

Calhoun Elementary School

Expect Success!

101 Raymond King Drive, Calhoun, GA 30701

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www.calhounschoools.org/ces

Dear Students:

Calhoun Elementary School is a special place... and you play an important part! We will all work together, doing our best to help everyone achieve success this school year. Success never happens by accident. It requires planning and hard work. Your teachers will help you as you reach for success. Be sure to listen to them and follow their directions. This handbook provides some important information for you and your parents that will help you this school year. At CES we believe everyone who dreams big, plans well, and works hard can expect success!

Principal: Tammy Griffith Assistant Principal: Jason Hawkins Intervention Specialist: Kelli Kendrick Counselor: Jimmie Goswick	Family Services & Parent Involvement Coordinator: Marie Funes School Nurse: Connie Wehunt, RN Media Specialist: Jaime Garrett Cafeteria Manager: Vickie Bowman
Calhoun City Schools Mission Statement	
Our mission is to inspire all students to become life-long learners in the pursuit of excellence.	
Calhoun Elementary School Mission Statement	
Our mission is to achieve educational excellence.	

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6:30-7:5 daily; its fees are \$3.00 per day or \$10.00 per week.

Student Arrival and Departure

Students should not arrive to school earlier than 6:30. Students who arrive by car earlier than 7:15 should be let out at the front circle to enter the media center for early morning KEEP service. A fee is charged for early morning KEEP. Students arriving after 7:15 may enter in at the school's front doors near the offices. Students may eat breakfast before 7:30. Between 7:15-7:30 students will be released from the cafeteria to report to their hallways where teachers will be supervising students. Students must be in their homerooms before 7:45 to avoid being tardy.

Dismissal procedures begin at 2:35. After announcements, KEEP students and bus riders will be dismissed first. Then at about 2:45 car riders and car pool students will be dismissed. Students not picked up by 3:00 will report to afternoon KEEP service. Students in KEEP should be picked up by 6:00 pm. A fee is charged for afternoon KEEP.

Students who do not ride the bus home after school will belong to one of the following categories: walkers, KEEP, car-riders, or car-pool. Ordinarily, walkers are released first, followed by KEEP students. Car-riders are those students whose drivers do NOT need to pick up any children from Calhoun Primary School. These drivers should go into the first drive to the right that leads under the drive-through next to the school's front office area. Car-pool is for students whose drivers are picking up students both from Calhoun Elementary School AND from Calhoun Primary School. Car-pool drivers should go around behind the gym toward the back of the campus. Drivers for car-riders and for car-pool are requested to display school issued car tags in the front window of their cars to allow for efficient dismissal procedures.

Cars arriving to or leaving from campus should take the front entrance; the Linda Lane entrance is a private entrance into a county neighborhood. Early in the year, a small number of car pool numbers will be issued on a first come basis to allow access to Linda Lane in the mornings; these cars must go directly to car pool drop off. Please remember that Linda Lane has a 25 mph speed limit; please help us support our neighbors by following this speed limit.

KEEP

Students may stay in the Community Education afternoon childcare program from dismissal until 6:00 if it is the parents' desire. The cost of the program is \$7.00 per day or \$30.00 for the week, which must be prepaid. KEEP is open all except for the following days: Christmas Eve and Christmas day, New Year's Eve and New Year's Day, July 4, Labor Day, Memorial Day, and the entire school Thanksgiving holiday. A morning KEEP is offered from

Change of Transportation

Occasionally, parents need to change the transportation arrangements for their children. Permanent changes in transportation should be arranged in the school office by parents/guardians with custody rights. Temporary changes in transportation may be arranged by sending a written note, signed by a parent/guardian with custody rights or by someone identified on the child's information card to have permission to pick up the child. When a parent/guardian needs to change the way a child is transported home, the following procedures should be followed:

1-Send a signed, dated note to the child's teacher specifying exactly what the child is to do. The child gives the note to his/her teacher upon arrival, and the teacher sends the note to the office for verification and approval by the principal or principal's designee.

2- For security reasons, **no telephone requests** to change the way a child gets home will be taken. If the parent/guardian has an emergency necessitating a change, approval must come from the principal or principal's designee. To verify the identity of the parent/guardian, they must be able to answer security questions that may include giving the principal/designee the child's social security number, date of birth, or other identifying information. This can be confirmed by information on the student information card.

3- When a child is going home with another student, both students must have signed notes from their parent/guardians stating that information. These notes must be approved by the principal or principal's designee.

4- After notes have been approved, the student must give a change of transportation note from the office to the bus driver. Notes for car-riders, KEEP students, or students that walk home must have the same approval and be presented by the student to the staff members on duty in the afternoon. Notes from parents/guardians will be kept on file in the office.

5- For the safety of all Calhoun City students, school personnel will send a student home the same way each day unless the above procedures have been followed.

Taxi Use

Students who use a taxi to leave school should have a note from their parents granting their permission for the student to leave in a taxi and which taxi service will be used.

Traffic Flow on Campus

Please follow all traffic patterns and procedures to ensure student safety. Traffic patrol monitors may be on duty in the mornings or afternoons when parents arrive on campus. These monitors are necessary to help ensure the safety of our students and that traffic flow is as smooth as possible. Please carefully watch and follow the directions of the traffic patrol monitors. When waiting in a car line to pick up a child it is sometimes tempting to pass other

drivers by pulling into the lane of oncoming traffic. To try to make this pass before other cars come drivers will sometimes attempt this maneuver at fast speeds. This causes a dangerous situation and is therefore forbidden. Drivers should NOT pass other drivers who are waiting in line to pick up children unless the traffic patrol person directs them to do so. Politeness and patience is appreciated.

Tardies and Checking Out Early

Students who are not in their homerooms by 7:45 am shall be tardy. Students who leave school earlier than 2:35 shall be considered to have checked out early. Students who arrive after 7:45 but before 7:50 should report directly to their homerooms where their teachers will mark them tardy. Students arriving after 7:50 will be required to bring their parents in to the office to check them in. If it is necessary for a child to leave school before the end of the school day, his/her parent or guardian with whom he/she lives must send a written request giving the reason, or come in person for the child and make the request to the principal. The person picking up the student **MUST REPORT TO THE FRONT OFFICE**. A photo ID is required when picking up a student. No students will be released early unless the office staff calls for the student. In cases where the right to custody is in doubt, the principal may require evidence that the person calling for the child is entitled to custody. It is requested that there be no checkouts after 2:00 p.m. unless there is an emergency. Students leaving before 11:15 a.m. are counted absent.

After a student has had ten tardies, early checkouts, or a combination of the two in one semester, the parent/guardian will be notified by mail. Each school will develop additional procedures necessary to address habitually tardy students. **Any combination of 10 tardies or early checkouts will make a student ineligible for perfect attendance.**

School Attendance Policy

Parents are requested to notify the school office on the day that their child is absent.

Written Excuse for an Absence – Any student who has been absent from school shall present a satisfactory written excuse to the principal or designee(s) **within three days of returning to school**. Excused absences include personal illness, death in the family or court appearance. Medical excuses must have a note from the doctor's office. All absences are recorded as unexcused until a satisfactory excuse is presented. Students who have missed ten days of school or more in a school year may be required to provide additional verification including medical excuses. Medical absences are defined to include written excuses from a doctor, health care provider, or school nurse. There are two categories of absences: excused/medical and unexcused.

For a child to be counted present for the school day, he or she must participate in class activities for fifty percent of the school day. If a child spends the majority of the time in the nurse's clinic or out of class, he or she may not be counted present. Arriving to school after 11:15 or leaving school before 11:15 will disqualify a student from having perfect attendance.

