

ABBEVILLE

ELEMENTARY SCHOOL

LIGHTS, CAMERA, *Action!*

NEW YEAR.
NEW ADVENTURES.
BRIGHT FUTURES.
EVERY STUDENT.
EVERY DAY.
EVERY TAKE COUNTS!

2026-2027 PARENT/STUDENT HANDBOOK

EVERY CHILD, EVERY DAY

LEARN
SHINE
BRIGHT

FOCUS
STAY ON
TRACK

ACHIEVE
DREAM BIG
WORK HARD

TOGETHER
WE MAKE
IT HAPPEN

Jeaneva Taylor
PRINCIPAL

Linda Lawrence
ASSISTANT PRINCIPAL

100 ELM STREET, ABBEVILLE, AL 36320

334-585-3679



334-585-1122 (FAX)

Abbeville Elementary School Vision and Mission Statement



AES VISION

The vision of AES is to provide our children with opportunities that will inspire them to think and learn to be life-long learners.



Our vision at Abbeville Elementary School (AES) is to provide our children with opportunities that will inspire them to think and learn. Our goal is to create an environment which encourages and supports healthy development socially, emotionally, and intellectually. An environment that is educational, fun, and nurturing. Establishing this type of environment will translate into exceptional benefits that will positively impact our children, their families, and our community.

With the collective efforts of our faculty and staff in reaching our objectives, we will increasingly witness our children entering with excitement and anticipation about their learning experiences. The students will feel safe and secure. During their time at Abbeville Elementary, they will grow and realize their strengths and work to strengthen their weaknesses.

ABBEVILLE ELEMENTARY SCHOOL'S MOTTO



Dear AES Families,

Welcome to a new school year at Abbeville Elementary School—Home of the Yellow Jackets! My name is Mrs. Jeaneva Taylor, and I am honored and excited to serve as your principal. As I begin my first year leading AES, I look forward to building strong relationships with our students, families, staff, and community as we work together to make this our best year yet.

At Abbeville Elementary, we believe every child can learn, grow, and succeed when provided with high expectations, meaningful opportunities, and a supportive environment. Our vision is to create a school where every student feels valued, challenged, and inspired to reach their full potential. We are committed to fostering a culture of academic excellence, positive behavior, and strong character while ensuring that students feel safe, loved, and encouraged each day.

We recognize that education is a partnership between school and home. Research consistently shows that students achieve greater success when families are actively involved in their education. We encourage you to stay connected, participate in school events, join our Parent-Teacher Organization (PTO), volunteer when possible, and communicate regularly with your child's teacher. Together, we can provide the support and encouragement our students need to thrive.

This Parent-Student Handbook has been designed to provide important information regarding our programs, procedures, expectations, and services. Please take time to review it carefully with your child. The Henry County Schools Code of Conduct is also an important resource and can be found on the district website. Our policies and procedures are established to maintain a safe, orderly, and positive learning environment for all students.

As a school community, we will focus on respect, responsibility, kindness, and perseverance. We expect all students to come to school ready to learn, treat others with respect, and contribute positively to our school culture. By working together, we can ensure that every child has the opportunity to experience success both academically and socially.

I am truly excited about the journey ahead and the opportunities that await our students this year. Thank you for entrusting us with your child's education. We look forward to partnering with you as we encourage our students to think, learn, lead, and grow.

After reviewing this handbook with your child, please complete and return all required forms as soon as possible. If you have any questions or need assistance, please do not hesitate to contact the school office at 334-585-3679 or me directly at 334-441-6078.

Together, we will make this an amazing year at Abbeville Elementary School!

With Yellow Jacket Pride,



AES Faculty & Staff

Administration

Jeaneva Taylor (Principal)
Linda Lawrence (Assistant Principal)

Bookkeeper

Loretta Turner

Secretary

Demetria Mills

Nurse

Kristie Chambers

Guidance Counselor

Scharona Grimsley Dawkins

Library Media Specialist

Jennifer Teat

ARI Local Reading Specialist

Rita Brown

OMI Local Math Specialist

LaMonica Buck

ARI Reading Interventionist

Skylar Kerns

Pre-Kindergarten

Chelsea Marguriet

Kindergarten

**Brooke Hall-Helms
Kelly Mattox

1st Grade

**Brooke Davis
Kiana Koonce-Williams
Serena Owens

2nd Grade

**Kristy Bush
Haley Vaught

3rd Grade

**Lillian Coker
Andrea Guilford
Nacole Roney

4th Grade

Megan Bond (ELA)
Shannah Loper (SS/Sci)
**Nick Wilson (Math)

5th Grade

Jacob Godwin (ELA/SS)
**Jada Williams (Math/Sci)

6th Grade

Raven Harris (ELA/SS)
**Theo Paige (Math/Science)

Life (PE)

Brandon Buck

Resource Teachers

**Dalice Sullivan (Gifted)
Tina Campbell (Self-Contained)
Michelle Collins (Self-Contained)
Jeffery Fuller (Collaborative Education)
Rajeana Vitito (Collaborative Education)
Erica Heard (Speech)

Resource Officer

Jackson Blankenship

Paraprofessionals

Annie Bryant
Devonna Carter
Susan Chumbler
Nila Grimsley
Barbara Hudson
Abra Charese Jackson
Vanessa Key
Teresa Thornton

Custodians

Heather Reeves
Jarvis Parks

Cafeteria Staff

Stacie Pitts (Manager)
Bethany Skinner
Cheryl Hudson
Kayla Sanborn

Staff Contact Via Email

*Staff can be contacted using first name initial with whole last name
@henrycountyboe.org *Exception: Mrs. Scharona Grimsley Dawkins's email address is
sgdawkins@henrycountyboe.org

** Indicates the 26-27 Grade Level Chair

HCS Vision & Mission



Vision Statement:

“Empower, Engage, Educate”

Mission Statement:

Henry County Schools: “Where students are inspired to learn, and teachers are empowered to teach.”

Core Values and Beliefs:

We believe:

- All students can learn.
- High expectations of all stakeholders are necessary to achieve goals and expand opportunities for all.
- A safe and physically comfortable environment promotes student learning.
- Equity, fairness, accountability, and fiscal responsibility are the foundations of our decisions.
- Diversity and individual learning needs are respected, included, and valued.
- Education is a shared responsibility that positively impacts the quality of life.
- Facilitating open communication between school staff, learners, parents, and community promotes a sense of involvement and commitment to the entire educational process.
- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.

Title I School

Abbeville Elementary School is a Title I Schoolwide School that receives federal Title I, Part A funds to improve academic achievement for all students.

The school and district will:

- Implement a schoolwide program aligned with the school's Continuous Improvement Plan (CIP).
- Ensure parents are involved in the development and evaluation of the school's "Parents and Family Engagement Plan" and "School Parent Compact."
- Provide opportunities for meaningful family engagement, professional development for staff, and resources to improve student outcomes.
- Support parents' right to know the professional qualifications of their child's teacher(s) and whether their child is being taught by a teacher or paraprofessional who does not meet state certification requirements for more than four consecutive weeks.

The Henry County School System remains committed to providing the resources, technical assistance, and monitoring needed to ensure all Title I schools meet federal and state accountability standards.

AES Registration Requirements

The Henry County School System is committed to enrolling without barriers and providing fair and equitable services to students with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children and youth, and immigrant children. For further information see the LEA Title I Plan, EL Plan, and/or Homeless Children and Youth Plan available in the school principal's office, the superintendent's office, or on the Henry County website <http://www.henrycountyboe.org> (Departments + Federal Programs + Documents + Federal Programs Documents).

Biological parents or legal guardians are the only people allowed to register students. Appointment times may be made by contacting the school counselor or registrar.

- Documentation of Age – Enrolling students will submit, for age verification purposes only, a certified birth certificate or suitable alternative including, but not limited to religious, hospital, or physician's documents that show the date of birth; a baptismal record; an entry in a family Bible; an adoption record; an affidavit from a parent; previously verified school records, etc.

***Act #2016-297 requires local education agencies to allow a child who is six years of age on or before December 31 to enroll in first grade. This extends the time frame from the current date of on or before September 1 **for first grade only**. It does **NOT** extend the time frame for enrollment in kindergarten.

- Original Immunization Record – “Blue Slip”
- Social Security Card (optional) – Disclosure of your child's social security number is voluntary. Your child's identification number will be used in conjunction with enrollment as provided in Ala. Admin. Code §290-3-1-.02(2)(b)(2) and will be used as a means of identification in the statewide student management system.
- Proof of Residency

Parents or guardians of all registered/enrolled Abbeville Elementary School students must submit verification of residency at the beginning of each school year. Enrolling students must reside within the municipal limits of the Henry County Schools with a parent or legal guardian and must provide proof of such residency.

Students applying for admission for the first time to the HCS must complete the registration form. Registration information for students transferring from another public school in Alabama will be obtained through the Power Schools student database. Transfer students will also complete supplemental information forms.

School Day Schedule

7:00	Morning bus drop off.
7:10	Morning car drop off.
7:20	Breakfast begins. All students (walkers, bus, and car riders) should report to the cafeteria upon arriving on campus.
7:30	Teachers on duty in classrooms.
7:40	Breakfast ends PROMPTLY at this time for all car riders. Bus students WILL be served as they arrive.
7:40	Students begin entering homerooms.
7:45	First bell rings. Announcements are made.
7:45	Tardy bell rings. Parents must sign their child(ren) in after 7:50 a.m.
7:50-2:35	Students receive the key to success – an education!
2:00	Early Check-outs End*
2:40	Car Riders are dismissed from their classrooms
2:50-3:00	Bus Rider Dismissal
3:10	All car riders must be picked up no later than 3:15.

****For the safety of AES children, students may not be checked out after 2:00. If you have scheduled appointments for your children around this time, you will need to check them out prior to 2:00.***



Please be aware that car riders will NOT be released without written request.

If you (or the person picking your child up) have not provided written documentation, you will be required to park in the staff parking lot, report to the front office for ID verification and student sign-out. Students will ONLY be released to adults

listed on their Emergency Card!

Changes of transportation plans will NOT be accepted over the telephone. Transportation changes should be sent to the teacher in writing the morning of the change. You may come to the school in person to hand deliver a written note or you may fax us at 334.585.1122 BEFORE 1:30 PM. PLEASE do not rely on e-mail messages.



