Student Handbook

2016-2017

Ben Hill County Primary

221 J.C. Hunter Drive

Fitzgerald, GA 31750

Kindergarten ~Second Grade

[www.ben-hill.k12.ga.us](http://www.ben-hill.k12.ga.us)

*A Message from*

*The Principal*

Ben Hill Primary welcomes you and your child to their first educational step. The educational foundation of basic skills that will be formed at BHP will be built upon by all other Ben Hill County schools and last a lifetime. The essential skills that are needed to be successful have been designated as grade level benchmarks. One must master the essential benchmarks to insure success at the next grade level. Frequent communication with the teacher is encouraged and necessary so you will be aware of the progress your child is making towards mastering the essential benchmarks. A minimum of two parent teacher conferences are required each year.

It is important that you become acquainted with the Student Codes of Conduct and procedures as outlined in this handbook. These codes were developed by staff members from responses that were obtained from parent surveys while incorporating existing policies and laws. State law requires that each parent/guardian sign a statement stating that they have received a copy of the Student Codes of Conduct. Please take time to review this handbook with your child. If you have any questions or concerns see your child's teacher or an administrator. With your help and partnership we can “make a world of difference” not only in your child, but all children.

Alex Tillman

##### Vision

##### "Ben Hill County School System is a place where everybody wants to be a

##### part of the learning community that leads to an individual career choice and

##### prepares students for the future."

##### Mission

##### “We are committed to investing in futures by building relationships among

##### our citizens, kids, and schools."

##### Motto:

##### BHCS ROCKS!

##### Beliefs and Values

##### Ben Hill County School District believes:

##### That all children can learn in different ways and at different rates.

##### That all stakeholders should show mutual respect, personal

##### responsibility, and readiness.

* That all students will be provided multiple academic and career options

##### In high academic student achievement

##### In parent and community partnerships

##### In effective communication among students, parents, school, and the

#####  community

##### In a school climate conducive to promoting student success

##### In a safe, nurturing, and orderly school environment

##### In a continuous assessment toward school improvement

##### The Goals for the district will include:

##### 1. BHCSD will ensure fiscal responsibility and effective resource

#####  stewardship by managing human and financial resources.

##### 2. BHCSD will provide a safe, nurturing, and secure environment for

#####  students and employees.

##### 3. BHCSD will engage parents and other community stakeholders

4. BHCSD will engage with the community to establish an expectation and an environment for

 early learning for all children under age four.

5. BHCSD will integrate technology into the learning environment to enhance basic learning and

 critical thinking skills.

#####  BEN HILL PRIMARY SCHOOL GOALS

1. Learning to Learn Skills:

Students will acquire and demonstrate an understanding of skills required by Common Core Georgia Performance Standards.

1. Improve thinking and reasoning skills:

Students will develop problem solving and critical thinking skills and apply these skills to everyday life situations.

1. Enhance learning through technology:

Students and staff will demonstrate effective use of technology to improve knowledge.

##### SCHOOL CALENDAR

School Opens……………………………………………………...Fri., August 5, 2016

Labor Day Holiday………………………………………………….September 5, 2016

End of First Quarter…………………………………………………....October 7, 2016

Columbus Holiday……………………………………………………October 10, 2016

Teacher Planning Day/Student Holiday……………………………….October 11, 2016

Thanksgiving Holidays………………………………….……...November 23-25, 2016

End of Second Quarter……………………………………………...December 16, 2016

Christmas Holidays...............................................................December 19 - Jan. 2, 2017

Teacher Planning Day/Student Holiday………………………………..January 3, 2017

Martin Luther King Holiday….………………….……………………January 16, 2017

Presidents’ Day………………………………………………….…...February 20, 2017

End of 3rd Quarter………………………………………………………..March 9, 2017

Teacher Planning Day/Student Holiday ……………………………….March 10, 2017

Spring Break………………………………………………………… April 10-14, 2017

Last Day of School…………………………………………………..Fri., May 19, 2017

**2016-17**

**FACULTY AND STAFF**

Principal – Alex Tillman

Assistant Principal – Michelle Strickland

Counselors – Haley Luckie, Becky Wallace

##### TEACHERS

**KINDERGARTEN**

Jeannette Achord Marissa Melton

DeDee Braddy Brooke Mitchell

Dena Bryan Lisa Mitchell

Tiffany Cantrell Sherry Moody

Dr. Sherry Clements Jennifer Newell

Laura Hammond Donna Owens

Janet Hope Brandi Petrie

Susan Hughes Sonya Sewell

Mona McDaniel

**FIRST GRADE**

Alanna Cowart Melissa Mashburn

Sonya Chambliss Crystal Neal

Cindy Dennard Karen Peck

Ashley Faircloth Heather Smith

Brittany Hammond Lisa Stokes

Fran Harper Ashley Wicker

Vicki Lee Dena Windom

**SECOND GRADE**

Tiffany Coleman Libby Nelms

Jennifer Faulkner Melissa Rathburn

Dr. Beth Hall-Turner Benita Reese

Miriam Jay Shannon Reynolds

Marketa Lawson-Poole Dawn Smith

Julia Manley Jessica Smith

**ACADEMIC COACH**

Susan Henry

Stephanie Stanfill

###### **SCHOOL NURSE**

Dea Parten

###### **MUSIC**

Gina Royal

###### **MEDIA SPECIALIST**

Marsha Stembridge

 **E.S.O.L.**

Lea Anne Davis

Sharon Eckler

######  **SPEECH**

 Amber Clark

 Bonnie Gray

**GIFTED/INTERVENTION**

Kelly Kight

**INTERVENTION**

Shaw Braddy

###### **PHYSICAL EDUCATION**

 Jason McDonald

 Elvin Anderson

 Robert Winston

######  **SPECIAL EDUCATION**

 Lana Bryant Christina Mooney

Sheila Carter Suzanne Reaves

Amanda Griffin Wendy Rickard

Rose Grimes Lenya Wright

###### **PARAPROFESSIONALS**

 Shirley Adair Robin Jarchow

 Shannon Bailey Lakendra Jackson

 Bonnie Bryant Rita Nier

 Laura Burkhart Beverly Pair

 Martha Calloway Amber Passmore

 Sarah Coleman Beth Peterson

 Nicole Cook Kristan Pughsley

 Patricia Curtis Sheila Reynolds

 Jessica Daniels Brittany Robinson

 Jeannie Davis Connie Smith

 Deloris Durham Nicki Troupe

 Kayla Griffin Cheryl Tucker

 Melissa Hannon Cathy Wallis

 Jacqueline Harper Patricia Wells

**OFFICE STAFF**

 Betty Laminack, Receptionist

 Tammy Rowell, Registrar

 Jan Clements, Bookkeeper

**CAFETERIA**

 Karen Adkinson Tina Walton

 Allene Brown Gladys Watson

 Sandra Newell Naomi Weaver

 Cathy Reynolds, Manager Frank Williams

 Lenna Rineair, Asst. Mgr.

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**DAILY SCHEDULE**

***ARRIVAL AND DISMISSAL***

Students who arrive before 7:25 will report directly to the lunchroom/designated area. **No students should be dropped off before 7:00 a.m.** Adults will supervise behavior and bathroom privileges. At 7:30 students will report to their classroom.

Students who are transported to school by car should be dropped off and picked up **at the front entrance**. **The instructional day begins at 7:30 a.m. Each student must be in his/her classroom by this time.** **The instructional day ends at 2:30. All students being picked up by car must have a *Parent Pickup Hang Tag* on their rear view mirror and must be picked up by 3:00p.m.** Late arrivals should report directly to the main office to be signed in by parent/guardian. A reason for the tardiness should be provided and documented as excused or unexcused.

The breakfast program begins at 7:00 a.m. and ends at **7:25 a.m.** Students arriving by car that wish to participate in the breakfast program should arrive by **7:20** in order to be in the classroom by 7:30.

DISMISSAL

Bus Dismissal……………………………………………………..…………………….2:30 P.M.

Car Pickup………………………………………………………………………………2:40 P.M.

**\*For safety and security purposes, parents/guardians must remain in their cars while school**

**during dismissal time.**

WE WILL NOT LET STUDENTS GO HOME ANY WAY OTHER THAN THE USUAL, UNLESS THE PARENT/GUARDIAN SENDS A NOTE INDICATING A CHANGE*.* ***ALL CHANGES MADE BY PHONE SHOULD BE CALLED IN BY 1:00 P.M. TO ENSURE THAT THE MESSAGE CAN BE DELIVERED ON TIME.***

 ***EARLY DISMISSAL***

Students who become ill at school are sent home as soon as the parent can be contacted. **It is imperative that the school has the current telephone number on file where parents can be reached throughout the school day.**

Parents who want to pick up a student during the school day **must come to the office to check his/her child out of school. Only parents or legal guardians may pick up students unless we have written permission from the parent.** **We ask that no child be check out after 2:00 p.m. unless it is an emergency. This will minimize classroom disruptions at the end of the school day.** (Any child that arrives at school after 11:00 a.m. or leaves before that time will not be counted as present). **A teacher cannot let a student leave without notification from the office.** Under no circumstances are teachers to release students. This is an administrative responsibility. Please try to make doctor or dental appointments for after school hours, except for emergencies. Early checkouts will be categorized as excused or unexcused. Excused checkouts include: personal illness, death in family or a religious holiday.