Excused/Medical Absences: Kindergarten – 12th Grade Protocol

Step 1: After ten absences (to include excused, medical, or a combination which may include unexcused) within an academic year, the school attendance officer will notify the parent/guardian by mail. In addition, the attendance officer may make personal contact with the parent/guardian.

Step 2: Any additional absences may result in required doctor's notes.

Step 3: The attendance officer will consult with the school social worker to determine whether further action is warranted.

Step 4: The school social worker, taking into consideration the student's attendance history, may refer the student and/or parent/guardian to any of the following:

1. Truancy Treatment Team
2. Juvenile Court
3. Department of Family and Children Services
4. Magistrate Court alleging parental non-compliance of the Compulsory Attendance Law of Georgia.

Unexcused Absences: Kindergarten – 12th Grade Protocol

Step 1: After five **unexcused** absences within an academic year, a designated school employee will make two reasonable attempts to notify the parent/guardian with a written response required. After two reasonable attempts have been made without response, the school shall send a notice to the parent/guardian by certified mail, return receipt requested. Once notice has been served of the five unexcused absences, any further unexcused absences are considered in violation of the Compulsory School Attendance Law (Code Section 20-2-690.1). Accordingly, the student shall be referred to the school social worker.

Step 2: The school social worker, taking into consideration the student's attendance history, may refer the student and/or parent/guardian to any of the following:

1. Truancy Treatment Team
2. Juvenile Court
3. Department of Family and Children Services
4. Magistrate Court alleging parental non-compliance of the Compulsory Attendance Law of Georgia.

Makeup Work After an Absence

School assignments are intended to help students to reach their educational goals. Students who miss school for absences need to make up any missed work. If a student knows that he will be absent for a period of time in the future then he may request work to be given to him in advance and teachers will be glad to offer that work when

possible. All missed work should be made up or arrangements should be made to make up the work within three days of a student's return to school after an absence. The opportunity to make up work is afforded to all students who have been absent, regardless of whether the absence was excused or unexcused. Credit will be given for work that is made up unless the absences were for disciplinary out-of-school suspension.

Zeros Aren't Permitted (ZAP)

Because we value the benefits of students completing their school assignments we do not permit students to settle for a zero for a grade by just not completing or turning in their work. Students who neglect to turn in their assignments or to complete them in the time allotted will be required to complete the work in another setting, either as homework, in STOP, or during recess detention. We promote an attitude of excellence and hard work where there is no room for lackadaisical approaches to learning. School staff will partner with parents and students to make every reasonable effort to help students not have zeros for grades.

Calhoun City Schools Homework Policy

Teachers may assign homework for one or more of the following reasons:

1. practice – Homework assignments may be designed to give students the opportunity to practice skills and the application of knowledge that have already been learned.
2. preparation – Homework assignments may be designed to help students to gain background information or to collect materials necessary for classroom lessons that are coming up in the future.
3. extension – Homework assignments may be projects. These assignments give students the opportunity to apply learning acquired in the classroom to tasks being worked on at home.
4. completion – Homework assignments may simply require students to take a classroom assignment home to complete that was not completed during regular class time.

School principals should define further policies regarding homework, including, but not limited to the following important guidelines:

1. Homework should be meaningful. Homework should not merely be "busywork."
2. Homework should not count an inordinate amount toward a student's overall grade. Principals will set a maximum percentage that homework can count toward the overall grade for their respective schools. That amount may be set differently for different departments at the principal's discretion.
3. There should be consistency in how homework turned in late is treated. Principals may set school-wide policies regarding the treatment of late work or they may ask their department heads or team leaders to set policy regarding late work per department or team.

4. The amount of homework assigned should be appropriate. Factors taken into consideration in determining how much homework is appropriate should include, but not be limited to age of student, ability level of student, and type of class.
5. Discretion should be exercised regarding the assignment of homework over summer breaks, winter holidays, spring break, or other extended breaks from school. Principals will approve of such assignments as they deem appropriate.
6. As much as is possible, big projects from multiple classes should be coordinated so they are not all due near the same time.
7. When appropriate, grading rubrics or other explanations of grading criteria should be explained in writing and provided to students and parents for projects that are assigned. Furthermore, clear due dates should be communicated to students and parents.
8. Teachers who use special notations when correcting student work should provide students and parents a written explanation of how to interpret the notations.

Based on the parameters described above, the principals from each school will oversee the development of a homework policy for their respective schools. This policy shall be printed in the student handbooks and teacher handbooks for each school.

Calhoun Elementary School Homework Policy

Homework should be assigned in a fashion that is consistent with board policy as described above. The impact of homework on a student's overall grade should be minimal. Homework assignments should never account for more than 25% of a student's overall grade. Students who neglect to complete homework assignments in a timely fashion may be subject to disciplinary measures including but not limited to loss of recess time or assignment to STOP.

Textbook Responsibilities

Students at Calhoun Elementary School are issued textbooks at no additional cost. Upon issue of a textbook to a student, it becomes the responsibility of the student. Textbooks should not be marked in or damaged in any way. Students are to use only the textbook specifically assigned to them. All textbooks must be returned at the end of the school year. Students will be required to pay for any damaged or lost textbooks.

Curriculum

The curriculum taught at Calhoun Elementary School is based on guidelines of the Georgia Department of Education and developed by the Calhoun City School System. The language arts curriculum is taught through an integrated approach in third, fourth and fifth grade. Reading, writing, spelling, speaking and listening are included in language arts. Reading instruction allows students to master and use increasingly complex approaches to solving problems as they learn academic

skills. Students receive literature-based instruction through the use of Scott-Foresman reading texts. Mathematics is taught through a hands-on and application of skills process. Science objectives are currently taught through an integrated thematic approach utilizing various resources to stimulate curiosity and foster further investigation. The major goal of the social studies curriculum is to provide students with knowledge of the world and its peoples. Students investigate cultures by studying the disciplines of history, geography, government, economics, anthropology and sociology. The classroom teacher is responsible for the teaching of most of the curriculum areas, but activity instructors are jointly responsible for the areas of music, art, technology, and physical education.

Standardized Testing

Third, Fourth and Fifth graders will take the Criterion Referenced Competency Test (CRCT) in the spring of the year. Practice CRCT Benchmark Tests will be administered throughout the school year to monitor students' progress. These tests help the school diagnose specific strengths and weaknesses in students' achievement. Third grade students may also participate in the ITBS/CogAT testing in the fall.

Response to Intervention (RTI) and Student Support Team (SST)

RTI refers to how students respond to interventions implemented to help them reach their goals. Lower level interventions are intended for larger groups of students while higher level interventions are targeted at smaller groups of students or to individual students. The effectiveness of an intervention is determined through a process of progress monitoring. This allows students in need of further/additional interventions to be identified. A student support team is comprised of a child's teachers, parents, and other school staff who work with the child. The team meets when a student is experiencing academic and/or behavioral difficulties in the classroom. Parents are always notified if a child is referred or an SST meeting is planned so they may be a part of developing the best educational plan for the child.

Report Cards & Progress Reports

Report cards and progress reports are sent home to help ensure that parents are informed regarding their children's progress at school. Students will be given the reports to take home for parents to sign. Parents should sign them and return them to the student's homeroom teacher. Report cards come out at the end of each 9-week grading period. Progress reports come out about five weeks into each of the grading periods.

Grading Scale

A - 90-100 B - 80-89 C - 70-79 F - 60-69

Honor Roll & Merit List

After each grading period an honor roll and a merit list are published. The honor roll includes students who have all

A's on their report cards. The merit list includes students who do NOT have all A's, but who have no grade lower than a B.

