



# Carver Elementary School

## Home of the Tigers

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Mr. Robert Aaron  
Superintendent

Mrs. Loretta Williams  
Principal

Mrs. Monica McCrary  
Asst. Principal



# Principal's Message

Dear Parents/Guardian and Students,

Welcome to a new school year and welcome to Cooper Carver Elementary School where all of our students are special to each one of us. We hope that you have a memorable and successful school year

The student/parent handbook is published so that you may have a ready reference of information about the operation of our school. Please read and use this reference throughout the school year. PAWS are the character traits we teach in our school, which means positive attitude, accept responsibility, work hard and show respect. Together we will achieve academic success for each child.

Our school's staff is here to provide help and guidance for each of you. They are expected to set high expectations for each student as well as to do all that they can toward meeting those expectations. The school's staff and I are looking forward to working with you this year. If we may assist in any way please let us know.

Sincerely,

*Mrs. Loretta Williams*

Mrs. Loretta Williams, Principal

**Carver Elementary School**  
Student Handbook  
Table of Contents

Terrell County School Calendar..... 5

Import Dates to Remember..... 6

Mission Statement..... 7

Use of Technological Equipment..... 8

Student Discipline..... 10

Teacher Authority ..... 14

School Council ..... 14

Dress Code ..... 15

Equipment..... 16

Book bags..... 16

Textbooks..... 16

Media Materials ..... 16

Student Pictures..... 16

Medication ..... 16

Snack Food, Illness, Informing..... 17

Procedures Tornado/Fire Drills..... 18

Honor Roll and End of the Year Awards ..... 19

Parent Teacher Conference..... 20

Student Progress Reports..... 20

Homework Policy..... 20

Student Information Form..... 20

Gifted/Enrichment Program..... 20

Attendance/Absences/Transfer.....20

Truancy Protocol..... 21

Qualification for Miss Carver & Mr. Carver .....22

Policies:

Complaint Procedures.....	23
Notification of Highly Qualified.....	27
LEA Locally Developed Plan.....	27
Students rights & procedural safeguards .....	28
Equal Ed. Opportunities.....	32
Language Assistance: Program for English Learners (ELs) .....	33
Homeless Education.....	35
Terrell County Board Policy: Bullying.....	40
Terrell County Promotion/Retention Guidelines.....	43
Terrell County Board Policy/Promotion and Retention.....	44
Terrell County Board Policy/Grading System.....	51
Family Educational Rights and Privacy Act (FERPA) .....	52
Protection of Pupil Rights Amendment (PPRA) .....	53
<b>Focus School Designation Letter - Carver</b> .....	<b>54</b>
FY 16 District Parent Involvement Policy with signature.....	55
FY 16 Intradistrict Transfer Letter-Focus-CE .....	61
Carver Elementary School Handbook Signoff.....	62
Parent Compact 2015-2016	
FY 16 CE Parental Involvement Policy 2016- Carver	

TERRELL COUNTY SCHOOLS CALENDAR  
2015-2016

Teacher Work days	July 23, 24, 27 & 28 (4 Days Preplanning)
First Day of School	July 29
Labor Day	September 7
End of 1 <sup>st</sup> Reporting Period	October 1
Teacher Workday	October 2
Fall Break	October 19-23
<b>Homecoming-1/2 day</b>	<b>October 30</b>
Thanksgiving Holidays	November 23 - 27
End of 1st Semester (1/2 day)	December 17
Teacher Work day	December 18
Christmas Holidays	December 21 – January 1
Students & Teachers return	January 4
MLK Holiday	January 18
Winter Break	February 19 and 22
End of 3rd Reporting Period	March 9
Teacher Work Day	March 11 and 14
Spring Break	April 4 - 8
End of 2nd Semester	May 20
Teacher Workdays	May 23 and 24 (Post Planning)
Regular School Year:	Students 180 days & Staff 190 days

# Cooper-Carver Elementary School



Important Dates to Remember!

2015-2015

<b>Progress Reports</b>	<b>Report Cards</b>
September 1, 2015	October 7, 2015
November 17, 2015	January 6, 2016
February 9, 2016	March 16, 2016
April 19, 2016	May 20, 2016

<b>Parent / Teacher Conference</b>	<b>End of the 9 Weeks</b>
October 7, 2015	October 9, 2015
January 6, 2016	December 17, 2015
March 16, 2016	March 9, 2016
	May 20, 2016

## **MISSION STATEMENT**

We believe that education should be the instrument by which a child is oriented to the past, the present and the future and an important means by which a child is prepared socially, physically, morally, emotionally and academically to cope in a changing society.

We believe that third, fourth and fifth graders should be prepared academically in the basic disciplines in order to equip the child to survive and compete as an adolescent student in the higher grades, and eventually as an adult citizen, equipped to make a contribution to mankind.

The faculty, staff, parents, and students are committed to working collaborative to provide a quality-learning environment in which expectations are high and allow children to learn and develop to their maximum potential.

## **Student Agreement and Parent Permission Form For Use of Technological Equipment**

Terrell County School System established by policy and in its procedures and rules, as stated in the Student Hand Book, the following guiding principles for the use of its technological equipment.

School staff will be responsible for monitoring students' use of technological equipment.

Students will use any school computer system for academic purposes only and in a reliable, responsible manner. They will observe all rules and restrictions. They will turn equipment on or off only as instructed. They will neither use their own computer disks nor software in school equipment.

Certain activities are prohibited in accordance with The Georgia computer Systems Protection Act. These include, but are not limited to, the following:

- Sending or displaying messages or pictures generally considered to be offensive
- Using obscene language
- Harassing, insulting or attacking other users
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using or revealing someone else's password
- Trespassing in another person's or organization's computer based folders, work, or files
- Intentionally wasting limited resources
- Using school equipment for commercial purposes or private gain

The generally recognized rules of etiquette for network and Internet use will be followed. These include, but are not limited to, the following:

- Being polite to other users
- Using appropriate language and avoiding swearing or the use of vulgarities or any other inappropriate language, pictures, or sound
- Respecting the privacy of personal addresses or telephone numbers of other users
- Recognizing that e-mail on school networks is not private and may be monitored by administrators
- Refraining from any activity that would disrupt the work of others
- Considering all communications and information accessed via the network or Internet to be private and copyrighted

### **Procedures and Rules for Use of Technological Equipment in the Schools**

Technology including access to the Internet, offers vast, diverse, and unique resources to both students and staff. Use of school networks and access to the Internet will provide access to unique worldwide curriculum resources and opportunities for collaborative work. The goal of the Terrell County School System in providing students and staff access to these services is to promote educational excellence.

The use of schools' computer resources for academic purposes and to access the Internet is a privilege for staff and students, and as such, is conditional upon the individual's compliance with any and all state and federal laws, school regulations, and the exercise of good-manners. Inappropriate use may result in cancellation of those privileges, and conduct in violation of Terrell County School System policies or regulations may also result in disciplinary



proceedings. Furthermore, violation of state, federal or international laws may result in criminal and/or civil prosecution. The system administrators may suspend or revoke privileges at any time deemed necessary. Severe or repeated offenses by users will result in disciplinary action as provided in the system's policy on discipline.

## **Procedures**

The following procedures for use of technological equipment for academic purposes and for accessing the Internet will apply to staff and students as noted:

1. Students and staff must read a statement of school system procedures and rules and sign an agreement to abide by them. A parent or guardian must also sign the form to authorize the student to use the facilities.
2. Access time will be controlled by classroom teachers and media personnel.
3. Students will log-in to computers using only their assigned password and will log-off properly when finished.
4. Students will not turn equipment on or off unless instructed to do so by a staff member.
5. Staff will be responsible for monitoring students' use of technological equipment.

## **Rules**

The following rules apply to staff and students:

1. Students and staff will comply with the Georgia Computer Systems Protection Act (1991), which establishes certain acts involving computer fraud or abuse as punishable crimes. The law prohibits acts such as, but not limited to, the following:
2. Sending or displaying offensive messages or pictures using obscene language.

### **Harassing, insulting or attacking other users**

- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another person's password
- Trespassing in another person's or organization's computer based folders, work or files
- Intentionally wasting limited resources

### **Employing the equipment or the network for commercial or personal purposes**

- Students will not use their own diskettes or software programs on any school computer.
- Students and staff may use school computer systems to print or transmit academic materials or school related communications only.
- Students and staff will not send, receive, nor display text, graphics, or sounds which may be reasonably construed as offensive to others.
- Students and staff will not engage in chat activities which could harass, libel, or slander another user.
- Students and staff will not use schools' technological equipment for commercial gain nor for illegal activities.

## TERRELL COUNTY BOARD OF EDUCATION STUDENT POLICIES

The Terrell County Board of Education is committed to providing quality education for all students in the most orderly manner.

**All student behavior shall be based on respect and consideration for the rights of others. Every pupil is required to attend school punctually and regularly; to obey all rules of the school; to observe good order and manners; to be cordial to schoolmates; to refrain entirely from use of profane and obscene language; to be neat in person and attire.**

In administering the discipline for violation of the rules set forth in these policies, school officials shall always consider the best interest of the school and the student involved, the proper functioning of the school and the safety and well-being of all students and employees as effective means of emphasizing unacceptable conduct and the fairness of any disciplinary procedure shall always be considered, and discipline shall always be proportionate to the violation committed.

### Carver Elementary Discipline Plan

The new discipline plan is as follows:

1. Read and discuss with students the five (5) class rules periodically throughout the year as needed.
2. Read and discuss with students the Consequences as stated in the discipline plan for 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade.
  - First offense - Verbal Warning
  - Second offence - Name on the board
  - Third offense - 15 minutes time out. (Complete the action plan) **(The action plan will be sent home for parent signature and returned. Please call the parent during non-instructional time to notify the parent of the student's behavior. Also notify the parent of the action plan and the required parent signature. A parent conference letter will be sent home if action plan is not returned signed).**
  - Fourth offense Referral to the office (Principal or Assistant Principal will refer student to ISS). Student(s) will receive a 30 minute time out in ISS completing the Behavior Knowledge Sheet from the Letter to Parent about behavior.
3. If the student's behavior is not corrected, a mandatory contact with parents via phone call or in person is required before the student is referred directly to the office.
4. Only severe disruptions are to be referred directly to the office.
5. Each teacher will designate a place in their room for the "Time Out" area; a sign is to be posted; two folders are to be placed in or near the area-one with the 15-minute Action Plan and one with the 30-minutes Behavior Knowledge Sheet.

# **Third Grade Discipline Plan**

## **Class Rules**

1. Keep hands, arms, feet in your own personal space
2. Raise your hand for permission to speak and move.
3. Use inside voice when you are talking
4. Do not tease, curse, use racial names or name calling in the classroom.
5. Keep your desk area and your surroundings clean.

# **Fourth Grade Discipline Plan**

## **Class Rules**

1. Keep hands, feet, and other objects to yourself.
2. Raise your hand and wait to be recognized before walking or talking.
3. Respect others as you would want to be respected.
4. Use inside voice when you are talking
5. Stay focused and attentive at all times.(No Sleeping)

# **Fifth Grade Discipline Plan**

## **Class Rules**

1. Raise hand before speaking.
2. Keep hands, feet, and other objects to yourself.
3. No eating or drinking in class.
4. Respect others. Be kind with your words and actions.
5. Respect all school personnel and property.