**CURRICULUM**

***CONFLICT MANAGEMENT***

In order to instruct students in conflict management (Code 1981, S 20-2-739 of HB605) strategies will be taught by teachers, administrators, and counselors utilizing Positive Behavior Intervention Support System (PBIS). Specific conflict management strategies and age-appropriate examples provide students with appropriate choices to solve the problems rather than use aggressive actions.

***PHYSICAL EDUCATION***

**Your child is expected to participate in P.E. activities unless a doctor’s excuse is received.** Students should dress appropriately for the weather and for physical activities. For safety purposes, shoes must be worn at all times. Shoes should be appropriate for walking and running with enclosed toe and heel. Tennis shoes or other soft sole shoes are preferred for P.E.

Ben Hill County School District is currently mandated in a statewide Georgia Department of Education initiative which focuses on improving the physical fitness and wellbeing of Georgia students. Due to this mandate all first and second grade students will have their height and weight measured during the school year.

***FIELD TRIPS***

Field trips are activities sponsored by individual teachers or pods in order to enhance classroom instruction. Students involved may be asked to share the expense of the trip. Teachers will send a Ben Hill County School System permission slip home to be signed by the guardian/parent and returned to school prior to every field trip. Students will not be allowed to participate in the activity or field trip without the signed slip. Students must ride in the school bus to all field trips with the exception of walking field trips. Students who have discipline/behavior problems are subject to be eliminated from participation in field trips.

***GIFTED EDUCATION PROGRAM & EVALUATION PROCESS***

The Ben Hill County School System provides gifted education programs for qualified students in Kindergarten through 12th grade. For information regarding gifted services contact the Gifted Education Program, at 409-5500.

Students may be nominated for gifted evaluation by teachers, counselors, parents or guardians, peers, self, or other individuals with knowledge of the student’s abilities. Nomination should be based on superior classroom performance or high achievement test scores. Test scores are valid for two years; therefore, testing will not be necessary each year. Parents or guardians can obtain a nomination form from school office or through the gifted office.

***ELIGIBILITY CRITIERIA***

A student is eligible for placement in the Gifted Education Program if he/she meets State of Georgia eligibility requirements in one of the following categories: Option A or Option B.

**Option A. Mental Ability and Achievement:**

Grades K-2: Total score of 99 percentile on a mental ability test and min. achievement test score of 90 percentile in total reading, or total math, or basic composite.

Grades 3-12: Total score of 96 percentile on a mental ability test and min. achievement test score of 90 percentile in total reading, or total math, or basic composite.

**Option B. Multiple Criteria** (Grades K-12) – meeting criteria in 3 out of 4 categories below:

 1. Mental Ability - 96 percentile min. total or component

 score on a mental ability test

 2. Achievement - 90 percentile min. score in total

 reading, or total math, or composite on an achievement test

 3. Creativity - 90 percentile min. score on a creativity test

4. Motivation - GPA > 3.5 (as defined in Rule and Regulation) on a 4.0 scale or 90

 percentile on a motivational rating scale

**Parental Rights:** Parents have the right to have a conference to review all information regarding their child’s evaluation results.

***PROGRAM DESCRIPTIONS***

Gifted students in Kindergarten – 5th are served through cluster classes, and /or resource classes.

The gifted certified staff strives to provide these unique learners with challenging learning experiences in critical thinking and creative problem solving.

***GIFTED CONTINUATION POLICY***

Continued participation in the gifted program shall be contingent upon satisfactory performance and passing grades in gifted classes. Grades will be monitored each grading period. Any student not meeting the continuation criteria after a grading period will be placed on probation. The students and parents shall be informed when a student’s placement is in jeopardy. Any student not meeting the continuation criteria for two consecutive grading periods shall be withdrawn from the program. Any student who has been withdrawn from the gifted program may re-enter upon meeting the continuation criteria for two consecutive grading periods. Parents will be notified that their child is eligible for re-entry into the gifted program. Grading period is defined as 9 weeks for K-8th grades and one semester for 9th – 12th grades. Satisfactory performance is greater than or equal to 80%.

**INSTRUCTION**

***TEXTBOOKS***

Textbooks are loaned to students for their use during the school year. Students will be expected to pay for lost or damaged books. Replacement cost for textbooks will be based on cost and condition of the book.

***HOMEWORK***

Homework will be assigned as necessary by your child’s teacher. The purpose of homework is to form good study habits and to reinforce skills taught at school. Taking the assignments home,

completing them, and remembering to bring the work in the next day are all important processes in developing responsibility. Accepting responsibility is very important in order for our children to learn. Parents should provide a quiet spot for students and a set time each day for homework to be completed.

***MEDIA CENTER***

The media center is open every school day from 7:30am – 2:30pm for students' use. Students can visit the media center once a day, and they are encouraged to select a book on their reading level. Students are allowed to check out one book at a time and keep it for a one-week period. They are expected to show responsibility by taking care of their book. Parents and teachers will use discretion in allowing a student the privilege of taking the book home.

The Accelerated Reader program is used school-wide. This is a reading comprehension program that allows a student to take a test and earn points after reading a library book. Points are rewarded at specific levels. There are individual rewards, grade-level rewards, and school-wide rewards. The Reading Celebration is held at the end of May in recognition of our students hard work.

Kindergarten classes have a weekly assigned library time. First and second grade students can come to the media center to check out a book either with their class or independently. First and second grade teachers can sign up for various lessons with the media specialist throughout the year.

It is the desire of the media center staff to develop in students a life-long love for reading.

This is achieved by providing an inviting environment, a variety of books in all genres, and

a wide range of reading levels.

***COMPUTER AND INTERNET USE***

Access to the school’s Internet is provided for educational purposes and research consistent with the school’s educational mission and goals. Activities that are acceptable on CaneNet include classroom activities, career development, and high quality research. Any user accessing the Internet for purposes other than educational is subject to disciplinary action. Student instructional needs have priority over faculty and staff use.

Each student and faculty member will be given a login account name and password. This becomes the user’s responsibility. This information should not be shared with anyone else. If shared, the user will be responsible for any data transmitted under that user’s account name.

Parents shall be required to sign the Internet Access Agreement form allowing their students to access the Internet. All students and staff shall also be required to sign the form affirming that they have read and understand the administrative procedure on “Computer and Internet Appropriate Use Policy” (IF BDD) and understand the consequences for the violation of the administrative procedure.

**ASSESSMENT**

Kindergarten, first and second grade teachers use a variety of assessments to determine academic progress toward grade level standards/expectations. This progress will be documented on our nine week report card.

**STUDENT SUPPORT**

***GUIDANCE AND COUNSELING***

Guidance and counseling services provided at Ben Hill Primary School include individual and small group counseling and classroom guidance. Developmental needs usually are addressed with classroom guidance. Concerns with death, divorce, anger, aggression and motivation are discussed in small group/individual counseling sessions. Individual counseling is used to meet various needs of students on a case by case basis. Guidance counselors are also very involved with Student Support Teams (SST) and School Based Intervention Teams (SBIT) helping with learning and behavior problems. They are also available for parent conferences when there are concerns about children.

***BEHAVIOR SUPPORT PROCESS***

Behavior support processes are designed to help meet the needs of children who have chronic behavior problems. The support team will look at the home and school environment of the child as it seeks to have a positive impact on the child’s emotional, mental, social, and physical health. The group will enlist the aid of the family and appropriate community agencies in the process.

This process can be a part of the Student Support Team strategies or it can stand alone. If a child with behavior concerns is doing well academically, the Behavior Support Plan is all that is needed. If the child is struggling academically, then the Behavior Support Process will be done as a part of the overall Student Support Team process.

The process will utilize multiple strategies that build on the strengths of the student. The support and services planned for the student will be individualized to provide a match for his/hers needs. Family, school and relevant community resources will be utilized as part of the plan.

**SCHOOL SAFETY AND ORGANIZATION**

***STUDENT CODES OF CONDUCT***

**Introduction**

 The purpose of this code of conduct is to provide students in Ben Hill Primary School an effective and safe learning environment. Included in this code is an outline of expected behaviors and consequences relating to various violations. Parents and students should know and understand this code in order to achieve these goals.

Ben Hill Primary is implementing Positive Behavior Intervention Support (PBIS) in order to teach respect, responsibility, and readiness to learn.

Also, it is our belief that students are capable of self-control. Students are expected to make appropriate choices regarding their behavior. Primary students need to learn rules and procedures. The standards of behavior for students have been determined to be age-appropriate incorporating Ea progressive discipline process as well as positive behavior interventions. In an effort to guide and teach students, our faculty and staff will develop rewards and consequences that are logical and will help the child to learn to make appropriate choices.

In order to instruct students in conflict management (Code 1981, S 20-2-739 of HB605) strategies will be taught by teachers, administrators, and counselors utilizing Positive Behavior Intervention Support System (PBIS). Specific conflict management strategies and age-appropriate examples provide students with appropriate choices to solve the problems rather than use aggressive actions.

