final report until all outstanding fees are paid and all books returned to the school.

GRADING SYSTEM

Excellent	A	90 - 100
Good	B	80 – 89
Average	C	70 – 79
Failure	F	Below 70
Incomplete	I	

Principal or Honor Roll (Grades 3-5)	
PRINCIPAL'S HONOR ROLL	95 OR HIGHER
HONOR ROLL	90 - 94

Honor/award's Day

Honor/Awards Day will be held at the end of the school year to recognize students for excellent attendance, academics and behavior.

HEALTH

Bedbugs

Effective March 12, 2012, Appling County schools initiated a procedure regarding bed bugs. The procedure read, in part as follows:

- When bedbugs or what appears to be bedbug bites (unexplained rash) are found on a child, that child will be

immediately sent home for medical evaluation/treatment.
- The child will be allowed to return to school only under the direction of a Physician or Physician's designee with documentation of treatment.

Immunization Records

It is a state law that a student cannot attend school without the proper immunization. Those students who are entering the school system from another system will be given 30 days to bring the proper certificate of immunization to school. After this time, the student cannot continue in school. Please note: all students must present a statement from the Health Department or a doctor indicating that all immunizations are up-to-date, or they will be unable to enter school.

Insurance

School time insurance will be available to all students enrolled in Appling County Elementary Schools.
Twenty-four-hour insurance coverage is also available to all students and is the same as school-time coverage but is extended to provide protection "Round-the-Clock", all year including times when school is not in session at home, on weekends, holidays, and during vacation periods. Applications are available on our school Website.

Medication Policy -JGCD

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

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

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

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

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

Medicines

A school nurse or school designee may administer medication provided all of the following requirements are met:
- All medicine shall be in a properly LABELED, original container (Prescription medicine must be in Rx bottle from Pharmacy);
- Written instructions from a Doctor, Nurse Practitioner, or a Physician's Assistant who is authorized to prescribe medicine as how to administer, amount, time, etc., must be shown;
- A written request by the parent or guardian must be made to the school nurse or school designee to administer the medication (Medication Authorization Form);

- The school nurse or school designee shall keep a written report of medication administered; and
- The school nurse or school designee may administer non-prescription medication requested in writing by the parent or guardian

School personnel shall **not** provide students with any medication whatsoever, except as authorized by this procedure.

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 (EpiPen) for allergic reactions and glucagon for diabetes, as well as other diabetic supplies. 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, the 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 school designee to consult with the doctor regarding any questions that may arise concerning the medication. Such permission shall release the school district and its employees and agents from civil liability for administering such medication to students, or if the self-administering student suffers an adverse reaction as a result of self-administration of such medication.

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

Nurses or other school employees are authorized to administer Naloxone, if available, to a student who is having an actual or perceived opioid overdose, regardless of whether the student has a prescription for Naloxone. Any school employee who in good faith administers or chooses not to administer Naloxone to a student in such circumstances shall be immune from civil liability.

Nurses or other school employees are authorized to administer an Albuterol Nebulizer/Inhaler, if available, to a student who is having an actual or perceived respiratory emergency, regardless of whether the student has a prescription for Albuterol. Any school employee who in good faith administers or chooses not to administer an Albuterol to a student in such circumstances shall be immune from civil liability.

Nurses or other school employees are authorized to administer Glucagon, Baqsimi, or GVoke Pen, if available, to a student who is having a Hypoglycemic emergency, regardless of whether the student has a prescription for the above listed meds. Any school employee who in good faith administers or chooses not to administer Glucagon, Baqsimi, or GVoke Pen, to a student in such circumstances shall be immune from civil liability.

No Nit

Effective April 7, 1997, Appling County schools initiated a **NO NIT** procedure regarding lice/nits. The procedure reads, in part, as follows:

- When lice or nits are discovered in a child's hair, that child will be immediately sent home for treatment.
- Treatment will consist of a regimen as directed by the school. The regimen will be given to the parent/guardian when the child is picked up.
- The child will be allowed to return to school only after it is determined by school personnel that the child's hair is free of lice and/or nits.

School Nurse

A nurse is available in the school clinic to assist students who become ill or injured at school. A pass to the Nurse's office should be obtained from the classroom teacher. It is imperative that a clinic record (yellow) form, with emergency telephone numbers and parental permission for treatment, is on file for

each student. These forms will be sent home with the students the first few days of school and need to be returned as soon as possible. Students may discuss their health concerns with the nurse. Medication taken in school must be kept in the nurse's office. A medication authorization form must be signed by the parent/guardian. These forms may be obtained from the school nurse. Medications must be delivered to and from school by the parent/guardian. Students who need to call home due to illness must report to the nurse and she will assist them in making this call.

ALL Diabetic students are REQUIRED, by law, to provide the nurse with a current Diabetes Medical Management Plan (DMMP), signed by the Physician, upon entry into school.

ALL students diagnosed with a Seizure Disorder are REQUIRED, by law, to provide the nurse with a current Seizure Action Plan, signed by the Physician, upon entry to school.

HELPLINE

Helpline 1-800-338-6745

The Governor of Georgia has a toll-free helpline designed to meet the needs of persons who are experiencing difficulty in their lives because of substance abuse, or other related problems, which may require assistance. Manned twenty-four hours a day, seven days a week, trained counselors are available to provide support and referral information. If you have a drug or alcohol problem, or you or someone you know may need to talk, please call this toll-free number. 1-877-SAY- STOP (1-877-729-7867)

This is a toll-free hotline located at the Georgia Department of Education intended to make schools safer. Students are encouraged to report anyone who has brought or has threatened to bring a weapon to school. Callers will not be asked to reveal their identities.

INSTRUCTIONAL PROGRAM FOR AC ELEMENTARY SCHOOLS

Gifted

Students identified for the gifted program should receive a challenging and diverse curriculum, which provides opportunities to enhance and maximize the high ability levels of students through acceleration, critical thinking, and real-world problem-solving activities. These identified gifted students exist within the student body population and are found within all socioeconomic, gender, and ethnic groups. Because these students display exceptionally high abilities in academics, creativity, and/or leadership areas, a differentiated curriculum is provided to gifted students through an advanced content class delivery model or cluster grouping model. Students are provided a course syllabus or contract to document differentiation and outcomes.

Students may be referred for consideration to receive gifted services by counselors, school administration, teachers, parents or guardians, peers, or others with knowledge of the student's advanced performance in specific areas. Students who score at specific levels on norm referenced tests are considered automatically for further assessment to determine eligibility for gifted services. Written consent is obtained prior to testing or placement into the gifted program (160-4-2-38).

Health and Physical Education

The physical education program stresses the importance of physical activity as a worthwhile use of leisure time throughout life. It helps students develop the ability to set personal fitness goals, develop a fitness program, and carry out the program and evaluate the results. The program also helps students understand the basics of cooperation, competition, and leadership by providing a variety of opportunities for participation in individual, dual and team sports. Students are required to wear tennis shoes for physical education, so that they can be active participants in the program. The Georgia Performance Standards for Health Education are based on the eight National Health Education Standards, copyright 2007, developed by the Joint Committee on National Health Education Standards which consisted of representatives from the following organizations and agencies: American Association for Health Education, American School Health Association, American Public Health Association, and the Society of State Directors of Health, Physical Education, and Recreation and sponsored by the American Cancer Society.

Language Arts/Reading

The English/language arts and reading course involves the development of skills in reading, writing, listening, speaking and viewing. Students are instructed in reading, literature, the writing process, grammar, spelling, speaking and listening skills, and vocabulary development. Our approach to the ELA program is an integrated one based on the philosophy that effective communication is one of the most important skills a person learns. Writing instruction will include accuracy in usage, punctuation, and spelling as students write for real purposes and real audiences. Writing instruction will be aimed at developing fluency, appropriateness, depth, and effectiveness. The study of novels will enhance the reading text and allow students to view authors' techniques of writing for appreciation and as a means to improve written expression. Schools adhere to the Georgia Standards of Excellence in English/language arts.

Mathematics

The mathematics program adheres to Georgia Standards of Excellence. The program focuses on engaging the students in the development of mathematical understandings, comprehension of mathematical concepts, and critical thinking. The primary emphasis will be on helping students realize connections between mathematical concepts and solving real world problems and explaining these connections in writing. The math program is characterized by an increased rigor which sets high expectations for all students.

Media Center

The school library media program supports and strengthens the curriculum, bridges the digital divide, and puts state standards into action. The school library media specialist encourages reading for learning, reading for pleasure, and reading for life. School library media specialists directly affect student achievement by collaborating and planning with teachers, teaching information literacy, designing assessment procedures, and providing supplemental curriculum material. The media center is an extension of the classroom; therefore, it remains open during academic school hours.

Planners/Homework Folders – Teacher Discretion

Students are to carry Student Planners/Homework Folders with them to class and take them home each night. If a student misplaces his/her planner, a new planner can be purchased in the front office of the school. School supplies may be purchased in the media center before school.

Science

The Science Georgia Standards of Excellence are designed to provide students with the knowledge and skills for proficiency in science. The science standards are aligned to the National Research Council's National Science Education Standards. Students will be introduced to skills and concepts in Life Science, Physical Science, and Earth Science.

Social Sciences

The Georgia Standards of Excellence for Social Studies were designed to develop informed Georgia citizens who understand the history of the United States and our place in an ever-increasing interconnected world. It is essential that students understand their past and how that past influences the present day and the future. Social studies lessons incorporate literacy skills in both reading and writing.

Digital Learning Platforms

Appling County Schools use various Digital Learning Platforms. Students will be provided with an account(s) for grade/age appropriate learning digital platforms to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills. Please read the Appling County Schools Acceptable Use Policy. Let us know of any questions, and then sign the handbook consent form to indicate that you've read the notice and give your consent for your child to use Digital Learning Platforms. If you don't provide your consent, you will need to provide a letter stating that you do NOT give permission for the Appling County School District to create/maintain digital accounts for your child. Students who cannot use digital services may need to use other software to complete assignments or collaborate with peers.

INTERNET ACCEPTABLE USE DESCRIPTOR CODE: IFBG

1. Acceptable Use - The purpose of the Internet is to support research and education in and among academic institutions in the U. S. by providing access to unique resources and the opportunity for collaborative work. Internet use must be in support of educational endeavors and research consistent with the objectives of the Appling County School System.
2. Privileges - The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Students will have access privileges only at school under the supervision of a teacher. The system administrators will deem what is inappropriate use and their decision is final. There is no appeal process. The system administrators may deny access at any time, as required. An administrator, faculty member or staff member of the Appling County System may request denial, revocation, or suspension of a specific user.
3. Guidelines for Use - The following guidelines shall be observed when using the Internet service through the school: These guidelines apply to all faculty, staff, and students.
    - Users shall be polite, courteous and respectful during all sessions on the internet, including use of e-mail. Users must use appropriate language. Cyber bullying will not be tolerated.
    - Profanity, obscenity, vulgarity or other illegal activity is strictly prohibited.
    - Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene materials, inappropriate adult sites, or material protected by trade use.
    - Electronic mail (e-mail) and telecommunications are not to be utilized to share unauthorized confidential information about students and other employees.
    - Electronic Mail is NOT private, and inappropriate or illegal messages will be reported to the authorities.
    - The unauthorized disclosure, use, and dissemination of personal information such as mailing address, phone number, or social security number, etc. are prohibited.
    - Use of the Internet for commercial activities, product advertisement or political lobbying is prohibited.
    - Attempts to obtain access to restricted sites, servers, files, and databases are prohibited.
    - Use of the network which causes disruption to others is prohibited.
    - All communications and information accessible via the Internet should be assumed to be subject to copyright law.

    When accessing school information off-campus, all guidelines contained within the Acceptable Use Policy still apply.
4. Warranties - The Appling County School System makes no warranties of any kind, whether expressed or implied, for the Internet service it provides. The school system is not responsible for any damages suffered by users. This includes the loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused for any reason. Use of information obtained is at the user's risk. The school system specifically denies responsibility for the accuracy or quality of information obtained through its Internet service.
5. Accountability - All users are fully responsible for their own actions, including legal, financial, or otherwise. Teachers cannot assume the responsibility for monitoring every document to which a student may gain access.

Therefore, teachers are not to be held accountable for what the student may access through the Internet beyond instructional directives. All users must also abide by the terms and conditions in the Appling County Acceptable Use Policy. Any violation of this policy may be unethical, a breach in the Code of Ethics for Educators, and may constitute a criminal offense.