## Severe Disruptions

1. Fighting (teacher must witness)
2. Defiance (behavior that disrupts the learning in the classroom) disrespectful remarks to teacher
3. Weapons- OSS
4. Profanity / vulgar language (must be heard by the teacher)
5. Drugs/alcohol-OSS
6. Stealing
7. False fire alarm

## Consequences

1. Send immediately to office
2. Call parents to come out immediately or
3. Send a letter to have parents come back the next day

## Cafeteria

### Rules

1. Use quiet voices.
2. Stay in line.
3. Always walk.
4. Use good table manners.
5. Remain seated until permission to leave.
6. Clean up your area.
7. No swapping food.

### Consequences

- 1st offense-warning
- 2nd offense-move to a special seat
- 3rd offense- move to a special seat. Parent letter is sent. Must be signed and returned
- 4th offense- move to a special seat. Sent home and cannot come back until parents come. Parental conference is held.

## Hallway

### Rules

1. Always walk slowly.
2. Use the right side of the hallway when walking.
3. Use quiet, inside voices.
4. Keep your hands behind your back and feet to yourself.

### Consequences

- 1st offense -verbal warning with correction.
- 2nd offense-write up a discipline form and turn in to the office.\*Hallway and Classroom rules are the same

**STUDENTS INVOLVED IN FIGHTS IN GRADES 3-5 ARE SUBJECT TO THE FOLLOWING DISCIPLINE:**

1. First fight - ISS not to exceed two days
2. Counseling conference required before student is allowed to return to class
3. Third fight-OSS

**NOTE:** If it can be determined that a student (or students) actively encouraged students to fight, the individual(s) will also be punished. Students will be allowed to make-up missed work.

**OSS SUSPENSION**

1. First Suspension            Not to exceed 2 days
2. Second Suspension        Not to exceed 3 days
3. Third Suspension           Not to exceed 4 days

**\*NOTE:** AT THE ADMINISTRATION'S direction. FIGHTS THAT TOTALLY DISRUPT THE DAY-TO- DAY ROUTINE OF CLASS WILL RESULT IN IMMEDIATE OUT- OF-SCHOOL SUSPENSION. THIS WILL BE DEPEPNDENT UPON THE SEVERITY OF THE FIGHT.

**After School Detention**

Teachers may issue student detention assignments after school to be served in their classrooms. Teachers must provide 24 hrs. Notice for detentions issued. If a student does not serve a teacher detention they will be referred to the principal and/or designee. Referrals are due in the office by 8:30a.m. The teacher will supervise his/her detention students until they are picked up by their parents.

**Alternative Placement**

After exalting all of our consequences to correct the behavior the student may be assigned to Alternative Placement or School at the discretion of the school's administration.

## **TEACHER AUTHORITY**

### **O.C.G.A.20-2-738- Authority of teachers over classroom; procedures following removal of students from classroom; placement review committees**

A teacher shall have the authority to remove from his or her class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to Code Section 20-2-737 or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher. The teacher shall file with the principal or the principal's designee a report describing the student's behavior, in one page or less, by the end of the school day on which such removal occurs or at the beginning of the next school day.

A placement review shall be established at each school. A committee shall be composed of three members, to determine the placement of a student when a teacher withholds his or her consent to the return of a student to the teacher's class.

The placement review committee shall have the authority to:

- (1) Return the student to the teacher's class upon determining that such placement is the best alternative or the only available alternative; or
- (2) Refer the student to the principal or the principal's designee for appropriate action. The decision of the placement review committee shall be in writing and shall be made within three school days after the teacher withholds consent to the return of a student.

## **School Council**

Recognizing the need to improve communication and participation of parents and the community in the management and operation of local schools, the General Assembly and the Terrell county Board of Education believe parent and community support are critical to the success of students and schools. The establishment of school councils is intended to help the board of education develop and nurture participation, bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other's concerns, and share ideas for school improvement.

The management and control of public schools shall be the responsibility of local boards of education, and the school leader shall be the principal. School councils shall provide advice, recommendations, and assistance, and represent the community of parents and business.

Seven school council members shall manage the property and business of the council. A majority shall constitute a quorum. School council members must be individuals who are 18 years or older. Members of the school council shall include:

- (1) Two parents or guardians of students enrolled in the school, excluding employees who are parents or guardians of such students. Parent council members shall be elected by, and from among the group they represent.
- (2) Two business persons, one who shall be selected by the Board of Education and one who shall be selected by the other five non-business members of the school council from the business community.
- (3) Two certified teachers, excluding any personnel employed in administrative positions, who are employed at least four of the six school segments at the school
- (4) The school principal is automatically appointed to the council. No election is required. The school principal holds office by virtue of his/her position as principal. The chairperson of the council should be the school principal

## DRESS CODE

After notice is set forth herein, a student while on school grounds during any school activity or in attendance off school grounds at any school activity, shall not dress, groom, or wear or use emblems, insignia, badges or other symbols that materially disrupts class work or creates substantial disorder. The principal or other duly authorized school officials shall determine whether any particular mode of dress, apparel, grooming, or use of emblems, insignia, badges or other symbols results in such disruption or disorder shall give notice of this fact by appropriate means. Students are encouraged to observe a standard of grooming and tasteful dress consistent with the level of formality of the school situation. If you have any doubt about an outfit, DO NOT WEAR IT. Ask first.

1. All clothing shall be worn with appropriate undergarments and buttoned so as not to expose the chest, bust, or other body areas. See-through blouses are not permitted.
2. Shirts must be buttoned and tucked inside pants.
3. Excessively tight clothing is not permitted. Clothing must not show skin of the mid-section during normal activities of the school day. Skirts and dresses shall be worn at knee length no more than three (3) inches above the knee unless worn with leggings. Shorts shall be worn at knee length.
4. Shoes must be worn. Shoes must be worn as designed. Shoes must be appropriately laced if required.
5. Clothing or ornamentation displaying or advertising devices or substances illegal for minors is prohibited. (Example- alcohol, drugs, guns, knives, etc...) Students (boys and girls) are not to wear hats or headbands at school except in outside P.E. activities.  
**\*\*\* The wearing of a bandanna, dew rag, skull cap, or stocking cap is prohibited while on school grounds or school provided transportation. Caps are not to be snapped around belt loop.**
6. Clothing should not be made of see through or mesh material if undergarments, stomach, or back areas are visible. The following types of clothing are prohibited: Tank tops, mid-riff tops, halter tops and see-through warm-ups.
7. Clothing bearing obscenities, profanity, or double meaning or off color slogans are not allowed.
8. Sagging pants are not allowed and should be worn at the waist.
9. Belts are required for clothing designed to be worn with a belt.
10. Students are expected to groom their hair daily. The parent of a student with consistent inappropriate grooming habits will be required to conference.
11. Any student violating the dress code will have the option of calling parents to bring suitable clothing.

**\*\*A parent who successfully presents documentation that his or her child is a member of a religious denomination may petition for a waiver where the dress code conflicts with the custom of the group and does not materially disrupts class work or creates substantial disorder.**

## **EQUIPMENT**

Every student should recognize his responsibility to use all school equipment with care and respect. Needed repairs or malfunctioning of a building or equipment should be reported to proper school authority. Whenever equipment of furniture is temporarily moved or transferred in the building, permission should be asked of the proper school authority. After use, equipment or furniture should be returned immediately to its rightful place.

## **BOOK BAGS**

The Terrell County Board of Education recognizes its role in providing the safest possible environment for its students and employees. The presence of illegal substances or weapons on school property is detrimental to the welfare and safety of the students and staff. Therefore, to combat the use and possession of concealed weapons and/or illegal substances at school, students may use only clear, see-through book bags for transporting books on the bus and during the day at school. No cloth, nylon, opaque plastic or other nontransparent book bag will be allowed on any campus of the Terrell County School System. Violation of this policy will result in confiscation of the book bag.

## **TEXTBOOKS, LIBRARY BOOKS, AND MEDIA MATERIALS**

The Terrell County Board of Education provides a free textbook system to all students. All textbooks, library books, and media materials purchased by local units of administration with state Quality Basic Education Program funds or any other means of acquisition shall remain the property of the local unit purchasing or acquiring them. The Board of Education retains the right to charge students a reasonable fee for restitution of lost, damaged or abused school system property, including textbooks, library books or media materials. Students will be issued textbooks in many classes. The student is responsible for his or her textbooks for the entire year. Policies include the following sanctions against a pupil who fails or refuses to pay for a lost or damaged textbook, library book or media material:

1. He or she must pay for the lost or damaged book before he can be issued any additional textbooks, library books or media materials.
2. Report cards will be withheld until restitution is made.
3. Opportunity shall be given for the student(s) and /or parents to meet appropriate officials to discuss any fine levied against the student(s)

## **STUDENT PICTURES**

At times student pictures may be reproduced for recognition in the newspaper, newsletter, internet or television. If a parent or student does not want his/her picture released, please notify the media specialist in writing prior to September 1<sup>st</sup>.

## **MEDICATION**

If it is necessary for a child to take medication at school, we will require a medication form to be filled out for all medication. It is now necessary to have the parent's signature on the medication form. The medication and form should be left with the school nurse or the office personnel. Under no circumstances can the school provide over-the-counter medication to the students without the parent's signature.



## **SNACK FOOD**

Students are not allowed to bring food or drinks to school as a snack unless permission has been granted by the administration for an approved event.

## **ILLNESSES**

If a student becomes too ill to attend class, must be sent to the school nurse. The nurse will notify will notify his/her parents In case of emergency.

School authorities are not permitted to give a student any medication without parents written permission.

## **INFORMING**

Students, as indeed all citizens, have the duty to report serious misdeeds to proper authorities. Serious misdeeds would be stealing, willful damage to school or individual property, alcohol and drug abuse, threat of bodily harm to individuals.

There is a big difference between "tattling" and the reporting of a serious matter to the proper authorities.

## **TORNADO DRILL PROCEDURES**

The following procedures are to be followed in the event of a tornado or a nuclear attack:

1. Inside the school building, students shall enter the hallway alongside the walls.
2. Drop to their knees with back to the windows and knees together.
3. Clasp both hands firmly behind the head, covering the neck.
4. Bury face in arms, protecting the head. Close eyes tightly.
5. Stay in this position at least ten (10) seconds or until the drill or emergency is over.
6. At the close of the ten (10) second period, students shall follow the next instructions. The instructions will depend upon circumstances and the extent of damage to the building.

\*\*\* Signal for the drill is sirens.

## **FIRE DRILLS**

- Fire drills are conducted at least monthly.
- All doors and windows should be closed in leaving the buildings if possible.
- Students should remain with their class during the fire drill so that roll may be taken.
- Students should go to their class' designated area.

## **Honor Roll and End of Year Award**

### Honor Roll

Each nine weeks, students will be recognized for making All A's, A Average and Good Conduct.

### All A's

Students who make A's in every subject will be named to the All A Honor Roll.

### An Average Honor Roll

To be on the A Average Honor roll, a student's average must equal 90 or above when the grades for all subjects are averaged together.

### Good Conduct

Students with Satisfactory grades in all classes will be recognized for Good Conduct. This means that the student may not have a conduct grade below S on his/her report card. Students may be removed from the Good Conduct list for inappropriate behavior in the lunchroom, hall, restrooms, library, and on the bus. Any student who has had to go to the office for disciplinary reasons will not be eligible for Good Conduct.