Through the existing Pride Program, a **comprehensive character education** curriculum (Code 1981,S 20-2-145 of HB605), students will be taught the following traits: patriotism, citizenship, sportsmanship, fairness, compassion, tolerance, diligence, generosity, punctuality, loyalty, virtue, friendship, cleanliness, sharing, perseverance, courtesy, responsibility, manners, self-esteem, self-control, courage, honesty, cooperation, determination, heritage, trustworthiness, kindness, respect for the environment, the creator, and others, and pride in their country, state, community, school, and in themselves. Each month a specific word is the focus of activities coordinated by the Pride committee composed of teachers and administration. Suggested classroom activities are included in the curriculum that is provided to teachers by the Pride committee. The music and media programs incorporate the Pride word into their activities. The month is concluded with a school-wide assembly or intercom program that highlights the word of the month. Skits, songs, and dance activities are used to teach the character education concepts that are the focus of the month. Positive personal character traits are best taught through example. Therefore, Ben Hill Primary staff members will exhibit and model these traits daily in the classroom and as they interact with parents, students, and colleagues. Teachers use daily opportunities to demonstrate acceptable behaviors and values as problems are solved among students. Members of the community frequently volunteer as tutors and serve as role models for the students.

We believe parents and guardians are an integral part of the process of training students to make appropriate choices. Parents, guardians, teachers, and school administrators will work together to improve and enhance student behavior and academic performance. Therefore, parents are included in the development of these standards and consequences. Parents and guardians are also included in the formation of action plans for correcting inappropriate behaviors. Student Support Teams (SST), school counselors, health services, behavioral health consultants, and other social agencies will be utilized to assist with plans of action for students.

Student codes of conduct will be included in the parent/student handbook and distributed to parents or guardians and students on the first day of school in the informational folders which go home for signatures. Students entering throughout the school year will receive the handbook containing the code of conduct upon enrollment. A letter to be returned to the school stating that the parents and students have received and reviewed a copy of the code of conduct will be included in the enrollment folder for parent signature. There will be a copy of the codes of conduct available in every classroom. Parents will be involved in reviewing and updating the codes of conduct annually.

Disciplinary action for violations of expected behaviors will include appropriate hearings and reviews. In all cases, the rights of individuals will be ensured and protected. The Ben Hill School System will make every reasonable effort to administer the discipline code consistently in all schools. When applicable, individualized plans (i.e. IEP, 504, and SST) will be reviewed for appropriate consequences.

 **STUDENT CODES OF CONDUCT**

**Progressive Discipline Model**

 **Expected Behaviors**

In order to reach the goals of this code, students will be expected to:

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

**School Rules**

The code of conduct will incorporate the following rules:

**General school-wide rules**

1. **Respect**
2. **Responsibility**
3. Be **Ready** to learn

**Playground rules**

1. Use equipment properly
2. Follow directions
3. Leave rocks, sticks, etc. on the ground
4. Stay in assigned area or group
5. Respect the rights of others
6. Running is allowed outside of equipment area.
7. Rough playing (wrestling, karate, etc.) will not be allowed

**Hall rules**

1. Walk quietly in line
2. Keep hands, feet, and objects to self
3. Nose and Toes forward with arms folded

**Restroom rules**

1. Talk quietly, if necessary
2. Keep restroom clean
3. Keep hands, feet, and objects to self
4. Wash hands

**Cafeteria rules**

1. Walk and/or stand quietly in line
2. Talk quietly at the table when music is not playing
3. Clean personal space after eating
4. Eat only food from your tray
5. Ask permission to leave table

**BULLYING**

Bullying is defined as follows:

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

Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or

Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate that:

* 1. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
	2. Has the effect of substantially interfering with a student’s education;
	3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; (or)
	4. Has the effect of substantially disrupting the orderly operation of the school.

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

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

**ELECTRONIC DEVICES**

Student are allowed to possess an electronic communication device while on school premises during the school day if permitted by staff for instructional purposes in the classroom. When not being used for instructional purposes during the school day, the electronic communication device must be kept in the students’ book-bad, purse, pants or trouser pocket, or such other location which will keep the device out of the sight and view of other students and school personnel. “Use” of an electronic communication device shall not only include the obvious meaning of that term, but also having the device in the “ON” position. Students who elect to bring their personal electronic device must complete and submit the Student and Parent/Guardian Permission Form (Exhibit JCDAF).

The administration has the authority to scroll/search a cell phone’s contents including its pictures, video, voice & text messages, address books, incoming/; outgoing calls, calendars, emails and instant messages if the administration has “reasonable suspicion” that there is student misconduct. Additional punishment will be issued if cell phone is used for purposes such as inappropriate pictures, cheating violations or a student’s refusal to turn cell phone over. Students may not remove batteries, memory cards, or component parts before handing the phone to school authorities. The school will not be responsible for damaged, lost or stolen communications devices.

**WEAPONS POLICY**

It is unlawful for any person to carry or possess or have under such person’s control while within a school safety zone in, on or within 1,000 feet of the campus of any public or private school a weapon as described in board policy JCDAE.

**STUDENT DRESS CODE**

Research has indicated that there is a distinct relationship between students’ attire and their classroom behavior, attitudes, and achievement. Students are expected to be neat, clean, and dressed for success at our schools. The safety of students is directly affected by the adherence to appropriate attire.

* All items of clothing should be clean, comfortable, and appropriate for school. They should not be too tight, improperly revealing, or show undergarments. Fish net shirts, see through tops, halter tops, or bare midriff shirts are not permitted.
* Pants should be the appropriate size and worn at the natural waistline.
* Overall straps must be fastened as intended by the manufacturer.
* Tee shirts with suggestive drawings, pictures, or writing (alcoholic beverages, tobacco, drugs, or sexual suggestions) will not be permitted.
* For safety purposes, shoes must be worn at all times. Shoes should be appropriate for walking and running. Tennis shoes or other soft sole shoes are preferred for P.E.
* No cleats should be worn to school.
* Clothing accessories such as hats, caps, sun visors, sweatbands, or sunshades may not be worn in the building unless approved by administration for special occasions.

**Progressive Discipline Levels**

Primary age students are in a training process. Teachers and administrators guide students to make the correct choices for appropriate behavior. Students are responsible to all those with whom they come in contact during the day. Progressive discipline levels grant authority to professional staff members to impose discipline consequences for minor acts of misconduct. However, when a student is engaged in a repeated pattern of minor misbehavior, or when a student has committed a more serious violation of the school rules, the administration must assume responsibility for the discipline process.

This progressive step discipline plan is divided into four levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior. Other factors such as age of the student, disability, or student’s previous discipline history will also be considered. Inappropriate behaviors will be followed by consequences and appropriate character traits will be developed.

All action requiring administrative disposition will be dealt with on an individual basis and dispositions may be increased or decreased depending upon administrative discretion.

**Level I**

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student’s own learning process. Students may be disciplined at the discretion of professional staff members involved utilizing any of the following discipline management techniques appropriate for the situation and age of the child, including, but not limited to the following:

* **Verbal warnings**
* **Withholding rewards**
* **Loss of privileges**
* **Note or phone call to parent or guardian**
* **Teacher/Parent/Student conference**
* **Classroom or school chores**
* **Silent lunch**
* **Lunch Detention**
* **Time out in classroom or alternate setting**
* **Written or pictorial action plan**
* **Behavior contracts/parent contracts**
* **Replace or make restitution for damaged or stolen property**
* **Parent accompany to school to observe behavior in classroom**
* **Referral to counselor**
* **Referral to administration**
* **Corporal punishment with notification to parent (BOE policy JDA and in compliance with O.C.G.A. 20-2-731)**

 **Level II**

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health safety or well-being of others. Consideration of necessary behavior support services should be given, if not already provided.

Students committing a Level II offense may receive any of the discipline management techniques appropriate for the situation and age of the child as determined by the principal or designee, including, but not limited to the following:

* Student participation in conference with parent, teacher and/or administrator
* Note or phone call to parent/guardian
* Restriction from programs and special assemblies
* Farm out to another classroom for day
* Assignment to office isolation during lunch time
* Lunch Detention
* Participation in the cleaning/repair of any damage caused to the school-related environment
* Financial restitution for the repair of any damage caused to the school-related environment
* Development of a written or graphic action plan that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s).
* Participation in school service project which enables the student to demonstrate the desired character trait(s)
* Assignment to work detail that relates to specific expected behavior
* Referral to counselor or other social agencies
* Any other disciplinary technique that positively promotes the student
* code of conduct and desired character trait(s) including corporal punishment as upheld by BOE policy JDA and in compliance with O.C.G.A. 20-2-731

**Level III**

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. These are considered major offenses and must be reported to the principal or his designee. These include but are not limited to: chronic disciplinary problems (O.C.G.A. 20-2-764 of HB 605); fighting; willfully causing harm to others; willful destruction of property; racial slurs; obscene language or gestures; disrespect or defiance of adult, verbal or physical assault of teachers, administrators, and other school personnel; inappropriate touching of others; violations of weapons policy; theft, use or possession of illegal substances, including alcohol and/or tobacco. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three (3) school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal or his designee is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided.