School Hours

Students should not arrive before 7:10 a.m. As students arrive, they should follow these procedures:

1. Students in grades K-6th who are eating breakfast should go directly to the cafeteria doors and line up. Pre-K students are to report to the cafeteria upon arrival. At 7:15 students may move to their grade level buildings. Students are not to be in classrooms before 7:15 unless picked up by faculty member.
2. Students reporting to school after 7:50 a.m. must be signed in by the parent/guardian/adult bringing them to school in the main office. Students will be allowed to pick up a grab and go breakfast.
3. Dismissal times are as follows:
 - Pre-K 2:00 Students are dismissed. Parents should pick up on Martin Luther King Dr.
 - 1st Bell- 2:40 Car Riders Dismiss
 - Kindergarten through sixth grade car riders will report to the front of the building for pickup.
 - 2nd Bell-2:50 Bus Riders...Kindergarten through sixth grade students will report to their bus line teacher at the 2nd bell. Teacher/staff member will walk their bus line students to their buses at approximately 2:50 and remain with their assigned students in that bus line area until all students have loaded buses.

Late Check-Ins/Pick-Up

Excused late check-ins should not be permitted for any cause unless authorized by the principal/designee. **A parent/legal guardian must come to the main office to sign students in when they are late.** Any student reporting to school after the homeroom bell rings at 7:45 must be signed in to the main office before reporting to their classroom. Excessive tardiness will be referred to the principal.

Parents/guardians must sign students out through the main office before leaving school. Anyone picking up a child must be on the student's check-out form, or the school must have permission before the child can be released by parent or guardian. The school should be notified in writing by the parent/legal guardian of anyone else picking up their child/children in the absence of the parent/legal guardian. The school assumes no responsibility for a student after the student has been checked out.

In accordance with school board policy, it is necessary for each student to have a pickup form in the office with the names of those that can check out your child in the event that you cannot. If you must add a name, report to the main office to see an administrator, guidance counselor, or secretary. Please be sure that both parents' /guardians' names are on the pick-up/check-out sheet, if you are both in the household. The school may request identification at the time of check-out.

Arrival & Dismissal

Car Riders

Children must be dropped off and picked up in front of the school. Vehicles will drive down Elm Street in one direction in the mornings at drop off between 7:10-7:45 and during the afternoon pickup between 2:35 until after busses. Students will load cars after all traffic has been stopped. Parents must remain in their cars and must not enter the building while students are moving to bus/car lines and exiting the building. Please do not park in teachers' parking lot. Parents/guardians please remain in cars when picking up students. Students are expected to exit the right side of the car due to safety precautions.

Bus Riders

Students may not be approved to ride any bus other than their assigned bus. For special circumstances, a written note must be approved prior to the transportation change. Please include contact numbers in the event the change cannot be approved. If proper written documentation is not received and approved, the child will have to go home on their regular route. **PLEASE BE SURE TO KEEP US INFORMED OF ANY CHANGES IN TRANSPORTATION.** Students must be transported to/from their legal address. Any changes should be made prior to 1:30 p.m. daily in the front office.

Transportation

On the registration form, parents should indicate the transportation plan. Parents/guardians must provide written changes of transportation needs and should instruct their child to give these notes to their teacher upon immediate arrival in their classroom. Teachers will collect all notes and send them to the office. Please only call for emergency changes. Parents/guardians may also bring in notes to the main office.

Early Dismissal

In the event that a child needs to be checked out of school early for any reason (i.e. sickness, dentist/doctor appointment, etc.) a parent or a person listed on the emergency card must come to the school office and sign the student out **before 2:00** pm. The student(s) will be called to the office. If the person trying to check-out the child is not listed on the emergency card, the child will NOT be released to this individual. To protect instructional time, parents will not be allowed to go to the classroom during check-out. Checkouts will be communicated to parents on the grade report received every nine weeks as "tardies." **ANY STUDENT CHECKING OUT EARLY WILL NOT HAVE PERFECT ATTENDANCE.**

Visitors

Parents are encouraged to visit the school. Lunch guests are always welcome! Please stop by the office to sign in. **In order to better protect our students, visitors and staff, all visitors will be required to show a valid, government-issued ID.** If the purpose is to have a conference, please contact the teacher ahead of time and schedule an appointment.

Teachers will notify the office of any visitors they have scheduled for the day. If you would like to observe in your child's class, you may contact the teacher to set an appointment. We ask that you sit in the back of the room and refrain from any conversations with the teacher or your child while the children are in class. Please review the reminders below about visiting our school:

- All visitors may only enter the building by way of the front doors. No one will be admitted through a side entrance. Accessibility is available per request.
- All visitors should sign-in at the office and get a visitor sticker. Visitors should refrain from taking pictures and engaging with other students in the classroom.
- When students are checked in late, parents will need to say their good-byes in the office. Parents will not be able to walk students to class.
- The office will deliver any backpacks, homework folders, jackets or glasses to the students that are dropped off during class times.

Parties

Please let your child's teacher know in advance if you plan to celebrate your child's birthday at school. Birthday snacks may be served at a time convenient for the class on your child's birthday that does not interfere with daily instruction. No balloons, flowers, etc. will be delivered to the classrooms. Party invitations for parties outside of the school day may not be handed out at school unless each child in the class is invited.

Family Trips During the School Year

We love family trips, too! However, parents are discouraged from taking their children on trips during regular school days, as the absences will generally be considered unexcused. Exceptions will be made for trips of educational/cultural significance with prior approval of the principal. Parents should send this request to the principal, for approval, in advance of the trip.

Recess/Snack

Students may be given a "recess break" each day. During this time students may drink milk or juice and eat a snack. Fruits, vegetable sticks, nuts, cheese and crackers, or peanut butter and crackers are appropriate snacks for recess time. Candy, cookies, desserts, and other sugar-laden foods are discouraged. Students CANNOT call home for snacks.

Water Bottles

To help maintain a safe and distraction free learning environment, students are required to use clear water bottles at school. Water bottles should be filled with water only- no flavored drinks, sodas, or juices. Energy drinks such as Prime, Red Bull, and etc. are prohibited on campus at all times.

Lunch/Breakfast Prices Child Nutrition Program

- I. The Henry County Board of Education shall provide nutritious and adequate meals to all students at no cost. The school principal, in conjunction with the Child Nutrition Program Director, is responsible for ensuring the Child Nutrition Program is operated in compliance with federal, state and local laws and regulations as well as policies of the Board.
- II. It is an objective of the Henry County School System that all students can participate in the school lunch program. The Child Nutrition Program Director shall determine, in accordance with federal regulations, those students eligible for free or reduced-price lunches.
- III. The Henry County Board of Education Child Nutrition Program (CNP) lunchrooms shall incorporate food safety practices as outlined under Hazard and Critical Control Point (HACCP) guidelines, Standard Operating Procedures (SOPs) shall be developed for handling, storage, preparation, and serving of all foods.
- IV. Food from competitive sources, such as, McDonald's, Hardees, Subway, etc., may not be delivered to school or brought into the cafeteria. Carbonated drinks and energy drinks are not allowed in the cafeteria. Food may not be delivered to school unless it is in an emergency case where a student left their food at home. Students who bring meals from home are encouraged to pack nutritious meals and they must bring them in a lunchbox or plain packaging. **Students will NOT be allowed to warm food in the microwaves.**
- V. The Superintendent is instructed to develop all policies and procedures in compliance with state regulations.

It is the intent of the Henry County Board of Education to provide an opportunity for each child to eat a nutritious breakfast and/or lunch during the school day. It is also the policy of the Henry County Board of Education to comply with all federal program regulations pertaining to the National School Breakfast and Lunch Programs. The National School Breakfast and Lunch Program regulations do not allow for meal charges. Faculty and staff are encouraged to deposit money into their meal accounts regularly, whereby a draft of the account may be made on a daily basis as the meal is purchased. Checks returned to the school CNP for insufficient funds shall be processed according to Policy 7.42 Insufficient Funds and Worthless Checks.

Blackboard Messenger

Henry County Schools uses an automated calling system to notify parents and students of upcoming events as well as emergency notifications. By signing this handbook, you give the Henry County School System (and any School your student attends) permission to notify you via text or phone call and assume responsibility of any monetary costs associated with cellular communication. If at any time you wish to opt out, please notify Henry County Schools immediately.

Emergencies

Safety procedures in the event of a FIRE OR EXTREME WEATHER CONDITIONS will be conducted regularly. We encourage parents to listen to the television and radio stations should weather conditions require the early closing of school. Please be advised that information will be sent through Remind and SchoolCast. **Please be sure that your telephone numbers are kept current.**

Evacuation Procedures

Tornado, fire, bus evacuation, and lockdown drills are conducted periodically in the school. Students are taught within the first two weeks of school the procedures to follow if the fire alarm, tornado signal, or lockdown code is sounded. Fire drills are generally conducted monthly throughout the year. Tornado drills are generally conducted four times a year. Lockdown drills are practiced twice a year. Bus evacuation drills are practiced once with all children and twice with students who ride the bus as their transportation to and/or from school.

Parents are requested not to check students out when the school is under emergency tornado warning conditions or during other times of inclement weather unless instructed to do so. Standard emergency procedures will be followed. Parents should not call the school during emergency situations or inclement weather as the telephone lines must remain clear. In the event school has to close early due to inclement weather parents should use the following procedures:

1. Have a plan for your child(ren) to be picked up before the need arises. Emergency plans cannot be developed over the telephone during the closing of school.
2. Listen to local radio stations and check social media for information about closing early for all Henry County Schools.
3. Buses will run and car riders will be dismissed as usual. There will be a delay if we are under a tornado watch or warning at that specific time. As soon as the watch or warning is over, we will dismiss.
4. Abbeville Elementary has access to a Safety Crisis Management Plan.
5. **Parents will be informed of the reunification process in advance when given the student handbook at the beginning of the school year. Parents will be notified through school cast and remind of the unification process as well. The teachers will have a list of students and approved check-in/check-out adults that are allowed to check students out. Students will remain with their teacher until proper adult authority has been verified and approved.**

If an evacuation is necessary, students and teachers will relocate to the First Baptist Church. When students are evacuated to First Baptist Church, teachers and staff have an emergency bag with class rosters of students and parent information. Parents will be notified via Remind and the SchoolCast Phone System of students' location. When parents arrive, students will not be allowed to go with anyone that is not on the student's contact information/emergency contact. Students will have to be signed out by parent or authorized person. Abbeville Elementary School will not dismiss students until we are sure they are in the right care.