6. Security - Security on any computer system is a high priority, especially when the system involves many users. If you suspect a security problem on the school network or Internet, you are required to notify the principal or system administrator. Do not demonstrate the problem to other users. Never use another individual's account. Attempts to log on to the school network or Internet as a network administrator will result in cancellation of user privileges. Any user(s) identified as a security risk or having a history or problems with other computer systems may be denied access to the school network or Internet.
7. Vandalism - Vandalism is defined as any malicious attempt to harm or destroy computerized data of another user, on the internet, or on other networks that are connected to any other network. This includes, but is not limited to, to uploading or creation of computer viruses. Vandalism will result in immediate disciplinary action.
8. Enforcement - Violating any of the guidelines may result in access privileges being revoked, disciplinary action being taken and/or appropriate legal action being initiated.
9. Permission for Use – The school system shall have in operation procedures or guidelines concerning online activities of students, developed by the Superintendent, administrators, and/or other appropriate personnel. Such guidelines or procedures shall be designed to provide for students age-appropriate instruction regarding safe and appropriate online behavior, including interacting with others on social networking sites and in chat rooms; behaviors that may constitute cyber bullying; and how to respond when subjected to cyber bullying. Any computer that provides access to the Internet will have filtering software installed to block or filter access to content that is obscene, pornographic, or harmful to minors on internet-connected computers used by minors.
    - Users will be required to obtain permission from a teacher before using the Internet.
    - All student users and their parents/guardians will be required to review the Appling County Acceptable Use Policy and school handbook prior to use.
    - Those that do not agree with the procedures and/or guidelines and choose not to allow their child/ren to use technology in the Appling County School System must submit a signed letter of non-agreement to the school media specialist.

MOMENT OF SILENCE

State law requires each public school to conduct a moment of silence during the school day to give students an opportunity to reflect on anticipated activities of the day. A moment of silence and the Pledge of Allegiance will be observed at the beginning of the school day.

NOTICE OF DIRECTORY INFORMATION

The Appling County School System, with certain exceptions, must obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Appling County Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the school system to the contrary in accordance with system procedures. The primary purpose of directory information is to allow the school system to include this type of information from your child's education records in certain school publications. Examples include: A playbill, showing your student's role in a drama production; The annual yearbook, honor roll or other recognition lists; graduation programs; and sports activity sheets; such as for wrestling, showing weight and height for team members. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want the Appling County School System to disclose directory information from your child's education records without your prior written consent, you must notify your child's Principal in writing within ten (10) school days of receipt of this notification. The following information has been designated as directory information: student's name; address; telephone listing; photograph; date and place of birth; major field of study; dates of attendance; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

Appling County School Nutrition Program

Nutrition is a very important part of the education process since a hungry child cannot learn! It is our privilege to provide free, nutritious meals to all students in the Appling County School System. Appling County School Nutrition meals adhere to the USDA dietary guidelines and requirements. A written note from the doctor must be given to the school nurse alerting personnel about food allergies.

Monthly menus are available on the Appling County School District website (www.appling.k12.ga.us) and can be accessed under the Department Tab by selecting School Nutrition.

We are pleased to inform you that Appling County School System will continue to operate under the National School Lunch and School Breakfast Programs and participate in Community Eligibility Provision (CEP). What does this mean for you and your children enrolled in the Appling County School System? All enrolled students are eligible to receive a healthy breakfast and lunch at school at no charge to your household each day. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit a meal application. Adult/visitor meal prices are $2.90 for breakfast and $4.75 for lunch.

Students will be required to pay for extra items and second meals. Meal accounts will be used by students who wish to purchase extra items in the cafeteria. Students can put money in their accounts by giving it to a cashier or by visiting https://linqconnect.com/and selecting Register. You will need to add your student to your LINQ Connect account. Click on + then Type and complete the information to link your student. You will need to complete this process for each student you wish to add. You must know their 5-digit Person ID found in Infinite Campus.

The cafeteria is a non-profit service for students' convenience and benefit. Students may bring their lunches from home, but no fast food is to be delivered to a student and consumed in the cafeteria during serving times. The school cafeteria is maintained as a vital part of the health program of the school. If we can be of any further assistance, please contact the Appling County School Nutrition Program at (912) 367-8600.

USDA Nondiscrimination Statement

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/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.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.

PROMOTION AND RETENTION POLICY: IHE

The Board hereby authorizes the Superintendent and administrative staff to develop procedures or regulations that specify what (or which) local promotion criteria will be used in making decisions concerning promotion, placement or retention of students in Grades Kindergarten through 8. Such procedures or regulations shall provide for the following:

1. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year. Students transferring into Appling County Schools will have grades from their former school averaged with grades earned in Appling County.
2. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.
3. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain or place the student. For students receiving special education or related services, the Individualized Education Plan committee shall serve as the committee to make grade-level placement decisions. The number of retentions allowable in grades K-5 is two (2) and in grades 6-8 is one (1). There will be no more than one retention in any grade.
4. Prior to a student's retention or placement, the student's parents must be notified of the possibility of retention or placement and given the opportunity to attend a meeting to discuss the matter.
5. School level promotion, retention, and placement decisions may be appealed to a district level committee, whose decision shall be final.

PROMOTION AND RETENTION PROCEDURES

I. Placement Committee Procedures

1. Each school principal shall distribute student data from state-adopted assessments prior to the beginning of each school year. Each teacher shall use data to focus instruction on identified student academic performance in grades 1-8.
2. Each school principal or designee shall establish a student placement team which shall:
   a. Determine whether each student shall be retained or promoted based on a review of the overall academic achievement of the student as well as other student performance assessments;
   b. Develop a differentiated, additional instruction plan for each student who does not achieve grade level on the reading and/or mathematics sections of the state adopted assessment; and
   c. Develop a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
   d. Students transferring into Appling County Schools will have grades from their former school averaged with grades earned in Appling County.
   e. For students receiving special education or related services, the Individualized Education Plan committee shall serve as the committee to make grade-level placement decisions.
   f. The number of retentions allowable in grades K-5 is two (2). There will be no more than one retention in any grade.
3. The school principal or designee shall notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student and other criteria established in this policy.

II. Promotion Standards and Criteria

1. Promotion standards for grades kindergarten through eight, beginning with the 2020-2021 school year, will be based on a consideration of the following:
   - Teacher recommendation
   - Parent recommendation
   - Reading and/or mathematics placement test results (based on LEA program)
   - Summative and formative assessment results
   - Classroom performance
   - Retention history
   - Pass Reading and Math
   - Attendance

2. Students who score a Level 1 on the 3rd, 4th or 5th grade GMAS may be required to attend summer school and potentially retest on the EOG GMAS during summer school to be placed in the next grade.
3. Students who have failing grades in both ELA and math will be required to attend summer school for remediation.

Note: In order to make a district appeal, the parent/Guardian must attend the school level promotion/retention meeting.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The PPRA gives parents certain rights regarding the conducting of surveys, collecting and using information for marketing purposes, and certain physical examinations. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the US Department of Education

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 students 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 as 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 screening, 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. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

PUBLIC SCHOOL CHOICE – HB 251

Parents of K-12 public school students in Georgia now have the option to enroll their child in any school within the local school district, where they now reside. The law requires, among other things, that each school district implement a universal, streamlined process to manage such transfers by July 1 of each year.

Features of House Bill 251:

- A parent/guardian can elect to send a child to another public school in the same school district as long as there is classroom space available at the school after its assigned students have been enrolled;
- **If a parent elects to exercise this choice option, the parent assumes all costs associated with transporting the child to and from the selected school;**
- A student who transfers to another school pursuant to this law may continue to attend such a school until the student completes all grades of the school;
- If a parent requests a transfer to a school that does not have the services required by the current Individualized Educational Plan (IEP) or Individualized Accommodation (IAP), nothing in the law requires the school to develop those services as long as they are available within the local school district;

Any student transferring under this law shall be subject to the eligibility requirements of the Georgia High School Association.

Altamaha Elementary School
344 Altamaha School Road
Baxley, GA 31513
912-367-3713

Dr. Angela Haynes
Principal
Mr. Andrew Livingston
Assistant Principal

Right to Know Notification

Right to Know Professional Qualifications of Teachers and Paraprofessionals

July 1, 2025

Dear Parents,

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

1. 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.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the principal, Angela Haynes at (912) 367-3713 or angela.haynes@appling.k12.ga.us

Sincerely,

Angela Haynes

Angela Haynes, Principal

Notificación de Derecho a Información

Derecho a conocer las Calificaciones Profesionales de los Maestros y Paraprofesionales

1 de julio 2025

Estimados Padre de Familia o Tutor Legal:

Conforme a los requisitos de la Ley Para que Todos los Alumnos Tengan Éxito, la **Altamaha Elementary School** le gustaría comunicarle que puede solicitar información sobre las Calificaciones Profesionales del (de los) maestro(s) y/o Paraprofesional(es) de su hijo/a. Puede solicitarse la siguiente información:

1. Si el Maestro del Alumno:
   - ha cumplido con la calificación y los requisitos para la Licencia del Estado para los niveles del grado y las asignaturas en las que el Maestro enseña;
   - está enseñando en carácter provisional o de emergencia a través del cual no se exigen los requisitos para la licencia ni la calificación del Estado y
   - está enseñando en el campo de la disciplina de la certificación del Maestro.
2. Si son Paraprofesionales los que le brindan servicios al alumno y, de ser así, sus calificaciones.

Si desea solicitar información acerca de las calificaciones del Maestro y/o Paraprofesional de su hijo/a, comuníquese con directora, Angela Haynes al (912) 367-3713, angela.haynes@appling.k12.ga.us .

Atentamente,

Angela Haynes

Angela Haynes, Directora

SCHOOL COUNSELOR

The primary function of the elementary counselor is to provide a comprehensive counseling program for all children within the school to support emotional, social, physical, and academic developmental needs. The counselor will collaborate with teachers, parents and staff to enhance their effectiveness in helping students. Furthermore, the counselor will provide help lines and resources for specific needs.

SECTION 504

Appling County School System Notice of Rights of Students and Parents Under Section 504

Appling County School System Notice of Rights of Students and Parents Under Section 504 Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address: Dr. Kandiss Taylor (System 504 Coordinator) 249 Blackshear Hwy. Baxley, GA 31513. Email:kandiss.taylor@appling.k12.ga.us 912-367-8600, ext. 155

School 504 Coordinator	Address	Phone Number	Email
Altamaha Elementary **Simikia Wright**	**344 Altamaha School Rd.** **Baxley, GA 31513**	**912-3673713 Ext. 245**	**simikia.wright@appling.k12.ga.us**
Appling County Primary School **Amaya Roberts**	**678 Blackshear Hwy.** **Baxley, GA 31513**	**912-367-8642 Ext. 777**	**amaya.roberts@appling.k12.ga.us**
Appling County Elementary School **Jessica Lamb**	**680 Blackshear Hwy.** **Baxley, GA 31513**	**912-367-8640 Ext. 616**	**jessica.lamb@appling.k12.ga.us**
Appling County High **Shelly Roppe or Amanda Towns**	**482 Blackshear Hwy.** **Baxley, GA 31513**	**912-367-8610 Ext. 440**	**shelly.roppe.appling.k12.ga.us** **amanda.towns@appling.k12.ga.us**
Appling County Middle **Erin Thomas**	**2997 Blackshear Hwy.** **Baxley, GA 31513**	**912-367-8630 Ext. 530**	**erin.thomas@appling.k12.ga.us**
Fourth District Elementary **Kristy Garner**	**13396 Blackshear Hwy.** **Surrency, GA 31563**	**912-367-3250 Ext. 315**	**kristy.garner@appling.k12.ga.us**

Updated FY'22

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of nondisabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

Appling County School System
Section 504 Procedural Safeguards

1. Overview: 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 school system's Section 504 Coordinator's contact information is: Dr. Kandiss Taylor: kandiss.taylor@appling.k12.ga.us . ; 912-367-8600, ext. 155.

2. Hearing Request: The Request for the Hearing must include the following:

a. The name of the student.
b. The address of the residence of the student.
c. The name of the school the student is attending.
d. The decision that is the subject of the hearing.
e. The requested reasons for review.
f. The proposed remedy sought by the grievant.
g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

4. Hearing Procedures:

a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official. This official will not be an employee of the District and will have knowledge of Section 504 of the Rehabilitation Act of 1973
b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R.§104.34). One or more representatives of

the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

h. The hearing shall be closed to the public.

STUDENT SUPPORT, TESTING AND NOTIFICATION REQUIREMENTS FOR GRADES K-5

A. School administration shall distribute student data from the state mandated assessment to teachers prior to the beginning of each school year, provided the state mandated assessment data is available from the state. Each teacher shall use data to focus instruction on identified student academic performance in grades K-5.

B. School administration or designee shall establish a committee to develop an instructional plan for each student who does not achieve grade level on English Language Arts and/or mathematics sections of the state mandated assessment. The instructional planning committee shall:

   a. Determine whether each student shall be retained or promoted based on a review of the overall academic achievement of the student as well as the student's state mandated assessment performance when required;

   b. Develop a differentiated or additional instruction plan for each student who does not achieve grade level on the reading and/or mathematics sections of the state mandated assessment; and

   c. Develop a plan of continuous assessment during the following school year in order to monitor the progress of the student. A referral to RtI (Response to Intervention) may be considered if the student does not make satisfactory progress.

C. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs - Student Assessment.

D. School administration or designee shall notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on state mandated assessments and/or other criteria established in this policy.

TECHNOLOGY

Technology Protocol in Appling County Elementary Schools

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. To encourage this growth, the Appling County School System provides each school with iPads, tablets, laptops, desktop computers, and various instructional technology devices. **Therefore, students are not allowed to bring personal devices to school, which are the following items: cell phones, iPods, tablets, laptops, iPads, or devices (watches) that support gaming, electronically communicating, texting, photographing, and/or phone calls.** Adequate technology is available in all K-5 schools for instructional purposes.

Internet

Only the Internet gateway provided by the school may be accessed while on campus. Students can only access teacher/school-approved websites/resources. Students accessing inappropriate or unacceptable websites are an immediate referral to the administrator for disciplinary actions.

Security and Damages

Because students can **NO** longer bring personal devices/technology to school, the responsibility and care of school technology devices rest with each student. **Students are liable for any device issued or assigned to them. If the device is stolen or damaged during the student's allotted/usage time, the student is responsible for any damages or cost of replacement.** Students damaging or losing assigned devices is an immediate referral to the administrator for disciplinary actions. **The administrator will** notify parents of the incident to address disciplinary protocol and the reimbursement cost for damaged or lost goods.

I understand and will abide by the above protocol. I further understand that any violation is unethical and may result in the loss of my network and/or technology privileges, as well as other disciplinary action. Signing the acknowledgment form for the student handbook will verify the parent/guardian's understanding of this protocol.

Appling County Schools
Personal Electronic Device Use – Grades K–12

To promote a distraction-free learning environment, this outlines the access and use of personal electronic devices for students in kindergarten through eighth grade while on school premises during school hours.

Plan Statement

Students in grades K–8 are not permitted to access or use 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. For K-8, this includes classrooms, hallways, cafeterias, restrooms, and playgrounds. For 9-12 this includes classrooms, hallways, cafeterias, restrooms, and outside areas, except where students are permitted to use cell phones. Any student found in violation of this policy and or its procedures during the school day shall be subject to progressive consequences as outlined in the Student Code of Conduct.

Definitions

Personal Electronic Devices (PEDs): Any privately-owned device that can send, receive, store, or display digital data, images, video, or audio, including 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.

School Hours for K-8: Bell to Bell. The period beginning with the first bell signaling the start of instructional time shall include all scheduled instructional time, breaks, transitions, assemblies, and other school-related activities occurring between the start and end of the school day. K-8 instructional hours as defined in the Student handbook each year.

School Hours for 9-12: For students in grades 9–12, instructional time begins with the bell that signals the start of each block and ends with the bell that signals dismissal. Instructional time includes all scheduled academic classes, assemblies, and other school-related instructional activities.

Access: Viewing, holding, wearing, or otherwise using a device for the purpose of communication, internet access, gaming, recording, listening to music, or any other function commonly associated with personal electronic devices.

Application

This applies to students in grades K-12 on school premises during school hours.

Appling County Schools is not responsible for the theft, loss, or damage to personal electronic devices brought onto its property, during field trips, or during extracurricular activities.

Device Storage:

> **K-5 students:** all electronic devices defined above are banned from school.
>
> **6-8 students:** devices must be turned off and stored in the location designated by the classroom teacher.
>
> **9-12 students:** must keep personal electronic devices off and out of sight during class. Teachers may elect to use calculator caddies or secure storage to collect personal electronic devices at the start of class and return them at the end.

Parental Contact: Parents needing to contact their child during the school day should call the front office of their child's school.

Field Trips: Electronic devices may be used in accordance with the guidelines set up by the school and are subject to change.

School-Sponsored Transportation: Electronic devices may be used in accordance with appropriate use guidelines in the Student handbook.

Athletic and or Extracurricular Events: Electronic devices may be used in accordance with the guidelines set up by the school and are subject to change.

Serious Misuse: Any use of a cell phone that involves academic dishonesty, harassment, unauthorized recording, or a violation of school safety protocols will result in immediate disciplinary action, regardless of the number of prior offenses.

Exceptions
Students with documented medical needs or with Individualized Education Plans (IEPs) or 504 plans that require access to their personal electronic devices are allowed to utilize the device as necessary to fulfill the requirements of their respective program or plan.

Technology Services
Google Workspace for Education

To parents and guardians,

At Appling 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 Appling County Schools, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, 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 this carefully and let us know if you have any questions. If you choose not to provide consent, please submit a written statement indicating that you do not wish to authorize the creation of a Google Workspace for Education account for your child. If you opt out, your child will not be able to use Google services and may need to use other software to complete assignments or collaborate with peers.

By opting in, I give permission for Appling 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 below.

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 following "Core Services" offered by Google (described at https://workspace.google.com/terms/user_features.html):

- Assignments
- Calendar
- Classroom
- Cloud Search
- Drive and Docs
- Gmail (6-12 grades only)
- Google Chrome Sync
- Google Meet (6-12 grades only)
- Google Vault
- Groups for Business
- Keep
- Migrate
- Tasks

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 following "Additional Services":

- Applied Digital Skills
- Chrome Web Store (school system has control of what apps can be installed)
- CS First
- FeedBurner
- Google Alerts
- Google Arts and Culture
- Google Bookmarks
- Google Cloud Platform
- Google Earth
- Google Groups
- Google Maps
- Google My Maps
- Google Photos
- Google Play (school system has control of what can be installed)
- Google Play Console
- Google Search Console
- Google Translate
- Material Gallery
- Scholar Profiles
- Search And Assistant
- Third-Party Apps Backup
- Youtube

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student's Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third-party services. These apps include:

- Edulastic
- Nearpod
- Pear Deck
- Pear Deck for Google Slides Add-on
- SketchUp for Schools
- Slido for Google Slides
- Sora, by OverDrive
- Sorted Paragraphs
- Adobe Acrobat
- Microsoft Teams Meeting
- Nearpod
- Pear Deck for Google Slides Add-on
- QA – Pear Deck (beta)
- QR Code Generator

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, [insert name of school/district] 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 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.

[Include this section if your school provides access to Additional Services] In Google Additional Services, Google may uses 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.

[Include this section if your school provides access to Additional Services] 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?

[As applicable for school/district] 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 administrator (and resellers who manage your or your organization's Workspace account) 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 [insert contact information for school administrator]. 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 the Appling County BOE. 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 (at https://www.google.com/edu/trust/), the Google Workspace for Education Privacy Notice(at https://workspace.google.com/terms/education_privacy.html), and the Google Privacy Policy at https://www.google.com/intl/en/policies/privacy/), and the Google 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 (at https://www.google.com/apps/intl/en/terms/education_terms.html) and the Cloud Data Processing Addendum (as https://cloud.google.com/terms/data-processing addendum).

TITLE I-A PARENT INFORMATION

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) enables the federal government to provide funds to eligible K-12 schools based on the prosperity level of households. These funds are utilized to ensure that students receive a quality education and meet high academic standards. Five schools identified as Title I schools in the Appling County School System are Appling County Primary School, Appling County Elementary School, Fourth District Elementary School, Altamaha Elementary School, and Appling County Middle School. As Title I funding recipients, these schools must set goals for improvement, measure student progress, develop supplemental programs in addition to regular classroom instruction, and involve or inform parents on various aspects of the programs available.

Title I schools can choose to implement what is called a school-wide program or a targeted assistance program. School-wide programs have much flexibility in how to spend their Title I, Part A funds as long as they engage in strategies that improve the quality of the learning environment with a high-quality curriculum for all students. Targeted-assistance programs may use the funds for a smaller number of eligible students who are failing or are at risk of failing to meet state academic content standards through supplementary educational services.

The Appling County Middle School, Appling County Elementary School, Fourth District Elementary School, Altamaha Elementary School, Appling County Primary School and Appling County High School are School-wide programs which means Title I funds are appropriated for each student. These schools are permitted to use Title I funds to provide high-quality educational programs, supplemental resources, well-trained staff, and promote school, family, and community relationships in order to raise the academic achievement of students. However, certain provisions are in place for each school and system that utilize funds from Title I.

Each school must hold an annual meeting to inform parents or guardians of how Title I affects their child's school. Title I's funding, requirements, and the parents' right to be involved are explained. Schools recognized as Title I schools must develop a Parental and Family Engagement Plan. This plan describes what the school will do to involve and inform parents about the Title I program. It states how the school involves parents and how parents are informed on key issues such as the school's performance, student assessment results, and the school curriculum. During the year, the plan is studied and revised as needed. Each school's plan can be viewed at the school's media center, main office, school website, or district website. In addition to a school-level plan, school systems must have a District-level Parental and Family Engagement Policy. The Appling County School System does have such a policy. Parents may request a copy at the board office or find it online at the school system website. This District Parent Involvement Policy is updated and revised by the Parents in the District, Community stakeholders, and a District Parent Engagement Committee. Parents are able to give feedback and input into the compacts, School Plans, and District Policy.

In addition to the School Parent and Family Engagement Plan, each school must develop and distribute a School-Parent Compact. **A copy of each School's Compact is given to the parents/guardians each school year for approval.** It outlines how parents, school staff, and students share responsibility for improved student achievement.
The Parent and Family Engagement Plan and Compact are developed by each School's staff, Parent Engagement Committee District wide Parent Committee, and the stakeholders and parents of each of the Title I Appling County Schools. An Annual Parent Survey is also given during the Spring of each year to assess the strengths and weaknesses of the Parent and Family Engagement program and to get parent feedback about improvements and suggestions needed to guide the Parent and Family Engagement expenditures of 1% of the Title I budget, to provide professional learning, and parent sessions geared to promoting student achievement in the Title I schools. **If you are interested in participating or serving on the School's Title I Parent Engagement Committee, please contact your child's principal.**

Title I schools inform parents or guardians of student performance and progress. This is accomplished through diversified avenues of correspondence such as weekly papers and/or weekly progress reports, planners, mid-semester progress reports, report cards, or summaries of state test results.

Title I schools encourage the involvement of parents. Parents can actively participate in the educational process of their child through varied means such as school committees, PTO/PTA, school meetings, parent/teacher conferences, volunteering, or parent sessions. Parents may monitor their child's progress by checking a planner or weekly progress report, homework, graded work, mid-semester progress reports, report cards, or assessment scores. There are many strategies parents can use to support or enhance their child's learning experience such as using flash cards to remember basic facts, having hands–on materials such as beans to solve problems, or asking the child questions during a story to check for understanding. Additionally, many of these strategies are demonstrated in parent sessions that are offered throughout the school year.

To encourage parental involvement at home, parents also have access to monthly newsletters concerning relevant parenting topics and a parent resource center located in all Title 1 Schools. Supplemental educational materials are available and are provided to assist parents and students in the home.

For more information on Title 1 or parent resources please contact:

- Altamaha Elementary School – (912) 367-3713, Principal; Angela Haynes, email: angela.haynes@appling.k12.ga.us
- Appling County Elementary Complex – (912) 367-8640, Principal; Tammy Pendarvis, email: tammy.pendarvis@appling.k12.ga.us/
- Appling County Middle School – (912) 367-8630, Principal; Cathy Campbell, email: cathy.campbell@appling.k12.ga.us/
- Fourth District Elementary School – (912) 367-3250, Principal; Garrett Cranford email: garrett.cranford@appling.k12.ga.us/
- Georgia Department of Education – (404) 463-1956 or www.gadoe.org

TITLE IX AND OTHER FEDERAL PROGRAMS AND ACTS

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 Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

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

In order to comply with Title IX, the Appling County Board of Education has appointed Mrs. Denise Rentz, Human Resource s Director to coordinate its Title IX Program. Mrs. Rentz will be available in reference to any grievance, questions or complaints dealing specifically with Title IX that are received from all schools' Title IX Contact Person. Normal channels of communications, from student to teacher to administrator to Board of Education are to be completed before the student grievance procedure is utilized. This policy is located in the Appling County Board of Education Office and BOE website. Board Policy JAA.

The following individuals have been designated as the employees responsible for coordinating the board of education's efforts to implement this nondiscriminatory policy at the district and school levels:

Appling County Board of Education, 249 Blackshear Hwy., Baxley, GA 31513:
The Education Amendment of 1972, Title IX and The Civil Rights Act of 1964, Title VI: Mrs. Debra Lawrence, Human Resources Director, (912) 705-8120

The Rehabilitation Act of 1973, Section 504: Dr. Kandiss Taylor, 504 Coordinator, (912) 705-8162

Individuals with Disabilities Education Act IDEA: Mrs. Pam Thomas, Special Education Director, (912) 705-8162

Federal Programs: Dr. Norma Cortes, Director of Federal Programs, (912) 705-8111

Elementary Schools:

Appling County Elementary Complex
Tammy B. Pendarvis
Principal
680 Blackshear Hwy.
Baxley, GA 31513
Phone: (912)367-8640
FAX: (912)367-8649

Altamaha Elementary School
Angela Haynes
Principal
344 Altamaha School Rd.
Baxley, GA 31513
Phone: (912)367-3713
FAX: (912)367-2609

Fourth District Elementary School
B. Garrett Cranford
Principal
13396 Blackshear Hwy. SE
Surrency, GA 31563
Phone: (912)367-3250
FAX: (912)367-0992

Appling County Transportation Department

School Bus Student Conduct and Discipline Procedures

The following are Appling County School District's rules for student conduct while riding, entering or exiting a school bus. These guidelines are established to preserve the safety of all Appling County School District's students who use a school bus for transportation. All students must adhere to the following rules. Violation of these rules will result in suspension of bus riding privileges and/or school disciplinary action. Buses are equipped with video cameras and recording devices to assist with bus behavior. Nothing in this policy shall preclude the required enforcement of other policies that govern student discipline.