Students committing a Level III offense may receive any of the discipline management techniques appropriate for the situation and age of the child as determined by principal or designee, including, but not limited to the following:

* Note or phone call to parent or guardian
* Restriction from programs and special assemblies
* Farm out in another classroom for up to three (3) days
* Lunch Detention
* Assignment to office isolation for the day
* Participation in the cleaning/repair of any damage caused to the school-related environment
* Financial restitution for the repair of any damage caused to the school-related environment
* Development of a written or graphic action plan that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)
* Participation in school service project which enables the student to demonstrate the desired character trait(s)
* Assignment to work detail that relates to specific expected behavior
* Referral to counselor or other social agencies
* Any other disciplinary technique that positively promotes the student code of conduct and desired character traits(s) including corporal punishment upheld by board policy JDA and O.C.G.A. 20-2-731
* Suspension from school for up to three (3) days with student and parent participating in conference with administration
* Removal from class as a result of Teacher Authority Act (O.C.G.A. 20-2-737)

 **Level IV**

Level IV discipline offenses represent the most serious acts of misconduct. The offenses must be immediately reported to the principal or his designee. These are so serious they may require the use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school sponsored events for up to ten (10) school days, pending disciplinary investigation of the allegations. Student and parent/participation in a conference with the principal or his designee is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given if not already provided.

Students guilty of a Level IV offense may receive any of the following discipline management techniques appropriate for the situation and age level of the child as determined by the principal or designee, including but not limited to the following:

* Restriction from programs and special assemblies
* Assignment to office isolation for up to three (3) days
* Lunch Detention
* Participation in the cleaning/repair of any damage caused to the school-related environment
* Financial restitution for the repair of any damage caused to the school-related environment
* Development of a written or graphic action plan that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)
* Participation in school service project which enables the student to demonstrate the desired character trait(s)
* Assignment to work detail that relates to specific expected behavior
* Referral to counselor or other social agencies
* Any other disciplinary technique that positively promotes the student code of conduct and desired character traits(s) including corporal punishment as upheld by BOE policy JDA and in compliance with O.C.G.A. 20-2-731
* Suspension from school for up to ten (10) days with student and parent participating in conference with administration
* Removal from class as a result of Teacher Authority Act (O.C.G.A. 20-2-737)

Refer to Student Disciplinary Panel which has the authority to make decisions ranging from returning the student to the local school to recommending permanent expulsion of the student

**Teacher Authority Act**

HB605 (O.C.G.A. 20-2-737) gives the teacher authority to remove from his/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 or determines that such behavior of the student poses an immediate threat to the safety of the student’s classmates or the teacher. Specific procedures will be followed as outlined in O.C.G.A. 20-2-737 to determine disciplinary action and options available for appropriate educational setting.

BEN HILL PRIMARY

CODES OF CONDUCT DISCIPLINE VIOLATIONS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Violation | LevelI | LevelII | LevelIII | Level IV |
| 1. Classroom disruption | X | X |  |  |
| 2. Campus disturbance causing school disruption |  | X | X | X |
| 3. Chronic disciplinary problem |  | X | X | X |
| 4. Destruction, damage, defacing of school or private property | X | X | X | X |
| 5. Theft, mischievous | X | X | X | X |
| 6. Theft, criminal |  |  | X | X |
| 7. Disrespectful to other students | X | X | X | X |
| 8. Disrespectful, defiant behavior to adults | X | X | X | X |
| 9. Refusal to follow instructions | X | X | X | X |
| 10. Threatening staff or students |  | X | X | X |
| 11. Physical assault to student |  |  | X | X |
| 12. Physical assault employee or adult |  |  | X | X |
| 13.Verbal assault to student |  |  | X | X |
| 14.Verbal assault to employee or other adult |  |  | X | X |
| 15.Battery to student |  |  | X | X |
| 16.Battery to employee or other adult |  |  | X | X |
| 17. Profanity, vulgar or obscene language, writing  | X | X | X | X |
| 18. Fighting | X | X | X | X |
| 19. Possession of weapon |  |  | X | X |
| 20. Possession of drugs and drug paraphernalia |  |  | X | X |
| 21. Possession of alcohol, in use of, or under the influence  |  |  | X | X |
| 22. Possession of tobacco products and paraphernalia |  |  | X | X |
| 23. Inappropriate touching  | X | X | X | X |
| 24. Cutting school | X | X | X |  |
| 25. Skipping class | X | X | X |  |
| 26. Gambling | X | X | X |  |
| 27.Cheating | X | X | X | X |
| 28. Altering home/school communication | X | X |  |  |
| 29. Electronic or paging devices | X | X | X | X |
| 30. Failure to adhere to dress code | X | X |  |  |
| 31. Bus violations |  | X | X | X |
| 32. Bullying |  |  | X | X |
| 33. Any other conduct considered by the principal to be disruptive |  | X | X | X |

**BEN HILL PRIMARY SCHOOL**

Progressive Discipline Chart

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Consequence** | **Level I** | **Level II** | **Level III** | **Level IV** |
| Implemented by professional staff |  |  |  |  |
|  | Verbal warnings |  |  |  |
|  | Withholding rewards |  |  |  |
|  | Loss of privileges |  |  |  |
|  | Note or phone call to parent or guardian |  |  |  |
|  | Student conference with parent and teacher |  |  |  |
|  | Peer mediation |  |  |  |
|  | Classroom or school chores |  |  |  |
|  | Silent lunch |  |  |  |
|  | Time out/isolation in class or alternate setting |  |  |  |
|  | Written or pictorial assignment |  |  |  |
|  | Behavior contracts/parent contracts |  |  |  |
|  | Confiscate item causing the disruption |  |  |  |
|  | Replace or make restitution for damaged or stolen property |  |  |  |
|  | Parent observe in class |  |  |  |
|  | Referral to counselor |  |  |  |
|  | Referral to administrator |  |  |  |
|  | Corporal punishment with notification to parent |  |  |  |
| Implemented by administration |  | Student conference with teacher or administrator |  |  |
|  |  | Note or phone call to parent or guardian | Note or phone call to parent or guardian |  |
|  |  | Restriction from programs and special assemblies | Restriction from programs and special assemblies | Restriction from programs and special assemblies |
| **Consequence** | **Level I** | **Level II** | **Level III** | **Level IV** |
|  |  | Farm out in another classroom for day | Farm out in another classroom for up to 3 days |  |
|  |  | Assignment to office isolation during lunch time | Assignment to office isolation for day | Assignment to office isolation for up to 3 days |
|  |  | Participation in the cleaning/repair of any damage caused to the school-related environment | Participation in the cleaning/repair of any damage caused to the school-related environment | Participation in the cleaning/repair of any damage caused to the school-related environment |
|  |  | Financial restitution for the repair of any damage caused to the school related environment | Financial restitution for the repair of any damage caused to the school related environment | Financial restitution for the repair of any damage caused to the school related environment |
|  |  | Develop a written or pictorial action plan that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait | Develop a written or pictorial action plan that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait | Develop a written or pictorial action plan that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait |
|  |  | Participation in school service project which enables student to demonstrate the desired character trait | Participation in school service project which enables student to demonstrate the desired character trait | Participation in school service project which enables student to demonstrate the desired character trait |
|  |  | Assignment to work detail that relates to specific expected behavior | Assignment to work detail that relates to specific expected behavior | Assignment to work detail that relates to specific expected behavior |
|  |  | Referral to counselor or other social agencies | Referral to counselor or other social agencies | Referral to counselor or other social agencies |
|  |  | Any other disciplinary technique that positively promotes the student code of conduct and desired character traits including corporal punishment | Any other disciplinary technique that positively promotes the student code of conduct and desired character traits including corporal punishment | Any other disciplinary technique that positively promotes the student code of conduct and desired character traits including corporal punishment |
| **Consequence** | **Level I** | **Level II** | **Level III** | **Level IV** |
|  |  |  | Suspension from school for up to 3 days with student and parent participating in conference with administration | Suspension from school for up to 10 days with student and parent participating in conference with administration |
|  |  |  | Removal from class Teacher Authority ActOCGA20-2-737 | Removal from class Teacher Authority ActOCGA20-2-737 |
|  |  |  |  | Refer to Student Disciplinary Panel  |

**Discipline Glossary**

**Arson** - Intentionally starting or attempting to start any fire or combustion.

**Assault** - The act or threatening to strike, attack, or harm any person in school or at any school sponsored or supervised activity. Intentional offensive/physical contact without consent.

**Battery** - Any physical force or violence unlawfully applied to a person. This can include jostling, tearing clothes, or seizing or striking another person, so long as there is intent.

**Bomb/Explosive** - A device containing combustible materials and a fuse.

**Bullying** - Any willful attempt to threaten or inflict injury on another person, when accompanied by apparent present ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate.

**Burglary** - Unauthorized entry into a school district building (unoccupied) with the intent of committing a felony when the building is closed to the students and the public.

**Bus Misconduct** - Failure to comply with rules of bus safety or Student Conduct Behavior Code.

**Bus Suspension** - The student is suspended from the bus for a specified period of time by the local school administrator. The student is expected to attend school, but the parents are responsible for providing transportation to school.

**Chronic disciplinary problem** - Student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and the behaviors are likely to recur.

**Disciplinary Probation** - A student found guilty of certain offenses may be placed on probation by the local school and/or the Student Disciplinary Panel. Probation is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action.

**Disobedience/ Insubordination** - Failure of the student to comply with a reasonable direction or instruction by staff.

**Disorderly Conduct** - Behaving in a violent or seriously inappropriate manner which disrupts the educational process

**Disrespect** - Responding in a rude and impertinent manner.

**Disruption** - Behaving in a manner which interferes with educational activities.

**Drug/Alcohol/Chemical Offense** - Any controlled substance or alcohol; includes any transfer of a prescription drug or any substance represented or believed to be a drug, regardless of its actual content.

**Due Process** - A student is afforded oral or written notice of the charges against him/her and is given an opportunity for a review, hearing or other procedural rights in accordance with state and federal laws.