Media Release

Unless the school is notified in writing stating otherwise, students may be photographed or videoed, and pictures may be used for public relations purposes through commercial print, television media, the Internet and/or system media productions. Student names may also be listed in commercial print, television media, the Internet, and/or system media productions. For questions regarding this procedure, contact the school principal.

Withdrawals

When a student is withdrawn from school, a transfer slip is prepared for parents' convenience to facilitate enrolling in another school. Transfer information may be obtained by contacting the school office. Students should have turned in all textbooks, library books, and be up to date on any payment due to the office, library, or cafeteria. All school records will be forwarded to the new school when requested by the new school's personnel.

Worthless Check Policy

Abbeville Elementary will accept checks as payment for breakfast, lunch, and other related services (i.e. fundraisers, etc.). The Henry County Schools system is contracted with Nexcheck, LLC for the collection of any returned checks, to recover the funds in a private and professional manner. Henry County Schools will automatically be reimbursed the amount of the check from Nexcheck. Nexcheck will then collect the amount of the check plus the maximum fee established by law.

Nexcheck requires that the check received by the school system be a printed check with the individual's name, address and one phone number. For any returned checks without this information, Nexcheck will attempt to collect, but the amount of the check is not guaranteed. If Henry County Schools collects the funds for these type checks, they may also charge a Non-Sufficient Funds fee according to the maximum allowable by law. If collection of these type checks is not made within two weeks, the check will be turned over to the school authority for processing through the District Attorney's office and the school authority shall become responsible for the debt. No bad debts may be written off at the end of the school year.

Dress Code

The procedure of Abbeville Elementary School is to follow the guidelines set forth in the *Code of Student Conduct* concerning student dress code. Parents will be called if a student is in violation of this dress code. Primary students should wear clothes considered play clothes since activities involving paint, glue, glitter, etc. may be incorporated often in the curriculum. Care will be taken, but children should not be under undue stress from home to not soil their clothes in this manner. Purses, perfume, scented lotions, jewelry (except small earrings, watches, and/or medical ID tags), fake fingernails, etc. are not appropriate for a primary school environment. If any of the above becomes distracting in an instructional situation, parents will be notified. Tennis shoes are encouraged; flip-flops and high heeled shoes are not ideal for play at PE and recess. Distressed pants/shorts may not have holes above the knee unless he/she has tights under clothing. Spaghetti straps and camisoles are not permissible unless a top is worn.

Medication Administration

The State Department of Education, the Alabama Department of Public Health, and the School Health Services Advisory Task Force have recommended guidelines for medication administration. Following those guidelines, the Henry County School Board has written a policy that states the members of the school staff not administer internal medication to students except in cases where it is prescribed by a physician and is requested in writing by the parent or guardian. Listed below is the procedure to be followed if a child needs prescription or nonprescription medicines administered at school.

I. Prescription Medicines

A. Routine Medicines

- i. If the child is on a medication that is given daily throughout the year, a form that authorizes the school to give the medication **MUST** be signed by a physician as well as the parent or guardian. Some doctors have these forms in their offices. They are also available in the nurse's station.
- ii. Prescription medicines **MUST** be in a prescription container with a prescription label that identifies the child, the medicine and dosage prescribed, how often the medicine is to be given, and the current date. The parent or guardian should request two containers from the pharmacist with one labeled for school use.
- iii. If a child is on a controlled medication such as Ritalin or Phenobarbital, **DO NOT** let your child bring it to school. The parent or guardian **MUST** take a month's supply to the school nurse.

B. Antibiotics and Other Temporary Prescription Medicines

- i. If an antibiotic or other prescription medicine has to be given temporarily and needs to be given during school hours, it **MUST** be in the container that has the prescription label on it with the child's name, the current date, the name of the medicine and the dosage prescribed.

- ii. Written instructions from the parent or guardian are also needed that include the time and the dosage to be given. Written instructions may be written on a medication authorization form.

C. Schedule

- i. If the doctor prescribes specific times medicine is to be given, the parent or guardian should ask the doctor if times can be adjusted to avoid as many school doses as possible. If a medicine has to be given at school, the parent should ask the pharmacist for a second container labeled specifically for doses to be given at school. ii.
When possible, the parent or guardian should give the child's medicine at home. If a medicine is brought to school and is forgotten at school, the child may miss a few doses. If the medicine stays at home, this problem can be avoided. Below is a suggested schedule for giving prescribed medication.

2 times per day	> Before School	–	- Supper		
3 times per day	> Before School	–	After School	-	Bedtime
4 times per day	> Before School	Lunch	After School	-	Bedtime

II. Nonprescription Medicines

- A. If a child has a history of medical problems that require nonprescription medicines such as aspirin or Tylenol to be given, an authorization form **MUST** be signed by the physician with written instructions from a physician describing the child's needs.
- B. Nonprescription medicines **MUST** be in the original container with the child's name clearly marked on the container.
- C. If a child needs a Tylenol or other nonprescription medicine for only one day, it is recommended that the parent or guardian come to the school to give it to the child.
- D. Cough drops may not be in the student's possession at any time.

Influenza Disease Information

The Alabama Department of Public Health Immunization Division recommends every year for everyone ages six months and older to receive the influenza vaccine.

Scoliosis Screening

The Alabama State Department of Education and Alabama Department of Public Health requires that school districts in Alabama offer and provide scoliosis screening for male and female students in grades 5 through 9 if the child's parent request it to be done. Screening is performed by observing the uncovered spine, viewing the student from the back, side, and front and also from all sides with the student bending forward. If a spinal problem is suspected, the child will be rechecked at a second screening. Parents of students found to have signs of a possible spinal abnormality will be asked to see their own physicians for further evaluation. If you do not wish for your child to be screened for scoliosis, disregard the scoliosis consent form. If you would like your child to be screened for scoliosis, complete the scoliosis consent form and return it to the school nurse.

Sunscreen ACT (2017-278)

Allows students in public and nonpublic schools to possess and use FDA regulated over the-counter sunscreen at school and school-based events. Section 1. (a) Any student in a public school under the jurisdiction of a local board of education or in a nonpublic school may possess and apply Federal Food and Drug administration regulated over the-counter sunscreen at school and at school-based events notwithstanding any other provision of law, including any role of the State Board of Education or the State Board of Nursing. Section 1. (c) Any student, parent, or guardian requesting a school board employee to apply sunscreen to a student shall present to the nurse a Parent Prescriber Authorization Form (PPA) containing a parent or guardian signature. A physician signature or physician order shall not be required.

Backpacks SJR 8 ACT (2017-17)

The Backpack Act provides awareness of the dangers of heavy backpacks. Go to www.Bacsupport.com for more information.



Student Attendance

It is the belief of the Henry County School System that there is a direct relationship between attendance and the performance of students in the school system.

- I. All students should attend school regularly and be on time for all classes to receive the greatest benefit from the instructional program and to develop habits of punctuality, self-discipline, and individual responsibility. Students who have good attendance generally achieve higher grades, enjoy school more, and continue to successfully complete high school.
- II. Alabama State law requires that every child between the ages of six (6) and seventeen (17) years attend school. It shall be the policy of the Henry County Schools to enforce this law. (See also Policy 5.10 Enrollment/Admission, and

Policy 5.41 Compulsory School Attendance Age.)

- III. Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the State Board of Education. A student who is absent or tardy without the principal's/designee's approval shall have his/her parent(s)/legal guardian report such absences or tardies to the school center in the manner prescribed by the Henry County School System Attendance Policy.
 - a. The Attendance Policy shall prescribe attendance requirements including, but not limited to, provisions for excused and unexcused absences, opportunities to make up work assignments, and reporting absences.
 - b. Students shall be excused from any examination, study, or work assignments for observance of a religious holiday or because the tenets of his/her religion forbid secular activity at such time. The school principal /designee shall implement this provision on an individual basis pursuant to Alabama statutes and State Board of Education rules.
 - c. No adverse or prejudicial effects shall result to any student who avails himself/herself to the provisions of this rule.
 - d. Any absence not approved by the provision of this policy is an unexcused absence (i.e., work, truancy, or parental neglect). Students may not make up work if the absence is unexcused.
- IV. Student attendance will be monitored on a daily basis and parents contacted as required by law.
- V. A person designated by the Superintendent or his/her designee shall investigate truancy problems.
- VI. Parents will receive an automated text, email, and phone call when their child is absent or tardy. Tardies include check-ins and check-outs.

Pre-K Attendance Requirements

Consecutive Absenteeism is defined as not attending class for 10 consecutive days without a medical or other reasonable explanation. Students will be dismissed from the program after missing 10 consecutive days without a medical or other reasonable explanation.

Written Excuses

A written excuse will be required of all students, grade K-12) after each absence to be presented upon the day of return of the student to school. AES will adhere to all HCS attendance policy procedures.

Henry County Response to Instruction (RTI)

Response to Instruction is a process of core classroom tiered support for all students in Henry County Schools. The Response to Instruction process at each school is designed around the Henry County RTI Framework which consist of universal screening, tiered instruction, intervention expectations, and professional development. The goal is success for ALL students through tiered support!

Special Education & Student Services

The Henry County Board of Education provides special education services to children ages 3-21 residing within Henry County. The Problem-Solving Team, outside agencies, or parents/guardians may make a referral. Anyone wishing to make a referral may contact your child's school or Dr. La'Keisha Newsome, Special Education Coordinator at (334) 585-2206 ext. 1230. The Henry County Board of Education prohibits discrimination against any student on the basis of race, ethnic group, gender, economic class, or nationality.

Promotion of any student in a special education program, except for gifted students, must be based on his/her accomplishments of goals stated in the IEP in conjunction with all other regular program requirements. However, a special education student (except gifted) may not be placed at any grade level unless the student has attended school for a commensurate number of years equal to the proposed grade placement; i.e., for a special education student to be placed at the sixth (6th) grade level, he/she must have been enrolled in school for at least five (5) years.