Students' names will be displayed on the bulletin board in the main hall at the end of each nine weeks period. Other recognition such as names in the newspaper and special treats will be given by the Principal and the Student Recognition Committee.

### End of Year Awards

Awards will be presented at the Honors Day Program at the end of the school year for achievement in the following areas:

All A's: Students must have only A's on report card for the entire year. Students will receive trophies.

A Average: A student's average must equal 90 or above when the yearly averages for all subjects are averaged together. Students will receive certificates and ribbons.

Good Conduct: The student must have Satisfactory (S) in conduct in every class all year. The student cannot have been to the office for disciplinary reasons and must have approval from teachers on duty in the halls, lunchroom, and media center as well as bus personnel. Students will receive trophies.

Perfect Attendance: Student must have attended school every day. Students will receive certificates and ribbons

## **PARENT-TEACHER CONFERENCES**

Parents are always welcome to visit the school. We encourage conferences by appointment. If you wish to set up a conference, send a note, date and time. We have scheduled parents conferences throughout the year.

School policy requires that visitors and parents report to the school office upon their arrival at all times. Parents dissatisfied with any action may conference with the principal or assistant principal.

## **REPORTING STUDENT PROGRESS TO PARENTS**

Parents are notified weekly concerning their child's progress. Graded work, samples of homework, and notices are sent home by the teachers. When a teacher sends a paper home to be signed, please sign it and sent it back to school. Report cards are sent home every nine weeks. Progress Reports are sent home in the middle of each grading period. Honor rolls are posted each nine weeks. "A" Honor roll and "A-B" Honor roll.

## **HOMEWORK POLICY**

Meaningful and realistic homework may be assigned in all grades Monday through Thursday. There may be some exceptions to no homework on the weekend. Homework is designed to provide necessary reinforcement for concepts and skills taught during the school day. It is not given to introduce new material.

## **STUDENT INFORMATION FORM**

During the first week of school your child's teacher will be sending home an information sheet for you to complete. This information is kept in the School office in case you need to be contacted. Please make sure all telephone numbers and addresses are accurate and clearly written. Remember to put the name and telephone number of a person who can be contacted in case you cannot be reached. Please notify the school if you change addresses or telephone numbers during the year. It is very important that our records are kept up to date.

## **GIFTED/ ENRICHMENT PROGRAM**

The Gifted/Enrichment Program, Knowledge, Inc., offers extended learning opportunities for pupils in all school in the system. The gifted program offers service to students in a resource classroom at Carver Elementary School. If you have questions concerning the Gifted/ Enrichment Program contact Mrs. Sharon Roberts at the S.P.I.C.E Lab.

## **ATTENDANCE, ABSENCES, TARDINESS, EXCUSES**

Parents are requested to see that their children are in school every day unless they are ill. Every effort should be made to schedule medical and dental appointments after school hours or during the summer vacation. Parents must send an excuse the next day when a child is absent from school.

Parents need to sign students in when they are late or tardy. Excessive absences and tardiness will be reported to the school system social worker. Parents, see that your children get plenty of sleep and rest. They cannot do their best schoolwork if they are tired and sleepy.

## **TRANSFER / WITHDRAWAL**

Please come to the school and officially withdraw your child. Return all textbooks and library books your child may have before leaving.

## Truancy Protocol

Upon enrollment and registration each year, parents and guardians will be given notice of the State compulsory Attendance Law pursuant to O.C.G.A. Code 20-2-690.1 and local Board of Education school attendance policy JBD. The school will make reasonable efforts to ensure receipt and comprehensive of the policy by requesting signatures from parents/guardians that this notice<sup>1</sup> was received and understood. At the Middle High Schools, this notice will reach all students by the age of ten (10) or above by September 1 of that year. This notice should also be included in each school's Code of Conduct. Also, before school begins for the year, Principal, or designee will send a letter to the parents of those students who had fifteen (15) or more absences during the previous year so that they can be given special positive attention and encouragement.

Each school will establish an Attendance Support Team, (hereinafter, AST) which will chaired by each school's Counselor and include at its members, the School Social Worker, and faculty having direct contact with the parents/guardians of or providing direct service to the specific student to be discussed. Each school's AST will meet weekly and be responsible for implementing and monitoring policies to reduce tardy days, early withdrawals, and truancy. Parents/guardians shall be invited to and encouraged to attend these meetings.

Daily attempts will be made to call the parents/guardians of the absent students. In cases known to involve joint custody or guardianship of a student, efforts should be made to contact all individuals with custodial rights. This standard should also apply to steps mentioned hereinafter.

After three absences, the homeroom teacher will call parents. Verifications of this will be kept in a teacher log. The teacher will also refer the student to the School Counselor and a copy of the referral will be sent to the School Social Worker as well.

Attendance letters will be sent by the Counselor's office at five (5) absences. After five

(5) unexcused absences:

A referral will be made to the Attendance Support Team, which will assess the student's absences and determine strategies to address attendance, including the possibility of referring to the School Social Worker. Each school will take responsible steps to ensure that parents/guardians, in writing, invited to, and encouraged to attend these meetings. Students may also participate in AST meetings, as deemed appropriate by the AST.

In addition to a notice of the AST meeting, attempts will be made to notify parents/guardians, in writing, of attendance law, and potential consequences and penalties for failure to comply. A signature of receipt of this notice will be obtained, and kept on file for the remainder of the school year. Students, age ten (10) and older, will also receive a copy of the notice and provide a signature receipt.

After two (2) unsuccessful reasonable attempts to provide notice to parents/guardians and obtain signatures, notice shall be sent via certified mail, with return receipt requested. The school should keep a copy of the notice attached. This will be kept in the School's Social Worker's Office.

The AST will develop a plan of action that appropriately addresses the needs of the student and/or family to assisting approving student attendance. This may include:

- 1) Direct services from the school systems, (i.e. tutoring, mentoring, attendance contacts)
- 2) Request further medical documentation, if appropriate; referring the child and/or parent to the appropriate social services; this plan will also identify the local staff that is responsible for student case follow-up. If the student is receiving Special Education services, consideration should be made to include attendance as an objective on the student's IEP.

At seven (7) excused absences, the AST will review the case and make a referral to the Social Worker, If a referral has not been made previously.

## Qualifications for Miss Carver/ Mr. Carver

1. The conduct of each individual must be satisfactory
  - a. All classroom rules must be followed.
  - b. Must display appropriate behavior in and out of class at all times.
  - c. No fighting, use of profanity, or disrespectfulness toward any other student or adult.
2. The student must have a B (85) average in all subjects
3. The student must write an essay (2 paragraphs) of 50 words or more stating "Why I want to be Miss Carver", or "Why I want to be Mr. Carver."
4. Any individual, who has been elected as Miss Carver or Mr. Carver, and fails to continue to meet these guidelines will be removed from holding the title.
5. Two letters of recommendation must be written.

# Terrell County School System

## Complaint Procedures

### FY 16

The complaints process may be initiated by students, parents, staff (certified and non-certified), private schools and the general public. Board policy GAE1 and GAE2 describe the complaint and grievances procedure for certified and non-certified personnel. Parents/school communication is described in student handbooks and on the website. Parents are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. Conferences forms/notes/minutes are kept on file as documentation of the issues.

Complaint procedures under the ESEA are available from the Title I Director. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The address to which complaints should be filed is included in the procedure. Information regarding complaint procedures is distributed annually to school administrators to share with their staff. Copies are kept on file in each school's front office.

#### Complaint Procedures Under ESEA

##### A. Grounds for a Complaint

Any individual, organization or agency (complainant) may file a complaint with the Terrell County Board of Education if that individual, organization or agency believes and alleges that a violation of Federal statute or regulation that applies to a program under ESEA has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received unless a longer period is reasonable because the violation is considered systemic or ongoing.

##### B. Federal Programs for Which Complaints Can Be Filed

- a. Title I, Part A
- b. Title I, Part C
- c. Title I, Part D
- d. Title II, Part A
- e. Title III, Part A
- f. Title VI, Part B
- g. The McKinney-Vento Act
- h. School Improvement 1003(a)
- i. School Improvement 1003(g) (SIG)
- j. RT3
- k. Lowest Achieving Schools, if applicable

##### C. Complaints Originating at the Local Level

As part of its Assurances within ESEA program grant applications and pursuant to Section 9306 of ESEA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with Terrell County Schools to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with Terrell County Schools.

##### D. Filing a Complaint

A formal complaint must be filed in writing and signed by the complainant. The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and
7. The address of the complainant.

The complaint must be addressed to:

Tonya Perkins, Title I Director  
Terrell County Schools  
761 1<sup>st</sup> Avenue  
Dawson, GA 39842

#### E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, Terrell County Schools will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date TCSS received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which TCSS may investigate or address the complaint; and
4. Any other pertinent information.

If additional information or an investigation is necessary, the school system will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included. The 60-day timelines may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant.

#### F. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the school system's decision and include a complete statement of the reasons supporting the appeal.



**Complaint Form for Federal Programs under the ESEA Act**

**Please print**

Name (Complainant):

Mailing Address:

Phone Number (home):

Phone Number (work):

Person/department complaint is being filed against:

The date on which the violation occurred:

List the names and telephone numbers of individuals who can provide additional information.

Please attach/enclose copies of all applicable documents supporting your position.

Has a complaint been filed with any other government agency? If so, provide the name of the agency.

Signature of Complainant:

Date:

Mail or deliver this form to:

Tonya Perkins, Title I Director  
Terrell County School  
761 1<sup>st</sup> Avenue  
Dawson, GA 39842

Date Received:

## NOTIFICATION TO PARENTS REGARDING HIGHLY QUALIFIED TEACHERS

The Terrell County Schools are committed to continually seeking to improve instruction for our students. We hope that as a parent, you will become involved in our school improvement initiative as we continue to monitor student achievement and set high expectations.

We encourage you to get to know your child's teacher and the class routines and expectations. We are proud of the professional credentials of our teaching staff and student's classroom teachers. This includes information concerning the grade level and subject areas in which the teacher is certified, the major field and degrees held by the teacher, and the qualifications of any paraprofessional who provides services to your child.

Parents may request, in writing, the following information about their child's teachers:

1. Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
3. The college major and any graduate certification or degree held by the teacher;
4. Whether the student is provided service by paraprofessionals. And if so, their qualifications.

If you request information concerning your child's teacher's qualifications, please contact Mrs. Williams at 995-5451.

### LEA Locally Developed Plan for ESOL

The LEA provides ongoing support to regular education teachers on how to work with ELL students. The Counselors, ESOL Teachers, and Intervention Specialist, Title I Director and 504 Coordinator provide support on a daily basis. We use the support of the teachers ESOL endorsement to conduct mini workshops for regular education teachers who are teachers of ELL students. We also make available to all teachers the GADOE website information for ESOL students. An Interpreter will be requested when needed through the Consortium.

The LEA provide English Language assistance for any students identified as ELLs and adhere to Title III program requirements. An ESOL teacher provide itinerant services for more than one location and traveling is not a factor in the quality of the instruction offered to ELLs and the teacher holds teaching certification appropriate to the grade levels taught. Contracted Services is provided for ELL students at the primary grades to follow non-English speaking students from the time of arrival throughout the school day and after-school for instructional support and to provide some individual assistance in the native language of the students to breach content learning barriers more expeditiously.