**Electronic Communication Device** – is defined as any computer, personal digital assistant, cell phone, smartphone, digital camera or camcorder, pager, two-way radio, or other electronic communication device.

**Extortion** - Use of “mild” threats or intimidation to demand money or something of value from another (no weapon).

**False Fire Alarm** - Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.

**Fighting** - Involves the exchange of mutual physical contact such as pushing shoving and hitting with or without injury.

**Gambling**-Playing any game of skill or chance for money or anything of value.

**Harassment/Intimidation/Verbal abuse** - Disturbing consistently, by pestering or tormenting in the classroom, on the school bus, or elsewhere on the school site.

**Inappropriate dress** - Dressing in a manner that disrupts the teaching and learning of others.

**Loitering/Trespassing** - Entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion).

**Long-term suspension** - Student assigned to custody of parent or legal guardian for duration of his/her normal daily school schedule, including all school sponsored activities. Suspension for ten (10) or more days.

**Non-Prescription Drug** - Over the counter drug not authorized by a registered physician and not prescribed for the student. Student use is prohibited except in accordance with school policy.

**Prescription Drug** - Use of a drug (medication) authorized by a registered physician *and* prescribed for the student. Student or parent should inform the school on the use of medically prescribed drug.

**Profanity/Vulgarity** - Writings, speech, or gestures that convey an offensive, obscene, or sexually suggestive message.

**Sexual Assault/Offenses -** Intentional sexual contact of a harmful or offensive manner.

**Short-term suspension** - The student is suspended out of school up to ten (10) days by the local school administrator. During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event.

**Student Disciplinary Panel**- A three member panel composed of an administrator, teacher, counselor, social worker or school officials. The panel hears evidence presented by the school system, the student and parents when a student is referred by the local school principal or his/her designee. The panel has the authority to make decisions ranging from returning the student to the local school to recommending permanent expulsion of the student.

**Tardiness** - Failure to be in assigned place at the assigned time without a valid excuse.

**Theft** - Taking and carrying away of property belonging to another person with the intent to deprive the owner of its use.

**Threatening** - the act of threatening to strike, attack, or harm any person in school or at any school-sponsored or supervised activity.

**Transmission** - The passing of any substance, article, or weapon to another person.

**Truancy** - The student stays out of school without permission or valid excuse.

**Waiver of Right to Attend Student Disciplinary Panel** - Parents may sign a waiver if they cannot attend or do not elect to attend the panel hearing. In the event a parent or student does not attend the hearing, it will proceed as scheduled.

**Weapon –** Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.

Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other rigid parts connected in such a manner as to allow them to swing freely which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, an any stun gun or Taser.

***SAFE PROCEDURES FOR SCHOOL BUS RIDERS***

***AND SCHOOL BUS EVACUATION PROCEDURES***

 Parents should understand their responsibility in working with the bus driver and the school system personnel for the welfare and safety of their children.  Emphasis should be placed on demonstrating a cooperative relationship with the bus driver through courteous communication and regularly reminding students to follow rules and procedures.

**PARENTS OR GUARDIAN ROLE**

Provide the driver with the appropriate phone numbers and emergency number(s).  Provide the bus driver with pertinent written information regarding any special care the student may need while on the bus.  Notify the school and the bus driver immediately if any telephone numbers have been changed or disconnected.

1. Ensure that the student meets acceptable hygiene standards before boarding the bus.
2. Have the child at the designated bus stop at the regularly scheduled time and provide the necessary supervision until the bus arrives.
3. Make sure you complete and return the Emergency Pupil Transportation Information Form back to the bus driver immediately for continued riding privileges. \*\*Failure to return Pupil Information Form may result in transportation privileges being revoked.
4. Secure the child into any specialized carrying equipment before the child boarding the bus. Equipment must be in safe working order.
5. Meet the bus upon its return to the designated bus stop at the scheduled time.
6. Make a reasonable and timely effort to notify the bus driver prior to the beginning of the morning run if the child is unable to attend school.
7. Help keep the area to and from the loading area clear of obstacles and all unnecessary debris.
8. Help keep bus turnarounds and lanes clear of parked vehicles and garbage cans to provide easy access to bus stops.
9. Call the school in case of a serious emergency that might prevent the parent from meeting the child at the bus, and give the name of the person who will meet the child in place of the parent.  The school will give this information to the driver.  The name of the person should be on the emergency information form.
10. Provide transportation to and from school when bus suspension is issued.
11. Cooperate with school and bus driver in teaching children safety precautions, good manners and habits for school bus passengers.  Assist when there are disciplinary problems.
12. Be familiar with and follow local board and school level policies for school bus transportation.

**SCHOOL BUS RULES AND STUDENTS RESPONSIBILITIES**

1. For routine safety precautions, bus managers must be in charge of their bus and students aboard
2. In order for bus managers to adhere to prescribed schedules, students will need to be on time for bus riding privileges.
3. All bus rules apply at the bus stops. All students must wait in an orderly line off the street or road.
4. For clear vision purposes, students must cross a minimum of 10 feet in front of bus and stay back 10-20 feet from the perimeter of the bus.
5. To avoid accidents, students should be at the bus stop before the school bus arrives to avoid serious accidents.

 6. Students may ride only their assigned buses to avoid misplacement.

 7. ABSOLUTE SILENCE is required at all railroad crossing. \*THIS IS A STATE LAW.

1. While buses are in motion, students must stay seated to avoid physical damages to himself or herself. \*STATE LAW permits student capacity 20% above seating

 arrangement on a school bus; although the Ben Hill County School System is always

 working on alleviating such problem.

 9.  All students will need to be respectful and behave on the bus in a positive manner as

well as the classroom.  Any acts of physical violence, bullying, physical assault or battery of other persons on the bus, disrespectful conduct toward the school bus manager or other persons on the bus and other unruly behavior is prohibited.  Physical violence is defined as intentionally making physical contact of an insulting or provoking nature with another or intentionally making physical contact that causes physical harm to another unless such physical contacts or harms were in self-defense.

10. Bus Managers must concentrate and keep their attention on their driving skills for safety

 measurements.  The following are distractions:

(a) Loud talking or laughing, or unnecessary confusion.

(b) Unnecessary conversation with the driver.

                   (c) Extending any part of the body out of the bus windows or doors.

 11. The following devices are major distractions to a bus manager which may cause serious

 accidents.  The following are prohibited on a school bus:   Usage of mirrors, lasers, flash

 cameras, electronic devices or any reflective devices or such in a manner that might interfere with the school bus communication equipment or the operations of the bus.

      12. Bus managers are the only ones to operate or regulate any equipment on their buses.

 This includes doors, alarms, radios, etc...

1. Do not engage in any activity which might damage, cause excessive wear or litter to the bus or other property.  The following activities are prohibited at all times:

(a) Smoking, eating, possession or use of alcoholic beverages on the bus.

(b) Spitting or throwing anything in or from the bus.

(c) Possessing knives or sharp objects on the bus.

(d) Bringing animals, baseball bats, skateboards, or any other item deemed

 inappropriate by the Director of Transportation.

1. Only bus managers will give permission for students to enter and exit buses.  Students will be released from a bus by a bus manager only if in cases of personal emergencies, upon request of an administrator, or confirmed prior approval from student’s parents.
2. For a safe and positive environment, bus managers, students and community people need to project courteous attitudes toward each other at all times.
3. Students may be charged restitution to defray the cost of property damages if found guilty.
4. All School Board Policies governing Student Discipline and Conduct will be observed.  Check your student’s handbook and school website for details on all policies.

**NOTE:   If a bus suspension has been issued, it is the parent’s responsibility to transport their child to school for proper attendance.**

**PROCEDURES TO FOLLOW WHILE WAITING FOR AND BOARDING THE BUS**

1. Be at your designated bus stop at least five minutes before the normal arrival time of your bus.
2. Wait quietly on the sidewalk or if a sidewalk is not present, wait at least three giant steps (6 feet) off the roadway.
3. Avoid pushing, shoving, fighting or rough play while waiting at the bus stop.
4. Be careful of private property such as flowerbeds, shrubs, etc.
5. Beware of moving vehicles and pedestrians exhibiting unusual behavior.
6. When the bus arrives, board the bus according to your driver’s instructions.
7. Wait until the bus stops, the door opens, and the driver gives the instruction to begin loading.
8. Board the bus in a single file line and avoid pushing and shoving.
9. Be careful when stepping up on slick steps in rainy weather.
10. Use the bus handrails at all times when boarding the bus.
11. If you have to cross the roadway to board the bus, cross in front of the bus at least five giant steps (10 feet). Wait for the driver to give you the universal-crossing signal before you begin to cross.
12. Always look in both directions for oncoming vehicles before crossing.
13. Never cross the roadway behind the bus.
14. Be sure that the bus driver can see you at all times.
15. Once on the bus proceed to your seat, sit down, and remain quiet.
16. The bus driver is responsible for seating arrangements of students.  Factors such as safety, physical disabilities, age, and conduct are determining considerations.

**RULES TO FOLLOW WHEN EXITING THE SCHOOL BUS**

Students must have written permission signed by the principal of your school to get off at a stop other than their own.  Special Transportation request will be considered on space available basis.  Parents may request a Special Transportation Request Form from the Principal at the school that the student attends.