Should you need assistance please contact the bus shop at 912-367-8609 or 912-367-8600 ext. 149. We love our students and want them to be certain they arrive at school and back home safely. For that reason, the following rules along with the other school/bus rules have been given to your child for bus stops and bus safety. STUDENTS WILL ADHERE TO THE FOLLOWING:

1. Obey the driver promptly and be courteous to the driver and to fellow students.

Students are to conduct themselves while on the bus in such a way that it will not

distract the driver from the job of driving.

2. Observe classroom conduct when on the bus and at stop areas. The school bus

is a classroom on wheels.

3. Safety reason prohibits eating, drinking, candy or gum on the bus **(Zero Tolerance)**.

4. No Profanity **(Zero Tolerance)**.

5. No throwing articles of any kind, in, out, or around the bus.

6. Wait for the bus on the sidewalk or shoulder, not the roadway.

7. Keep a safe distance from the bus while it is in motion until it comes to a complete stop.

8. Enter the bus without crowding or disturbing others and occupy your seats

immediately. Students should stay in their seat until the bus arrives at the

discharge point.

9. Remain seated, face forward, and keep the aisle clear at all times **(No Tolerance)**.

10. Be at their bus stop approximately 8-10 minutes before scheduled pickup time and the same duration past pickup time. Student must be at the bus stop 8-10 minutes before the scheduled arrival time. The bus cannot wait for a student. If the student is not present at the stop and the driver activates their eight-way lights they will precede to the next stop and the parent is responsible for getting their child to school. Do not follow a bus to the next stop to put your child on the bus, you must bring your child to school.

11. Exit the bus only at their approved stop or at school.

12. Cross the road in front of the bus 15ft far enough to be seen by the driver at all times.

Cross the road only after the driver announces or give the hand signal that it is safe to cross.

13. Stay out of the driver's seat. Unnecessary conversation with the driver is prohibited while the bus is in motion. Wait until the bus comes to a stop and raise your hand for the driver's attention.

14. Talk in a low voice Do not shout to other passengers or to passers-by.

15. Bus windows shall remain closed unless given permission by the driver.

16. Keep head, hands, and arms inside the bus.

17. Keep the bus clean, sanitary, and orderly.

18. Do not damage or abuse the seats or other equipment.

19. Place no book bags, books, projects, or any other equipment in the aisles –

these items should be kept on their laps. Students should keep feet out of the

aisles.

20. Misuse of cell phones and other electronic equipment will not be tolerated. Privilege will be revoked after the second offence. **Third Offence will be loss of riding privileges for one week**.

21. Remain silent when approaching and crossing railroads.

22. Horseplay, threats, and fighting are not permitted on or around the bus or at bus stops.

23. Do not tamper with any of the equipment on the bus, especially the emergency door or windows for any reason.

24. Students are not allowed to transport prescription or non-prescription medications on the bus except emergency medications and approved medications prescribed for self-administration.

25. Student are not allowed to bring any Balloons, Flowers w/Vases, Glass, Projects or Poster Boards, Large Band Instruments, Flags or flag Poles, Baseball Bats or Golf Clubs.

26. Tobacco Products or Vape Pens are Zero Tolerance of any type or kind. This will automatically result in loss of riding privileges.

27. Serious violations and other forms of misconduct will be handled through the disciplinary steps for Acts of Misconduct as documented in the student Code of Conduct in conjunction with the Consequences for Violations of Bus Behavior Rules.

Consequences for Violations

Bus drivers have the authority of a classroom teacher. Drivers will initially discuss minor violations with the student and parents and attempt to resolve the problem without written referral. If this attempt is unsuccessful, then written referrals will be completed and forwarded to school administrators for action as outlined below:

First Referral – Student will receive a written referral. A bus suspension may be

Imposed. This action will depend upon the severity of the offense

Second Referral – Student will be suspended from riding the bus for 1-3 days at the

discretion of the building principal in collaboration with the Director of Transportation. This action will depend upon the severity of the offense

Third Referral – Student will be suspended from riding the bus for 3 days. This action will depend upon the severity of the offense

Fourth Referral – Student will be suspended from riding the bus for 5 days. This action will depend upon the severity of the offense

Fifth Referral – Student will be suspended from riding the bus for 10 days. Student,

parents, principal, district director of transportation and bus driver must

attend a conference to discuss the student's behavior before the student's riding

privilege is reinstated.

Sixth Referral –Student suspended from riding the bus for the remainder of the current

school year. For grades Pre-K through grade four (5) lesser consequences/actions may

be imposed by the building administration in collaboration with the Director of Transportation.

SUSPENSION OF BUS PRIVILEGES:

Parents shall be notified before a bus suspension takes effect, except in emergency situations necessary to protect the safety of individuals, property, or the integrity of the educational process. In such cases, the necessary notice will follow as soon as possible. During the suspension of bus privileges, it shall be the parent's responsibility to provide the student's transportation to school. Failure to attend school, due to the loss of bus privileges, is considered an unexcused absence. Suspensions of privileges shall not be used as a disciplinary action for non-bus related violations.

Special Note:

In the event of a dangerous situation that affects the safety of the bus riders, the bus

Director of Transportation may suspend a student for one day. The Director will immediately report the incident to the student's parents and the School Administrative Office.

APPLING COUNTY TRANSPORTATION DEPARTMENT
2025-2026 SCHOOL YEAR

ACKNOWLEDGEMENT

By signing this Acknowledgement, I acknowledge that I have read and understand terms and conditions of this form and by signing off on this form I agree that the Board of Education Has the best interest of all students in this district in mind. In signing, you and your child agree to abide by safety rules & regulations which apply to the transportation of students.

• I _____have read and agree to the terms and conditions which appear on the information that has been reviewed on this day, the _____ day of the month of _____ 2025-2026 school year.

• I have read and accepted all afforded information from the Transportation Department of the Appling County School System.

Charles Vann
Director of Transportation

Acknowledgement and Consent of Parent & Student:

Student Signature :
_____Date:_____

Parent Signature:
_____Date:_____

Bus Driver: _____

Date Returned to School: _____/_____/20_____

Private Car

- Arrival time for student drop off is **7:15 until 7:45**.
- Students are not allowed in the crosswalk unless accompanied by an adult.
- Students that arrive **after 7:50 are considered tardy and must have a parent/guardian sign in the student at the front office of the school.**
- Cars are not allowed in bus zones during designated times as posted on campus.
- **Failure to comply with the bus zone rules may result in a citation by local law officials and/or vehicle will be towed at the owner's expense.**

Altamaha Elementary School's students will be issued 4 pick-up cards at the beginning of the year.

- The student's pick-up card must be visible in the car before a student can load.
- If the driver does not have the student's card, the driver will present their driver's license and sign the student out in the front office.

APPLING COUNTY SCHOOL SYSTEM

249 Blackshear Highway - Baxley, Georgia 31513 - 912-367-8600

https://www.appling.k12.ga.us/

PARENT AND FAMILY ENGAGEMENT POLICY 2026-2027

What is Family Engagement?

Family Engagement means the participation of parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

(A) That parents play an integral role in assisting their child's learning.

(B) That parents are encouraged to be actively involved in their child's education.

(C) That parents are full partners in their child's education and are included, as appropriate, indecision-making and on advisory committees to assist in the education of their child.

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

About the Family and Parent Engagement Policy

In support of strengthening student academic achievement, the Appling County School System (ACSS) has developed this parent and family engagement policy that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent

partnerships in our schools. This plan will describe ACSS's commitment to engage families in the education of their children and to build the capacity in its schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.
When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The ACSS will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During school meetings in spring 2026 and the Annual District Meeting on May 26, 2026, all parents were invited to participate and provide suggestions and ideas to improve this district parent and family engagement policy for the 2026-2027 school year. The district posted an invitation in local news media about this meeting and posted an announcement on the school district website and on school websites. During this meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP). Additionally, each Title I school used its Parent Advisory Council to review the district parent and family engagement policy before the end of the 2025-2026 school year.

Upon final revision, the district parent and family engagement policy were incorporated into the CLIP, which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time to the district family engagement coordinator (FEC) or by submitting written comments to your child's school. All feedback received by May 2026 was considered for revisions to this policy.

The district's plan to distribute this policy is to post it on district website and school websites, disseminate it during annual Title I school meetings in the fall and send a link to all parents via parent portal in a format and language they can understand.

Strengthening Our School

This year, the FEC will provide technical assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive notifications and resources from the district and the FEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the FEC will hold quarterly meetings and trainings with its Title I schools' FECs to review family engagement plans and activities. Subsequently, school FECS will train administrators and staff to improve and strengthen family engagement in their respective schools.

Appling County Primary School

Fourth District Elementary School

Reservation of Funds

The ACSS will reserve 1 percent from the total amount of Title I funds it receives in 2026-2027 to carry out the

parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the ACSS will distribute at least 90 percent of the amount reserved to our schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school hosts an annual School Improvement forum in the spring for parents to provide suggestions on how these family engagement funds could be used in the upcoming year at the district and school-level. Comment cards and minutes from these meetings are reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget. If you have suggestions, please contact the FEC at the district office.

Opportunities for Meaningful Parent Consultation

Input and suggestions from parents, family members, and community partners are an essential component of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend two meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals.

District Meeting ~ *May 2027*

All parents are welcome to hear the latest updates from the Appling County School System, as well as, review and provide input into the district parent and family engagement policy and the Consolidated LEA Improvement Plan for the 202-2025 school year. Notices regarding this meeting will be sent to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school district website.

School Improvement Forums~ *March - May 2027*

During these months, each Title I school will provide opportunities for parents and family members to participate in discussions to review the schoolwide plan, the school's parent and family engagement policies, the district parent and family engagement policy, as well as, provide input on the family engagement budget and topics for school staff training. Each Title I school will notify parents about the date and time of these meetings through various means including, but not limited to, school phone system, Parent Portal, invitations, and social media. Parents may also provide input information via school surveys. Information regarding the School Improvement forum will also be made available on the school websites.

Input on the use of Title I funds to support family engagement programs may also be provided through the annual district survey. The survey will contain questions related to the family engagement budget and school staff training for parents to provide their comments.

Appling County Elementary School

Appling County Middle School

Building Capacity

The ACSS will build partnerships between its Title I Schools, families, and community with the goal of developing mutual support for student achievement. To develop capacity for this support, the ACSS will implement a variety of family and community engagement initiatives.

Of Parents - The ACSS including Georgia Baptist Children's Home and Family Ministries will provide families with information about the overall Title I program and its requirements. The district works with all Title I schools to help families understand academic expectations for student learning and progress. Specific information related to the State's challenging academic standards, and local and state assessments—including alternative assessments, will also be provided. The district also offers assistance to parents in understanding use of its online student information system and other digital resources, including the harms of copyright piracy, through its technology specialists. Notifications about these opportunities will be posted on the district website and shared through school messaging systems, newsletters, and social media postings.
In addition, the district and school websites contain resources and materials such as parent guides, study guides, practice assessments, and materials for at-home learning. Hard copies of these materials are also available at all Title I schools, including copies in Spanish.

Each school in the district has a Parent Advisory Council, made up of parent representatives from the school. Community leaders and business partners are also invited to serve on the council. The participation of all stakeholders is encouraged through video conferencing and recording options to accommodate varying schedules.

The Parent Advisory Council advises schools on all matters related to family engagement. Information related to district needs is shared with the district Family Engagement Coordinator for further review or follow up.

The ACSS will coordinate and integrate the district's family engagement programs under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs such as, the local preschool program and other federal and state funded preschool programs in the district. The district will invite faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, schools will host Kindergarten Transition Days, Middle and High School Transition Nights, and College and Career Fair so parents may receive information to help prepare them and their children for the next phases of education, career and life.

School Staff - The ACSS will conduct four training sessions during the school year for school Family Engagement Coordinators to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings will be redelivered to the faculty and staff of Title I schools.

To ensure that information related to district, school, parent programs, and activities is available to all parents, each Title I school is required to send home and post online information for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' preferred language, where applicable, and provide interpreters at parent events and meetings. Information posted on the district website will be translated to the extent practicable. The district will also utilize school phone call systems, Parent Portal, district and school websites, and/or social media to post information for parents.