Computer-assisted instruction is used to provide more exposure to the contextual use of English which results in increased English language acquisition.

The ESOL teacher/Content Teacher/Paraprofessional/Intervention Specialist/Instructional leader/Math Coach/lab assistant is responsible for language support, while the content teacher is responsible for delivery of academic content (Push-in model). When students break into groups, the ELL staff work with ELLs while the content teacher focuses on mainstream students. All staff collaborate in order to facilitate meaningful language instruction within the content classroom and to appropriately plan differentiated instruction and tasks to meet the various proficiency levels of the ELLs.

Terrell had 1 teacher to register for the ESOL endorsement. She withdrew for personal reasons.

Title I purchased the PD 360 Staff development which covers ELL students, differentiated instruction, 504, etc. Instructional leaders provide staff training using PD 360 and all staff members have been trained to use the series, whenever needed.

Emails, meetings, staff training, and 1 on 1 consultation with the ESOL teacher in planning, serving, and dissemination of information will be provided to ELL teachers.

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

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address:

Terrell County Schools  
Title I Director  
P.O. Box 151  
Dawson, GA 39842  
229-995-4096

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

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

11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

## **Section 504 Procedural Safeguards**

**1. Overview:** Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

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

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

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

**3. Mediation:** The school system may offer mediation to resolve the issues detailed by the

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

#### **4. Hearing Procedures:**

- a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R.§104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- h. The hearing shall be closed to the public.
- i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
- j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.

l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.

m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

**5. Decision:** The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

**6. Review:** If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

**TERRELL COUNTY BOARD POLICY**  
**Equal Educational Opportunities**

**Descriptive Code: JAA**  
**Date: 3/12/2012**  
**Rescinds Code: JAA**  
**Date Issued: 6/11/2012**

The Terrell County Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, national origin, political affiliation, age, handicap, or sex. This policy will prevail in all matters concerning employees (employment, retention and advancement), students, parents, the general citizenry, educational programs and services, and persons with whom the Board does business.

In keeping with the Board's commitment and the requirement of applicable State and Federal law, the Board and staff will strive to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational services and opportunities offered students; in location and use of facilities; in educational materials; and in all business transactions conducted by the Board.

**Title IX Compliance**

It shall be the policy of the Board of Education that no person (student or employee shall on the basis of sex) be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity or in recruitment for employment; and related benefits.

The Superintendent has been designated as the employee responsible for coordination of efforts to assure compliance with Title IX mandates with regard to employed personnel. The principal of each school has been designated as the official responsible for coordination of efforts in the school to comply with requirements of Title IX with regard to students.

**Section 504 Compliance**

The Terrell County Board of Education recognizes its responsibility, in accordance with Section 504 of the Rehabilitation Act of 1973, to provide a public education to those students enrolled in an education program in the school system or entitled to an education within the school system. The Board appoints the Title I Director to serve as the coordinator for Section 504 to assure compliance to the law.

**ADA Compliance**

It shall be the policy of the Terrell County Board of Education that no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded in, be denied the benefits of, or be subjected to discrimination in programs or activities conducted by the Board.

The Superintendent has been designated as the employee responsible for coordination of efforts to assure compliance with the Americans with Disabilities Act.



**160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs).****(1) DEFINITIONS.**

- (a) **English Learners (ELs)** – students whose primary or home language is other than English and who are eligible for services based on the results of an English language proficiency assessment
- (b) **English language proficiency** – the level of language competence necessary to participate fully and learn successfully in classrooms where the primary language of instruction is English
- (c) **English to Speakers of Other Languages (ESOL)** – an educational support program provided to help ELs overcome language barriers and participate meaningfully in schools' educational programs
- (d) **Georgia Department of Education** – the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
- (e) **Home Language Survey** – a questionnaire administered upon enrollment to each student's parent or guardian for the purpose of determining whether a language other than English is used by the student or used in the student's home
- (f) **Language Assessment Conference (LAC)** – a meeting held to determine appropriate placement of ELs with borderline proficiency scores
- (g) **Language assistance services** – supplemental language support programs that promote academic language development for students with limited English proficiency
- (h) **Local Educational Agency (LEA)** – local school system pursuant to local board of education control and management
- (i) **School** – any school or special entity as defined in State Board Rule 160-5-1-.03  
Identification and Reporting of Schools
- (j) **State-adopted English proficiency measure** – an English language proficiency test administered annually to all English learners (ELs) in Georgia for the purposes of determining the English language proficiency level of students; providing districts with information that will help them evaluate the effectiveness of their ESOL programs; providing information that enhances instruction and learning in programs for English learners; assessing the annual English language proficiency gains using a standards-based assessment instrument; and providing data for meeting federal and state requirements with respect to student assessment
- (k) **State-adopted English proficiency screening measure** – a formal measure of social and academic English language proficiency that assesses students' need for initial placement in supplemental language assistance services
- (l) **Student Record** – the state's required end-of-year student data collection

**(2) REQUIREMENTS.**

(a) Eligibility for entry into and exit from language assistance.

1. Prior to entry into a school in Georgia, each student's parent or guardian shall complete a Home Language Survey or an equivalent to determine if a language other than English is used in the home or is the student's native language or first language. All students whose native language, first language or language of the home includes a language other than English shall be assessed for English language proficiency using the state-adopted English proficiency screening measure.
2. Initial eligibility for language assistance services shall be determined by the student's score on the state-adopted English proficiency screening measure.
  - i. Students who have an English language proficiency score below proficient on the state-adopted English proficiency screening measure shall be determined to be English learners (ELs) and shall be eligible for language assistance services. Coding guidance for ELs can be found in the ESOL/Title III Resource Guide.
  - ii. Students who have an English language proficiency score at or above proficient on the state-adopted English proficiency screening measure shall be considered English proficient and shall not be eligible for language assistance. Coding guidance for non-ELs is located in the ESOL/Title III Resource Guide.
3. All ELs shall be assessed annually on the state-adopted English proficiency measure to determine English language proficiency. Students who score at the developing level or below on the state-adopted English proficiency measure shall continue to be eligible for language assistance services.
4. Exiting from ESOL services.
  - i. Students who score at the proficient level on both the composite score and the literacy (reading and writing) sub-score of the state-adopted English proficiency measure shall be considered English proficient. Students who do not score at the proficient level on both the composite score and the literacy (reading and writing) sub-score of the state-adopted English proficiency measure may qualify to have their continued eligibility for language assistance determined through a Language Assessment Conference (LAC). Guidance regarding student eligibility for a LAC may be found in the ESOL/Title III Resource Guide. The LAC shall be attended by the student's classroom teacher(s), the teacher providing language assistance services, and other relevant parties selected from the following: parent, principal or designee, counselor, school psychologist, or lead teacher. The LAC shall be conducted in accordance with the parameters outlined in the ESOL/Title III Resource Guide.

iii. Students who are considered English proficient shall not be eligible for continued language assistance services and shall be exited from language assistance services.

iv. Each LEA shall monitor students that are considered English proficient for two years after exit from language assistance services. These students shall be considered EL Monitored. Coding guidance for Monitored ELs is located in the ESOL/Title III Resource Guide. The monitoring process shall consist of a documented review of report card grades, state assessment results, classroom performance and teacher observations for the purpose of ensuring the successful transition to the general classroom. Additional guidance can be found in the ESOL/Title III Resource Guide.

(b) Language assistance service delivery models.

1. LEAs and schools shall provide English language assistance to all ELs. Such assistance shall be provided through the state-funded ESOL program or placement in a locally-developed language assistance program approved in advance by the Georgia Department of Education. Approved instructional delivery models include:

i. Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher,

ii. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher,

iii. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance,

iv. A resource center/laboratory – students receive language assistance in a group setting supplemented by multimedia materials,

v. A scheduled class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs,

vi. An innovative delivery model approved in advance by the Georgia Department of Education through a process described in the ESOL/Title III Resource Guide. (c) Language assistance curricula and assessment.

1. Language assistance curricula in the state-funded ESOL program shall consist of plans of instruction which are adapted to the English language proficiency of students and are designed to develop: 1) listening, speaking, reading, writing and American cultural concepts and 2) the language of academic instruction used in language arts, mathematics, science and social studies.

2. All ELs receiving language assistance shall be assessed annually for language proficiency. ELs shall also participate in state assessments pursuant to Georgia State Board of Education rule 160-3-1-.07 Testing Programs--Student Assessment.

(d) Funding.

1. Students identified as eligible for language assistance services who are served by the state-funded ESOL program shall receive at least five segments per week (or yearly equivalent) of English language instruction using ESOL curricula in allowable service delivery models. For purposes of funding, ESOL-served students in grades K-3 shall be counted for a maximum of one segment at the ESOL weight; grades 4-8 students for a maximum of two segments at the ESOL weight; and grades 9-12 students for a maximum of five segments at the ESOL weight.

i. The class is limited to the maximum size specified in State Board of Education Rule 160-5-1-.08 Class Size.

ii. The state-funded ESOL program teacher shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission.

Authority O.C.G.A. § 20-2-156.

**Adopted: May 9, 2013 Effective: May 29, 2013**

**TERRELL COUNTY BOARD POLICY**  
**Homeless Education**

**Descriptive Code: JBC-1**  
**Date: 2/8/2010**  
**Rescinds Code: JBC-1**  
**Date Issued: 5/14/2007**

**Introduction**

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds and others. Their lack of permanent housing can lead to potentially serious physical, emotional and mental consequences. This school district will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. This district will also follow the requirements of the McKinney-Vento Act.

It is the policy of our district to view children as individuals. Therefore, this policy will not refer to children as homeless: it will instead use the term “children and youth in transition”. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. Our schools will ensure that children and youth experiencing homelessness are free from discrimination, segregation and harassment.

Information regarding this policy will be: distributed to all students upon enrollment and once during the school year; provided to students who seek to withdraw from school; and posted in every school in the district, as well as other places where children, youth and families experiencing homelessness receive services, including family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments, health departments and other social service agencies.

Each year, schools that have been particularly creative or pro-active in implementing this policy will be publicly recognized for the benefits they provide their students.

**Definitions**

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including:

Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, camping grounds or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement

children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and

migratory children and youth who are living in a situation describe above.

A child or youth shall be considered to be in transition for as long as he or she is in a living situation described above.

**Unaccompanied youth** means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term youth also includes unaccompanied youth.

**Enroll and enrollment** mean attending school and participating fully in school activities.

**Immediate** means without delay

**Parent** means a person having legal or physical custody of a child or youth.

**School or origin** means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

**Liaison** is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.

## **Identification**

In collaboration with school personnel and community organizations, the liaison will identify children and youth in transition in the district, both in and out of school. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison. Community partners in identification may include: family and youth shelters, soup kitchens, motels campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The liaison will keep data on the number of children and youth experiencing homelessness in the district, where they are living, their academic achievement (including performance on state-wide and district-wide assessments), and the reasons for any enrolment delays, interruptions in their education or school transfers.

## **School Selection**

Each child and youth in transition has the right to remain at his or her school of origin, or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.