1. Remain in your seat until the bus arrives at your designated bus stop.
2. Once the bus has stopped, proceed promptly and orderly to the front of the bus.
3. Be careful when stepping down on slick steps in rainy weather.
4. Use the bus handrails at all times when exiting the bus.
5. Be careful that clothing with drawstrings and book bags with straps do not get caught in the handrails or doors.
6. If you have to cross the roadway, cross in front of the bus.  Walk at least three giant steps (6 feet) away from the side of the bus and then at least five giant steps (10 feet) in front of the bus.  Wait for the driver to give you the universal-crossing signal before you begin to cross.
7. Always look in both directions for oncoming vehicles before crossing.
8. Never cross the roadway behind the bus.
9. Be sure that the bus driver can see you at all times.
10. If you drop something near the bus advise the bus driver.  The driver must be able to see you at all times for safety precautions.
11. Walk directly home by the safest route in your area.  Do not go to your mailbox or to a friend’s home.  Avoid trespassing on private property.
12. Beware of moving vehicles and pedestrians exhibiting unusual behavior.

Your bus driver will control traffic by using the proper procedures of the school bus flashing lights and stop arm signal to insure a safe crossing.  Follow your driver’s directions and/or signals while crossing.

**PROCEDURES FOR VIOLATION OF RULE**

The bus driver has the authority on the school bus. Each time the bus driver decides that a student has broken a bus rule; the driver will write the name, grade, and the rule broken on a bus discipline form. This form will be turned into the school administration and will become a part of the student’s permanent record.

**PROGRESSIVE STEPS OF DISCIPLINE**

Grades P-2

1st Offense: Discretion of administrator. The administrator will mail copy of the discipline referral to the parent or guardian.

2nd Offense: Suspension from bus privileges for 3 days and a copy of the discipline referral mailed to the parent or guardian.

3rd Offense: Suspension from bus privileges for 5 days and a copy of the discipline referral mailed to the parent or guardian.

4th Offense: Suspension from bus privileges for 10 days and a copy of the discipline referral mailed to the parent or guardian.

5th Offense: Suspension from bus privileges for 20 days and a copy of the discipline referral mailed to the parent or guardian.

Automatic Suspension: Suspension from bus privileges for 5 days and a copy of the discipline referral mailed to the parent or guardian

Long-term suspension may be issued at any grade level when a student’s behavior on the school bus is extremely inappropriate or violent. Long-term suspension is defined as suspension exceeding the number of days established for automatic suspension at each school.

P-2 5 days

3-5 10 days

6-12 15-30 days

The length of long-term suspension may be determined by school administrators.

In extreme cases, or to protect life or property, any one or all of the above steps may be skipped and bus privileges may be revoked. A student exhibiting any of the behaviors listed may be issued an automatic suspension of 5 to 30 days or a long-term suspension. When suspended from the bus, a student is not allowed to ride any Ben Hill County school bus.

Any decision of the disciplinary tribunal may be appealed to the local Board of Education as provided in O.C.G. A. 20-2-754 and the provisions of O.C.G.A. 20-2-1160 shall be applicable to all proceedings before the Board and any subsequent proceedings.

***NOTE: SCHOOL BUSES ARE NOW EQUIPPED WITH VIDEO CAMERAS; THE TAPED RECORD MAY RESULT IN ADDITIONAL DISCIPLINARY ACTION TOWARD YOUR CHILD BY BUS DRIVERS AND/OR PRINCIPALS.***

**PROCEDURES TO FOLLOW IN AN ACCIDENT OR AN EMERGENCY ON THE SCHOOL BUS**

1. Remain calm and encourage others to do the same.
2. Stay in your seat until the driver tells you what to do or until you are sure of what is the safest move to make. (Do not panic or move without thinking.)
3. Do not touch emergency equipment or door control handles; unless, you are told to do so by the bus driver except in an extreme emergency case.
4. Do not move injured persons unless absolutely necessary.
5. Report any emergency to the school bus driver. (Fire, smoke, injured or sick student etc…).

**EMERGENCY EVACUATION PROCEDURES**

Ben Hill County Schools will conduct emergency evacuation drills twice a year for safe

practice interventions. There are three situations that require immediate evacuation from the bus and quickly moving to a safe area:  fire, danger of fire and unsafe position.

1. Always listen to your bus driver during the emergency drills.
2. All students must stay orderly and calm.
3. Students should learn the emergency exits that could be used.  Emergency exits of the bus are:
	1. Rear emergency door
	2. Side emergency door (if equipped)
	3. Front entry door
	4. Windows, windshield, large rear glass
	5. Roof mounted escape hatches
4. Leave everything on the bus.  Your life is more important than your personal items (book bag, lunch box, purse etc…).
5. Calmly exit quickly to the nearest exit to you without hurting anyone else.
6. If a young child cannot open the door, an older child or two small children should open it. If possible, a student may kick out windows if doors are blocked or stuck.
7. Bus riders closest to the exit should leave first and clear the exit quickly so others can follow.
8. If there is a need to jump from the bus, sit, scoot and jump for a safe landing from the exit.  Older students should offer to assist younger students when exiting.
9. Move away from the bus to a safe area off the roadway or street (100 feet away if possible).
10. If the driver is injured, a student may use bus radio or driver’s linc to call for assistance. If needed, you may seek help from passing automobiles or from the nearest house.

**Students who do not ride a bus to and from school on a regular basis must be instructed on these procedures for extracurricular activity trips.**

**DISCIPLINE**

1. Principals are responsible for handling all disciplinary problems.
2. Students who misbehave, or do not follow instructions will be subject to disciplinary action.
3. Bus driver actions could include counseling, parent referral, permanent seat assignment or referral to the Principal.
4. Principals’ action could result in suspension or expulsion from riding the bus, or other action deemed appropriate for the infraction.
5. Once a student has been suspended/expelled from one bus, the student is suspended/expelled from all buses.

**PROPER REPORTING PROCEDURES**

1. Students who have difficulties with other students while riding the bus should report the problem to the driver.
2. If the problem is not resolved by the driver, then it should be reported to the principal of the school that the student attends.

**BEN HILL COUNTY SCHOOL SYSTEM**

**STUDENT DISCIPLINE LADDER FOR SCHOOL TRANSPORTATION**

            The BHCS bus driver is responsible for ensuring all students adhere to the Ben Hill County School System transportation rules and procedures.   At the beginning of each school year and when the driver deems necessary, the driver shall read each bus behavior rule to his/her passengers, establish expectations of adherence to these rules, and explain the disciplinary process when students fail to obey.

Parents need to review the Ben Hill County Schools Safe Procedures for School Bus Riders with their children (especially the very young, to explain or elaborate on the reason for the rules or to answer any questions).

Your prompt return of the verification and emergency data form to your school bus driver will be greatly appreciated.  Students that do not ride a bus on a regular basis should return the verification and emergency data form to the school principal for a copy to be forward to the bus driver.

**STUDENTS WITH DISABILITIES**

Exclusion of students with disabilities from the bus shall be treated the same as an exclusion from school unless alternative means of transportation are provided.

Notify your school Principal of any special medical conditions/accommodations that will affect transportation on the school bus. The Special Needs Bus Application and Confidential Medical Information Bus Form must be completed for any student riding the bus requiring special accommodations.

**WEAPONS POLICY – JCDAE**

**NOTICE:** It is unlawful for any person to carry, possess or have under control any weapon within a school safety zone or at a school building, school function, or on school property or on a bus or other transportation furnished by the school. The term “weapon” means any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.

Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other rigid parts connected in such a manner as to allow them to swing freely which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, an any stun gun or Taser.

***BOOK BAGS***

Students are allowed to have book bags at BHP. Clear or mesh book bags are recommended but not required. Rolling book bags are not allowed unless there is a medical condition requiring a need for the student to use a rolling book bag.

***FIRE DRILLS***

* In case of a fire emergency, the fire alarm will sound. Teachers and students are drilled so that they know the proper evacuation route from their room.

***TORNADO DRILLS***

* In case of a tornado emergency, the alarm will sound. Everyone will go to his/her assigned area in the corridor or inside wall and immediately take the “tornado position” instructed to them by his/her teacher.

***VISITORS***

All visitors and parents are welcomed and encouraged to visit the school. **Visitors must report to the school office to sign in** **and obtain a pass upon their arrival**, so that we will know who is in the building at all times. Extended visitation by adults to classes will require administrative approval.

**FEDERAL AND STATE LAWS AND REQUIREMENTS**

***SENATE BILL 289 AND HOUSE BILL 175***

In July 2012, Senate Bill 289 passed allowing students opportunities to take online courses. This legislation does not require an online course to graduate, but provides an online learning option should your student or you choose this option. In addition, House Bill 175 passed establishing a clearinghouse for stakeholders to find online courses and online course providers in the state of Georgia. This is to inform you about the key components of each piece of legislation and how to find online learning opportunities for your student.

**Overview of Senate Bill 289:**

* Districts must notify students and parents of online options beginning in the 2013-2014 school year.
* Districts must allow students to take an online course even if the course is offered in the local district.
* Online courses can be accessed through the Georgia Virtual School, local virtual schools, or vendor online schools.
* If the online course is taken in lieu of any of the regular 6 periods, then the school will pay for the course. If an online course is chosen in addition to the regular 6 periods, the parent will pay for the course.