Success Rallies

After each quarter our students participate in a Success Rally. These are to recognize the success of students in the classroom. Students are selected to share work samples or to share performances from their classes. Parents of presenting students are encouraged to attend the success rallies.

Club CES

Our students are challenged to qualify each month for Club CES. The qualifying criteria include **Conduct**, **Effort** in academics, and **School** attendance. Students are provided a rubric that explains the requirements to qualify for Club CES. Qualifying students are treated to a special time of games, recess, and fun.

Awards Programs

At the end of the school year we host awards programs for each grade level. Parents are invited to attend their children's awards programs. At the awards programs students are presented with awards related to such things as academics, activity classes, attendance, etc.

Parent Conferences & Early Dismissal

The school schedules parent conferences for ALL parents twice each year, once in October and once in March. Our goal is to conference with 100% of our parents twice each year. Teachers will contact parents to set conference appointments. While most conferences will be scheduled on the designated early dismissal days, some may have to be scheduled a few days before or after the designated days. Important information is shared between parents and the school at these conferences.

To help facilitate these essential conferences school will dismiss at 11:25 on these designated days. (See the school calendar at the front of this handbook.) After school KEEP services will be available for parents who are unable to pick their children up on these early dismissal days. Regular KEEP fees will be charged.

Parent Portal – Access to Students' Records Online

Parents may access their children's school records using the Parent Portal with a computer connected to the internet. There is a link to the Parent Portal on the school system's website (www.calhounschools.org). Parents wishing to use the Parent Portal must receive their user ID's and passwords from the school office.

Parent-Teacher Organization

We have a very active and supportive PTO. With the support of our PTO we have been able to raise significant funds each year to help fund improvements critical to our school. Among other things, our PTO has helped sponsor

field trips, lay sod on campus, install playgrounds, and purchase technology and instructional materials for classrooms. Our PTO also holds regular meetings during the school year to help enhance the partnership between parents and the school. All parents are encouraged to participate in PTO sponsored activities.

Accelerated Reader

Students take an Accelerated Reader placement test called STAR. This quick, but accurate test will place students in a suggested reading level called their "zone." The "zone" will be a range for comfortable, but challenging reading. Students will be encouraged to read Accelerated Reader books in their particular zone. As students progress through the year, they will move up or down in their zone according to their AR test results. STAR will be administered at the beginning of the year, mid-year, and at the end of the year. All students, with the help of their teachers, will set goals for themselves. All students will be encouraged to keep their AR average at 85% or better. As students reach certain point levels, prizes will be awarded. This year we will be giving away "dog tags" for the following point levels: 10, 25, 50, 75, 100, 200, and 300.

Internet Access

Internet access is available to all students and teachers in the Calhoun City School System. Your child will be able to communicate with other schools and organizations around the world. Your child will also have access to hundreds of databases, libraries, and computer services. With this educational opportunity also comes responsibility. It is important for you to read the Acceptable Use Policy. An excerpt of the Acceptable Use Policy is included below. The complete policy is provided to all parents and students upon registration. It should be signed and returned to the school. Review this policy with your child. Inappropriate system use may result in loss of privilege to utilize this educational tool. We also have the capability to publish information on the Internet such as creative writing, artwork, slide presentations, and audio-visual productions. We will not publish grades or student test scores, home addresses, phone numbers, or materials protected by federal regulations. In the event that your child's work is selected, we would like to have your permission to publish and possibly identify your child.

Calhoun City Schools' Acceptable Use Policy (Excerpt)

The Calhoun City School system employs computers as one way of enhancing its mission to teach the skills, knowledge, and behaviors students will need as successful and responsible adults in the community as a whole. The school system's computers provide unequalled opportunities to explore and use a varied and exciting set of resources including computer programs, CDs, and the Internet. In order to make these resources available to everyone, the school system expects, in return, that people who use the school's computers will do so in a way that is consistent with its educational mission. All users: students, faculty, staff, or community members who utilize

our technology are required to sign an assurance to abide by the rules of this usage. The Calhoun City Schools will enforce an internet and technology utilization policy which directly complies with the Child Internet Protection Act. Full text of this act may be accessed at www.techservices.doe.k12.ga.us/edtech/cipa.htm.

Change of Address or Telephone Number

The school receptionist must be notified immediately of any change in telephone number or address. In the event of an emergency situation, we must be able to contact a parent or guardian. For address changes, proof of residence must be presented to the school, which may include a utility bill, a rental/lease agreement, or a purchase contract. Students whose families move in with friends or relatives must complete an affidavit to document the living arrangements. These are available at the school office.

School Clubs and Extracurricular

Parents may exercise the right for their child to have an option not to participate in any school clubs at any time by contacting the school. At this time, CES offers an after school program for chorus and chess club and a before school FCA (Fellowship of Christian Athletes). A 4H group for fifth graders meets monthly during activity periods. If any clubs are formed during the school year, parents will be notified. Outside of the school day, students have the opportunity to join such activities as the GATE Academy, Odyssey of the Mind, Environmental Quiz Bowl, and the Math Team.

Student Council

Our school system embraces a philosophy of continually striving to improve. To that end our school solicits the input of student leaders to assist as members of a Student Council. Students will be nominated by grade-level teachers and elected by their peers to serve on the Council. These students will meet on a regular basis with the administration to provide their unique perspectives about how to improve our school.

CES Ambassadors

Students in 5th Grade may apply to be a part of the CES Ambassadors. These good students and good citizens represent our student body as hosts during special events like Grandparents Days and awards assemblies; they act as tour guides

Parent Notification

In compliance with the requirement of No Child Left Behind statute the Calhoun City School District informs parents that you may request information about the professional qualifications of your child's teacher(s). The following information may be requested:

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 qualification 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 services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher qualification, please contact the principal at 629-7130.

Calhoun City Schools Non-Resident Policy

Students who reside outside the official boundaries of the Calhoun City School District are allowed to attend Calhoun City Schools when the following conditions are met:

- 1) A non-resident application must be completed.
- 2) The principal or his/her designee must determine the availability of space in the grade level of the student(s).
- 3) Student records must be reviewed and determined to be in compliance with the expectations of Calhoun City Schools. Academic progress, standardized test scores, attendance, and student behavior will be considered during the review of records.

The Non-Resident Student Contract must be followed:

- 1) Student must be punctual and maintain good attendance.
- 2) Student must maintain passing grades in all classes for each grading period.
- 3) Student must meet or exceed minimum competency on standardized tests.
- 4) Student must exhibit good conduct with no chronic or serious disciplinary problems.
- 5) Parents or guardians must attend conferences as requested by the school and be supportive of the total school program.
- 6) Parents must maintain appropriate financial standing (no lunch charges, media center fines, KEEP charges, etc.)
- 7) Students must abide by the Technology Acceptable Use Policy of the school
- 8) Applications should reflect accurate information. Falsifying any information regarding residency, attendance and/or school records could result in the withdrawal of the student from Calhoun City Schools.
- 9) Parents are required to provide transportation for their children.

Should any of these conditions not be met, student's parent / guardian will be notified to withdraw their student from the Calhoun City Schools. A probationary warning is not required. (An application for Non-Resident Students should be completed and kept on file for each school year. If a student moves in the middle of the school year, student information should be updated to reflect new resident status.) All out-of-county student applications must go before the system review committee. Any non-resident student who withdraws from Calhoun City Schools is not guaranteed future re-admission, but will be required to

reapply and be accepted for re-admission if the parent/guardian desires the child to return to Calhoun City Schools.