Therefore, in selecting a school, children and youth in transition shall remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent's or youth's wishes. Potential feasibility considerations include:

- Safety of the student;

- Continuity of instruction;

- Likely area of family's or youth's future housing;

- Time remaining in the academic year;

- Anticipate length of stay in temporary living situation;

- School placement of siblings; and

- Whether the student has special needs that would render the commute harmful.

Services that are required to be provided, including transportation to and from the school of origin (see below) and services under federal and other programs, shall not be considered in determining feasibility.

## **Enrollment**

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must

immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

**Proof of residency;**

**Transcripts/school records** (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.);

**Immunizations or immunization/health/medical/physical records** (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.);

**Proof of guardianship;**

**Birth certificate;**

**Any other document requirements;**

**Unpaid school fees;**

**Lack of uniforms or clothing that conforms to dress codes; and**

**Any factor related to the student's living situation.**

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the LEA liaison.

## **Transportation**

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The liaison shall request transportation to and from the school of origin for unaccompanied youth. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Schools and the liaison shall use the district transportation form to process transportation requests. Requests shall be processed and transportation arranged without delay. If the student in transition is living and attending school in this district, this district shall arrange transportation. If the student experiencing homelessness is living in this district, but attending school in another, or attending school in this district but living in another, this district will follow the inter-district transportation agreement to determine who must arrange transportation. It is this district's policy that inter-district disputes shall not result in a student experiencing homelessness missing school. If such a dispute arises, this district will arrange transportation and immediately bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth.

In addition to receiving transportation to and from the school of origin upon request, children and youth in transition shall also be provided with other transportation services comparable to those offered to house students.

## **Services**

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected, including:

Transportation (as described above);

Title 1 (as described below);

Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;

Vocational and technical education programs;

Gifted and talented programs;

School nutrition programs; and

Before and after school programs.

The district recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth experiencing homelessness suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, the district shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation shall be excused. Our school district will follow state procedures to ensure that youth experiencing homelessness and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel shall refer children and youth experiencing homelessness to appropriate health care services, including dental and mental health services. The liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner and language understandable to each parent.

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth in transition shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute? The student shall also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title 1 services while the dispute is pending.

The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The liaison shall ensure the student is enrolled in the school of his or her choice and receiving other services to which he or she is entitled and shall resolve the dispute as expeditiously as possible. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute. The liaison shall keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth in transition.

The parent, unaccompanied youth, or school district may appeal the liaison's decision as provided in the state's dispute resolution process.

## **Free meals**

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth in transition are available for learning, the U.S Department of Agriculture has determined that all children and youth in transition are automatically eligible for free meals. On the day a child or youth in transition enrolls in school, the enrolling school must submit the student's name to the district nutrition office for immediate processing.

## **Title 1**

Children and youth experiencing homelessness are automatically eligible for Title 1 services; regardless of what school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The district shall reserve such funds as are necessary to provide services comparable to those provided to Title 1 students to children and youth in transition attending non-participating schools. The amount reserved shall be determined by a formula based upon the per-pupil Title 1 expenditure and developed jointly by the liaison and the Title 1 director. Reserved funds will be used to provide educationally related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance.

Our district's Title 1 plan will be coordinated with our McKinney-Vento services, through collaboration between the Title 1 director and the liaison. Children and youth in transition shall be assessed, reported on and include in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

## **Training**

The liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses and teachers. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth in transition.

The liaison shall also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools' compliance with this policy and will receive training from the district liaison annually.

## **Coordination**

The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaison in neighboring districts and other organizations and agencies. Coordination will include conduction outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and other relevant groups. Both public and private agencies will be encouraged to support the liaison and our schools in implementing this policy.

## **Preschool**

Preschool education is a very important element of later academic success. Children in transition have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools. Our district will ensure that children in transition receive priority enrollment in preschool programs operated by the district, including exempting children experiencing homelessness from waiting lists.

Children in transition with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children in transition under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referral for additional Part C services are appropriate. The liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children in transition can access those programs.

## **References:**

The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431-11436.

Title 1, Part A of the Elementary and Secondary Education Act, 20 U.S.C. §§ 6311-6315.

The Individuals with Disabilities Education Act, U.S.C. §1400 et seq.

April 6, 2002 Policy of the Child Nutrition District of the U.S Department of Agriculture.

June 5, 1992 Policy of the Administration for Children and Families of the U.S Department of Health and Human Services

**TERRELL COUNTY BOARD POLICY**  
**Bullying**

**Descriptive Code: JCDA (1)**  
**Date: 12/12/2011**  
**Rescinds Code: JCDA (1)**  
**Date: 8/9/1999**

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the Terrell County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers.

**A. Prohibited Behaviors**

The District expressly prohibits the bullying, harassing, or intimidating of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Acts of prohibited behaviors include but are not limited to:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate. Examples of prohibited behaviors include but are not limited to:
  - Threats, taunts and intimidation through words and/or gestures;
  - Direct physical contact such as hitting or shoving;
  - Physical violence and/or attacks;
  - Destruction of school or personal property;
  - Any form of electronic bullying or cyber-bullying using school equipment, school networks, or e-mail systems or committed at school;
  - Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
  - Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability or disability, or by any other distinguishing characteristic;
  - Public humiliation;
  - Social isolation;
  - Extortion or manipulation, including incitement and/or coercion;
  - Stalking;
  - Cyber-stalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
  - Cyber-bullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, MySpace, Facebook, etc.), chat rooms, texts, and instant messaging;
  - The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
  - Sending abusive or threatening text messages or instant messages; and
  - Using websites to circulate gossip and rumors to other students.

All staff, students, and parents or guardians will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the Student Code of Conduct.

**B. Reporting Incidents of Bullying**



Bullying may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reports of bullying also may be made by using the District's complaint procedures or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying or who otherwise learns that a student is being bullied must promptly submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the Superintendent or his or her designee. Students who believe that another student at their school is being bullied are urged to inform a teacher, counselor, administrator or other staff member.

The District prohibits retaliation against any person who reports bullying or participates in an investigation of bullying. Schools shall keep reports of bullying confidential to the extent consistent with a thorough investigation.

An employee who fails to comply with the requirements of this policy may be subject to disciplinary action, up to including termination of employment.

### **C. Responding to Incidents of Bullying**

School staff are expected to intervene immediately when they see a bullying incident occur or upon receipt of any report of bullying. The following actions will be taken when bullying is reported:

1. Investigation: Upon receipt of any report of bullying, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School officers, school counselors, social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation.

2. Notification: At an appropriate time during or after the investigation, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

3. Disciplinary Action: Upon a finding of guilt, a student who has committed the offense of bullying should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria, or school bus
- Reassignment of classes
- Detention
- In-school suspension
- Out-of-school suspension (through appropriate due process hearing)
- Expulsion (through appropriate due process hearing)
- Assignment to an alternative school (through appropriate due process hearing)

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

4. Follow Up: Follow up is important to the accused and the victim. Each school must implement a planned method to provide after-care and follow up and to reiterate to the school community the previously stated prohibition on retaliation. If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

<b>Georgia Code</b>	<b>Description</b>
O.C.G.A. 20-02-1126	Written policies and procedures for operation of school buses; receipt of code of conduct by students; acknowledgement by parent or guardians
O.C.G.A. 20-02-0751.4	Policies prohibiting bullying; assignment to alternative school; notice
O.C.G.A. 20-02-0751.5	Required provisions for student code of conduct
O.C.G.A. 16-11-0037	Terroristic threats and acts
O.C.G.A. 16-11-0037.1	Dissemination of information relating to terroristic acts
O.C.G.A. 20-02-0751.7	Student reporting of inappropriate behavior by teacher/staff
O.C.G.A. 16-11-0037	Terroristic threats and acts; penalties
O.C.G.A. 20-02-0735	Adoption of policies by LBOEs to improve student learning environment
O.C.G.A. 20-02-0736	Student codes of conduct; distribution
O.C.G.A. 20-02-0737	Reports by teacher of violations of student code of conduct; parental notice
O.C.G.A. 20-02-0738	Authority of teacher to remove student from classroom; procedures
Rule 160-4-8-.15	Student Discipline

# Terrell County Promotion/Retention Guidelines

## **I. Promotion Grades K - 8**

Any student in Kindergarten who has mastered the essential skills for Reading and Mathematics as identified on the Terrell County Board of Education report card and successfully completed The State Board of Education readiness instrument should be promoted the next grade.

Test scores, the readiness instrument and teacher evaluation should be the determining factors for kindergarten promotion.

First and second graders students should demonstrate a passing performance in reading and math skills evidenced by mastering the essential skills for Reading and Mathematics as identified on the Terrell County Board of Education report card and successfully passing Reading and Math with a grade of 70 should be promoted. The process for making the promotion determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, daily observations, and state mandated test results.

Any student in Grades 3 – 5 should demonstrate a passing performance in reading and math skills, and two of the following three subjects (Social Studies, Science, and Language Arts). The process for making the promotion determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, daily observations, and state mandated test results.

Any student in Grades 6 – 8 should demonstrate a passing performance in reading and math skills, and three of the following four subjects (Social Studies, Science, and Language Arts). The process for making the promotion determination should reflect teacher judgment that is based on teacher-made tests, classroom assignments, daily observations, and state mandated test results.

## **II. Retention**

A. Retention of a student in grades Kindergarten through eight at the same grade level for an additional year should be considered when:

1. The student has failed to give evidence of achieving the majority of the grade level standards (CRCT Grades 3, 5, & 8 See Section I)

2. The student fails academic subjects for the year (See promotion criteria above).

B. Parent Conferences to discuss possible retentions should be held at the end of grading periods when it appears that the student will be a candidate for retention. Each conference should be documented.

C. When a student has been recommended for retention, procedural steps shall occur. These guidelines are listed in Policy IHE and are based upon test results, academic reports, and other documentation provided by the teacher.

## **III. Placement**

Placement decisions should be made on an individual basis. If a student in grades Kindergarten through Eight has not met promotion policies at the end of the year, the student will be brought before the placement committee. Extenuating circumstances will be considered and the final placement for students for the next year will be made by the placement committee. The placement or appeals committee has final authority for placement decisions.

**TERRELL COUNTY BOARD POLICY  
Promotion and Retention**

**Descriptive Code: IHE  
Date: 2/13/2012  
Rescinds Code: IHE  
Date Issued: 2003**

**160-4-2-.11 PROMOTION, PLACEMENT, AND RETENTION.**

It is the goal of the Terrell County Board of Education that all students will demonstrate mastery of state and local grade level standards K – 8. It is the responsibility of the principal to ensure that decisions regarding promotion, placement, and retention follow the procedures outlined in Board Policy IHE and these guidelines.

To help assure student academic achievement, the Terrell County Board of Education in accordance with the Georgia Academic and Promotion Policy (O.C.G.A. & 20-2-282,283, 284, and 285), the State Board of Education Rule 160-2-11 Promotion, Placement, and Retention, and State Rule 160-4-2-.13 established the following education guidelines for grades K - 12:

- III. State Rule Requirements for Grades One- through Eight specified in Board Policy IHE.
- IV. State Rule Requirements for Grades Three, Five and Eight specified in Board Policy IHE.
- V. Terrell County Promotion Standards and Criteria for Grades Kindergarten through Eight specified in Board Policy IHE.
- VI. State/Local Requirements for Grades 9 – 12 specified in Board Policy IHE.