**Overview of House Bill 175:**

* This bill mandates the creation of an online clearinghouse of online courses and online course providers to give parents and students the ability to search the clearinghouse for availability to online courses, online course providers, and guidelines for what constitutes high quality online courses.

**Accessing Georgia’s Online Clearinghouse:**

The Georgia Online Clearinghouse provides students and parent with information and access to high-quality academic and career-oriented courses, aligned to state and national standards, through a variety of online providers. To access the information found in the clearinghouse go to: <http://www.gadoe.org/_layouts/GADOEPublic.SPApp/Clearinghouse.aspx>

***ELEMENTARY SECONDARY EDUCATION ACT***

In compliance with the requirements of the statute the Ben Hill County School System informs parents that you may request information about the professional qualifications of your student’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 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 services by paraprofessionals, and if so, their qualifications.

Parents will receive written notification if their child is assigned to a teacher (or Paraprofessional) who is not highly qualified in any core subject for four or more consecutive weeks.

If you wish to request information concerning your child’s teacher’s qualification, please contact the principal at (229) 409-5592.

Section 1111(h) (6)}

***DIRECTORY INFORMATION – PARENTAL CONSENT***

Ben Hill Primary School adheres to all required student confidentiality laws. Allowable under these guidelines, certain categories of personally identifiable information about students may be published or released without prior parental consent. Examples of such information include: awards or perfect attendance pictures with names published in the newspaper and/or on the school website, special event pictures and names published in the newspaper and/or on the school website, and names and pictures published in the school newsletter or annual and/or the school website. School officials are also allowed, without prior parental consent, to release school records to other educational institutions and the military. In the event that a parent or legal guardian wishes for their child's name to be removed from such lists, it is their responsibility to contact the Principal of Ben Hill Primary School to make such request.

 ***SECTION 504 PROCEDURAL SAFEGUARDS***

Any student or parent or guardian (“grievant”) may request an impartial hearing due to the school system’s actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504.  Requests for an impartial hearing must be in writing to the school system’s Section 504 Coordinator; however, a grievant’s failure to request a hearing in writing does not alleviate the school system’s obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system’s Section 504 Coordinator.  The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.  The Section 504 Coordinator may be contacted through the school system’s central office.  Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system website or may be picked up at the central office or at any of the school offices.

**Special Needs Scholarship Program**

Under Georgia Senate Bill **SB10**, passed by the Georgia General Assembly in 2007, parents of students who receive special education may choose to transfer their child to another public school or private school in Georgia. Certain conditions apply.  For further information on the Special Needs Scholarship Program, visit <http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx>.

***NOTICE***

BEN HILL COUNTY SCHOOLS, in compliance with SECTION 504 OF THE REHABILITATION ACT OF 1973, TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972 and the AMERICANS WITH DISABILITY ACT OF 1990, does not discriminate on the basis of handicap or sex in admission, access to, or employment in its programs and activities. Any person having a complaint or grievance in the above-mentioned statement should contact:

Wanda Kimbrell

Director of Section 504 and TITLE IX

and A.D.A.

BEN HILL COUNTY SCHOOLS

509 W. Palm Street

Fitzgerald, Georgia 31750-3253

Telephone: (229) 409-5500

**Fraud, Waste, Abuse, and Corruption Reporting Procedures:**

1. Anyone suspecting fraud concerning federal programs should report their concerns to the Superintendent’s Office of the Ben Hill County Board of Education at 229-409-5500.
2. Any employee with Ben Hill County Board of Education (temporary staff, fulltime staff, and contractors) who receives a report of suspected fraudulent activity shall disclose this information within the next business day to the Superintendent’s office at 229-409-5500. All stakeholders have the responsibility to report suspected fraud, waste, abuse, or corruption. All reports can be made in confidence.

**LOCAL POLICIES AND REGULATIONS**

***ENTRANCE REQUIREMENTS***

All students in Georgia schools are required by state law to have an adequate immunization certificate (Form 3231). Each student must also have a certified copy of his/her birth certificate and a copy of his/her social security card on file. Entering kindergarten students may require placement testing at enrollment time.

Students are also required to have the certificate of eye, ear, dental and nutrition screening. This certificate may be obtained from your doctor, dentist, or the local health department. (Form 3300)

***RECORDS***

Each student’s record at school needs to be kept current. If there is a change in parent/guardian, address, telephone number, employment, etc., the school office should be notified immediately. It is imperative that the school has the current telephone number on file where parent/ guardian can be reached throughout the school day.

***TUITION***

Students who reside outside of Ben Hill County are subject to paying annual tuition. Tuition will be assessed according to the BOE policy.

***ATTENDANCE***

The Ben Hill County Board of Education believes that regular attendance at school is imperative for a student to benefit from the learning process. All students are expected to be in school every day. Realizing that some circumstances may prevent this, the Board established the following guidelines to regulate attendance.

To earn credits for one school year, a student must be in attendance for at least 166 days. Students in grades K-12 may not be absent from any class for more than 14 days per year. Students who are absent more than 12 days may have their promotion determined by the School Attendance/Placement Committee. Students in grade K-8 must be at school half or more of the school day to be counted present for the day.

Student absences must be documented as either excused or unexcused in conformance with state law. Students may be excused from school under the following circumstances:

1. Personal illness or attendance in school endangers a student’s health or the health of others.
2. A serious illness or death in a student’s immediate family necessitating absence from school.
3. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
4. Observing religious holidays, necessitating absence from school
5. Conditions rendering attendance impossible or hazardous to student health or safety.

Students will be required to present appropriate documentation to the school for the purpose of validating that the absence is an excused absence. The principal or designee has the authority to determine if an absence is excused or unexcused. *A parent note may be presented for consideration, but no more than five parent notes will be considered per school year.* The principal or designee will monitor absences each semester as follows:

1. Notify the parent/guardian or other person who has charge of the student of the absence by telephone and document the call.
2. Send a form letter to the parent/guardian or other person who has charge of the student when the student has three absences.

 3. After five unexcused absences, the parent/guardian or other person who has charge

 of the student will be notified that failure to comply with the compulsory

 attendance law will result in a referral to the School Social Worker.

The decision of the School Attendance/Placement Committee may be appealed to the Ben Hill County Board of Education by sending written notification within ten days to the Superintendent giving the reason for the appeal request. After receiving the case, the Board will make a decision to uphold or reverse the school’s decision.

**Excessive tardies and early check-outs result in the loss of valuable instructional time. Please make every effort to have your child in school on time and to remain for the entire day.**

If you think your child will be out of school for an extended number of days because of personal illness, accident or surgery, please contact the school office. Your child may be eligible for hospital/homebound services, if the absence will be prolonged.

***PARENTAL NOTICE:***

 **O.C.G.A. 20-2-690.1**

**Mandatory Education for children between Ages Six and 16**

1. Mandatory attendance in a public school, private school, or home school program shall be required for children between their sixth and sixteenth birthday. Such mandatory attendance shall not be required where the child has successfully completed all requirements for a high school diploma.

**Public schools shall have authority and it shall be their duty to file proceedings in court to enforce this subpart.**

Ben Hill County Schools are informing parents of each child enrolled in the district that failure to comply with compulsory attendance under this code section for children and their parents will result in possible consequences and penalties. Parent/guardian signature indicates receipt of such written statement and an understanding of the possible consequences and penalties.

***PROMOTION FOR STUDENTS***

Students in grades K-2 must achieve grade level expectations in Reading / Language Arts and Math to be promoted to the next grade level. A minimum of seventy (70%) percent of benchmarks must be passed in these areas.

***STUDENT WITHDRAWAL/TRANSFER***

Parents are required to notify the school in advance if students are transferring to another school. This will allow us to get student’s withdrawal forms completed.

 ***LATE ARRIVALS***

The school will be open for students at 7:00 a.m. Students arriving after 7:30 a.m. must report to the office to be signed in by parent/guardian. Excessive tardies deprive students of valuable instructional time.

 ***LOST ARTICLES***

Please put your child’s name on his/her coats, sweaters, caps, and other personal items so that we may help in returning lost items to the owner. To claim articles found at school, check in the gym. Unclaimed items are not carried from one school term to the next.

***STUDENT GRIEVANCE PROCEDURES***

The Board realizes that there may be conditions in the school system that need improvement and that students should have some means to effectively express their concerns, which will be considered and handled with fairness.

Students’ complaints and grievances shall be resolved through orderly processes and at the lowest possible level. However, the Board shall provide channels for eventual hearing, should circumstances dictate.

Complaints and grievances shall be approached in the following manner;

1. The opportunity shall be provided any student or his/her parents to discuss with his/her teacher a decision or situation which he/she considers unjust or unfair;
2. If the matter remains unresolved, the student or his/her parents, or the teacher, may bring the matter to the principal’s attention in writing as referenced in Descriptor Code JCE-R;
3. If the matter remains unsolved, it may be brought to the Superintendent or a designee for his/her consideration;
4. Complaints that remain unresolved following any action of the Superintendent may be referred in writing to the Board. The Board’s decision if it chooses to make one shall be final.

***FEDERAL PROGRAM GRIEVANCES***

For complaints/grievances concerning Federal Programs visit Ben Hill County Schools website. Procedures for complaints/grievances will be found in the Federal Programs Handbook or you can see any Federal Programs Director at the Ben Hill County Board of Education.