Statement of Non-Discriminatory Policy

The school does not discriminate on the basis of race, color, national origin, political affiliation, sex, religion, age, or disability in the admission or access to, or participation or employment in, its programs, services, or activities, including determining the admission and attendance of students who reside outside the city of Calhoun.

Visitors

For the safety of all students, all school visitors, including parents, **MUST FIRST REPORT TO THE OFFICE** when visiting the school. Visitors will not be allowed in the building without the proper Visitor Identification Badge. The badge will be printed upon signing in with the office. Visitors will be asked to provide picture identification upon arrival. At no time may any visitor go to a classroom to see a student or teacher without clearance from the office. Visitors are not allowed to visit classrooms during the instructional day unless prior arrangements have been made. Student visitors are not allowed to spend the day at school unless the principal has given prior approval.

Lunch Visitors

Parents/guardians who wish to visit during lunch with their child should verify the correct lunch time and check in at the school office. After checking in at the office, lunch visitors may wait in the commons area outside the cafeteria until their child's class arrives for lunch. Lunch visitors may eat lunch at the tables in the commons area or outside on the patio after notifying the teacher. Students who have lunch visitors are expected to return to class at the same time as the rest of their classmates. Students who are assigned to serve lunch detention may be denied the opportunity to have a lunch visitor. Parents may have lunch with their personal children. Parents may not have lunch with their children's friends.

Emergency School Closings

It may be necessary for school to close or have delayed openings during the school year because of weather conditions or unsafe driving conditions. Local radio stations and Atlanta TV stations will broadcast school closing information. (WJTH Radio 900 AM, WEBS Radio 1030 AM, TV Channels 2, 11, and FOX 5 Atlanta)

Lost and Found

Please label all clothing and other items which might be lost or misplaced. Due to lack of storage space, lost items cannot be kept for more than a couple of weeks. Items which are not claimed in a reasonable amount of time are donated to charitable organizations.

Grievance Procedure

If student or parent has a concern with something at school, it is recommended that it be addressed with the person of concern first. For example, if there is a concern with a teacher, please speak to the teacher to try to address the issue; if it is not resolved, please then speak to the assistant principal or the principal.

Flowers, Balloons, Gifts, and Party Invitations

To maintain a focus on reaching our high educational goals, distractions to the learning environment must be kept to a minimum. For that reason, balloons, flowers, etc. for students will not be delivered to classrooms. Students must have their teacher's permission before handing out party invitations or any other such materials to other students at school. Teachers will only allow such items to be handed out in a way and at a time that does not interfere with the learning environment. Teachers may not allow students to hand out invitations to only selected students if it is likely to cause hurt feelings and make some students feel left out. Parents who wish to send in cookies, cupcakes, or other such treats for their child's class on a birthday should first clear the date with the child's lunch teacher. These types of items, with teacher approval, may be handed out to students in the cafeteria, after children have had a chance to eat their lunches. Such activities must not interrupt instructional time and should be done in a way that includes all students in a class. Furthermore, peanut products should not be brought to school.

Student Use of Telephones

Students must have a phone pass from a teacher before they can use the phone. Students should not call home to get permission to go home with a friend, change after school plans, or just chat. Students will be allowed to use the phone when there is an illness or emergency.

Electronic Devices and Cell Phones

Students are discouraged from bringing electronic devices such as IPOD's, MP3 Players, Game Boys, PSP's cell phones, etc. to school. These items should not be seen or heard during the school day as they cause disruptions to the learning environment. If such items are seen or heard during the school day then they will be collected and turned in to an administrator. These items will not be returned to students. They will only be returned to parents/guardians. Students who have electronic items turned in to the office multiple times may not have them returned until the end of the school year.

Medication

Prescription Drugs: Prescription drugs to be taken at school must be accompanied by a doctor's order, labeled with the necessary information including the student's name, the date, the name of the drug, correct dosage, time it should be given, name of doctor prescribing the drug, and the name of the pharmacy filling the prescription.

Non-Prescription Drugs: Non-prescription medicine to be taken at school must be in the original container and accompanied by the parent/guardian's written permission,

labeled with ALL necessary information including the student name, the date and time to be given.

All medication, both prescription and non-prescription (OTC), must be turned into the office. A student should notify his/her homeroom teacher immediately upon arriving at school if he/she has medicine to turn in to the office. The school does not provide Tylenol, aspirin, etc. for students. No verbal request or phone request to administer medication will be permitted. Parents may grant permission for their child to be able to receive medication on their child's clinic record that is filled out and turned in each year during registration.

School Nurse

Nurse services that may be provided at school include: hearing, vision, dental screening, pre-sport physical screenings for rising sixth graders, health accommodation plan development for students with health problems, classes regarding health, hygiene, growth and development issues as requested by teachers, coordination of immunization administration by Wellness on Wheels and parent consultation as needed. Except in the case of emergencies, the school nurse will assess a student prior to making a decision to send the student home for sickness.

Allergy Concerns

As a result of recent scientific studies and on the advice of pediatricians, CES requests that no products containing peanuts be brought to school. This means that we will not be using peanuts in any recipe, snack, art activity, or cooking activity at school. It also means that all snacks and lunches your child may bring to school should *not* contain *any* such products. According to a fact sheet from The Johns Hopkins Children's Center, "Allergists, pediatricians, and emergency room physicians are reporting more cases than ever, and the number of patients with peanut allergic reactions *doubled* from 1981 to 1991." The Center warns that peanuts are believed to be one of the leading causes of food-allergic reactions, and one of the major causes of fatal and near fatal food-induced reactions. Unlike allergies to other foods, peanut allergy is generally a lifelong condition, and is one of the most violent food allergies, according to Dr. Sampson, a professor of Pediatrics at The Johns Hopkins Children's Center.

Breakfast and Lunch Program

The School Nutrition Program is a vital part of the health program at our school. A well balanced breakfast and lunch is offered daily at a very reasonable price. Absolutely no charges may be made. In accordance to the Local Board of Education Policy EEE, students may buy lunch in the cafeteria or bring lunch from home. Students may not have food brought to them in the school cafeteria from a fast food restaurant. Lunch money should be sent in a sealed envelope. We encourage parents to send checks instead of cash. Make checks payable to Calhoun Elementary School Cafeteria. Meals may be paid for by

the day, week, month, quarter, half year or whole year (176 days). Meals may also be paid for with an online account. Please contact the school office for more information about online payment options. Free and reduced prices are set by federal regulations and are available for qualifying families. Forms for free and reduced price meals may be obtained from the office. Eligibility of free/reduced meals will be determined and a letter will be sent home notifying the family of approval or non-approval. The Calhoun City School Nutrition Program encourages student/parent/teacher input on how we may better serve you. Please talk with Vickie Bowman, our lunchroom manager or Kim Kiker, School Nutrition Director, at 602-6613. The cafeteria prices are as follows:

Breakfast: \$1.50 Reduced Breakfast: \$0.30
Lunch: \$2.10 Reduced Lunch: \$0.40
Extra Milk: \$0.50 Ice Cream: \$0.75 Adult Lunch \$3.75

Dress Code

The school's dress code is designed to promote an environment that is both safe and conducive to learning. To that end students (and school visitors) should be aware of the following dress code standards:

1. Students should not go barefooted.
2. Shorts should extend at least mid-thigh.
3. Shirts that hang lower than the pants pockets may be required to be tucked in.
4. Pants and shorts should not be worn in a "slacking" manner.
5. Narrow tank or tube tops which are not covered by another shirt will not be allowed.
6. No spaghetti straps will be allowed. Shoulders should be sufficiently covered.
7. Caps, hats, etc. will not be worn in the buildings except on designated "hat days."
8. No clothing promoting drugs, alcoholic beverages, or with risqué remarks or images printed on it may be worn at school.
9. Bare midriffs are not allowed.
10. Gang related or racially inflammatory objects and/or symbols are not permitted.
11. Jewelry, body markings, hairstyles or hair color that cause distractions or disruptions to the learning environment are not allowed.
12. The principal is at liberty to exercise discretion regarding the appropriateness of attire or image that may not be included on this list.