Parent and Family Engagement Evaluation

Each year, the ACSS will conduct an evaluation of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools through an annual parent survey and the School Improvement Forums.

Beginning in January, ACSS will post a link to the annual parent survey in Parent Portal for parents to provide valuable feedback regarding the parent and family engagement activities and programs. This survey link will also be posted on the district and school websites for parents to complete. In addition to the annual survey, each Title I school will also use the School Improvement Forum to facilitate group discussions to discuss the needs of parents of children eligible to receive Title I services to design strategies for more effective family engagement.
The ACSS will use the findings from the school forums and the survey results to design strategies to improve effective family engagement, to remove possible barriers to parent participation, and to revise its parent and

family engagement policies.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district Federal Programs Coordinator will communicate and collaborate with the Office for Student Support Services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand.

Adoption

This district wide parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual State of the District meeting.

This policy was adopted by the Appling County School System on May 28, 2024, and will be in effect for the 2026-2027 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children before or during the first week of fall semester.

Mark Your Calendars

For Parents	*For Schools*
Annual Parent Survey January 1, 2027 – January 31, 2027 ***School Improvement Meeting*** May 2027	***Family Engagement Coordinator Meetings*** August 2026 October 2026 January 2027 March 2027

Appling County High School

APPLING COUNTY SCHOOL SYSTEM

249 Blackshear Highway - Baxley, Georgia 31513 - 912-367-8600

https://www.appling.k12.ga.us/

POLÍTICA DE PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA

2026-2027

¿Qué es la participación familiar?

Participación familiar significa la participación de los padres y miembros de la familia en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico del estudiante y otras actividades escolares, que incluyen:

(A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.

(B) Que se aliente a los padres a participar activamente en la educación de sus hijos.

(C) Que los padres sean socios de pleno derecho en la educación de sus hijos y estén incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.

(D)La realización de otras actividades, como las descritas en la Sección 1116 de la Ley Cada Estudiante Triunfa (ESSA).

Acerca de la Política de Participación de la Familia y los Padres

En apoyo del fortalecimiento del rendimiento académico de los estudiantes, el Sistema Escolar del Condado de Appling (ACSS, por sus siglas en inglés) ha desarrollado esta política de participación de los padres y la familia que establece las expectativas y objetivos del distrito para una participación familiar significativa y guía las estrategias y recursos que fortalecen las asociaciones entre la escuela y los padres en nuestras escuelas. Este plan describirá el compromiso de ACSS de involucrar a las familias en la educación de sus hijos y de desarrollar la capacidad en sus escuelas para implementar estrategias y actividades de participación familiar diseñadas para lograr las metas de rendimiento académico del distrito y de los estudiantes.

Cuando las escuelas, las familias y las comunidades trabajan juntas para apoyar el aprendizaje, los niños tienden a tener un mejor desempeño en la escuela, permanecen en la escuela por más tiempo y disfrutan más de la escuela. El Título I, Parte A establece la participación sustantiva de la familia en todos los niveles del programa, como en el desarrollo e implementación del plan del distrito y la escuela, y en la implementación de las disposiciones de mejora del distrito y de la escuela. La Sección 1116 de ESSA contiene los requisitos principales del Título I, Parte A para que las escuelas y los sistemas escolares involucren a los padres y familiares en la educación de sus hijos. La ACSS trabajará con sus escuelas para asegurar que las políticas de participación de los padres y las familias requeridas a nivel escolar cumplan con los requisitos de la ley federal y cada una incluya, como componente, un pacto entre la escuela y los padres.

Desarrollado conjuntamente

Durante las reuniones escolares en la primavera de 2026 y la Reunión Anual del Distrito el 26 de mayo de 2026, se invitó a todos los padres a participar y proporcionar sugerencias e ideas para mejorar esta política de participación de los padres y las familias del distrito para el año escolar 2025-2026. El distrito publicó una invitación en los medios de comunicación locales sobre esta reunión y publicó un anuncio en el sitio web del distrito escolar y en los sitios web de las escuelas. Durante esta reunión, los padres también revisaron y discutieron el Plan Consolidado de Mejoramiento de LEA (CLIP). Además, cada escuela de Título I utilizó su

Consejo Asesor de Padres para revisar la política de participación de los padres y las familias del distrito antes de que finalice el año escolar 2025-2026.

Tras la revisión final, la política de participación de los padres y las familias del distrito se incorporó al CLIP, que se presentó al estado. Los padres son bienvenidos a enviar comentarios y opiniones sobre la política en cualquier momento al coordinador de participación familiar del distrito (FEC) o enviando comentarios por escrito a la escuela de su hijo. Todos los comentarios recibidos hasta mayo de 2026 se tuvieron en cuenta para las revisiones de esta política.

El plan del distrito para distribuir esta política es publicarla en el sitio web del distrito y en los sitios web de las escuelas, difundirla durante las reuniones escolares anuales de Título I en el otoño y enviar un enlace a todos los padres a través del portal para padres en un formato e idioma que puedan entender.

Fortaleciendo Nuestra Escuela

Este año, la FEC proporcionará asistencia técnica y apoyo a todas las escuelas de Título I para garantizar que se satisfagan los requisitos de participación familiar y que se implementen estrategias y actividades de participación familiar. Las escuelas de Título I recibirán notificaciones y recursos del distrito y de la FEC para ayudarles a mejorar y fortalecer la participación familiar. Además de la comunicación frecuente y las visitas a las escuelas, la FEC llevará a cabo reuniones y capacitaciones trimestrales con los FEC de sus escuelas de Título I para revisar los planes y actividades de participación familiar. Posteriormente, FECS escolar capacitará a los administradores y al personal para mejorar y fortalecer la participación de las familias en sus respectivas escuelas.

Appling County Primary School

Fourth District Elementary School

Reserva de fondos

La ACSS reservará el 1 por ciento de la cantidad total de fondos del Título I que reciba en 2026-2027 para llevar a cabo los requisitos de participación de los padres y la familia enumerados en esta política y según se describe en la ley federal. Además, la ACSS distribuirá al menos el 90 por ciento de la cantidad reservada a nuestras escuelas para apoyar sus programas y actividades de participación familiar a nivel local. El distrito proporcionará orientación y comunicación claras para ayudar a cada escuela a desarrollar un presupuesto adecuado para la participación familiar que aborde su evaluación de necesidades y las recomendaciones de los padres.

Cada escuela de Título I organiza un foro anual de Mejoramiento Escolar en la primavera para que los padres brinden sugerencias sobre cómo se podrían usar estos fondos de participación familiar en el próximo año a nivel de distrito y escuela. Las tarjetas de comentarios y las actas de estas reuniones son revisadas por el distrito para determinar las áreas de necesidad para el próximo año escolar y considerar cambios en el presupuesto de participación familiar. Si tiene sugerencias, comuníquese con la FEC en la oficina del distrito.

Oportunidades para una consulta significativa a los padres

Los aportes y sugerencias de los padres, miembros de la familia y socios de la comunidad son un componente esencial de los planes de mejora del distrito y de la escuela que se desarrollan cada año. Todos los padres de los estudiantes elegibles para recibir los servicios del Título I están invitados a asistir a dos oportunidades de reunión

descritas en esta sección para compartir sus ideas y sugerencias para ayudar al distrito, las escuelas y los estudiantes a alcanzar nuestras metas de rendimiento académico estudiantil.

Reunión de Distrito ~ *May 2027*

Todos los padres son bienvenidos a escuchar las últimas actualizaciones del Sistema Escolar del Condado de Appling, así como a revisar y proporcionar comentarios sobre la política de participación de los padres y las familias del distrito y el Plan Consolidado de Mejora de LEA para el año escolar 2025-2026. Los avisos sobre esta reunión se enviarán a todos los padres antes de la reunión. El distrito también comunicará información sobre esta reunión en el sitio web del distrito escolar.

Foros de Mejoramiento Escolar~ *March - May 2027*

Durante estos meses, cada escuela de Título I brindará oportunidades para que los padres y miembros de la familia participen en discusiones para revisar el plan escolar, las políticas de participación de los padres y la familia de la escuela, la política de participación de los padres y la familia del distrito, así como proporcionar información sobre el presupuesto de participación familiar y los temas para la capacitación del personal escolar. Cada escuela de Título I notificará a los padres sobre la fecha y hora de estas reuniones a través de varios medios, incluidos, entre otros, el sistema telefónico de la escuela, el Portal para Padres, las invitaciones y las redes sociales. Los padres también pueden proporcionar información a través de encuestas escolares. La información sobre el foro de Mejoramiento Escolar también estará disponible en los sitios web de las escuelas.

También se puede proporcionar información sobre el uso de los fondos del Título I para apoyar los programas de participación familiar a través de la encuesta anual del distrito. La encuesta contendrá preguntas relacionadas con la participación familiar, el presupuesto y la capacitación del personal escolar para que los padres proporcionen sus comentarios.

Appling County Elementary School

Appling County Middle School

Fortalecimiento de capacidades

La ACSS construirá asociaciones entre sus escuelas de Título I, las familias y la comunidad con el objetivo de desarrollar el apoyo mutuo para el rendimiento de los estudiantes. Para desarrollar la capacidad de este apoyo, la ACSS implementará una variedad de iniciativas de participación familiar y comunitaria.

De los padres - La ACSS, incluyendo el Hogar y los Ministerios Familiares de Georgia Baptist Children's, proporcionará a las familias información sobre el programa general de Título I y sus requisitos. El distrito trabaja con todas las escuelas de Título I para ayudar a las familias a comprender las expectativas académicas para el aprendizaje y el progreso de los estudiantes. También se proporcionará información específica relacionada con los exigentes estándares académicos del estado y las evaluaciones locales y estatales, incluidas las evaluaciones alternativas. El distrito también ofrece asistencia a los padres para comprender el uso de su sistema de información estudiantil en línea y otros recursos digitales, incluidos los daños de la piratería de derechos de autor, a través de sus especialistas en tecnología. Las notificaciones sobre estas oportunidades se publicarán en el sitio web del distrito y se compartirán a través de los sistemas de mensajería escolar, boletines informativos y publicaciones en las redes sociales.

Además, los sitios web del distrito y de la escuela contienen recursos y materiales como guías para padres, guías de estudio, evaluaciones de prácticas y materiales para el aprendizaje en casa. Las copias impresas de estos materiales también están disponibles en todas las escuelas de Título I, incluyendo copias en español.

Cada escuela del distrito tiene un Consejo Asesor de Padres, compuesto por representantes de los padres de la escuela. Los líderes comunitarios y los socios comerciales también están invitados a formar parte del consejo. Se fomenta la participación de todas las partes interesadas a través de videoconferencias y opciones de grabación para adaptarse a los diferentes horarios.

El Consejo Asesor de Padres asesora a las escuelas en todos los asuntos relacionados con la participación familiar. La información relacionada con las necesidades del distrito se comparte con el Coordinador de Participación Familiar del distrito para una revisión o seguimiento adicional.

La ACSS coordinará e integrará los programas de participación familiar del distrito bajo esta parte con las estrategias de participación de los padres y la familia, en la medida de lo factible y apropiado, con otras leyes y programas federales, estatales y locales relevantes, como el programa preescolar local y otros programas preescolares financiados por el gobierno federal y estatal en el distrito. El distrito invitará a los profesores y al personal de esos programas a asistir a reuniones de planificación centradas en actividades de participación familiar. En la primavera, las escuelas organizarán Días de Transición de Kindergarten, Noches de Transición de Escuelas Intermedias y Secundarias, y Feria Universitaria y Profesional para que los padres puedan recibir información que los ayude a prepararse a ellos y a sus hijos para sus próximas fases de educación, carrera y vida.

Personal de la escuela –

La ACSS llevará a cabo cuatro sesiones de capacitación durante el año escolar para la participación familiar de la escuela Coordinadores para aprender y discutir estrategias para aumentar la participación familiar, mejorar la comunicación entre la escuela y la familia y construir lazos con los padres y la comunidad. Estas capacitaciones se volverán a entregar a la facultad y al personal de las escuelas de Título I.

Para garantizar que la información relacionada con el distrito, la escuela, los programas para padres y las actividades esté disponible para todos los padres, se requiere que cada escuela de Título I envíe a casa y publique información en línea para los padres y miembros de la familia en un lenguaje comprensible y en un formato uniforme. Al comienzo del año, el personal de la escuela recibirá capacitación sobre las notificaciones a los padres y los recursos que se enviarán a casa en el idioma preferido de los padres, cuando corresponda, y proporcionará intérpretes en los eventos y reuniones de padres. La información publicada en el sitio web del distrito se traducirá en la medida de lo posible. El distrito también utilizará los sistemas de llamadas telefónicas escolares, el Portal para Padres, los sitios web del distrito y de la escuela, y/o las redes sociales para publicar información para los padres.