Child Find

Help the Henry County System locate, identify, and evaluate individuals from birth to age 21 who have disabilities. Children may be eligible for special education services in one or more of the following areas of disability:

Autism Other Health Impaired Deaf-Blind Specific Learning Disabilities

Speech Language Emotional Disability Hearing Impaired Traumatic Brain Injury

Intellectual Disability Visually Impaired Multiple Disabilities

Developmentally Delayed Orthopedically Impaired

Speech Therapy

Speech therapy is available to any student who requires such services. Typically, a child is referred to the speech pathologist by his/her parent or classroom teacher. After a speech and hearing evaluation, if therapy is judged to be necessary, the child is enrolled. The student is usually scheduled to attend one or two 30-minute sessions per week. The child is seen on an individual or small group basis. Enrollment continues until such time as his/her speech production is within normal limits or until maximum benefit has been reached.



Henry County Section 504 Program

Section 504 of the Rehabilitation Act of 1973 was written to protect qualified individuals from discrimination based on their disability. Individuals with disabilities are persons with a physical or mental impairment which substantially limits one or more major life activities. This law covers persons who are perceived or have ever been perceived to have a major physical or mental impairment. Anyone wishing to make a referral may contact Miss Linda Lawrence ext. 2002 (building based 504 liaison) or Dr. La'Keisha Newsome at (334) 585-2206 ext. 1230. The Henry County Board of Education prohibits discrimination against any student on the basis of race, ethnic group, gender, economic class, or nationality.

Henry County Gifted Program Services

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second-grade students will be observed as potential gifted referrals using a gifted behavior checklist. For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. The gifted acceleration process is in place in Henry County to address gifted acceleration. To make a referral for gifted, contact the Principal, Counselor, or Gifted Specialist at your child's school.

Notice

All discrimination complaints based on sex, handicap, race, national origin, religion, color, creed, or age should be directed in writing to one of the designees listed below. Complaints should follow the grievance procedures outlined in the Henry County Board of Education Policy Handbook. Copies of these handbooks are in each principal's office, AES main office, each school library, and the town libraries in Headland and Abbeville.

Title IX and 504 Coordinator

The Henry County School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies.

TITLE IX COORDINATOR (Sex) and NON-DISCRIMINATION COORDINATOR

Dr. Dennis Brand, Sr.

P. O. Box 635

Abbeville, Alabama 36310

Phone (334) 585-2206 or 1-800-684-2700 ext.1232

SECTION 504 COORDINATOR (Handicap)

Dr. La'Keisha Newsome

P. O. Box 635

Abbeville, Alabama 36310

Phone (334) 585-2206 or 1-800-684-2700 ext. 1230

Henry County School's Crisis Management Plan

Abbeville Elementary fully implements Henry County Board of Education's Crisis Management Plan per guidelines via the Alabama State Department of Education. As a result, please note that all statements of self harm or suicidal ideations or behavior, will follow Henry County Board of Education's Action Plan. Parent contact will be made with the legal parent or guardian only and will be referred immediately to the district's Mental Health Coordinator, Mrs. Hope Laudicina-Nicholas.

ACTION STEPS:

- ✓ Remain with student and assess situation
- ✓ Notify school personnel: Principal, Counselor, Nurse, SRO
- ✓ Notify school district designee and Crisis Team
- ✓ Contact parent to come to school
- ✓ Complete Student Safety Plan & Agreement
- ✓ Parent Notification Letter & Mental Health Resource List to parent
- ✓ Assist with referral, if desired
- ✓ Determine if there are impacted students and contact – complete Crisis Form for them if necessary
- ✓ If REPEAT REFERRAL – Mandatory Re-Admit Conference with Student Re-Entry & Support Form

Homework

Abbeville Elementary School recommends in the early childhood grades that homework should consist of the parent or guardian reading aloud to the student. As the student becomes a more proficient reader, the student may read aloud to the adult. Written homework (a few problems, a few sentences, or a short story) should take 15 to 30 minutes of honest effort to complete. Students should study sight words (AES Buzz Words) and phrases daily.



Textbooks & Workbooks

All textbooks issued are the property of the State of Alabama and the public-school system and shall be retained for normal use only during the period pupils are engaged in the course of study for which the textbooks are selected.

1. Care and Responsibility of textbooks:
 - a. Keep the book clean outside and inside;
 - b. Refrain from marking the book with pen or pencil;
 - c. Keeping the pages free of finger prints;
 - d. Avoid turning down, tearing, or otherwise damaging pages;
 - e. Refrain from placing the book where it may become soiled or damaged;
 - f. Keep the book protected with a book cover.
2. Parents and pupils must accept liability for any loss, abuse, or damage in excess of that which would result from normal use:
 - a. For loss of textbook, the pupil will be assessed current cost of replacement.
 - b. For damage of textbook, the pupil will be assessed a variable of:
 1. Full price if new when issued;
 2. Seventy-five percent of full price for books two years old; 3. Fifty percent for books three years old or older.
 3. No textbook will be issued to any pupil until all charges for lost or damaged textbooks have been paid.
3. All textbooks must be returned to the issuing school by the pupil when he/she is promoted or transferred and when he/she terminates his/her attendance for any other reason.

Classroom Laptop Use & Procedures

To support learning and prepare students for a technology-driven world, laptops will be used regularly in the classroom. All students are expected to use this technology responsibly and respectfully.

Student Responsibilities

- Use only your assigned laptop unless given permission by a teacher.
- Report any technical issues or damage to a teacher immediately.
- Keep your login credentials private.
- Store and transport laptops safely
- **Approved Uses**
 - Accessing learning platforms and completing class assignments.
 - Conducting research and using educational tools as directed by the teacher.
 - Participating in digital activities, assessments, or group projects.
 - Communicating with teachers through school-approved apps or platforms.
- **Unapproved Uses**
 - Visiting non-educational websites or using social media during instructional
 - Playing games, streaming videos, or listening to music without teacher permission.
 - Using the device to bully, harass, or share inappropriate content.
- **Respect for School Property**
- Laptops are school property and must be handled with care. This includes:
 - No eating or drinking near devices.
 - Keeping laptops clean and free from stickers or markings.
 - Avoiding rough handling or careless use.
 - Never leaving laptops unattended or exposed to unsafe conditions (e.g., extreme heat, rain).
- **Consequences for Misuse**
- Improper use of laptops may result in:
 - Temporary or permanent loss of device privileges.
 - Detention or referral to school administration.
 - Notification of parents/guardians.
 - Financial responsibility for intentional damage or loss.

Please review this policy with your child to ensure clear understanding and cooperation. Responsible laptop use supports a safe, respectful, and effective learning environment for all students.

Promotion and Retention

No student will be recommended for retention unless their case has been presented to the school problem solving team (PST). Promotion or retention decisions for students who transfer after the beginning of the final quarter of the school year will be made on a case-by-case basis.

Grades K-8

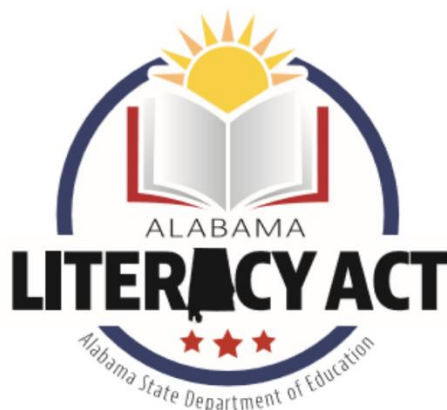
To be promoted to the next grade, a student in grades K through 8 should be proficient in reading and mathematics at grade level standards as determined through an academic audit. The process of making promotion/retention decisions for students in grades K through 8 should also take into consideration a variety of factors including age, previous retention, maturity, motor coordination, capacity for learning, and academic progress. The determination process should involve the principal and teacher(s) with the authority for determining promotion and retention resting entirely with the teacher(s) and principal, except that a kindergarten student may be retained only upon approval/agreement of the student's parent(s) or guardian(s). If a student needs to be retained based on the school's determination of the student's academic performance and/or other factors, the parent(s) or guardian(s) of that student shall be informed as early in the school year as possible. In all cases, the decision of whether a student should be promoted or retained shall be made on the basis of which grade placement provides the student a better chance of progressing in his/her educational development.

K-3 Grade Literacy Act Requirements

In 2019, the Alabama legislature passed the Alabama Literacy Act. The Alabama Literacy Act was established to improve the reading proficiency of public-school kindergarten through 3rd grade students and ensure that those students are able to read at or above grade level by the end of the 3rd grade. The law states that all 3rd grade students shall demonstrate sufficient reading skills for promotion to 4th grade, beginning with the 2023-2024 school year.

In accordance with the law, all kindergarten through 3rd grade students are given an Alabama State Department of Education approved reading assessment. Based on the results of the assessment, each kindergarten through 3rd grade student who exhibits a reading deficiency shall be provided an appropriate reading intervention to address his/her specific needs. Visit the link below for a parent overview of the Literacy Act and its requirements.

<https://mail.google.com/mail/u/0/#search/greathouse?projector=1>



UPDATES FOR 2022-2023



ALABAMA LITERACY ACT

Frequently Asked Questions

for Kindergarten-3rd Grade Families

If your child is reading below grade level or is struggling with reading, his/her teacher will inform you of reading difficulties that have been identified.

The teacher will provide your child with additional reading instruction and support, and you will be given strategies to help your child at home.

If your child does not demonstrate sufficient reading skills at the end of 3rd grade, you will receive notification that he/she may not be promoted to 4th grade.

What is the **ALABAMA LITERACY ACT**?

The **Alabama Literacy Act** was passed in 2019 to help improve reading in Alabama public schools to ensure students are reading on grade level by the end of the 3rd grade. Reading is the gateway to lifelong achievement and the students of Alabama deserve a strong start on their path to success.

Why focus on literacy?

By 3rd grade, students must have strong foundational reading skills in order to read and gain meaning from print. If they are unsuccessful, they will have difficulty reading grade level fiction and nonfiction materials independently. Students also need strong reading skills in order to learn other school subjects such as science, social studies, writing, and even math.

How will families be informed about their children's progress?

Each student in kindergarten through 3rd grade will have his/her reading skills assessed at the beginning, middle, and end of the school year. These assessments will identify students who need intensive reading instruction and intervention. These assessments also provide useful information to the teacher to help tailor instruction to meet individual student needs. Families should receive these results in writing within a designated time frame.

How will schools help students who are retained in 3rd grade because the students do not meet the promotion requirements?