Respect for Equipment and Facilities

Each student is expected to assume responsibility for the care of all school property. Students who damage school property will be responsible for paying for the damage. Damage of malicious nature will be considered a very serious matter. Disciplinary action will be taken in cases of malicious destruction of property.

Student Time Out Program (STOP)

The STOP room is available for students who require an alternative educational placement during the school day.

Administrators assign students to serve time in STOP as necessary. The STOP room is supervised by a school staff member. While in STOP students are expected to work productively on their school work. This will provide students with an opportunity to receive credit for their academic work while being disciplined. When a student is assigned to the STOP room by an administrator, he/she will spend the assigned time in this area under a very strict set of rules. Students will not have a chance to socialize with the other students and will not be allowed to participate in other school functions during the days they are assigned to STOP.

Calhoun City School System Student Code of Conduct

It is the purpose of the Calhoun City School System to operate each school in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the board of education has adopted a policy which requires students to conduct themselves appropriately at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the board, and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations, and rules set forth in this Code of Conduct. The Code of Conduct is effective during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event, and while traveling to and from such events;
- On vehicles provided for student transportation by the school system.

Also, students may be disciplined for conduct off campus which is felonious or which may pose a threat to the school's learning environment or the safety of students and employees.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community.

Discipline

It is the belief of the school staff and administrators that very little learning takes place in an unruly classroom. It is in the child's best interest for the school and parents to partner together to address discipline issues that arise. The support of parents is vital to maintain a well-ordered school. Discipline is a means to an end. Its ultimate goal is to help students be more successful.

Teachers are charged with the responsibility of managing student behavior in the classroom. Teachers call parents when necessary. If a student continually disrupts the classroom then a referral to the principal's office may be necessary. The parent will receive a copy of the student's discipline referral from the principal which should be signed by the parent and returned to the school the next day.

Our goal is to provide a positive atmosphere with a system that will encourage students to work toward self-discipline. Positive reinforcements come through such things as praise, visits to the office for recognition of good behavior, encouragement and many other teacher initiated activities. Students are encouraged to be self-disciplined and to make right choices because they want to do well.

Teachers will establish policies and procedures to ensure order in their classrooms. These classroom rules will be consistent with school and board policies. Students are expected to follow the guidelines and instructions of their teachers.

When it is necessary to apply discipline, school administrators and teachers will follow a progressive discipline approach. The degree of discipline to be used will be appropriate for the severity of the behavior infraction and will take into account the student's discipline history, the age of the student, and other relevant factors. Disciplinary measures that may be used include but are not limited to the following:

1. warning and/or counseling with a school administrator or counselor
2. loss of privileges
3. isolation or time out
4. temporary removal from class or activity
5. notification of parents
6. parent conference
7. assignment to STOP for part of or whole day(s)
8. recess detention or lunch detention
9. after-school detention
10. temporary or long-term placement in an alternative education program
11. short-term suspension
12. referral to a tribunal for long-term suspension or expulsion
13. suspension or expulsion from the school bus
14. referral to law enforcement or juvenile court officials: Georgia law requires that certain acts or misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

The maximum punishments for an offense include long-term suspension (more than 10 days) or expulsion, including permanent expulsion, but those punishments will be determined only by a disciplinary tribunal as outlined in

the Calhoun City Board of Education policies. Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriateness of a disciplinary measure. In such a case, an agreement may be negotiated which would include the parents or students waiving a right to a hearing before a disciplinary tribunal. Such an agreement and waiver must be approved also by the disciplinary tribunal or hearing officer in accordance with local board policy. Before a student is suspended for 10 days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parents will be notified if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported. School officials may search a student if there is a reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus, student book bags, school lockers, desks, and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, lockers, or any vehicle brought on campus. Metal detectors and/or drug/weapon sniffing dogs may be utilized at school or at any school function, including activities which occur outside normal school hours or off the school campus at the discretion of administrators.

Behavior Which Will Result in Disciplinary Procedures

1. Assault, including threats of bodily harm and/or sexual assault of teachers, administrators, other school personnel, other students, or persons attending school-related functions, shall result in: immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon a teacher or other school personnel; possible referral to a disciplinary tribunal if a student is alleged to have committed an assault upon another student or a person attending a school related function.
2. Physical violence against a teacher, school bus driver, or other school personnel: (1) Immediate suspension and automatic referral to the disciplinary tribunal if a student is alleged to have committed battery upon a teacher or other school personnel; expulsion for the remainder of the student's eligibility to attend public schools for acts of physical violence found by a tribunal to have intentionally made physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provide in Code Section 16-3-21; or , the board may authorize the student to attend alternative school for the period of the expulsion; provided, however, that if such student is in kindergarten through grade six, then the board upon the recommendation of the tribunal may permit the

student to reenroll in regular programs for grades 9-12; and provided further that if the board does not operate an alternative education program for grades kindergarten through grade six, then the board may permit a student in kindergarten through grade six who commits such an act to reenroll in the public system. The student shall be referred to juvenile court with a request for a petition alleging delinquent behavior. (2) Expulsion, long-term suspension, or short-term suspension for students found by a tribunal to have intentionally made physical contact of an insulting or provoking nature with another person.

Bus Discipline

The same conduct is required on the buses as in the school and classroom. The following are considered inappropriate behaviors and will be subject to corrective measures:

- Continually too noisy
- Bothers others continually
- Fighting on bus
- Will not stay in seat
- Will not follow directions
- Improper language
- Destroying school property

Disciplinary problems that occur on the school bus may warrant warnings, temporary loss of riding privileges or permanent suspension of riding privileges. The severity and frequency of infractions will be considered when determining consequences.

Authority of the Principal

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly, or dangerous conduct not covered in this handbook, the principal may undertake corrective measures which he/she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

Rules of Conduct

Rule 1. Academic Misconduct

A student shall not plagiarize, cheat or gain unauthorized access to material, tamper with information, make false statements, forge signatures, copy, give test information, and/or talk during a test.

Rule 2. Assault or Battery of a School Employee

(a) A student shall not cause or attempt to cause physical injury or behave in such a way as could reasonably cause physical injury to a school employee.

(b) A student shall not assault any school employee either verbally or in writing. This includes threatened violence, profane, vulgar, or obscene material, and/or the use of profanity.

Rule 3 Assault by a Student to another Student or Person Not Employed by the School

(a) A student shall not cause or attempt to cause bodily injury or behave in such a way as could reasonably cause

bodily injury to another student or any person not employed by the school:

(b) A student shall not assault another student or person not employed by the school either verbally or in writing. This includes threatened violence, profane, vulgar, or obscene material, and/or the use of profanity.

Rule 4. Bullying

No student shall bully another student, teacher, teacher aide, administrator, or any other personnel employed by the school system. In accordance with Georgia Law, bullying is defined as:

(1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or

(2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

Discipline of any act of bullying shall be within the discretion of the principal which may range from a reprimand to out-of-school suspension. However, upon a finding that a student has committed the offense of bullying for the third time in a school year, at a minimum the student shall be assigned to an alternative education program for grades 6-12.