**(1) DEFINITIONS.**

(a) **Accelerated instruction** - challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Office of Education Accountability, to meet grade-level standards in the shortest possible time.

(b) **Additional instruction** - academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level, as defined by the Office of Education Accountability, to grade level performance. It y include more instructional time allocated during the school day , instruction before and after the school day , Saturday instruction, and/or summer/inter-session instruction .

(c) **Differentiated instruction** - instructional strategies designed to meet individual student learning needs.

(d) **Grade level** - standard of performance, as defined by the Office of Education Accountability, on a Criterion-Referenced Competency Test.

(e) **Placement** - the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

(f) **Placement committee** - the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet expectations on the Criterion-Referenced Competency Test. This committee shall be comprised of the principal or designee, the student’s parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the Criterion-Referenced Competency Test .

(g) **Promotion** - the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.

(h) **Retention** - the re-assignment of a student to the current grade level during the next school year.

**I. Requirements for Grades 1 - 8**

A. Each school principal or designee shall distribute student data from the state or locally developed Criterion-Reference Competency Test to teachers at the beginning of each school year. Each teacher shall use this data to focus instruction on identified student academic performance in grades 1-8.

B. Each school principal or designee shall establish a Response to Intervention/Student Support Team for each student in grades 1-8 who does not achieve grade level on reading and/or mathematics sections of a locally developed assessment or the state required criterion-referenced competency test. The team shall:

1. Make recommendations to promotion committee who determines whether each student shall be retained or promoted based on a review of the overall academic achievement of the student as well as the student's locally developed assessment or Criterion-Referenced Competency Test performance;
2. Develop an accelerated, differentiated, or additional instructional instruction plan for each student who does not achieve grade level on the reading and/or mathematics sections of a locally developed assessment or the criterion-reference competency test; and
3. Develop a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

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

D. The school principal or designee shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and other criteria established in this policy.

## **II. State Rule Requirements for Grades Three, Five, and Eight**

A. Promotion of a student shall be determined as follows:

1. No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the Criterion-Reference Competency Test in reading and meet promotion standards and criteria established in reading and meet promotion standards and criteria established in this policy.
2. No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and the Criterion-Referenced Test in mathematics and meet promotion standards and criteria established in this policy.
3. No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the Criterion-Referenced Competency Test in reading and the Criterion-Referenced Competency Test in mathematics and meet promotion standards and criteria established in this policy.
4. Requirements in this section shall apply to students in the following grade levels:
  - a. The third grade beginning with the 2003-2004 school year.
  - b. The fifth grade beginning with the 2004-2005 school year.
  - c. The eight grade beginning with the 2005-2006 school year.

The school principal or designee may retain a student who performs satisfactory on the Criterion-Referenced Competency Test but who does not meet promotion standards and criteria established in this policy.

B. When a student does not perform at grade level in grades 3, 5, or 8 on the Criterion- Referenced Competency Test(s) specified in section (a) above, then the following shall occur:

1. Within ten calendar days, excluding weekends and holidays, or receipt of the

Criterion-Referenced Competency Test individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:

- a. The student's below-grade-level performance on the Criterion-Referenced Competency Tests;
  - b. The specific retest(s) to be given the student and testing date(s);
  - c. The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the Criterion-Referenced Competency Tests; and
  - d. The possibility that the student might be retained at the same grade level the next school year.
2. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity; and
  3. The student shall be retested with appropriate sections(s) of the Criterion-Referenced Competency Test(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board.

C. When a student does not perform at grade level on the Criterion-Reference Competency test in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur.

1. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.
2. The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.
  - a. The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student
  - b. The notice shall describe the composition and functions of the placement committee; it shall describe the option of the principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting; and
  - c. The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.
3. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.
  - a. The placement committee shall be comprised of the principal or design the student's parent or guardian, and the teacher(s) of the subject(s) of the Criterion-Referenced Competency Test of the alternative assessment instrument on which the student failed to perform at grade level.
  - b. The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.
  - c. The placement committee shall review the overall academic achievement of the student in light of the performance on the Criterion-Referenced Competency Test or the alternative assessment instrument and promotion standards and criteria established in this policy for the school that the student attends, and make a determination to promote or retain.
  - d. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, is likely to perform at grade level by the conclusion of the school year.
  - e. The placement committee prescribes such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
  - f. The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

4. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grade 3, 5, or 8 on the Criterion-Referenced Competency Test(s) specified in section I (II.A State Rule Requirement 3, 5, and 8) above whether the student is retained, placed, or promoted for the subsequent year.
5. A student who is absent or otherwise unable to take the Criterion-Referenced Competency Test in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the Criterion-Reference Competency Test in reading and/or mathematics on the second administration day(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.
6. A student's failure to take the Criterion-Referenced Competency Test in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing date(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board shall result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this rule.
7. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee
8. The decision of the placement committee may be appealed only as provided for by the local board of education .

### **III. Terrell County Promotion Standards and Criteria for Grades Kindergarten through Eight**

**In addition to the state requirements, Terrell County has the following academic requirements for promotion.**

#### **A. Academic Requirements**

##### **Kindergarten**

To meet promotion requirements, a student must master 10 of the 12 essentials skills for Reading and 10 of 12 essential skills for Mathematics as identified on the Terrell County Board of Education report card.

##### **First**

To meet promotion requirements, a student must:

- A. Master 8 of the 9 essentials skills for Reading as identified on the Terrell County Board of Education report card.
- B. Master 8 of 9 essential skills for Mathematics as identified on the Terrell County Board of Education report card.
- C. Obtain a passing grade (70) in reading and math

##### **Second**

To meet promotion requirements, a student must:

- A. Master 5 of the 6 essentials skills for Reading as identified on the Terrell County Board of Education report card.
- B. Master 6 of 7 essential skills for Mathematics as identified on the Terrell County Board of Education report card.
- C. Obtain a passing grade (70) in reading and math

### **Grades 3 through 5**

To meet promotion requirements students in grades 3 - 5 must:

- i. Obtain a passing grade(70) in
  - Mathematics
  - Reading
- ii. Obtain a passing grade (70) in two of the following:
  - Social Studies
  - Science
  - Language Arts (English, Spelling, Composition)

### **Grades 6 through 8**

To meet promotion requirements students in grades 6-8 must:

- i. Obtain a passing grade (70) in:
  - Mathematics
  - Reading
- ii. Obtain a passing grade (70) of 2 of 3 of the following:
  - Social Studies
  - Science
  - Language Arts (English, Spelling, Composition)
- iii. Summer school is strongly recommended for students failing Math Support classes

## **B. Final Placement**

If a student in grades Kindergarten through Eight has not met promotion policies at the end of the year, the student will be brought before the placement committee. Extenuating circumstances will be considered and the final placement for students for the next year will be made by the placement committee. The appeals committee has final authority for placement decisions.

The Individualized Education Plan developed by the Special Education Placement Committee shall determine the promotion criteria for students who have been staffed into special education programs under the direction of the Special Education Department and federal and state mandates. (All grades)

The Section 504 Individualized Accommodation Plan developed by the school's designated team shall be used in addressing the promotion/retention decision making process for the student. (Grades K, 1, 2, 4, 6, 7)

The Individualized Academic Plan developed by the School's Response to Intervention/Student Support Team (shall determine the promotion criteria for Limited English Proficient Student (LEP) students. (Grades K, 1, 2, 4, 6, 7)

## **C. Development of Individual Instructional Plan including Teacher/Parent Communication and Continuous Assessment**

The Response to Intervention/Student Support Team at each school determines students requiring intervention services (Individual Instructional Plan) and determines the most appropriate means to meet the needs of student who are experiencing academic difficulty.

Students requiring initial Individual Instructional Plans at the beginning of the year:



1. Any student in grades K – 8 who is significantly below grade level on reading and/or math sections of the CRCT, local CRCT assessment for Grades 1 and 2, DSC in Kindergarten, or STAR reading or math.

Students requiring Individual Instructional Plans during the year:

1. Any student is grades K – 8 who is failing reading or math at the end of any nine (9) period.

Parents are invited to all Intervention Team meetings. If parents do not attend, written notes and/ or decisions from the meeting are provided to them.

#### **IV. Requirements for Grades 9 - 12**

(a) Local boards of education shall develop and adopt policies and procedures for the promotion and retention of students in grades 9 through 12.

Minimum passing score of 70 is established by state Rule 160-4-2-.13 (Statewide Passing Score, code IHA)

- (a) Promotion of a student to the next grade shall be determined as follows:
  1. To be promoted from 9<sup>th</sup> to 10<sup>th</sup> grade, a student must have earned five (5) units of credit.
  2. To be promoted from 10<sup>th</sup> to 11<sup>th</sup> grade, a student must have earned ten (10) units of credit.
  3. To be promoted from 11<sup>th</sup> to 12<sup>th</sup> grade, a student must have earned fifteen (15) units of credit.
- (b) Students shall meet the graduation requirements specified in the appropriate graduation rule and the assessment requirement specified in Rule 160-3-1-.07 Testing Programs-Student Assessment.
- (c) The Individualized Education Plan should serve as the required document policies and procedures for exceptional students receiving special education or related services.

**TERRELL COUNTY BOARD POLICY**  
**Grading System**

**Descriptive Code:** IHA  
**Date:** 2/13/2012  
**Rescinds Code:** IHA  
**Date Issued:** 12/13/2004

**(1) DEFINITION.**

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

**(2) REQUIREMENTS.**

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

**Grading System**

The Terrell County Board of Education establishes 70 as the minimum passing score for all subjects/courses taught in grades Kindergarten -12. Numerical grades must be recorded and maintained for all subject/courses for which credit is given in grades 9-12.

**Kindergarten – 12<sup>th</sup> Grade**

A	90-100
B	80-89
C	70-79
F	Below 70 (failing)

**Grades K – 5**

Numerical/letter grades will be posted for all subjects/courses. Below 70 is failing.

Kindergarten – In addition to a passing grade in Reading and Math, students must master 10 of 12 essential skills in Reading and 10 of 13 in Math.

Grade 1 - In addition to a passing grade in Reading and Math, students must master 8 of 9 essential skills in Reading and 8 of 9 in Math.

Grade 2 - In addition to a passing grade in Reading and Math, students must master 5 of 6 essential skills in Reading and 6 of 7 in Math.

**Grades 6 -12**

Numerical grades will be posted for all subjects/courses. Below 70 is failing.

**Authority:** O.C.G.A. § 20-2-240; 20-2-281.

**Adopted:** April 13, 2011

**Effective:** May 3, 2011

# Protection of Pupil Rights Amendment (PPRA)

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The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
  1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the student and his/her family;
  3. Sex behavior and attitudes;
  4. Illegal, anti-social, self-incriminating and demeaning behavior;
  5. Critical appraisals of other individuals with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
  7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

**Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920**

# Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520



# Carver Elementary School

455 Greenwave Drive  
Dawson, Georgia 39842  
Phone (229) 995-5451

Mrs. Loretta Williams  
Principal  
Mrs. Monica McCrary  
Assistant Principal

**“No Child Left Behind”**

## **FOCUS SCHOOL PARENT NOTIFICATION 07/16/2015**

Dear Parent(s)/Guardian(s):

The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school’s designation under Georgia’s ESEA Flexibility Waiver.