Beginning the 2023-2024 school year, students retained in 3rd grade will receive more intensive reading intervention services including:

- summer reading camps;
- Alabama Summer Achievement Programs (ASAP) shall be made available to all K-3 students in public elementary schools that are among the lowest performing 5% in reading;
- before and after school intervention tutoring throughout the year to support learning;
- reading intervention that is grounded in the science of reading;
- frequent monitoring to help ensure students are progressing and on track to meet grade-level reading standards; The 2021 [Alabama English Language Arts Course of Study](#); and
- Read-at-Home Plans for families to use with their children.

What is the Alabama State Board of Education approved assessment required for promotion to the 4th grade?

The Alabama Comprehensive Assessment Program (ACAP) Summative is a standards-based criterion-referenced assessment designed to provide parents with information regarding students' progress toward mastery of the 2021 Alabama English Language Arts Course of Study standards.

The ACAP Summative English Language Arts Assessment consist of questions designed to best measure the Alabama Course of Study reading, writing, and language standards.

The Board approved assessment is the reading portion of the 3rd Grade Alabama Comprehensive Assessment Program (ACAP) English Language Arts Assessment. The ACAP summative is a required test for all third-grade students to initiate a path to promotion. Students not demonstrating sufficient reading skills may be retained at the end of third grade, if unable to show proficiency by one of the other methods.

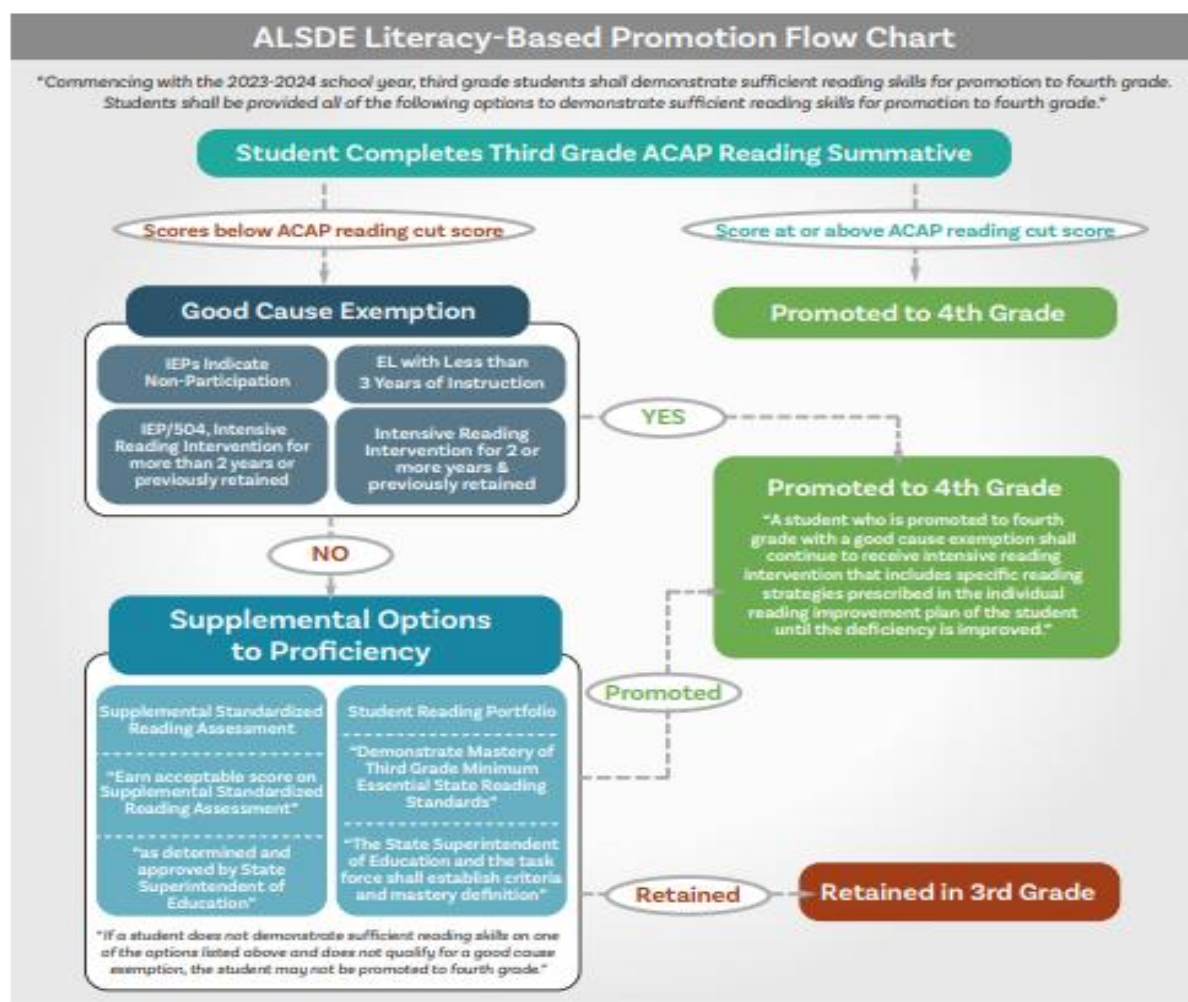
What are additional considerations for promotion from 3rd to 4th grade?

Good cause exemptions allow students who are reading below grade level to be promoted to the 4th grade but still receive interventions and other supports.

Third grade students who demonstrate an acceptable level of reading proficiency on an ALSDE-approved supplemental standardized assessment or reading portfolio may be promoted to 4th grade.

Good cause exemptions apply to:

- Students identifying as English language learners who have had less than three years of instruction in English as a second language.
- Students with disabilities who participate in the statewide English Language Arts reading assessment and who have an "Individual Education Plan" (IEP, aka Individualized Education Program) or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading or was previously retained in kindergarten, first grade, second grade, or third grade.
- Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, or second grade for a total of two years. **No student shall be retained more than once in the third grade.**
- **No student shall be retained more than twice in kindergarten through third grade.**



How can families and guardians help?

Families are the backbone of student learning. Families should talk regularly with teachers and ask questions about their children's progress. For specific tips about how to help children at home, visit:

- <https://www.alabamaachieves.org/alabama-reading-initiative/>
- <https://alabamafamilycentral.org/programs>
- <https://parents.aplusala.org/supporting-learning-from-home/lessons-from-home>
- <https://alabamapartnershipforchildren.org/resources>



ALABAMA DEPARTMENT OF EDUCATION • DR. ERIC G. MACKAY, STATE SUPERINTENDENT OF EDUCATION • SEPTEMBER 2022
The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, disability, sex, religion, national origin, or age in their programs, activities, or employment and provides equal access to the Boy Scouts and other designated youth groups. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, P.O. Box 302101, Montgomery, AL 36130-2101, (205) 694-4617.

Placement

If a student is retained twice in any grade or is more than two years older than typical for the current grade level placement, he/she may be placed in the next higher grade level upon principal or teacher recommendation(s) and the approval of the Superintendent or designee.

Grading Procedures/Report Cards/Progress Reports

Report cards for kindergarten through sixth grade are sent home every 9 weeks during the school term. Progress reports for kindergarten through sixth grade will be sent home approximately 4 ½ weeks prior to each report card. Documentation that the reports were received should be returned to your child's teacher within three school days. Parents may check up to date grades via the PowerSchool Parent Portal. Duplicate reports will be printed for a \$1.00 fee.

The following scale will be utilized for Kindergarten – sixth grades:

A – Excellent	90 – 100
B – Good	80 - 89
C – Fair.....	70 - 79
D – Poor	60 - 69
F – Failure	59 and below

Debts/Books/Report Cards

1. All school debts (pictures, textbooks, library books, lunch, etc.) are required to be paid.
2. Students are responsible for textbooks and library books checked out by them and will be required to pay for lost and damaged books.
3. Report cards (K-6) are issued at the end of each nine (9) weeks of the school year.
4. A service charge of \$30.00 is required on returned checks. After first returned check only cash will be accepted.

Parent Teacher Conferences

An effective communication system between the school and home greatly enhances the effectiveness of a child's learning. Conferences between parents and teachers are encouraged to discuss a child's academic progress, social interaction, and unique concerns. **The first conference will be at the end of the first nine weeks for parents to pick up the grade report and discuss their child's performance.** Additional conferences will be scheduled at the teacher and parent's discretion. Conferences may be scheduled by calling the school's secretary or by sending a note/emailing the teacher. Conferences may be scheduled during their planning period or after students have been dismissed after 3:00 p.m. most school days. We do not interrupt the instructional day for parent/teacher conferences. Please schedule conferences at mutually convenient times. An open-door policy is in place at AES. **When available the principal and/or assistant principal will be willing to meet with you.**

Conferences will only be conducted with the legal guardian of the student. The policy of the Henry County Board of Education is to assure the custodial parent and/or guardian access to student education records and to restrict the release of such records and/or directory information to third parties as set forth in the Family Educational Rights and Privacy Act of 1974.

Class Placement

Abbeville Elementary School assign students to their next year class through collaborative efforts of their current classroom teacher, counselor, assistant principal and principal. When applicable, special education teachers and/or instructional specialists also provide input. Many factors are considered in the process of creating balanced classroom groups including learning styles, gender equity, academic achievement level, behavior, study work habits, and peer relations. **Parent requests for specific classroom teachers are not accepted.** However, some parents may like to offer input as to their children's learning needs. If you have questions about the specific process at your child's school, please contact the building administrators. All input notifications should be emailed to thicks@henrycountyboe.org or hand delivered to the Principal .

Monday Info Folders

Each Monday, your child will bring home a **YELLOW** "information folder." You will find the weekly newsletter, tests and work samples/assignments from the previous week. Please sign the papers and return all to school the following day. This is an excellent way for parents and teachers to communicate with each other. It is highly suggested that you review your child's grades weekly in the PowerSchool Parent Portal.

Daily Communication

Abbeville Elementary School recognizes that communication with parents is important in regard to success in school. Teachers will communicate via text through the REMIND 101 texting system only and not via personal cell phone numbers.

Some teachers send folders home daily with homework, school calendars, memos, etc. The folder should be checked and returned each day. Money should be sent in a sealed envelope labeled with your child's name, teacher's name, and purpose of the money. Anything sent to school (notes, money, etc.) needs to be placed in this folder. Folders will be checked daily. Please note we do not check book bags. Verbal messages brought by your child cannot be accepted by the teacher. Please send written correspondence only. These should be placed in your child's daily folder.