Evaluación de la participación de los padres y la familia

Cada año, la ACSS llevará a cabo una evaluación del contenido y la efectividad de esta política de participación de los padres y la familia y las actividades de participación familiar para mejorar la calidad académica de las escuelas de Título I a través de una encuesta anual para padres y los Foros de Mejoramiento Escolar.

A partir de enero, ACSS publicará un enlace a la encuesta anual para padres en el Portal para Padres para que los padres proporcionen comentarios valiosos sobre las actividades y programas de participación de los padres y la familia. Este enlace de la encuesta también se publicará en los sitios web del distrito y de la escuela para que los padres lo completen. Además de la encuesta anual, cada escuela de Título I también utilizará el Foro de Mejoramiento Escolar para facilitar discusiones grupales para discutir las necesidades de los padres de niños elegibles para recibir servicios de Título I para diseñar estrategias para una participación familiar más efectiva.

La ACSS utilizará los hallazgos de los foros escolares y los resultados de la encuesta para diseñar estrategias para mejorar la participación efectiva de la familia, para eliminar las posibles barreras a la participación de los padres y para revisar sus políticas de participación de los padres y la familia.

Accesibilidad

Al llevar a cabo los requisitos de participación de los padres y la familia establecidos por la Sección 1116 de la ESSA, el Coordinador de Programas Federales del distrito se comunicará y colaborará con la Oficina de Servicios de Apoyo Estudiantil para garantizar todas las oportunidades de participación de los padres con dominio limitado del inglés, los padres con discapacidades y los padres de niños migrantes, incluido el suministro de información e informes escolares en un idioma que los padres puedan entender.

Adopción

Esta política de participación de los padres y las familias en todo el distrito se ha desarrollado conjuntamente y se ha acordado con los padres y familiares de los niños que participan en los programas del Título I, Parte A, como lo demuestra la colaboración de los padres, la escuela y el personal del distrito en la reunión anual del Estado del Distrito.

Esta política fue adoptada por el Sistema Escolar del Condado de Appling el 27 de mayo de 2026 y estará vigente para el año escolar académico 2026-2076. El distrito escolar distribuirá esta política de múltiples maneras a todos los padres de los niños participantes del Título I, Parte A antes o durante la primera semana del semestre de otoño.

Marquen sus calendarios

Para los padres	*Para las escuelas*
Encuesta Anual de Padres 1 de enero, 2027 – 31 de enero, 2027 ***Reunión de Mejoramiento Escolar*** mayo 2027	***Reuniones del Coordinador de Participación Familiar*** agosto 2026 octubre 2026 enero 2027 marzo 2027

Appling County High School

Activities to Build Partnerships

AES promotes parent/student and community partners through academic activities, student performances, and community events.

Open House, Parent Night, and Grandparents' Day events are provided at least twice a year.

Instructional Extension:

- Reader Leader is offered to help students advance in reading skills.

Family Night events available:

- Curriculum information and expectations
- Skill Building - Literacy and Mathematics
- Information for parents and students about GA. Milestones (GR 3-5), AMIRA (K-5), & BEACON (K-5)
- Technology Programs (GR K-5)

Communication About Student Learning

Altamaha School provides information to families of students in numerous ways:

- Parent/Teacher Conferences
- AES website
- Class Newsletters
- Weekly Homework Sheets
- Parent Portal
- School Marquee
- Local Newspaper
- One Call, memos home
- Local Radio Station
- The AES Facebook Page
- Remind 101
- Class DoJo Messenger

What is a School-Parent Compact?

The Altamaha School-Parent compact is an agreement with parents, teachers, and students. This agreement tells how parents and teachers will:

- Support all students to obtain and exceed grade level standards.
- Share strategies with parents that can be used at home.
- Describe basic skills that need to be mastered as a firm foundation for developing higher level knowledge and skills.

Jointly Developed

Altamaha School parents, teachers/staff, and students work together in creating this School/Parent/Student Compact. Students will work hard to develop knowledge/skills; teachers will provide effective instruction and learning strategies; parents will provide the review of the skills and strategies in the home.

Altamaha Elementary School

Dr. Angela M. Haynes, Principal

School Parent Compact for Achievement

2026-2027

Revised: 6-1-2026

Kindergarten Through Fifth Grade

Focus for Students

http://www.appling.k12.ga.us/AES

(912) 367-3713

FAX: (912) 367-2609

District Goals

The Appling County School System is committed to providing a quality education that promotes maximum achievement and social responsibility.

Goal 1: The percentage of students scoring proficient or distinguished on the ELA Georgia Milestone assessment will increase by 3% by the end of the school year.

Goal 2: The percentage of students scoring proficient or distinguished on the Mathematics Georgia Milestone assessment will increase by 3% by the end of the school year.

School Goals

Altamaha Elementary's most current achievement data and formal / informal assessments have been analyzed, and the school goals are:

Goal 1: By June 2027, students will show measurable progress in ELA as evidenced by a 3% growth measured by Georgia Milestones Assessment in grades 3-5 and Beacon ELA Assessment in grades 1 & 2.

Goal 2: By June 2027, students will show measurable progress in Mathematics as evidenced by a 3% growth measured by Georgia Milestones Assessment in grades 3-5 and BEACON Math Assessment in grades 1 & 2.

Teachers, Parents, Students—Together for Success

Altamaha Elementary will work together with students and families to promote student success in the areas of writing, reading, and mathematics.

Improving Writing and Written Expression Skills

- **As a School:** We will model effective writing and provide students and parents with resources such as a Writer's Checklist, writing strategies, Thinking Maps, and rubrics to help improve writing.
- **As a Parent:** I will review the writing resources and use them to ask questions about my child's writing by speaking with my child or my child's teacher.
- **As a Student:** I will refer back to my writing resources to help me when I write and speak to others. I will ask questions when I need guidance with my writing.

Improving Reading Skills

- **As a School:** We will provide vocabulary and reading skills resources for students to practice at home. We will offer a Literacy Night to provide parents with resources they can use with their children to practice vocabulary and reading comprehension skills at home.
- **As a Parent:** I will consider attending the Literacy Night and set aside time for my child to read and use the vocabulary and reading resources at home.
- **As a Student:** I will work with my parents to practice vocabulary and reading skills at home and use the resources I have been given by the school and at the Literacy Night.

Improving Mathematics Skills

- **As a School:** We will provide mathematics resources for students to practice mathematics at home. We will offer a Mathematics / Technology Night to provide parents with resources they can use to practice mathematic skills at home.
- **As a Parent:** I will consider attending the Mathematics / Technology Night and use the resources to help my child practice mathematic skills at home.
- **As a Student:** I will regularly review my mathematics resources and use the mathematics resources on the school Webpage to improve my mathematics skills.

Actividades para Crear Asociaciones

AES promueve padres / estudiantes y partidarios de la comunidad a través de eventos académicos, tales como:

Casa abierta, Noche para Padres, y Día para Abuelos — estos eventos ocurren dos veces por año

Instrucción Extendida — esta disponible a los estudiantes que lo necesitan para leer.

Noches para Familias — eventos disponibles son:

- Información sobre el currículo y las metas
- Actividades para ayudar con el Alfabetismo y Matemáticas
- Información sobre el examen de GA. Milestones (GR 3-5) Información sobre el examen de AMIRA & BEACON (GR K-5)
- Programas de Tecnología (GRK-5)

LA COMUNICACIÓN ACERCA EL APRENDIZAJE ESTUDIANTIL

Altamaha School da información a familias en varias maneras:

- Conferencia de padres y maestros
- El sitio de web de AES
- Boletines informativos de los salones
- Hojas de tareas semanales
- Portal para padres
- La Marquesina de la Escuela
- El Periodico Locale
- Sistema telefónica y notas a casa
- Estación de Radio Local
- La Pagina de Facebook de AES
- Remind 101
- Class DoJo Mensajero

¿QUE ES UN COMPACTO ENTRE LA ESCUELA Y LOS PADRES?

El Compacto entre la Escuela y los Padres de Altamaha Elementary es un acuerdo entre los padres, los maestros, y los estudiantes. Este acuerdo describe como los padres y maestros van a:

- Apoyar a todos los estudiantes de cumplir o sobresalir los estándares de cada grado.
- Compartir estrategia con los padres que se podrán usar en la casa.
- Describir las habilidades básicas que deben ser dominadas como una base firme para poder desarrollar unos conocimientos y habilidades de nivel superior.

CREADO CONJUNTAMENTE

Los padres, maestros/personal, y los estudiantes de Altamaha Elementary trabajaron juntos para creer este Compacto entre Escuela/Padres/Estudiantes. Los estudiantes trabajarán para desarrollar el conocimiento y habilidades; los maestros proveerán la enseñanza y estrategias para aprender; y los padres van a proporcionar un repaso de las destrezas y estrategias en casa.

Altamaha Elementary School

Dr. Angela M. Haynes, Directora

Compacto entre la Escuela y los Padres para el Logro Estudiantil

2026-2027

Revisado: 6-1-2026

El Kinder—Quinto Grado

Enfocado para el Éxito Estudiantil

http://www.appling.k12.ga.us/AES

(912) 367-3713

FAX: (912) 367-2609

Metas del Distrito

El Sistema Escolar del Condado de Appling está comprometido a proporcionar una educación de calidad que promueva el máximo rendimiento y la responsabilidad social.

Meta 1: El porcentaje de estudiantes que obtienen una calificación de competente o distinguido en la evaluación ELA Georgia Milestone aumentará en un 3% al final del año escolar.

Meta 2: El porcentaje de estudiantes que obtienen una calificación de competente o distinguido en la evaluación Mathematics Georgia Milestone aumentará en un 3% al final del año escolar.

Metas de la Escuela de Altamaha

Se han analizado los datos de rendimiento y las evaluaciones formales e informales más recientes de AES, y las metas escolares son:

Meta 1: Para Junio de 2027, los estudiantes mostrarán un progreso medible en ELA como lo demuestra un crecimiento del 3 % según lo medido para la evaluación de Georgia Milestones y la evaluación Beacon en los grados 1 y 2.

Meta 2: Para Junio de 2027, los estudiantes mostrarán un progreso medible en Matemáticas, como lo demuestra un crecimiento del 3 % según lo medido por la evaluación de Georgia Milestones y la evaluación BEACON en los grados 1 y 2.

Maestros, Padres, Estudiantes—Juntos para el Éxito

Altamaha trabajara junto con las familias para promover el exito de los estudiantes en las areas de matematicas, escrito, y literarias

La escuela primaria de Altamaha trabajará junto con los estudiantes y familias para promover el éxito de los estudiantes en áreas como escritura, lectura y matemáticas.

Mejorando las habilidades de escritura y expresión escrita

- **Como escuela:** Modelaremos escritura efectiva y proporcionaremos a los estudiantes y padres recursos como una lista de verificación del escritor, estrategias de escritura, mapas de pensamiento y rúbricas para ayudar mejorar escritura.
- **Como padres:** Revisaré los recursos de escritura y los usaré para hacer preguntas sobre la escritura de mi hijo al hablar con mi hijo o el maestro de mi hijo.
- **Como estudiante:** Me referiré a mis recursos de escritura para ayudarme cuando escribo y hablo con otros. Haré preguntas cuando necesite apoyo con mi escritura.

Mejorando las habilidades de lectura

- **Como escuela:** Proporcionaremos recursos de vocabulario y habilidades de lectura para que los estudiantes practiquen en casa. Ofreceremos una Noche de Literatura para brindarles a los padres recursos que puedan usar con sus hijos para practicar el vocabulario y las habilidades de comprensión de lectura en casa.
- **Como padres:** Consideraré asistir a la Noche de Literatura y reservar tiempo para que mi hijo lea y use el vocabulario y los recursos de lectura en casa.
- **Como estudiante:** Trabajaré con mis padres para encontrar tiempo para practicar el vocabulario y las habilidades de lectura en casa y usar los recursos que me ha dado la escuela y en la Noche de Literatura.

Mejorar las habilidades matemáticas

- **Como escuela:** Proporcionaremos recursos matemáticos para que los estudiantes practiquen matemáticas en casa. Ofreceremos una Noche de Matemáticas/Tecnología para proporcionar a los padres recursos que puedan usar para practicar las habilidades matemáticas en casa.
- **Como padres:** Consideraré asistir a la Noche de Matemáticas/Tecnología y usaré los recursos para ayudar a mi hijo a practicar las habilidades matemáticas en casa.

Altamaha Elementary School Parent Engagement Plan for Shared Student Success

2026-2027 School Year

Altamaha Elementary School

Dr. Angela M. Haynes, Principal
Altamaha School Road
Baxley, GA 31513, (912)367-3713
www.appling.k12.ga.us
Revised: 6/1/2026

What is Title I?

Altamaha Elementary is identified as a Title I school as part of the Elementary and Secondary Education Act of 1965 (ESEA). Title I is designed to support state and local school reform efforts tied to challenging state academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I programs must be based on effective means of improving student achievement and include strategies to support parental engagement. All Title I schools must jointly develop with all parents, a written parental involvement policy.