Under the 2015 renewal of Georgia’s ESEA Flexibility Waiver, certain Title I schools continue to be designated as Reward, Priority, or Focus Schools. The Waiver allows the use of the College and Career Ready Performance Index (CCRPI) as the comprehensive report card for all schools in Georgia, providing a score between 0-100 for each school—measuring how well the school is doing in preparing its students to be successful in college and/or a career.

**Currently, Carver Elementary School’s CCRPI is 54.4. A detailed report including each of the indicators is available at <http://ccrpi.gadoe.org/2014/>.**

Despite the progress made by our students, **Carver Elementary School** has been designated as a Focus School under Georgia’s ESEA Flexibility Waiver for the **2015-2016** school year. This designation is based on the school’s 3-year average CCRPI Achievement Gap score, and we keep this designation until our school meets the exit criteria for Focus School status.

**Carver Elementary School has been identified as a Focus School due to the achievement gap between the lowest twenty-five percent of our students compared to the state.**

As a Focus School, we will work together with parents/guardians, our community, and the Terrell County School System to develop a school plan that delivers the necessary support to address the learning needs of our students and increase their academic success.

**The interventions and strategies that will be used to address achievement at Carver Elementary School this year are as follows: Explicit Data-Driven Instruction, the Flexible Learning Program, After School Remediation, Small Group Intervention, Study Island, Lexia Core 5 Reading, Math/Reading intervention teachers and Thinking Maps.**

An important part of Carver’s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, Flexible Learning Program Plan, being a part of our family engagement team or have questions about how you can better help your child in school, please contact **Mrs. Loretta Williams, Principal** at **229-995-5451** or **[lwilliams@terrell.k12.ga.us](mailto:lwilliams@terrell.k12.ga.us)**.

Thank you for all that you do to support your child’s education.

Sincerely,  
**Mrs. Williams**  
Principal

# FY 16 Terrell County School System

## Parental Involvement Policy

Revised: May 6, 2015; June 5, 2015

Final Revision: June 11, 2015

### PART I

#### GENERAL EXPECTATIONS

The Terrell County School System which includes Terrell High School, Terrell Middle School, Carver Elementary School, and Lillie Cooper Primary school, agree to implement the following statutory requirements:

- Terrell County Schools System will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the Terrell County School System will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The Terrell County School System will incorporate this system-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the Terrell County School System and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school system submits the plan to the Georgia Department of Education.
- The Terrell County School System will involve the parents of children served in Title I, Part A schools in decisions about the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The Terrell County School System will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
  - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*
    - A. *that parents play an important role in assisting their child's learning;*
    - B. *that parents are encouraged to be actively involved in their child's education at school;*
    - C. *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
    - D. *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

## PART II

### IMPLEMENTING REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Terrell County School System will take the following actions to involve parents in the joint development of its districtwide parental involvement plan under section 1112 of the ESEA.
  - Provide parents access to the information in the district's parental involvement policy and plan through the district website.
  - Engage in open communication about the plan during parent meetings
  - Hold an annual Title I Parent Involvement Program evaluation meeting in the spring that provides a review of the parent involvement policy and seeks feedback and plans for the following year.
  - Use a variety of methods to advertise meetings seeking parent input.
  - Include in the policy parent input forms for parents to return to the school which seeks parent feedback on this policy development of this policy, the district plan and use of parent involvement funds.
  
2. The Terrell County School System will take the following actions to involve parents in the process of school review and improvement under section 1115 of the ESEA:
  - Include a handout providing a summary of how Title I funds for parent involvement are used at each school with the yearly registration packets.
  - The district will hold an annual meeting for parents of students in Title I program to discuss the review and implementation of the Title I plan, and how Title I funds for parent involvement activities will be used.
  - Parental feedback and input will be solicited from all parent meetings and the school website.
  
3. The Terrell County School System will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Review school parent involvement plans to ensure compliance, including invitations, agendas, and minutes from parent meetings showing that school plans were developed jointly with parent input.
  - Provide financial support for parent activities as well as guidance on appropriate use of parent involvement funds along with a periodic status report.
  - Provide support of central office personnel for meetings and parent program activities as needed at the school level during the planning and implementation of parent meetings.
  - A parent involvement coordinator is provided to coordinate and integrate parent involvement programs and activities in the Parent Resource Center and also provide materials and trainings to help parents work with their children to improve academically.
  - Maintain open communication with school staff of any announcements or changes in parent involvement from GaDOE.
  
4. The Terrell County School System will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start and Pre-K program, by:
  - Coordinating with Head Start and Pre-K to invite families and preschool children into the schools to take a tour and participate in planned activities.
  - Include Head Start and Pre-K classrooms when possible in elementary settings to connect parents early to their child's potential school. Head Start and Pre-K parents should be included in school newsletters during the preschool year and included in school assemblies and parent nights.

- Provide materials in the Parent Resource Center to assist parents in helping their children with transition from Pre-K or Head Start to Kindergarten.
- Terrell County School System will also partner with the following facilities to disseminate notifications of parental involvement activities and workshop information through district flyers and memos:
  - A. Terrell County Department of Family and Children Services (DFCS)
  - B. Terrell County Family Connections
  - C. Terrell County Public Library
  - D. Terrell County Housing Authority
  - E. Local Faith Based Organizations and Churches
  - F. Terrell County Chamber of Commerce
  - G. Terrell County Parent Academy
  - H. Department of Juvenile Justice
  - I. Terrell County Head Start

5. The Terrell County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The Terrell County School System will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Terrell County School System will conduct annual evaluations and request parent feedback through multiple methods of contact, including but not limited to:
  - Surveys (sent home, electronic)
  - Focus Groups
  - Open Discussion Forums
- Evaluation results (including parent input) will be used in planning improvements during the current school year and for the subsequent school year.
- The Title I Director will work with the Parent Involvement Coordinator to evaluate the Parent Involvement Program.

6. The Terrell County School System will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. The school system will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-

- The state's academic content standards,
- The state's student academic achievement standards,
- The state and local academic assessments including alternative assessments,
- The requirements of Title I,
- How to monitor their child's progress, and
- How to work with educators:

✓ Parent Resource Center will be opened daily to give assistance to parents in any or all of these areas.



- ✓ Conduct ELA and Math Georgia Standards of Excellence and CCGPS parent workshops to inform parents about changes in their child's curriculum
- ✓ Provide information to parents explaining content standards and expectations for student achievement through presentations, newsletters and parent conferences. scheduling conferences and will be discussed during parent meetings.
- ✓ Develop Student-Parent Study Guides that help parents understand how they can help with homework. parent meetings and seminars will be utilized to distribute information on the requirements of Title I, and monitoring student progress and any other topic deemed necessary.
- ✓ Providing parents with information during an annual fall meeting, through quarterly progress notes, at parent teacher conferences, and on the district website.
- ✓ Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a Family Literacy Night, Math Night communicate regularly with parents in clear understandable terms.
- ✓ Provide parents opportunities to participate in decision making roles, volunteer opportunities, classroom newsletters, an annual parent survey, parent-school compacts, and parent teacher conferences.

B. The school system will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing an evening computer lab for parents to learn how to use technology
- Providing "Make and Take" Learning opportunities to provide materials for parents to use with their children.
- The Parent Involvement Coordinator will provide instruction to parents on how to incorporate appropriate learning activities in the home environment.
- Posting educational bulletins on website. The bulletins will be posted monthly and can be downloaded and printed by the parent.

C. The school system will, with the assistance of its schools and parents, educate its teachers, pupil service personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- The Title I Director will work with school principals to plan and if possible co-facilitate their initial
- Title I Parent Meetings
- Participate in the Parent Engagement Conference
- Professional development will be provided on parent involvement for teachers and administrators on a quarterly bases to address topics such as:
  - ✓ The Basics of Parent Engagement
  - ✓ Communicating with Parents
  - ✓ Promoting Cultural Competency
  - ✓ Including Parents in the Homework Process
  - ✓ Enhancing School-Home Relationships Through Student Led Conferences
  - ✓ Effective parent involvement strategies; and
  - ✓ The importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

D. The schoolsystem will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and Pre-K, and conduct other activities, such as a Parent resource center that encourage and support parents in more fully participating in the education of their children by

- Providing a District Parent Resource Center, located at 7611st Avenue, Dawson, Georgia, open and Monday and Wednesday from 8:30 am-5:30 pm and Tuesday, Thursday and Friday from 8:30 am-4:30 pm for parents to utilize academic resources on behalf of their children.
- Coordinating parent involvement activities and workshops along with other initiatives including Head Start and Pre-K.

E. The schoolsystem will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Provide translation, to the extent practicable, of all documents to minimize language barriers to parent involvement.
- Provide written communications in a language parents can understand
- When requested, use an interpreter as needed for parent meetings.
- Parent information and resources will be maintained on the system website at [www.terrell.k12.ga.us](http://www.terrell.k12.ga.us)

F. Provide other reasonable support for parental involvement activities under section 1118 as parents may request.

- Maintaining a line of communication with parents so that needs and requests of parents for parent involvement activities may be made.
- Parent meetings will be held regularly both at the district and school level.
- The schoolsystem will be responsive to the needs and requests of parents for parent involvement activities, within reason and Title I Compliance.

### **PART III.**

#### **DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

- ❖ Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonable available sources of funding for that training.
- ❖ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- ❖ Training parents to enhance the involvement of other parents.
- ❖ In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times and locations.
- ❖ Adopting and implementing model approaches to improving parental involvement.
- ❖ Establishing a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs.
- ❖ Developing appropriate roles for community based organizations and businesses, including faith-based organizations, in parental involvement activities and
- ❖ Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV.

ADOPTION

This District wide Parental Involvement Policy has been developed with input, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by survey data and Parent Involvement Evaluation Open Forum Meetings.

This policy was adopted by the Terrell County School System on June 11, 2015 and will be in effect for the 2015-2016 school year. The school system will distribute this policy to all parents of participating Title I, Part A children on or before November 1, 2015.

  
(Signature of Authorized Official)

June 11, 2015

Date

# Terrell County Board of Education

## Terrell County Governmental Building

955 Forrester Drive, SE

P. O. Box 151

Dawson, Georgia 39842

229-995-4425

### Central Office:

Robert D Aaron, Superintendent  
Bernice Burke, Curriculum Director  
LaTosha Peters, Special Ed. Director  
Dr. Russia Sherrod, Social Worker  
Tonya Perkins, Title I Director  
Robin Schofill, Secretary/Payroll  
Sharryl Dotson, Bookkeeper  
Lydia Fulton, Fin. Acct. Off.  
Olivia Preston, Nutrition Coordinator  
Steve Phillips, Technology Director

### Board Members:

John Gardner, District 1  
Michael Oxford, District 2  
Mellean Davis, District 3-Vice Chairman  
Ray Moses, District 4-Chairman  
Albert Crumbley, District 5

## INTRADISTRICT TRANSFER OPTION PARENT NOTIFICATION LETTER

Date: July 20, 2015

Dear Parent/Guardian:

This notification is to inform you that Carver Elementary has been identified as a:

Priority School

Focus School

Alert Title I School

Under Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver that was approved on February 9, 2012; Priority and Focus Title I Schools no longer have to provide Public School Choice under the No Child Left Behind of 2001 (NCLB) but rather have reverted to Georgia's Intradistrict Transfer Option.