Cell Phones

Henry County Board of Education is committed to compliance with the new law to enhance education and internet safety. All AES students will be expected to adhere to the K-5 & 6-12 Communication Device Procedures as outlined in the Code of Student Conduct.

Guidance

The Guidance Program exists to meet the needs of the students. Whole group guidance sessions for each class consist of activities that will benefit students in the areas specified by a state and local curriculum guide. Small group sessions are also organized and conducted as needed. Parents and teachers may request that students be counseled individually, or students may request individual counseling sessions for themselves. The counselor and classroom teacher (based upon the specific needs of the student) decide the frequency of the individual sessions.

Field Trips

A parent must accompany any student with behavior concerns i.e. -- students who have been assigned to 3 or more days in TOR within the same semester of the trip, based on teacher requests on a field trip. If the parent does not go on the trip or in accordance to the field trip stipulations noted on the field trip information sheet, the student will stay at school in another teacher's classroom with work assigned. A student with severe behavior concerns i.e.-- being out of school suspended within the same semester of the trip or sent to alternative school, will not be allowed to go on a field trip. The student will stay at school in another teacher's classroom with work assigned. All field trips are based on principal's approval. Parents must have prior approval from the principal to allow their child to travel in

a private vehicle after the field trip. Written requests must be submitted at least 2 days prior to the field trip.

If the parent keeps the child at home, the absence is unexcused. All teachers, students, and parents taking part in field trips must wear school identification and/or armbands issued by the teacher. Students who participate in field trips are expected to travel to the field trip activity as a group and to participate in and remain with the field trip group for the duration of the activity. Students will travel to and from all field trip activities in the transportation vehicle provided by the school system.

****All Pre-K students will be transported via parent/guardian vehicle unless a charter bus is provided.**

Chaperone Guidelines

Purpose: The sole purpose for chaperone services will be to aid the teacher in preserving the well-being of each student by maintaining and enforcing policies, instructions and guidelines. The chaperone will function in an official capacity as a representative of HCS and should conduct himself/herself accordingly.

Qualifications: Preferably, a chaperone will be one who has a child participating in the activity for which services are needed. All chaperones are expected to model appropriate behavior and refrain from the use of alcohol and tobacco products. All chaperones **MUST** be approved by the principal. ****Anyone not willing to abide by the guidelines will be escorted from the school campus and/or event by the school resource officer.**

Chaperones Will:

- Wear arm bands/nametags as designated by school.
- Submit a medical release form to the sponsor.
- Stay with the students at all times and be ready to assist when called upon.
- Encourage all students to visit restrooms prior to leaving.
- Know the students for whom they are responsible at all times.
- Check all tables, restrooms, and areas where the students might have been for any articles left behind, and to ensure that venues are left as neat and clean as they were found.
- Model appropriate behavior for students at all times.
- Refrain from the use of vapes, inappropriate language, alcohol and tobacco products.
- Keep a positive attitude
- **Chaperones may not bring along children of any age who are not enrolled in the class taking the field trip.**
- Regular field trip costs will apply to the parent/chaperone.
- Parents are expected to represent his/her child in a respectable manner. ****No bonnets, pajamas, or revealing clothing while in attendance of a school event or chaperoning.**

Physical Education

Each student is required to have at least 30 minutes of physical education daily. Safe athletic shoes should be worn at PE. Students are expected to participate in all activities unless a parent note is sent to the teacher. The physical education teacher should be notified of any medical problems preventing participation. If a student suffers a broken bone, muscle sprain, or any other serious injury that prevents participation, a doctor's release **MUST** be received by the school nurse before the student will be allowed to participate in PE.

Parent-Teacher Organization (PTO)

Our Parent Teacher Organization is a tremendous asset to Abbeville Elementary School. They will provide materials for classrooms; organize volunteers to help with any and all activities at school, and conduct fundraisers throughout the year. Any person is eligible to be a member of PTO. Dues and monies raised will be spent to achieve PTO goals set at the first general meeting. These goals will benefit all children and their education. There will be at least three general meetings during the school year. These include an Open House at the beginning of the year, a winter program in December, and election of officers meeting in the spring.

Media Center

The Media Center's hours of operation are from 7:45 – 2:30, Monday – Friday. We hope you will visit our library and check out all the resources we have available! We are constantly improving our circulation and want books in the hands of children.

The media center always needs volunteers. Please contact Mrs. Teat to sign up to help shelve and process books or assist students in choosing books!

Check-out Policy:

1. Students in all grade levels may check out books.
2. Parents may check out four books at a time.
3. We encourage students to choose books at their appropriate reading level and interest area.
4. Parents and teachers may check out big books and books on tape.
5. Reference books may only be checked out to teachers for use in classrooms.

Library Fines: Fines are not charged for overdue books. However, students are required to pay for lost or damaged books. There will be a charge for any lost library item. When a book is checked out, the patron assumes full responsibility for it. Any book which has been lost, defaced, torn, left in the rain, or otherwise misused to the extent it can no longer be read, will have to be paid for by the responsible patron.

School-Wide Discipline Plan

The faculty and staff at Abbeville Elementary School believe every student has the ability to make good choices and become a successful student. With the use of positive discipline, a child can learn to control their own behavior while motivating themselves to learn. Teachers recognize that children who don't have self-control need to be taught directly these expected behaviors. Students who are taught to internally control their own behavior will possess this skill throughout life. In the first weeks of school the classroom teacher will discuss, model and teach expected behaviors. We, the faculty and staff of Abbeville Elementary School, work toward self-discipline. Self-discipline is a learning process whereby the student learns self-control and recognizes his/her own responsibilities to society.

Teachers and the students will work together to build a community where students can take ownership in the successfulness of the classroom. Teachers will present discipline in positive terms and students will have the opportunity to solve problems in a caring environment. Teachers will use rewards and consequences to help shape student behavior, but these will not be the primary focus. The emphasis will be on helping children understand what choices they have and how these choices affect their lives.

We will be respectful, responsible, and resourceful always.

1. Students must respect their teachers, adults, and classmates. Students will keep their hands and feet to themselves and will use kind words at all times. All harassment allegations will be thoroughly investigated by the principal and/or assistant principal.
2. The throwing of objects (ex. Rocks, desk, instructional supplies, manipulatives, sticks, pinecones, dirt, etc.) is strictly forbidden.
3. Students that fight will be immediately sent to the principal's office for disciplinary action.
4. Students are expected to follow all classroom procedures.
5. Students are expected to work to the best of their abilities at all times.
6. Students are expected to complete all assigned work.
7. Students are expected to treat the school campus with respect and will be expected to take care of it.
8. Students are expected to use appropriate language at all times.
9. Students are expected to be prepared by having their own supplies and materials.
10. Every student will receive a copy of the Henry County Code of Conduct. It contains a complete list of acceptable and unacceptable behavior and punishment for each. It also explains Due Process that will follow the guidelines in this booklet in making decision concerning, expulsion, time- out room, or alternative school.
11. Students who continuously exhibit poor behavior are subject to be denied the privilege of participating in field trips and/or extra-curricular activities.
12. Failure to comply with school rules will result in disciplinary action according to the AES Progressive Discipline Plan. Students will be expected to adhere to the Henry County Learner Code of Conduct. Students will be given the rules and reminded that a violation of these and other rules will result in punishment. No student will be punished unless counseled as to why he/she received the punishment.

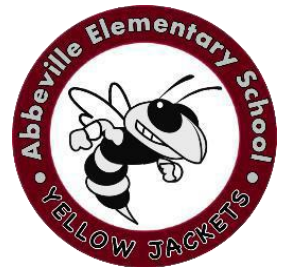
13. Abbeville Elementary School will use the Positive Behavior Support program to encourage appropriate behavior in the classroom. Students will be rewarded periodically for adhering to the discipline policies.
14. Adhere to the Abbeville Progressive Discipline Plan as indicated below.
15. All students are expected to follow our AES "STING Expectations."

- S- Safety First
- T- Take Ownership
- I- Inspire Others
- N- Noble Behaviors Matter
- G- Growth Mindset



AES Progressive Discipline Plan

When students do not follow the school-wide discipline plan they will receive consequences based on the philosophy of progressive discipline. Progressive discipline uses a consistent approach that starts with a minor consequence for first offenses to a more severe consequence for repeat offenses. Minor behavioral issues will be handled by the teacher (classroom, media, computer lab, or PE). They will use their discretion when they believe the classroom behavior requires a referral. The following is a sampling of the consequence teachers may use:



- | | |
|----------------|---|
| Step #1 | Verbal Warning |
| Step #2 | Student will move to next step according to behavior chart. (ex. move clip, change color, etc.) |
| Step #3 | Parent Contact & Time Out in Class (Teacher must document time and date of contact.) |
| Step #4 | 15 Minute Break Detention & Reflection Sheet (Teacher Assigned and Covered)
Parent must be notified. Copy of reflection sheet with date and time break detention occurred must accompany the referral sent home. |
| Step #5 | Required Parent Conference (Via Google Meet, Zoom, or In Person) Phone Call
** In the event the parent refuses to show, the child will be placed in TOR. |
| Step #6 | Office Referral (TOR or Corporal Punishment by Administration) Admin will call parents. <ul style="list-style-type: none"> ▪ 1st Offense: 1 Day TOR ▪ 2nd Offense: 3 Days TOR ▪ 3rd Offense: 5 Days TOR |
| Step #7 | Office Referral #2 Alternative School (Repeated Class II Offenses/Class III) |
| Step #8 | Office Referral #3 Hearing Before Local School Disciplinary Committee) 10+ Days |
| Step #9 | Immediate Suspension from School Pending Hearing |

Abbeville Elementary School is a Title I Schoolwide Program School that receives federal Title I, Part A funds to improve academic achievement for all students.

The school and district will:

- Implement a schoolwide program aligned with the school's Continuous Improvement Plan (CIP).
- Ensure parents are involved in the development and evaluation of the school's "Parent and Family Engagement Plan" and "School-Parent Compact".
- Provide opportunities for meaningful family engagement, professional development for staff, and resources to improve student outcomes.
- Support parents' right to know the professional qualifications of their child's teacher(s) and whether their child is being taught by a teacher or paraprofessional who does not meet state certification requirements for more than four consecutive weeks.

The Henry County School System remains committed to providing the resources, technical assistance, and monitoring needed to ensure all Title I schools meet federal and state accountability standards.