School Plan for Shared Student Achievement

What is it? This is a plan that describes how Altamaha Elementary will provide opportunities to improve parent engagement to support students' learning. Altamaha Elementary values the contributions and engagement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Altamaha Elementary will support parent engagement on how parents can help plan participation in activities or events that promote students' learning at school and at home.

How is it developed? Altamaha Elementary School welcomes parent input and comments at any time regarding the plan. All parent feedback will be used to revise the plan for next year. The plan is posted on the school website under Title I for parents to view. We also distribute an annual Title I survey to ask parents for their suggestions on the plan and the use of funds for parent engagement. Parents can also give feedback during parent meetings, Parental Advisory Council meetings, and the Title I meetings for next school year.

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

Where is it available? At the beginning of the year, the plan is copied and sent home with all students. As a reminder, we let parents know how to access the plan on the school website and in the school office.

District Goals

The Appling County School System is committed to providing a quality education that promotes maximum achievement and social responsibility.

Goal 1: The percentage of students scoring proficient or distinguished on the ELA Georgia Milestone assessment will increase by 3% by the end of the school year.

Goal 2: The percentage of students scoring proficient or distinguished on the Mathematics Georgia Milestone assessment will increase by 3% by the end of the school year.

School Goals

Altamaha Elementary's most current achievement data and formal / informal assessments have been analyzed, and the school goals are:

Goal 1: By June 2027, students will show measurable progress in ELA as evidenced by a 3% growth as measured by Georgia Milestones Assessment in grades 3-5 and Beacon Assessment in grades 1 & 2.

Goal 2: By June 2027, students will show measurable progress in Mathematics as evidenced by a 3% growth measured by Georgia Milestones Assessment in grades 3-5 and Beacon Assessment in grades 1 & 2.

School-Parent Compacts

As part of this plan, Altamaha Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually based on feedback from parents, students, and teachers during the Parental Advisory Council meeting and Annual Title I meeting. The school-parent compacts are kept with each child's teacher if parents need a copy.

Let's Get Together!

Altamaha Elementary will host the following events to build the capacity for strong parental engagement to support a partnership among the school, parents, and the community to improve student academic achievement.

Open House/Meet Your Teacher– Friday, July 31, 2026
Pre-K – 5th Grades 10:00 am 12:00 (*Pre-K Orientation is at 10:00 am*)
- Meet your child's teacher and our friendly and helpful school staff

Parent/Family Advisory Council / School Advisory Council Meeting #1: Fri., Aug. 7, 2026 @ 8:00 am
- We invite you to provide input into Altamaha Elementary parental engagement plans, compacts, the use of 1% of parent engagement funds, school improvement plans, as well as updates.

Book Fair: September 8 – 11, 2026

Annual Title I Overview, Curriculum Plan for the Year, & PTO Meeting: Aug. 25, 2026 @ 6:00 pm
- Title I program with sharing of parent engagement plans (district & school), the school improvement plan, the school parent compact, curriculum overview (focusing on new math standards), data, & CCRPI updates.

Grandparent's Appreciation Days at the Book Fair:
- Sept. 9, 2026 (*Gr PK-KK*)
- Sept. 10, 2026 (*Gr 1-2*)
- Sept. 11, 2026 *(Gr 3-5)*

Title I Family Literacy & Thanksgiving Meal: Divided up into 3 days to better accommodate parents' participation.
- Tues., Nov. 17, 2026 – Grades: PIP, Pre-K, 1st, & 3rd
- Wed., Nov. 18, 2026 – Grades: 2nd & Kindergarten
- Thurs., Nov. 19, 2026 – Grades: 4th & 5th
- Come learn how to help your child with reading at home and school, which will take place prior to the meal.

Parental/Family Advisory Council / School Advisory Council meeting #2: Jan. 26, 2027 @ 2:00 pm
- We invite you to come and share your ideas with us.

PTO Winter Festival January 29, 2027 from 6:00-9:00 pm

Miss/Little Miss/Tiny Miss Altamaha Pageant: TBA

Book Fair Week: March 1-5, 2027

Title I Family Math Night: March 9, 2027 (6:00 pm)
- Celebrate students' accomplishments
- We invite you to come explore ways to make math fun.

College & Career Readiness: TBD

Parental/Family Advisory Council / School Advisory Council meeting #3: March 30, 2026 @ 8:00 am

End of Year Celebration (Academics & Accomplishments**) Parent/Family Summer Learning Activities**
Tue., May 18, 2027 – 8:30 Kindergarten; 10:00 Pre-K 11:30 1st Grade
Wed., May 19, 2027 – 8:30 3rd Grade; 10:00 2nd Grade 11:30 4th Grade
Thur., May 20, 2027 – 10:00 5th Grade (5th Grade final walk-thru before awards @ 9:50)

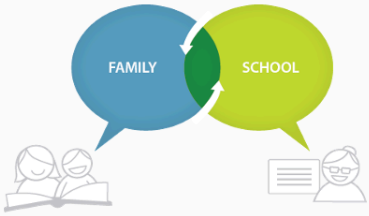
Parental Engagement

Altamaha Elementary believes that parent engagement means the participation of parents and teachers in meaningful communication involving student academic learning and other school activities, including and ensuring:

- That parents play an integral role in assisting with their child's learning;
- That parents are encouraged to be actively involved in their child's education at school;
- That parents are full partners in their child's education and are included, as appropriate, in decision-making by being on advisory committees to assist in the education of their child;
- The carrying out of other activities as described in this plan.

Altamaha Elementary is committed to helping our parents attend the parental activities listed in this plan. Please call or e-mail us if you need assistance with childcare in order to participate in our meetings and parent engagement workshops.
Contact at AES:

Principal: Dr. Angela M. Haynes
(912) 367-3713
Angela.Haynes@appling.k12.ga.us



Altamaha Elementary is Branching Out!

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

We will:

- Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish, and posted on the school website for all parents.
- Conduct staff professional development each semester on parent engagement practices and effective strategies for staff to communicate and build partnerships with parents.
- Partner with Head Start, Migrant Head Start, local daycares, and Appling County Middle School to share school information about parent engagement activities that will help prepare parents and their child for school transition.
- Share information in English and Spanish for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- Communicate with all families and the community on a regular basis regarding school wide events and activities such as phone messages, social media, and flyers.
- Work with our parents to develop relevant trainings and helpful presentations to educate them on the importance of parental engagement.
- Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- Collaborate with community leaders and business groups to increase participation and awareness of the school parental engagement plan and activities.
- Offer parent classes to help further enhance their various educational backgrounds.
- Listen and respond to parents' requests for additional support or activities.

Parent Engagement Standards

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

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

Parental Advisory Council

Altamaha Elementary invites all parents to join the Parental Advisory Council to share ideas and ways to involve other parents to build partnerships with school, families, and the community. The council will meet three times during the school year, but parents can also submit their ideas or suggestions during all the activities and meetings, as well as through our parent surveys and Title I meetings. If you would like to learn more about the Parental Advisory Council, please contact Dr. Angela M. Haynes, principal, at 912-367-3713 or complete the interest form and leave it in the Main Office.

Parental Advisory Council (PAC)

☐ Yes, I am excited about joining the School Parental Advisory Council.
☐ Yes, please contact me so I can learn more about the School PAC.
☐ Yes, this sounds like a great idea, please keep me posted about future meetings.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email Address: _____

Teacher: _____

STUDENT ACHIEVEMENT IS OUR BUSINESS!

Share Your Thoughts

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

Name: (optional) _____
Telephone Number: (optional)
_____
_____
_____

Altamaha Elementary School
Plan de participación de los padres para el éxito compartido del estudiante

Año Escolar 2026-2027

Altamaha Elementary School
Dr. Angie Haynes, Directora
Altamaha School Road
Baxley, GA 31513, (912)367-3713
www.appling.k12.ga.us
Revisado 6/1/2026

¿Qué es Título I?

Altamaha Elementary se identifique como una escuela de Título I como parte del Acta para Educación Primaria y Secundaria (ESEA). El Programa de Título I está diseñado para apoyar las escuelas con reformas al nivel estatal y local para mejorar la enseñanza y el aprendizaje de los estándares rigurosos. Todos los programas de Título I tienen que estar basados en modos efectivos para mejorar el logro académico de estudiantes e incluir estrategias para apoyar la participación de padres. Todas las escuelas de Título I involucrarán a los padres en el desarrollo de una política escrita para la participación de padres en las escuelas.

Plan Escolar para el Logro Académico de Estudiantes

¿Qué es? Es un plan que detalle como Altamaha Elementary proveerá oportunidades a los padres de involucrarse en la enseñanza y el aprendizaje de sus hijos. Altamaha Elementary aprecia las contribuciones y la participación de padres para establecer un consorcio con una meta común de mejorar el logro académico de estudiantes. Este plan describe las diferentes maneras en que Altamaha Elementary apoyará la participación de los padres sobre cómo los padres pueden ayudar a planear la participación en actividades o eventos que promuevan el aprendizaje de los estudiantes en la escuela y en el hogar.

¿Cómo fue desarrollado? Altamaha Elementary invita a todos los padres de dar sugerencias y comentarios acerca de este plan en cualquier momento. Se usarán todas las sugerencias de los padres para revisar el plan para el próximo año. Pondremos el plan en la página escolar del Web bajo Título I para que los padres lo puedan leer. También distribuimos una encuesta de Título I anualmente pidiendo que los padres den sus ideas para planificar y usar los fondos de Título I para apoyar la participación de padres. Además, los padres pueden dar sugerencias durante reuniones de padres, reuniones del Consejo Consultivo de Padres, y en la reunión anual de Título I.

¿Para quién es? Todos los estudiantes participando en el Título I, Parte 1 y sus familias están invitados y animados de participar en todas las actividades detallados en este plan. Altamaha Elementary proveerá varias oportunidades e invitará la participación total de padres con ingles limitado, padres con hijos discapacitados, y familias migrantes.

¿Dónde está disponible? Al principio de cada año, copiamos y mandamos el plan a todos los estudiantes. También, dejamos los padres saber cómo acceder al plan en la página escolar del Web y en la oficina de la escuela.

Metas del Distrito

El Sistema Escolar del Condado de Appling está comprometido a brindar una educación de calidad que promueva el máximo rendimiento y la responsabilidad social.

Meta 1: El porcentaje de estudiantes que obtienen una calificación de competente o distinguido en la evaluación ELA Georgia Milestone aumentará en un 3% al final del año escolar.

Meta 2: El porcentaje de estudiantes que obtienen una calificación de competente o distinguido en la evaluación Mathematics Georgia Milestone aumentará en un 3% al final del año escolar.

Metas de la Escuela de Altamaha

Se han analizado los datos de rendimiento y las evaluaciones formales e informales más recientes de AES, y las metas escolares son:

Meta 1: Para Junio de 2027, los estudiantes mostrarán un progreso medible en ELA como lo demuestra un crecimiento del 3 % según lo medido para la evaluación de Georgia Milestones en los grados 3-5 y la Evaluación Beacon en los grados 1 y 2.

Meta 2: Para Junio de 2027, los estudiantes mostrarán un progreso medible en Matemáticas, como lo demuestra un crecimiento del 3 % según lo medido por la evaluación de Georgia Milestones en los grados 3-5 y la Evaluación Beacon en los grados 1 y 2.

Pactos de Escuela y Familias

Como parte de este plan, Altamaha Elementary y nuestras familias desarrollarán un pacto entre la escuela y los padres, que es un acuerdo que los padres, los maestros y los estudiantes desarrollarán juntos que explica cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen los estándares de nivel de grado. Los pactos se revisarán y actualizarán anualmente en función de los comentarios de padres, estudiantes y maestros durante la reunión del Consejo Asesor de Padres y la reunión anual de Título I. Los pactos entre la escuela y los padres se mantienen con el maestro de cada niño si los padres necesitan una copia.

¡Vamos a Juntarnos!

Altamaha Elementary va organizar los siguientes eventos para construir la capacidad de un fuerte involucramiento de padres y para apoyar un consorcio entre la escuela, los padres, y la comunidad para mejorar el logro académico de estudiantes.

Casa Abierta/Conocer el Maestro: 31 de julio del 2026
Prekínder – 5 to Grado 10:00 am –12:00 (Prekínder orientación 10:00 am)
- Conozca al maestro de su hijo/a y a nuestro amable y servicial personal escolar

Reunión #1 del Consejo Asesor de Padres/Familias/Consejo Asesor Escolar: 7 de Agosto del 2026 @ 8:00 am
- Lo invitamos a brindar su opinión sobre los planes de participación de los padres de Altamaha Elementary, los pactos, el uso del 1% de los fondos de participación de los padres, los planes de mejora escolar y las actualizaciones.