The Intradistrict Transfer allows a parent/guardian the option to request a transfer from their child's assigned school to a school of the parent's choice within the school zone/district in which their child resides. However, the Intradistrict Transfer may be granted to your child only if the school to which the request for transfer has classroom space available after all the assigned students have been enrolled.

**Terrell County Schools is not required to offer an Intradistrict Transfer option because we only have one school per grade span.**

If you have additional questions or concerns, please contact the person listed below:

Name: Loretta Williams

Title: Principal

Email: [lwilliams@terrell.k12.ga.us](mailto:lwilliams@terrell.k12.ga.us)

Phone: 229-995-5451

Name: Tonya Perkins

Title: Title I Director

Email: [tperkins@terrell.k12.ga.us](mailto:tperkins@terrell.k12.ga.us)

Phone: 229-995-4096

Thank you,

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## Carver Elementary School

(Please sign and return all forms)

Dear Parents:

The student handbook serves as a valuable means of communication between the school and parents: School rules, guidelines, policies and other pertinent information are included in the student handbook. Each student at Carver Elementary School was issued a copy of the student handbook. Please be an informed parent by reading and helping your child understand the information provided in the student handbook.

I \_\_\_\_\_, carefully read and studied the policies of Carver Elementary School, and agree to give my support to the policies.

Student Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

## 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade Reading Lexile Level Goals

Through direct reading instruction across all content areas and providing students access to rich, complex text, the reading goal of Carver Elementary School is to increase the percentage of students meeting the Lexile benchmarks to 50%.

Grade Level	Lexile Benchmark	Goal for 2015-2016
3 <sup>rd</sup>	650	50%
4 <sup>th</sup>	750	50%
5 <sup>th</sup>	850	50%

## Science Goals

Grade Level	Goal for 2015-2016
3 <sup>rd</sup>	Within 20% of the state average on the GA Milestone
4 <sup>th</sup>	
5 <sup>th</sup>	

When teachers, students and families work together, we CAN achieve our goals!

## Opportunities for Parent Involvement

### July/August

- Open House - Presentation of the 2015-2016 school goals

### September

- Curriculum Night - Discussion of our reading and science data, goals and strategies to reach the goals

### October

- Parent Visitation Day - Classroom visitation for parents to observe or participate in science and reading activities

### November

- Science Project Day

### January

- DEAR (Drop Everything and Read)
- GA Milestone Night

### March

- Career Month- Focusing on careers that incorporate science and reading

### May

- Celebration of meeting or exceeding our reading and science

## Carver Elementary School

## School-Parent Compact 2015 - 2016

**CES**

Mrs. Loretta Williams,  
Principal



Revised June 8, 2015

## What is our School-Parent Compact?

Our School-Parent Compact is an agreement that is developed jointly with parents, students, staff, and teachers. The compact outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement in science and reading.

The Carver Elementary School compact:

- Links to goals of the school improvement plan.
- Focuses on student learning skills.
- Describes how teachers will help students develop those skills using high-quality instruction.
- Explains how teachers and parents will communicate about student progress.
- Describes opportunities for parents to volunteer, observe, and participate in the classroom.

Contact your child's teacher by phone @ (229) 995-5451 or email. Email addresses are first initial and last name of teacher followed by [@terrell.k12.ga.us](mailto:@terrell.k12.ga.us)

## Teachers, Parents, Students - Together for Success

### In the Classroom

Carver Elementary School teachers and staff will work with students and their families to support students' success in all academic areas with a focus on reading Lexile measures and science.

Some of our key connections with families will be:

- Send home each student's progress toward the reading Lexile goal each 9 weeks
- Provide study guides and activities for students to help them understand the science concepts
- Encourage students to read informational texts on science concepts
- Provide workshops for parents and students in reading and science.
- Provide time for students to read independently in the classroom

### Students at Home and in the Classroom

Students have shared ideas about how they can succeed in school and reach their full potential.

The following ideas help make connections between learning at home and school:

- Make good choices such as paying attention in class, staying on task, and doing my best.
- Complete homework each night and study for tests.
- Work hard to meet my AR point goal and increase my Lexile level.

### At Home

Parents joined staff to develop ideas about how families can support student success in reading and science. These ideas are:

- Daily reading time at home: Listen to my child read out loud and read to my child
- Keep books, magazines and newspapers in a designated area at home for my child to read
- Have frequent discussions about the importance of reading and his/her progress toward the Lexile goals
- Help my child study for his/her science tests using the study guides
- Assist my child with science projects at home and at school

## Carver Elementary School's Parental Involvement Policy 2015-2016

Mrs. Loretta Williams, Principal  
Mrs. Monica McCrary, Assistant Principal



455 Greenwave Blvd.  
229-995-5451  
<http://www.terrell.k12.ga.us>  
Revised: July 20, 2015

### What is Title I?

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

## Carver's Parental Involvement Policy

**What is it?** This is a plan that describes how Carver Elementary School will provide opportunities to improve parent engagement to support student learning. Carver values the ideas, suggestions and involvement of parents in order to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that Carver Elementary School will support parent engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

**How is it revised?** Carver Elementary School welcomes parent input and comments at any time regarding the plan. All parent feedback will be used to revise the plan for next year. The plan will be posted on our school website for parents to view and provide feedback throughout the year. We also have an annual parental involvement meeting to ask parents for their suggestions on this Parent Involvement Policy as well as the Schoolwide Plan, the School-Parent Compact and the use of funds for parent involvement.

**Who is it for?** All Carver Elementary School students and their families are encouraged and invited to fully participate in the opportunities described in this plan. Carver Elementary will provide a full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

**Where is it available?** At the beginning of the year, the plan is included in the student handbook that is given to all students and handed out as part of the Student Registration Packet. In August, we will send the plan home to all parents in the student's weekly folder. Copies of Carver's Parental Involvement Policy are available in the main office, on the school website and in the District Parent Resource Center.



**District Goal:** All schools in the district will score in the 70<sup>th</sup> percentile or above as measured by the College and Career Readiness Performance Index (CCRPI).

Increase Lexile scores and reading comprehension skills in the content areas with the use of informational text.

**1. Reading Lexile**

Grade Level	Lexile Benchmark	CRCT Spring 2014	Goal for 2015-2016
3 <sup>rd</sup>	650	42%	50%
4 <sup>th</sup>	750	55%	50%
5 <sup>th</sup>	850	48%	50%

**2.**

**3. Science (3<sup>rd</sup> – 5<sup>th</sup> Grade)**

	Percent of students answering 50% of the Earth and Life Science questions correctly (CRCT)	Goal for 2015-2016 (Georgia Milestone)
Earth Science	47%	60%
Life Science	58%	60%

**School-Parent Compacts**

As part of this plan, Carver Elementary and our families will develop a school-parent compact, which is an agreement that parents, teachers, and students develop together. The compact explains how parents and teachers will work together to make sure all students meet grade-level expectations.

The compacts will be reviewed and updated annually based on feedback from parents, students and teachers. Each parent will receive a copy of the compact and return a signature page. Teachers will also maintain a copy in their classrooms. Additional copies will be available in the main office and in the Parent Resource Room.

**Parent Involvement Program and Activities**

Carver Elementary will host the following events to build the capacity for strong parental involvement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for parents will be held twice (in the morning and in the evening).

July/August:

- ✓ Open House- Open House is an afternoon dedicated to creating a relationship between parents, students and teachers. During this time, parents will meet the teacher, be introduced to the state’s academic standards and Assessment requirements, tour the school, and be able to sign up to be the “Classroom Parent”, join the text communication system, and volunteer to help in the classroom.

September:

- ✓ Annual Title I Meeting -We invite you to an evening of learning and sharing about our Title I program including our parent involvement policy, the schoolwide plan, the school-parent compacts and parental requirements. Invitations will be sent in the student’s weekly folder, and posted on the school website and the local newspaper.

October:

- ✓ Parent Visitation Day-Gain knowledge about topics relevant to your child’s education.
- ✓ Parent-Teacher Conferences-Updates on your child’s progress

November:

- ✓ Science Project Day – Parents join the students at school to work on hands-on science projects

December:

- ✓ Multiplication Fact Math Bowl

January:

- ✓ Read-A-Thon – (DEAR) Drop everything and read with your child at school
- ✓ Parent-Teacher Conferences- Updates on your child’s progress
- ✓ Georgia Milestone Information Night

March:

- ✓ Career Month-Connect with the school and community to build student capacity to be career an college ready
- ✓ Parent Teacher Conferences- Updates on your child’s progress

April:

- ✓ Testing Strategies-Prep for Georgia Milestones Assessment at home

May:

- ✓ Parent Awards Presented at Honor’s Day-A celebration of parent engagement and the recognition of parental involvement impact on CE and student success
- ✓ Title I Parent Planning Meeting-A forum for parents to participate in roundtable discussions with the principal and staff regarding the schoolwide plan, parental involvement policy, school-parent compacts and the parental involvement budget.

## Parental Involvement

Carver Elementary believes that parent involvement means the participation of parents in regular two-way and meaningful communication involving student learning and other school activities, including ensuring the following:

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

Carver Elementary is committed to helping our parents attend the parental involvement activities listed in this plan.

Please call or email Mrs. Williams, Principal, if you need assistance with childcare or transportation in order to participate in our programs.

(229)995-5451

[williams@terrell.k12.ga.us](mailto:williams@terrell.k12.ga.us)

## School Measures to Provide Required Assistance

Carver Elementary will take the following measures to promote and support parents in order to strengthen the school and reach our school goals.

We will:

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in both English and Spanish and posted on the school website and included in the monthly school newsletter and calendar.
- ✓ Share information in English and Spanish on the school website and in the school newsletter for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ✓ District Parent Involvement Coordinator will provide quarterly trainings for staff during their planning periods on strategies to improve communication with parents and ideas to increase family engagement.
- ✓ Provide multiple opportunities for parents to volunteer at the school and school functions
- ✓ Communicate with all families and the community on a regular basis regarding schoolwide events and activities, such as phone calls, text messages, social media, and flyers.
- ✓ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parental involvement.
- ✓ Provide necessary materials for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ✓ Collaborate with community leaders and business groups to increase participation and awareness of the school parental involvement plan and activities.
- ✓ Offer parent classes to help further enhance their various education backgrounds.
- ✓ Collect feedback from parents at all events and place a Parent Involvement Suggestion Box in the front office in order to respond to parents' requests for additional support for parental involvement activities.

## Parent Volunteer Opportunities

Carver Elementary School encourages all parents to volunteer in their child's classroom and at school activities.

Monthly activities and parent volunteer opportunities have been planned on a flexible schedule to accommodate as many parents as possible. The faculty and staff at Carver understand that students are much more successful when parents and teachers partner together to make sure that every child is successful.

## Parental Involvement Standards

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

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

## We Need You on Our Team!

If you would like to join Carver's Community Team, please complete this form and return it to your child's teacher or the main office.

- Yes, I am excited about joining the School Community Team
- Yes, please contact me so I can learn more about the School Community Team
- Yes, this sounds like a great idea, please keep me posted about future meetings

Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Grade \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email address: \_\_\_\_\_



**Education:  
A Team Effort**



## Share Your Thoughts

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

Name: (optional) \_\_\_\_\_

Telephone Number: (optional) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_