Rule 5. Bus Misbehavior

- Students shall be prohibited from acts of physical violence as defined by Code Section 20-2-751.6, bullying as defined by subsection (a) of Code Section 202-751.4, physical assault or batter of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;
- Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones; pagers; audible radios, tape or compact disc players without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and
- Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

Rule 6. Conduct Which is Subversive to Good Order

A student shall not perform any other act which is subversive to good order and discipline in the school.

Rule 7 Classroom Disruption and/or Interference with School

No student shall:

(a) Occupy any school building, gymnasium, school grounds, properties or part thereof with intent to deprive others of its use, or where the effect thereof is to deprive others of its use;

(b) Block the entrance or exit of any school building or property or corridor or room thereof so as to deprive others of access thereto;

- (c) Discharge, display, or possess any explosives, or other disruptive devices on school premises;
- (d) Prevent or attempt to prevent the convening or continued functioning of any school, class, activity or lawful meeting or assembly on the school campus;
- (e) Prevent students from attending a class or school activity;
- (f) Except under the direct instruction of the principal, block normal pedestrian or vehicular traffic on a school campus or adjacent grounds;
- (g) Continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher's ability to conduct his class;
- (h) In any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruptions of any lawful mission, process or function of the schools, or engage in any such conduct for the purpose of causing the disruption or obstruction of any lawful mission process or function;
- (i) Refuse to identify himself upon request of any teacher, principal, Superintendent, school bus driver, or other school personnel;
- (j) Urge, encourage, or counsel other students to violate any of the preceding paragraphs of this rule.

Rule 8 Damage or Destruction of School Property

A student shall not cause or attempt to cause damage to school or other person's property or steal or attempt to steal school or another person's property.

Rule 9. Gangs

No student shall be involved in any gang related activity including but not limited too: wearing or display of clothing, articles, paraphernalia, symbols or gestures, membership, threats/intimidation, recruiting, gathering, theft, extortion, hazing or bullying, defacing school property and/or initiation.

Rule 10 Gambling

Gambling or possession of gambling paraphernalia on school property or at any school function is prohibited.

Rule 11. Indecency

A student shall conform to established local mores of decency. They should refrain from: use of vulgar or profane language, public display of affection, indecent exposure or other facts considered indecent. A student is expected to dress sensibly and decently. Questions concerning appropriateness of dress will be handled by the principal. Clothing which advertises banned substances or is not conducive to good order is forbidden. Students may be sent home to change clothing if the principal deems it necessary.

Rule 12. Insubordination

A student shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, principal, school bus drivers, or other authorized school personnel.

Rule 13. Loitering

No student shall be on school campus unauthorized.

Rule 14. Misuse of School Property

No student shall use any property of the school for other than its intended purpose. This includes the Acceptable Use Policy regarding school technology.

Rule 15. Off Campus Conduct

A student who has been arrested, charged, or convicted in a court with a felony off campus or an offense which would be considered to be a felony if the student were an adult, or is charged with assault upon another student, a violation of the drug laws or sexual misconduct of a serious nature and whose presence at school is reasonably certain to endanger other students or staff or cause substantial disruption to the educational climate may be disciplined or excluded from school (see Code Section 20-2-751.5 (c)).

Rule 16. Sexual Harassment and/or Misconduct

(a) No student shall harass or abuse another student or any employee of the school system, pressure for sexual activity, make repeated remarks to a person with sexual or demeaning implications, touch another person on any part of his or her body that is deemed private, suggest or demand sexual involvement accompanied by implied or explicit threats of any kind. Refer to JCAC – Sexual Harassment.

(b) No student shall with or toward another student behave in any conduct that is sexually inappropriate including, but not limited to, indecent exposure, public display of affection, touching, gestures, any other sexual act, or anything that could be considered or interpreted as such.

Rule 17. Substance Use, Abuse, and/or Possession

A student shall not possess, sell, use, transmit, manufacture, or be under the influence of any narcotic drug, depressant or stimulant drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant of any kind, or drug paraphernalia of any kind:

- (a) On the school grounds during and immediately before or immediate after school hours;
- (b) On the school grounds at any other time when the school is being used by any school group;
- (c) Off the school grounds at a school activity, function, or event;
- (d) En route to and from school, or
- (e) Off the school grounds while the student is in attendance at school or any school function, or is otherwise subject to jurisdiction of school authorities.

Proper use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule. A student shall not possess, sell, and transmit any substance under the pretense that it is, in fact, a prohibited substance as prescribed in this rule. The use and/or possession of tobacco in any form by students in all areas of the school building and on the school campus or at any school function is prohibited. Refer to JCDAB/JCDAC.

Rule 18. Theft

No student shall steal or attempt to steal school property or private property of persons on school property.

Rule 19. Truancy

Deception about an absence or tardy to student authorities, parents, or both is prohibited. No student shall encourage, urge or counsel other students to be truant. Refer to JBD – Absences and Excuses.

Rule 20. Weapons and Dangerous Instruments

A student shall not possess, handle, or transmit any object that reasonably can be considered a weapon: (Refer to O.C.G.A. §16-11-127.1)

- (a) On the school grounds at any time;
- (b) Off the school grounds at a school activity, function or event, or
- (c) Where either the alleged perpetrator or the victim are en route to and from school. (Refer to O.C.G.A. §16-11-127.1.)

A student found to have violated any of the above related rules may be punished by short-term suspension, long-term suspension, assignment to the alternative school, or expulsion.

ISSUED: September 23, 2003 Revised: May 19, 2006

***** It is impossible to cover every circumstance that could arise in a school setting. Thus, the principal is the ultimate authority and designated leader of the school and, through assistance from the staff, is responsible for the orderly operation of the school concerning student behavior and consequences. In instances not covered in this handbook, the principal may undertake corrective measures deemed necessary to maintain proper order. The principal also has the authority, in extenuating circumstances, to amend these rules if he feels it to be in the best interest of the school and the student(s) involved.**

Restricted Items

These items are strictly forbidden at school and if brought to school will be confiscated and WILL NOT be returned: candy, chewing gum, hats, caps, bandanas, radios, beepers, toy guns, water pistols, other toys, trading cards, bullets, ammunition, or items deemed disruptive.

Parent/Student Rights in Identification, Evaluation, and Placement

Please keep this explanation for future references (Section 504 of the Rehabilitation Act of 1973). The following is a description of the rights granted by federal law to students with handicaps. The intent of the law is to keep you fully informed of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her handicapping conditions;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education. This includes the right to be educated with

non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-handicapped students;
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (PL 101-475) of section 504 of the Rehabilitation Act;
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurring if the student was placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
11. Obtain copies of educational records at a responsible cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing;
14. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you. Hearing requests must be made to Michelle Knight-Assistant Superintendent;
15. Ask for payment of reasonable attorney fees if you are successful on your claim;
16. File a local grievance. The person in the district who is responsible for assuring that the district complies with section 504 and all Civil Right issues is Michelle Knight-Assistant Superintendent. Telephone Number 706-629-2900

Student Reporting Sexual Abuse or Sexual Misconduct

(a) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school

system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

(b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

(c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

Title 1 School Status

Calhoun Elementary School is identified as a Title 1 school. Title I is the largest program of federal funding in education, signed into law in 1965 by President Lyndon Johnson. President Johnson recognized the extremely difficult problem that children throughout the country were having with their reading, and mathematics. In an effort to help them catch up, extra attention, materials and teachers were provided by the Elementary Secondary Education Act, Title I (ESEA). In 1981, President Ronald Reagan formed the Education Consolidation Improvement Act, Chapter I Basic (ECIA). In 1988, the ECIA, Chapter I Basic program became the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. In 1994, Congress passed a series of educational legislation, submitted by President Bill Clinton, strengthening the parent-school community partnerships. On July 1, 1995, after reauthorization, the program is now Title I of the Elementary and Secondary Education Act (ESEA). On December 2001, President Bush signed into law the "No Child Left Behind Act". The Title I law requires the meaningful involvement of parents in school level planning, development and design of initiatives to improve student achievement supported by Title I funds. Please review our Student-Parent-Teacher Compact in this handbook.