Feria de Libro: 8 **- 11** de Septiembre de 2026
Reunión Anual de Título I/ junta de PTO: el 25 de Agosto de 2026 @ 3:30 – 6:00 pm
- Programa Título I con el intercambio del plan de participación de los padres, el plan de mejora escolar, el pacto de padres de la escuela, datos, resumen del plan de estudios y actualizaciones CCRPI.

Noche de Padres en la Feria del Libro: 2 de Septiembre de 2025 (3:30 – 6:00 pm)
Día de Agradecimiento a los Abuelos en la Feria del Libro:
- **9 de Septiembre de 2026** (Gr PK - KK)
- **10 de Septiembre de 2026** (Gr 1 - 2)
- **11 de Septiembre de 2026** (Gr 3 - 5)

Título I de alfabetización familiar / comida para el Día de la Acción de Dar Gracias – Dividido por 3 días para acomodar la participación de padres.
- Martes 17 de noviembre de 2026 – Grades: PIP, 2nd, 5th, & 4th
- Miércoles 18 de noviembre de 2026 – Grades: 3rd & Kindergarten
- Jueves 19 de noviembre de 2026 – Grades: Pre-K & 1st
- Venga a aprender cómo ayudar a su hijo con la lectura en casa y en la escuela, lo que se llevará a cabo antes de la comida.

Reunión del Consejo Asesor de Padres / Familia / Consejo Asesor Escolar #2: 26 de Enero de 2027 @ 2:00 pm
- Te invitamos a venir y compartir tus ideas con nosotros.

PTO Winter Festival: 29 de Enero de 2027 de 6:00 – 9:00 pm
Concurso de Belleza de Miss/Little Miss/Tiny Miss Altamaha: Por confirmar 2027 @ 7:00 pm
Feria de Libros: 1-5 de Marzo de 2027
Noche de Matemáticas y Technología Familiar de Título I/ reunión de PTO: el 9 de Marzo de 2027 @ 6:00pm
- Celebrar los logros de los estudiantes (reconocer asistencia a la escuela del primer trimestre)
- Los invitamos a venir aprender como disfrutar con la lectura

Preparación universitaria y profesional: Por confirmar 2027 @ 8:00am
Reunión del Consejo Asesor de Padres / Familia / Consejo Asesor Escolar #3: el 30 de Marzo de 2026 @ 8:00 am
Transición para el 5to Grado: Virtual 2026
Día de Transición para el Pre-K: 19 de Mayo del 2026
Celebración del Fin de Año/Reunión de PTO/ (Reconocimientos y Logros):
Martes 18 de Mayo de 2027 – 8:30 Kínder; 10:00 Prekínder; 11:30 1º
Miercoles 19 de Mayo de 2027 – 8:30 3ro; 10:00 2º; 11:30 4to
Jueves 20 de Mayo de 2027 – 10:00 5to (5to recorrido final antes de los premios 9:50)

Participación de Padres y Familias

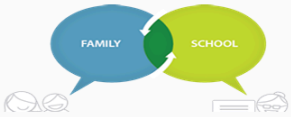
Altamaha Elementary cree que la participación de los padres significa la participación de los padres en una comunicación bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- Que los padres tengan una función integral en el aprendizaje de sus hijos;
- Que los padres sean motivados a involucrarse activamente en la educación de sus hijos en la escuela;
- Que los padres se conviertan en socios en pleno, en la educación de sus hijos y que se incluyen, según sea apropiado, en la toma de decisiones y en los comités asesores, para ayudar en la educación de sus hijos;
- Que se lleven a cabo otras actividades como las descritas en la Política de Participación de Padres y Familias.

Altamaha Elementary se compromete a ayudar a nuestros padres a asistir a las actividades para padres que figuran en este plan. Llámenos o envíenos un correo electrónico si necesita ayuda con el cuidado de niños para poder participar en nuestras reuniones y talleres de participación para padres.

Contacto en AES:

Directora: Dr. Angie Haynes
(912) 367-3713
Angie.Haynes@appling.k12.ga.us



Altamaha Elementary se Está Extendiendo!

Altamaha Elementary tomará las siguientes medidas para promover y apoyar a los padres como una base importante de la escuela para fortalecerla y alcanzar nuestras metas escolares.

Nosotros:

- Asegúrese de que toda la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se publique en inglés y español, y se publique en el sitio web de la escuela para todos los padres.
- Realizar el desarrollo profesional del personal cada semestre sobre prácticas de participación de los padres y estrategias efectivas para que el personal se comunique y forje asociaciones con los padres.
- Asóciese con Head Start, Migrant Head Start, guarderías locales y Appling County Middle School para compartir información escolar sobre las actividades de participación de los padres que ayudarán a preparar a los padres y a sus hijos para la transición escolar.
- Compartir información en inglés y español para que los padres entiendan los estándares y evaluaciones académicas de la escuela, así como las formas en que los padres pueden monitorear el progreso de sus hijos y trabajar con los educadores.
- Comunicar con todas las familias y la comunidad de manera regular con respecto a eventos y actividades en toda la escuela, tales como mensajes telefónicos, redes sociales y volantes.
- Colaborar con nuestros padres para desarrollar capacitaciones relevantes y presentaciones útiles para educarlos sobre la importancia de la participación de los padres.
- Proporcionar materiales necesarios para los padres en conferencias, reuniones y actividades para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos.
- Colaborar con miembros de la comunidad y negocios locales para reforzar la importancia de tener un plan y actividades que apoyan la participación de padres en las escuelas.
- Ofrecer entrenamiento y cursos a los padres para mejorar sus propios niveles de educación.
- Escuchar y responder a peticiones de padres para más apoyo, actividades, y/o recursos académicos.

Estándares de Participación de los Padres

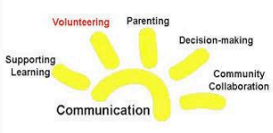
Altamaha Elementary y nuestros padres han adoptado los Estándares Nacionales de la PTA para las Asociaciones Familia-Escuela como el modelo de la escuela para involucrar a los padres, los estudiantes y la comunidad.

Los estándares son:

1. Bienvenida a todas las familias
2. Comunicación efectiva
3. Apoyando el éxito del estudiante
4. Hablando por cada niño
5. Poder compartido
6. Colaborando con la comunidad

Consejo Asesor de Padres

Altamaha Elementary invita a todos los padres a unirse al Consejo Asesor de Padres para compartir ideas y formas de involucrar a otros padres para construir alianzas con la escuela, las familias y la comunidad. El consejo se reunirá tres veces durante el año escolar, pero los padres también pueden presentar sus ideas o sugerencias durante todas las actividades y reuniones, así como a través de nuestras encuestas de padres y reuniones de Título I. Si desea obtener más información sobre el Consejo Asesor de Padres, comuníquese con Dr. Angie Haynes, directora, al 912-367-3713 o complete el formulario de interés y déjelo en la Oficina Principal.



Consejo Asesor de Padres (PAC)

◯ Si, estoy entusiasmado por unirme al Consejo Asesor de Padres de la Escuela.
◯ Si, contácteme para que pueda obtener más información sobre el PAC de la escuela.
◯ Si, esto parece una gran idea, por favor manténganme informado sobre futuras reuniones.

Nombre: _____

Nombre y grado del Estudiante: _____

Dirección: _____

Número Telefónico: _____

Correo Electrónico: _____

Maestro: _____

EL LOGRO ESTUDIANTIL ES NUESTRO NEGOCIO!

Comparte tus Pensamientos

Queremos escuchar de ti. Si tiene sugerencias o si hay alguna parte de este plan que considera que no es satisfactoria con los objetivos de logro académico de los estudiantes y la escuela, envíenos sus comentarios en el espacio provisto y deje este formulario en la Oficina Principal:

Nombre: (opcional) _____

Teléfono numérico: (opcional) _____

Comentarios:

_____

_____

_____

Bus Note/Sign-out Procedures
Altamaha Elementary School

Bus

- All bus changes - Students must have a written notice with complete information in order to ride a different bus or to ride a bus to a different location. Absolutely no changes will be accepted by phone.
- Note must have child's name, grade, teacher's name, name of person responsible where child will arrive, address of where child will be going, new bus number the child will be riding, phone number of where to reach parent, parent signature, and date.
- If an emergency arises and your child has to be picked up instead of riding the bus, phone the school before 2:30 pm in order for the front office to have time to notify the child's teacher.

Early Sign-out

- **If a child needs to be signed out early, they must be signed out before 2:30 pm.** We will not sign out a student after this time as regular dismissal begins at 2:50 pm. Early sign-outs are documented and recorded and are part of your child's attendance record.
- **Note: Students will be counted absent for the class they miss.**
- **Sign-outs before 11:30 am are considered absent for the day.**
- Name of adult signing out student MUST be on the blue sign out card in the front office. Any changes or deletions to approved emergency contact/sign out privileges must be made by parent/guardian in the front office. **No one will be added or approved over the phone.**

Tardies

- School starts at 7:45 am. Tardy bell rings at 7:50 am. Students arriving after this time will need to stop by the front office and receive a tardy slip. A tardy is recorded and becomes part of the student's attendance record.

Altamaha Elementary Procedures for Morning Drop off and Afternoon Pickup

*****For those parents dropping off a middle or high school student to catch the bus into town, please make sure your children are at Altamaha between 7:00 - 7:05 a.m., but no earlier than 7:00 a.m. Middle school and high school students will have to wait outside the fifth-grade wing. They are not allowed to enter the school.**

BUS ZONE is off limits and reserved only for buses between 6:30 – 7:15 a.m. and 3:10 – 3:40 p.m. Please do not enter the bus zone if buses are present.

Morning drop off for Altamaha Students - 7:10 to 7:45

Main off is by the front entrance (front office). Second drop off area is by the fifth-grade wing (bus lane) after 7:15 a.m. After 7:45 a.m., any late arrivals will need to come through the front office.

PLEASE NOTE: Parents may walk their child to class between 7:30-7:45. Any guest entering or exiting the building are to come through the front entrance. After 7:45, all guests are to exit the building and will not be allowed to walk their child to class. Please be mindful that teachers are trying to get the instructional day started.

Afternoon pickup (Please refer to the map below.)

Each family will receive four *Student Identification Tags* for afternoon pickup. These tags will contain your child's assigned number and your child's homeroom teacher's last name. If you need extra tags or if you lose them, there will be a $5.00 charge for material and processing new ones. Please note that these tags are essential for the safety of our students, so we encourage you to keep them safe. If you need additional or replacement tags, please contact your child's teacher.

- **2:50 p.m. is Pre-K and kindergarten dismissal time. Pickup for these students takes place at the front office area. Please do not leave your vehicle unattended and block the flow of traffic. If your child does not come out when traffic starts moving, please pull around to the front parking lot and pull into a parking place. Please do not line up in the front parking lot. Please have the Student Identification Tag in hand if you are walking up to get your child. If you stay in your vehicle, please display the tag on the dashboard or rearview mirror.**

- **2:50 p.m. is Grades 1-5 dismissal time by the gym. Please stay in your vehicle and come through the two drive through pickup lanes that go all around the gym side parking lot. Teachers will bring students to your vehicle. If your child does not come out when traffic starts moving, please circle back through to avoid blocking the traffic flow. Please do not park in the grass side area and walk up to the building.**

Remember the BUS ZONE is off limits and reserved only for buses between 6:30 – 7:15 a.m. and 3:10 – 3:40 p.m. ***Please do not enter the bus zone if buses are present.***

Thank you for your support in helping us to keep our children safe.

Please DO NOT park on the grass and walk up to the building during student dismissal.
For grades 1-5 parent pickup, please form two lanes ALL the way around the parking lot. Please do not leave your vehicle.
Altamaha Elementary School
EXIT ROAD ONLY during dismissal. Please do not enter between 2:00 – 3:30 p.m.
Pre-K & Kindergarten Pickup: If you're in the pickup lanes, do not leave your vehicle.
Please park in the designated areas. DO NOT create a line in the parking lot.
Enter here for PK & K pick-up
Enter here for GR 1-5 pick-up
Altamaha School Rd

AES Lunch Schedule

PIP	M. Floyd	10:50	11:20
Pre-K	J. Creamer	12:00	12:30
Pre-K	S. Couson	12:02	12:32
K	D. Britt	11:30	12:00
K	A. Coleman	11:31	12:01
K	S. Spainhoward	11:32	12:-2
1st	D. Yawn	11:05	11:35
1st	C. Kirkland	11:06	11:36
1st	D. Squires	11:07	11:37
2nd	C. Carter	12:05	12:35
2nd	L. Morales	12:06	12:36
2nd	A. Herrington	12:07	12:37
3rd	T. Henry	12:35	1:05
3rd	E. Bass	12:36	1:06
3rd	J. Pittman	12:37	1:07
4th	D. Fennell	11:35	12:05
4th	H. Clegg	11:36	12:06
4th	D. Olvera	11:37	12:07
5th	K. Sharpe	11:02	11:32
5th	H. Johnson	11:01	11:31
5th	K. Carter	11:00	11:30