Parental Involvement Policy & Plan

Abbeville Elementary School (AES) will use its parental involvement funds to purchase supplies, equipment, and materials that will enable us to provide parents with materials to help meet the needs of their children. We will provide workshops and activities to build and foster stronger parent and community involvement. Workshops offered will address issues such as family literacy and parenting skills through work sessions and technology classes. Our efforts to increase student achievement, improve student behavior, and develop better study skills are goals that we plan to reach through services and the purchase of equipment, materials, and supplies.

The parent advisory council will continue to meet each grading period to discuss pertinent aspects of the parent involvement plan. The council will discuss aspects of the plan and offer suggestions and ideas that will be included. Information gained from parent surveys will also be used. AES will continue to inform and encourage input from parents.

During our annual parent meeting, we will discuss needs and list recommendations for spending allocated funds. Parents will collaborate with the faculty and staff to decide the most effective way to use these Title I funds.

Abbeville Elementary School shall hold its annual meeting for the parents/guardians of AES students during the middle of August. Parents will be notified of the meeting by the School Cast program, newspaper announcements, and a posting on the school marquee. The topics covered in the annual meeting will be presented in a morning session and an evening session to provide the opportunity for all parents/guardians to attend. Some of the topics to be discussed include areas in which the parents indicated on the May survey were of interest. Topics to be discussed are:

1. Title I participation, its services, and parents' rights
2. An explanation of the school's curriculum and the state's content

standards

3. The Continuous Improvement Plan (CIP)
4. Parents' Right-to-Know
5. The school Parental Involvement Plan
6. School-Parent-Student Compacts
7. The Parent Center
8. Parent Survey
9. Tips on helping with homework
10. Improving reading and math skills

In addition to the annual meeting, Abbeville Elementary School shall hold its Open House prior to the start of school. The parents/guardians and students will locate their child's classrooms and meet with the teachers. Parents are notified of the meeting by the SchoolCast, AES web-site, newspaper announcements and social media posting. AES leadership and faculty understand the importance of parental involvement and offer parent meetings to accommodate the various parents'/guardians' work schedules. Our annual meeting shall be offered during the school day and in the evening. Our Parent Center shall conduct workshops to further address at home needs as seen by the parents/guardians. The Parent Center shall be open every school day from 8:00 a.m. until 9:00 a.m. and 2:15 p.m. until 3:15 p.m. to allow parents to pick up materials and information. The Parent Center will also be open thirty minutes before each PTO meeting. Various pamphlets and flyers are available in the guidance office for parents/guardians. The parent facilitator, an administrator, or designee shall make every effort to meet with parent/guardian at any time.

Abbeville Elementary School believes that parents/guardians are to be involved in all aspects of its Title I programs. We shall have three parent representatives on our Continuous Improvement Plan (CIP) advisory council who are involved in AES activities. Parents will be given surveys at the end of the year. The information gathered from the returned surveys will provide input on activities, training, and materials that the school should offer to the parents/guardians for the upcoming school year. The results from the surveys help determine what is needed in the parental involvement plan as well as in the CIP.

At the annual meeting, Abbeville Elementary School will hold a general meeting where information about the schools Title I programs, the curriculum, and forms of assessments will be discussed. Parents shall learn about the CIP, various programs and the Course of Study objectives in reading, math, language, science, social studies, and physical education. They shall also learn about scheduling parent-teacher conferences. Student handbooks will be available for parents/guardians who need them. Parents/guardians shall be given the opportunity to visit appropriate areas of the school. The faculty will provide additional information about expectations, on the subjects taught and assessments given to their child.

Abbeville Elementary School shall gather its Advisory Council to review, evaluate, and revise the CIP plan in April. Two parent representatives shall be present. All

parents/guardians are notified of the review process through School Cast and letters sent home making parents/guardians aware that the plan is under review and that a copy is available in the principal's office, library, guidance office, and Parent Center. The communications will inform parents/guardians of their right to have input in revising the plan and of their right to submit any concerns in writing to the school even after final approval of the plan.

Abbeville Elementary School will develop and/or revise its school-parent-student compacts in July of the upcoming school year. Various components will be included in the compact in order to meet the state requirements. The new compacts will be modified to better identify roles of each stakeholder. The compacts shall be referred to at different times throughout the school year such as during conferences with student and/or parents/guardians. Explanation of the compact will be discussed with each of the stakeholders and the signing of the compact shall indicate that there is a commitment in working together to ensure learner success in the school.

AES Parent Partnership

Abbeville Elementary School shall work to ensure that a partnership between parents/guardian is established to improve overall student success in the social aspects as well as academic achievement. AES shall:

1. Provide training at the annual meeting for parents/guardians about the State's academic content standards and State student academic achievement standards, state and local assessments, the requirements of Title I, how to monitor their child's progress, and working with teachers to improve their child's achievement level. Parents/guardians will schedule meetings with teachers to discuss pertinent information individually.
2. Provide materials and training to help parents improve children's achievement. AES shall promote activities and programs for families to become involved in the educational process in order to provide academic assistance at home and at school by using compacts, volunteer programs, parenting classes, open house, statewide parenting day, and parent/teacher conferences. The Parent Center will be equipped with materials that parents can check out to assist them in helping their child gain success in school. Audio-visual resources such as videotapes and CD ROMs will be available to further enhance the learning environment at home. There will also be discipline material available for home use. AES shall also provide community resource guide information for DHR, Henry County Extension Program, 4-H, Child Advocacy Center, and Truancy prevention.
3. Educate the faculty and staff in the importance of parental contributions and develop open communication with parents/guardians as valuable partners in the goal of their child's academic achievement. AES shall work to build relationships with parents and the school. Abbeville Elementary School shall work with the teachers and other staff members through in-service trainings, faculty meetings, and grade level meetings to emphasize the importance of parental involvement and fostering a partnership with parents/guardians.

4. To the extent appropriate, coordinate parent involvement programs and activities such as the parent resource center that encourages and supports parents/guardians in participating in their child's education. Spanish speaking parents/guardians will be provided with pamphlets, and meeting notices, translated into Spanish using TransAct. Bilingual parents, community members, or older children assist in translation when needed and appropriate.
5. Ensure that information regarding school programs, parent meetings, and activities is sent in a format, to the extent practicable, in a language the parents understand. Information on all meetings and parent notices is sent to parents/guardians of the ELL students in Spanish.
6. Provide other reasonable support for parental involvement activities under this section. Abbeville Elementary School makes every attempt to work with parents in meeting their request to enhance their child's education. The survey conducted in May will show how parents feel about having meetings on Saturday. AES may hold at least one meeting on a Saturday.
7. Upon request, parents will be provided with the professional qualifications of their child's teachers and/or paraprofessionals including their certification status and degree(s) in accordance with the Parents'- Right-To-Know.
8. Parents will be given a copy of state assessment reports with or before the first report card. Letters will be sent to the parents of children enrolled in the classroom of any teacher who is not highly qualified.

Abbeville Elementary School to the extent practicable provides opportunities for parents with limited English proficiency and parents with disabilities to participate in school functions. Based on need, the notices of parent meetings may be sent to Spanish speaking parents. Abbeville Elementary School doesn't have any migratory students at this time. AES makes every effort to accommodate parents/guardians with disabilities and the buildings are handicapped-accessible.

Abbeville Elementary School (AES) understands that engaging parents in the education process is essential to improved academic success for students. It further recognizes that a child's education is a responsibility shared by the school and family during the entire time a child attends school.

Therefore, Abbeville Elementary School shall foster and support active parent involvement so that our school and our parents work together as knowledgeable partners in educating children.

Although parents may be diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. Abbeville Elementary School recognizes its responsibility to eliminate barriers that impede family involvement, and to create an environment supportive of comprehensive family involvement programs that have been developed in collaboration with parents. Therefore, this policy shall establish programs and practices that reflect the specific needs of Abbeville Elementary School students and their families.

Abbeville Elementary School supports the development, implementation, and regular evaluation of a parent involvement program at Abbeville Elementary School that includes parents at all grade levels in a variety of roles. Parental involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent/family involvement programs based on National PTA's National Standards for

Family Engagement (Parents/Family Involvement Programs):

- Communication between home and school is regular, two-way, and meaningful. Informing parents of pertinent information regarding their child is essential.
- Responsible parenting is promoted and supported. AES recognize that parents are their child's first and most important teacher.
- Parents play an integral role in assisting student learning. AES encourages parents to involve themselves in their child's learning experiences at school as well as at home.
- Parents are welcome in the school, and their support and assistance are sought. The parents are encouraged to exercise their right to visit their child's classroom, eat lunch with their child, view their child's records, and meet with faculty and staff about anything that concerns their child.
- Parents are full partners in the decisions that affect children and families. Parents are encouraged to fully participate in decisions that affect their child's education and well-being. Provide opportunities for parents to share in decisions about policies through surveys and parent meetings.
- Community resources are made available to strengthen school programs, family practices, and student learning. Abbeville Elementary School is committed to working with community agencies such as DHR, Child Advocacy, SpectraCare and Henry County Extension, 4-H, as well as any other agencies that provide services to children and families.

Abbeville Elementary School is committed to professional development opportunities for staff and leadership to enhance understanding of effective parental involvement strategies.

Abbeville Elementary School also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation. AES recognizes the value of staff development and provides opportunities that will enhance the faculty's ability to further develop and expand parental involvement.

Abbeville Elementary School supports the implementation of this policy. A copy of this policy will be distributed to every parent, guardian, and teacher by including this document in the student handbook. Support will be provided to parents and teachers as they plan and implement effective parental involvement programs. Parental involvement is the key in establishing an effective program. We understand the value of parental input and work to implement suggestions and ideas; therefore, we commit to devoting time and resources in implementing the contents of this policy.

Abbeville Elementary School ensures that parents will participate in an evaluation of content and effect of this policy on student success. The evaluation will be used to improve and/or create practices to enhance parental involvement. At a minimum, this

policy will be reviewed and revised yearly.