***TOYS AND MONEY***

Toys are not allowed at school, except when the teacher requests a special item to be brought to class for educational purposes. **Toys that resemble weapons are not allowed on campus and are considered disruptive to the learning environment. Appropriate discipline consequences will be imposed in accordance with Student Codes of Conduct.** Unnecessary money should not be brought to school.

***RETURNED CHECK POLICY***

Ben Hill Primary accepts personal checks for payment of field trips, materials, school pictures, etc., as well as for cafeteria meals. **A fee of $20.00 will be assessed for each returned check,** over and above recovering the amount due. This is separate from any fee that is charged by the financial institution. To avoid incurring this charge, you may wish to send cash or money orders.

***OFFICE TELEPHONE***

School telephones are limited to school business and emergencies. Students should ask to use the phone **only in case of emergency.** Arrangements for after-school activities should be made before coming to school. Classroom interruptions will be kept to a minimum**. Instruction time is very important to your child and we want to protect it.**

***CARE OF SCHOOL PROPERTY***

 Students are responsible for all school property in their possession. In the event that school property is damaged or lost, the student is expected to pay the prorated cost.

***LUNCHROOM POLICY***

Breakfast and lunch are served daily in the cafeteria. The menus are carefully planned by our school nutritionist. The menus are planned so food from the five basic food groups is included in your child’s breakfast and lunch. All children are encouraged to participate in the school food program.

If your child is allergic to certain foods, including milk, a note from the child’s doctor must be sent to the school each year to be kept on file. We do not provide glasses for children to drink water or other beverages. If you send something to school for your child to drink, it must be in a non-breakable thermos. No glass containers are permitted.

Students are required to sit with their classes during lunch. Since lunch is also a vital part of the educational program, it should be a pleasant experience that reinforces manners and nutritional concepts. Students are allowed to talk with one another during lunch. They are asked to speak in normal tones to the person on either side of them. A silent lunch will be the alternative for abusing the talking privilege. This promotes a more pleasant breakfast and lunch experience for both students and teachers. Visitors are not allowed to bring any outside food to students in the cafeteria during lunch hours.

 All food and beverages served and/or sold on campus shall be consistent with the current USDA Dietary Guidelines for Americans.

REFERENCE: Policy EEE

**Student Prices**

Breakfast and Lunch will be provided this year **“FREE OF CHARGE” for students**.Our school system is participating in the Community Eligibility Provision Program (CEP), which offers free meals to all students. Please encourage your child to eat meals in the Cafeteria daily.

**Adult Prices**

Breakfast $1.00

Lunch $4.00

***TAKE YOUR PARENT TO LUNCH***

Parents are welcome to eat lunch with their children. If possible, please let your child’s teacher know in advance when you plan to eat lunch with your child**. For security purposes we ask that you only take your child to the visitors’ table for lunch.**

***SNACKS***

Candy, cookies, chewing gum, etc. are not allowed at school unless special permission is given by the classroom teacher. Classes may earn rewards for achieving goals.

***MEDICATION***

The dispensing of medication is an administrative function, which will be held through the main office. If medication can be given at home or after school, please do so. If medication is required you must adhere to the following guidelines:

NOTE:

* Over-the-counter (OTC) medications will only be given with a written order by a physician.
* You must complete a Medication Permission Form before medications will be administered. These forms are kept at your child’s school.
* Prescription medication must be in the original container. Ask your pharmacist for a separate labeled bottle for “school.”
* Parent/Guardian must provide specific instruction (including drugs and related equipment) to the principal or his/her designee.
* It will be the responsibility of the parent/guardian to inform the school of any changes in pertinent data.
* All medication will be taken to the office of the principal or school nurse by the parent/guardian.
* A daily record shall be kept on each medication administered. This record will include the student’s name; date, medication administered, time, and signature of school personnel who supervised said medication administration.
* The school will not be responsible for any medication brought or lost by the student on the way to school or at school prior to turning the medication(s) over to administration.
* If the medication, after being given to the school for safekeeping becomes missing, then the school will make accommodations with parent(s) regarding the situation.

\*For all other medication inquires, see Medication Policy JGCD

***HEAD LICE***

If it is discovered that your child has head lice, you will be notified. It is the responsibility of parents to check their child’s hair thoroughly and regularly for lice and to shampoo with a prescription shampoo that kills the lice eggs. Hair must be NIT-FREE. **The child must receive written clearance from the health department or a licensed physician before returning to school.**

**EXTENDED LEARNING TIMES**

***AFTER SCHOOL/SUMMER SCHOOL***

If funding is available extended learning times may be offered in the form of after school programs and / or summer school. To be eligible for extended learning time a student must meet prescribed criteria. Summer school cannot be used to promote a child to the next grade.

**SCHOOL CULTURE**

***CLASS PARTIES***

Classes will be allowed to have two parties each school year. These will be scheduled at Christmas and the end of the year. Birthday parties for students are not to be celebrated at school. Please **DO NOT** send flowers, balloons, etc. to your child at school.

***RELIGIOUS EXEMPTIONS***

Please notify your child’s teacher if your religious beliefs influence your child’s participating in celebrations of holiday activities. Alternative activities may be assigned.

***PRIDE PROGRAM***

Through the existing Pride Program, a comprehensive character education curriculum (Code 1981, S 20-2-145 of HB605), students will be taught traits such as: patriotism, citizenship, sportsmanship, friendship, cleanliness, sharing, courtesy, responsibility, manners, self-esteem, self-control, determination, heritage, trustworthiness, kindness, respect for the environment and others, and pride in their country, state, community, school, and in themselves. Each month a specific word is the focus of activities coordinated by the Pride committee composed of teachers, parents and administration. The music and media programs incorporate the Pride word into their activities. Several school-wide assemblies highlight the word of the month through skits, songs, and dance. Members of the community frequently participate in the programs and serve as role models for the students.

**STUDENT, FAMILY, AND COMMUNITY INVOLVEMENT**

***PARENT INVOLVEMENT POLICY***

Parents are considered a vital link in the education of their children. They have been and will continue to be involved in the creation and implementation of Ben Hill Primary School’s Student Code of Conduct as well as other aspects of the school. Safe, orderly schools require the collaboration and support of students, staff, parents, and the community. An orderly school climate increases time on task for students and eliminates unnecessary interruption of instruction. Teachers and administrators are available for conferences throughout the school day and may be reached by phone for an appointment to conference with individuals. Communication and parental input will be obtained through the following process:

* Parents will be asked to serve on various school committees and councils which review discipline procedures and code of conduct for students.
* Parent/Teacher Organization will meet regularly. Student Code of Conduct will be presented and progressive discipline steps outlined and discussed annually. Parents are involved in various committees sponsored by the P.T.O.
* Family night workshops will be scheduled throughout the year to provide programs of interest to parents with topics on health, discipline, motivation, technology, and how to tutor children at home. These family nights will also help parents feel welcome in the school environment and more comfortable talking with teachers.
* Parent orientation nights provide parents information about what to expect in the new school year. Pre-school orientations are held to help students transition to Kindergarten. Expectations for student achievement and discipline are communicated.
* Parent conferences are required at the end of the fall quarter grading period and spring grading period to review student progress. Additional conferences are held regularly as needed with teachers and administrators.
* Parents are encouraged during parent conferences to extend the Kelso’s Choices conflict resolution strategies to home conflicts. Administrators incorporate these choices in action plans for student behavior.
* The School Social Worker is available to assist with contacts to parents who do not have phone or transportation. The School Social Worker transports parents to the school for scheduled conferences and conducts home visits when necessary to follow up on referrals.
* The school social worker contacts parents as needed for excessive absences.
* Communities In Schools coordinates parent and community volunteers for the America Reads program. Mentors are also assigned to those students needing additional support.
* Surveys are sent annually to provide parents a way to respond to programs and policies at the school.
* ESOL and migrant representatives coordinate communications with minority and limited English speaking families.
* Parents are invited to PRIDE activities which focus on morals and values for students.
* Student codes of conduct along with expectations for student behavior and levels of consequences are published in the student handbook which is distributed at the beginning of each year and as students enroll in school. Signatures of parents and students will be required to indicate receipt and review of the codes of conduct.
* Parents are notified in writing or by phone when a student is referred for discipline matters.
* Newspaper articles and flyers that are sent home announce events at school for parents
* Codes of conduct will be available in the school office, library, and each classroom for reference.
* Senate Bill 413, section 5 encourages parents and guardians to inform their children on the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

***REPORTING TO PARENTS***

Parent conferences will be scheduled by the child’s teachers twice during the school year. Parents are to attend these conferences to learn about their child’s progress and to view samples of their child’s work. Reports to parents will indicate progress toward mastery of grade-level objectives. Parents will receive a Student Progress Summary Report quarterly. The teacher will send a sign-up sheet for each conference period. The Law does not allow school employees to discuss students and/or information to anyone other than the legal guardian.

***SCHOOL INSURANCE***

School insurance is available to all students and is the responsibility of parents/guardians to obtain and ensure enrollment directly from the insurance company. The purchase of insurance is optional. If you would like to sign up for student insurance, go to this website <http://markel.sevencorners.com>

***PARENT ORGANIZATION***

Ben Hill Primary School’s parent organization will meet several times a year. You will be notified in writing of the exact dates and time of these meetings. Parents are urged to become active in the organization. Participation benefits both you and your child.

***We appreciate your taking the time to read the information contained in this handbook. Thank you in advance for your support and cooperation. Together, we can make a difference.***