Title 1 Parent Involvement Policy

Our school encourages the involvement of our students' parents. We believe our students benefit from a healthy partnership between parents and the school. To that end, we offer the following opportunities for parents to be involved with the school:

School Council – Our school council includes parents of our students. The school council functions as an advisory committee to the principal and in a liaison capacity for our school and community.

PTO – Our school has an active Parent-Teacher Organization (PTO). The officers of this organization are parents from our school. They help support the school programs through fundraising and volunteer initiatives. All parents are encouraged to be active with the PTO.

Parent Information/Training Meetings – Our school hosts special training sessions for parents during the course of the year. Usually these meetings have agenda that focus on such topics as curriculum, effective study techniques, student health, safety & nutrition, and testing info & tips. Ordinarily we have.

Fiesta of Learning – Our ESOL teachers conduct a special training for the parents of our ESOL students. At this training, our parents receive important information about the ESOL program, including how children qualify for ESOL and how they exit the program. Parents are also armed with helpful information for working with their children at home. Also, we make sure that parents understand the best way to communicate with the school when they have questions or concerns.

Bi-lingual Meetings – Our school has bi-lingual staff members who help ensure that our Spanish speaking parents stay informed. We conduct our parent meetings/trainings in both English and in Spanish.

Translators at Conferences – We provide translators to be available for parents who need them at our bi-annual parent conferences.

FSPIC – We employ a full-time Family Services Parent Involvement Coordinator (FSPIC) at our school, whose role it is to work with families and parents. This person helps identify areas of need and facilitates the connections necessary to tap community resources for families in need. This person is also available to make home-visits to check on children and/or parents. Often she will accompany teachers when home visits are necessary.

Parent Resource Center – Our school maintains a Parent Resource Center (PRC) where parents may receive an assortment of helpful information about our school and community resources. There is also a computer connected to the internet in the PRC where parents may have access to their students' school information, including grades and attendance. The PRC also serves as a meeting room for school staff and parents.

Parent Portal – Our school provides our parents access to their children's school records with a web-based program called Parent Portal. Parents are given a logon identification with which they may view their children's grades and attendance from any internet-connected

computer. We conduct both system-wide and school-based trainings for parents to learn more about how to use Parent Portal.

Newsletter – Our school distributes, both electronically as well as by hard copy, a monthly newsletter to arm our parents with information about events that have occurred or that are going to occur at the school. The newsletter also includes helpful information for parents to better assist their children with their school work. The newsletter is made available in both English and in Spanish.

Bi-Annual Parent Conferences – Our school has early dismissal on two days in October and on two days in March for the express purpose of conferencing with 100% of our students’ parents. This allows critical communication between school and parents to take place.

Student-Parent-Teacher Compact – Our parents participate in a compact with our teachers and their children that describes the critical roles that they all play for ensuring the success of our students. The compact is published each year in the student handbook. An abridged copy of the compact is also provided to parents at our open house at the beginning of each school year. Parents sign a form, acknowledging their receipt and awareness of the compact.

Open House – We invite all of our parents to come in to the school to meet with their children’s new teachers before the first day of school. At this open house we provide parents with important information for the school year and work to get the school year started with a right relationship between school and parents.

Grandparents Day – Our school hosts annual “Grandparents Days” on which we invite the grandparents of our students to visit our school to have lunch with their grandchildren. This is a special way that our school helps nurture effective relationships between the school and home.

Family Bookfair Nights – Our school holds extended hours three times per year for parents to be able to visit the school with their children for the purpose of visiting our bookfairs.

Family Art Show Night – Our school hosts an annual art show where our parents are invited to visit the school to view the art produced by our students.

Musical Productions – We hold two musical productions each year where our parents are invited to attend. These programs are hosted at the Calhoun Civic Auditorium.

Field Trips – Our parents help plan and participate in field trips for our school. The parents play a major role in planning the 3rd grade walking tour of downtown each year. They also plan and prepare for the 4th grade visit to the Cherokee New Echota community and the 5th grade Fun Day at the Calhoun Recreation Department. We have other field trips that parents do not play as vital of a planning role, but they are invited to attend the field trips with their children and to serve as chaperones, and many parents do.

Fall Festival – Our school hosts an festival each fall where students and their parents are invited to the school for fun and games. At the fall festival we have activities such as

hay rides, cake walks, obstacle courses, face painting, and sack races. We also have games for the students and parents to enjoy. This annual festival is a wonderful opportunity for our school to nurture healthy relationships with the parents of our students.

Parents of Rising New Students Transition Meeting – Our school hosts a meeting each spring to meet with the parents of rising 3rd graders. The purpose of this meeting is to provide an orientation for the parents to our school.

This is a wonderful time for answering questions and addressing any concerns the parents may have. It helps establish the relationship between school and parents that we believe is so critical to the success of our students.

Parent Surveys – Our school administers regular parent surveys to help us stay in touch with the perception and needs of our parents. The data collected from these surveys helps us as we make decisions affecting our students and parents.

Meeting for Gifted Students’ Parents – Our school hosts an annual meeting for parents of gifted students. At this meeting our teachers of gifted students provide information relevant to these parents, including, how children are identified and qualified for the gifted program and the criteria required to remain in the gifted program.

Volunteer Involvement Program (VIP) – Our FSPIC person helps coordinate a program for volunteers. Through this program, parents are encouraged to volunteer to assist in our school. We host an annual appreciation luncheon for these volunteers each spring. Their hours are logged and maintained by the school.

Student Agenda – Our teachers and parents use the student agendas to facilitate regular communication between school and home. Every student receives a student agenda each year and is trained in how to use it. Parents are also shown how to use the agenda for a communication tool.

Student-Parent-Teacher Title 1 Compact

1. STAR and AR (Reading) – Objective: Students will maintain 85% Accelerated Reader average at their reading level and show growth.

Student	Parent	Teacher
Read at reading level.	Monitor reading at home.	Monitor AR tests.
Take tests.	Examine reading record and STAR report at conferences.	Analyze STAR data.

2. Reading Log (Reading) – Objective: Students will read grade appropriate number of minutes each week.

Student	Parent	Teacher
Read and record minutes.	Monitor and sign reading log/agenda.	Create and monitor reading logs.
Take home reading logs/agenda for parent signature.	Provide and encourage reading opportunities.	Send home logs/agenda and check for signatures.
Weekly Reading	Provide an	

Minutes: 3 rd – 60 minutes 4 th – 90 minutes 5 th – 120 minutes	appropriate setting and allow time for reading.	
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3. Newsletters (Reading and Math) – Objective: Newsletters and parents conferences will be effective communication tools between home and school.

Student	Parent	Teacher
Take home weekly newsletter and give to parent.	Read newsletter and sign weekly folder.	Create informative weekly newsletter and send home completed class work.
Take home Policy and Compact.	Read, sign, and return Policy; keep Compact at home as a guide.	Discuss Policy and Compact at conference; send Policy and Compact home.