If parents have concerns about the Parental Involvement policy, their concerns may be expressed to:

Federal Program Director

Alabama State Department of Education

200 N. Ripley Street

Montgomery, Alabama

Home Language Survey

Each student who enrolls in Henry County School must complete a Home Language Survey. The parent or student may fill out this survey. If it is determined that the student's language is not English; the English Language Learners (ELL) Coordinator, Jill Barber, is contacted. The student will be given a Language Assessment to determine his/her understanding/ability to perform in a regular classroom situation. A team made up of regular classroom teacher(s), principal or designee and the ELL Coordinator will discuss assessment results and decide the best plan for the student. All students will be in regular Physical Education classes. At other times students could be given instruction in a resource room or be helped in the regular classroom by another person. All students are monitored and mainstreamed as progress is made. Student(s) will be evaluated on their class work. A Language Assessment will be administered to determine the student(s) ability to work in the regular classroom. All students will have the same services and opportunities to participate in activities in the school.

Equal Opportunity

A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname of language-minority status. {No Child Left Behind Act of 2001. Title III-Language Instruction for Limited English Proficient and Immigrant Students, Part C, Section 3302 (f)}

Google Classroom

Please see and return Internet Acceptable Use form to give permission for Henry County BOE to create/maintain a Gmail/GSuite for Education account for your student to participate in Google Classroom activities (including homework).

Privacy Act

The parents or guardians of students under the age of 18 have the right to request to see their child's records. Students 18 years old or older may request to see their school records.

The school must have a signed statement from the student or his/her parent before a transcript will be sent to an employer, a college admission office, etc.

Statement of Equal Opportunities

It is the policy of Abbeville Elementary School that no student will be denied access to programs of service, or treated differently on the basis of race, sex, religion, belief, national origin, ethnic group, limited English-speaking ability, handicapping condition, or economic condition.

POLICY FOR PROVIDING A QUALITY EDUCATION FOR ALL STUDENTS IN THE HENRY COUNTY SCHOOL SYSTEM

The Henry County School System is committed to providing high quality education for all students. Because of this commitment, this policy is developed for students who use English as a second language, who are immigrants, who are migrants, and/or who are homeless.

Each student who enrolls in HCS must complete a Home Language Survey. The parent or student may fill out this survey. If it is determined that the student's language is not English, the English Language Learners (ELL) Coordinator is contacted. The student will be given a Language Assessment to determine his/her understanding/ability to perform in a regular classroom situation. A team made up of regular classroom teacher(s), principal or designee and the ELL Coordinator will discuss assessment results and decide the best plan for the student. All students will be in regular Physical Education classes. At other times students could be given instruction in a resource room or be helped in the regular classroom by another person. All students are monitored and mainstreamed as progress is made. Student(s) will be evaluated on their classwork. A Language Assessment will be administered to determine the student(s') ability to work in the regular classroom. All students will have the same services and opportunities to participate in activities in the school.

Student Rights

EL, immigrant, migrant and homeless students have the same responsibilities and rights as all students in the school.

Communication to School

Principals/designee will be provided information and materials about ELL, immigrant, migrant, and homeless students, and they will sign-off when receiving such materials. The principal and/or his designee will have the primary responsibility of explaining all information and materials to these students and their parents in a manner and form which they can understand.

Migrant and Homeless

Migrant and homeless students who come into the system will be provided the same quality educational opportunities as all other students.

A student shall not be admitted to, or excluded from, and federally assisted education program on the basis of a surname of language-minority status. [No Child Left Behind Act of 2001. Title III- Language Instruction for Limited English Proficient and Immigrant Students, Part C, Section 3302 (f)]

Parents Right-to-Know

The Henry County School System implements the NCLB Parents Right-to-Know provision by providing parents with copies of all required notifications/forms. These include both English and Spanish (and other languages as needed) versions of the required documents. TransACT is used as a resource for documents.

Every Student Succeeds Act (ESSA)

The Henry County School System complies with the Every Student Succeeds Act (ESSA) and ensures that all parents/guardians are provided with required notices, including information about teacher qualifications, student assessment results, and parental rights. These notifications are available in English, Spanish, and other languages upon request. TransACT or another approved platform may be used to provide translated documents.

The Henry County School System is committed to ensuring equitable enrollment and educational access for:

- * Students with limited English proficiency (English Learners)
- * Students with disabilities
- * Migratory students
- * Students who are neglected, delinquent, or involved in the juvenile justice system
- * Students who are homeless (as defined by the McKinney-Vento Homeless Assistance Act)
- * Immigrant students

For more information, refer to the district's ESSA Parent and Family Engagement Policy, English Learner (EL) Plan, and McKinney-Vento Plan for Homeless Children and Youth, all of which are available in the school office, the superintendent's office, and on the Henry County website at:

[www.henrycountyboe.org] (<http://www.henrycountyboe.org>) → Departments → Federal Programs → Documents

Student Enrollment

The Henry County School System is committed to enrolling without barriers and providing fair and equitable services to students with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, homeless children and youth, and immigrant children. For further information see the LEA Title I Plan, EL Plan, and/or Homeless Children and Youth Plan available in the school principal's office, the superintendent's office, or on the Henry County website <http://www.henrycountyboe.org> (Departments + Federal Programs + Documents + Federal Programs Documents).

Notifications of Rights Under FERPA

The Family Educational Right and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the parents or eligible student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. (One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.)
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The office that administers FERPA is: Family Policy Compliance Office, U. S. Department of Education, 600 Independence Avenue S. W., Washington, DC 20202-4605.

Complaint Procedure for Student Grievances

- A. Informal Discussion – If a student believes there is a basis for complaint, he/she shall discuss the complaint with his/her principal or the designee of the principal, (except in cases of discrimination or harassment involving the principal or the designee), in which case the complainant shall report to the Equity Coordinator or other person designated by the Superintendent) within five (5) days of the occurrence of the alleged violation except in cases involving harassment or discrimination in which thirty (30) days will be allowed.
- B. Level One – If the complainant is not satisfied with the informal resolution he/she may, within ten (10) days, file a formal complaint in writing and deliver it to his/her principal or designee. The principal or designee shall communicate his/her answer in writing to the complainant within ten (10) days of receiving the written complaint. Class complaints involving more than one (1) principal or designee and complaints involving an administrator above the building level may be filed by the complainant at level two.
- C. Level Two – If the complainant is not satisfied with the resolution at level one he/she may, within ten (10) days of the answer, file a copy of the complaint with the Superintendent. The Superintendent shall indicate his/her disposition in writing to the complainant within ten (10) days.
- D. Board Appeal – If the complainant is not satisfied with the resolution by the Superintendent, he/she shall have the right to appeal the Superintendent's decision to the Henry County Board of Education, provided request for placement on Board agenda is filed within ten (10) days.

Confidentiality will be provided to the extent possible to any student or affected party who alleges discrimination or harassment.

Sexual Harassment

Employees and student shall not engage in conduct constituting in sexual harassment. Sexual harassment is illegal and will not be tolerated. The Henry County School Board shall investigate all allegations of sexual harassment and take appropriate action against employees or students who engage in sexual harassment. (See Board Policy File: GAEA and Code of Conduct)

Asbestos Notification

The Henry County Board of Education has removed all friable asbestos from its facilities; however, there are areas within the school system that contain suspected non-friable asbestos materials. Such areas may include floor tile, attic/roofing material, and thermal insulation beneath crawl spaces and in attics. For more information contact the school office for the school's Asbestos Management Plan.

Handbook Acknowledgement Form

(Please complete the Handbook Acknowledgement Form in your child's beginning of the year packet. Any additional changes and/or information will be communicated via social media, written notification, or emails.)

Abbeville Elementary School STUDENT-PARENT HANDBOOK

_____ I have read and understand the AES Handbook.

_____ I have read and understand the Federal Law pertaining to:

- Parents Right-to-Know Teacher Qualifications
- Parents Right-to-Know Limited English Proficient
- Parent Involvement Plan for AES

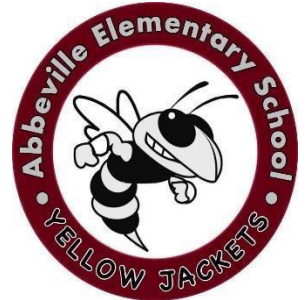
_____ I have read and understand my responsibility as a *library* patron.

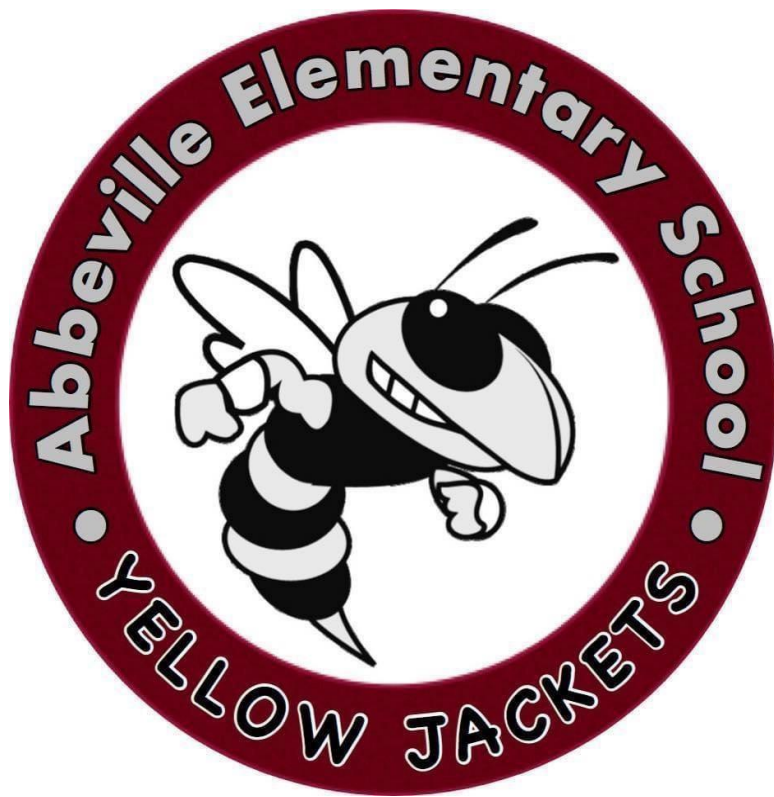
_____ I would like for my child to bring his/her *library* book home each week.

Student's Name: _____

Parent's Signature: _____

Parent's Email address: _____





The Henry County Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Lori Beasley, Superintendent
Henry County Schools
100 Trawick Street
Abbeville, AL 36310 334.585.2206
lbeasley@henrycountyboe.org

Abbeville Elementary School's website is www.abbevilleelementary.org.
The Henry County Board of Education's website is www.henrycountyboe.org.