4. Workshops (Reading and Math) – Objective: School will provide workshop opportunities for parents to learn about reading and math activities/programs with which the children participate.

Student	Parent	Teacher
Take home information regarding reading and math workshops and encourage parents to attend.	Attend and actively participate in workshops and provide feedback.	Develop and participate in reading and math workshops; invite and encourage parents to attend workshops.

5. Multiplication Facts (Math) – Objective: Students will achieve a grade appropriate set score on timed multiplication tests.

Student	Parent	Teacher
Study flash cards.	Provide flash cards (will be created in workshop).	Help create flash cards in class or during workshop.
Review multiplication quizzes and class work with parents.	Review multiplication quizzes and class work with child.	Monitor and assess timed multiplication tests and maintain motivational charts.
Complete additional practice as needed.	Rehearse math facts with student.	Provide additional practice as needed and utilize technology (Ex: Math Facts in a Flash)

6. Problem Solving (Math) – Objective: Students will apply problem solving skills to everyday life situations.

Student	Parent	Teacher
Maintain a math		Post a listing of

journal.		key math terms.
Practice writing their own word problems.	Assist child in writing his/her own word problems.	Share student created problems.
Utilize various problem solving strategies.	Assist child with problem solving homework practice.	Utilize graphic organizers for problem solving.

The Shurley Method

The Shurley Method, by Brenda Shurley and Ruth Wetsell, is utilized to help reinforce grammar concepts for students. The jingles below are rehearsed with students:

Jingle 1: Sentence Jingle

A Sentence, sentence, sentence is complete, complete, complete when 5 simple rules it meets, meets, meets. It has a subject, subject, subject and a verb, verb, verb. It makes sense, sense, sense with every word, word, word. Add a capital letter, letter and an end mark, mark-Now we're finished and aren't we smart! Now our sentence has all its parts!-REMINDER-Subject, Verb, Comp-plete sense, That's what a sentence is all about!

Jingle 2: Noun Jingle

This little noun-floating around-Names a person, place, or thing-with a knick knack, patty wack, These are English rules-Isn't language fun and cool?

Jingle 3A: Verb Jingle

A verb shows action-there's no doubt- It tells what a subject does, like sing and shout! Action verbs are fun to do-now it's time to name a few- So, clap you hands and join our rhyme-say those verbs in record time! Wiggle, jiggle, turn around-raise your arms and stomp the ground.- Shake your finger and wink your eye-wave those action verbs good-bye!

Jingle 3B: Verb Jingle

A verb, a verb-what is a verb? Haven't you heard? There are two kinds of verbs: The action verb and the linking verb-the action verb show a state of action. Like **stand** and **sit** and **smile**. The action verb is always doing. Because it tells what the subject does. We **Stand!** We **Sit!** We **Smile!** The linking verb is a state of being, like **am**, **is**, **are**, **was**, and **were**. Look, become, grows, and feels. A linking verb shows no action because it tells what the subject is. He **is** a clown. He **looks** funny!

Jingle 4: Adverb Jingle

An adverb modifies a verb, adjective, or another adverb.
An adverb asks How? When? Where?
To find an adverb: **Go, Ask, Get.** Where do I **go**? To a verb, adjective, or another adverb.
What do I **ask**? How? When? Where? What do I **get**? An ADVERB! (clap) That's what!

Jingle 5: Adjective Jingle

An adjective modifies a noun or pronoun. An adjective asks What kind? Which one? How many?
To find an adjective: **Go, Ask, Get.**
Where do I **go**? To a noun or pronoun -What do I **ask**?
What kind? Which one? How many
What do I **get**? An ADJECTIVE! (clap) That's what!

Jingle 5A: Article Adjective

We are the article adjectives, teeny, tiny adjectives: **A, AN, THE—A, AN, THE.**
We are called article adjectives and noun markers; We are memorized and used every day.
So, if you spot us, you mark us with the label A.
We are the article adjectives, teeny, tiny adjectives: **A, AN, THE—A, AN, THE.**

Jingle 6: The Preposition Jingle

A PREP PREP PREPOSITION is a special group of words That connects a NOUN, NOUN, NOUN or a PRO PRO PRONOUN to the rest of the sentence

Jingle 7: Object of the Prep Jingle

Dum De Dum Dum! An O-P is a N-O-U-N or a P-R-O after the P-R-E-P in a S-E-N-T-E-N-C-E.
Dum De Dum Dum-DONE!!!

Jingle 8: Preposition Flow

1. Preposition, Preposition starting with an A. (Fast) aboard, about, above, across, after, against, (Slow) along, among around, at.
2. Preposition, Preposition starting with a B. (Fast) before, behind, below, beneath, beside, between, (Slow) beyond, but, by.
3. Preposition, Preposition starting with a D. down (slow and long), during (snappy).
4. Preposition, Preposition don't go away. Go to the middle and see what we say. E-F-I and L-N-O except, for, from, in, inside, into. Like, near, of, off, on, out, outside, over.
5. Preposition, Preposition almost through. Start with P and end with W. Past, since, through, throughout, to, toward, under, underneath, until, up upon, with, within, without.
6. Preposition, Preposition easy as can be. We're all finished, and aren't you pleased? We've just recited all 49 of these.

Jingle 9: Pronoun

This little pronoun, floating around, takes the place of little old noun.
With a knick knock, paddy whack, these are English rules. Isn't language fun and cool?

Jingle 10: Subject Pronoun

There are seven subject pronouns-that are easy as can be: I and we (clap twice)-he and she (clap twice)-it and they and you (clap three)

Jingle 11: Possessive Pronoun

There are seven possessive pronouns that are easy as can be:
My and our (clap twice) – his and her (clap twice)- its and their and your (clap three)

Jingle 12: The Eight Parts of Speech Jingle

Want to know how to write? Use the eight parts of speech-they're dynamite!

Nouns, Verbs, and Pronouns-they rule! They're called the NVP's, and they're really cool!

The Double A's are on the move; Adjectives and Adverbs help you groove!

Next come the PIC's, and then we're done. The PIC's are Preposition, Interjection, and Conjunction!

All together now, the eight parts of speech, abbreviations please: NVP, AA, PIC NVP, AA, PIC!

Jingle 13: The 23 Helping Verbs of the Mean, Lean Verb Machine Jingle

These 23 helping verbs will be on my test. I gotta remember them so I can do my best.

I'll start out with 8 and finish with 15; Just call me the mean, lean, verb machine.

There are the 8 **be** verbs that are easy as can be: am, is, are—was and were (repeat twice) be, being, and been.

All together now, the 8 **be** verbs: am is are—was and were—be, being, and been (repeat twice)

There're 23 helping verbs, and I've recited only 8. That leaves fifteen more that I must relate:

Has, have, and had—do does, and did (repeat once) might, must, may—might, must, may.

Knowing these verbs will save my grade: can and could—would and should (repeat) shall and will (repeat)

In record time, I did this drill. I'm the mean, lean, verb machine-STILL!!!

Jingle 14: Object Pronoun Jingle

There are seven object pronouns that are easy as can be: Me and us (clap twice), him and us (clap twice), it and them and you (clap twice)

Jingle 15: The Direct Object Jingle

A direct object is a noun and pronoun. A direct object completes the meaning of the sentence.

A direct object is located after the verb-transitive. To find the direct object ask WHAT or WHOM after your verb.

Jingle 16: The Indirect Object Jingle

An indirect object is a noun or pronoun. An indirect object receives what the direct object names.

An indirect object is located between the verb-transitive and the direct object

Conduct Codes: T=Talking Hm=No Homework Cl=No Class Work B=Behavior P=Other									