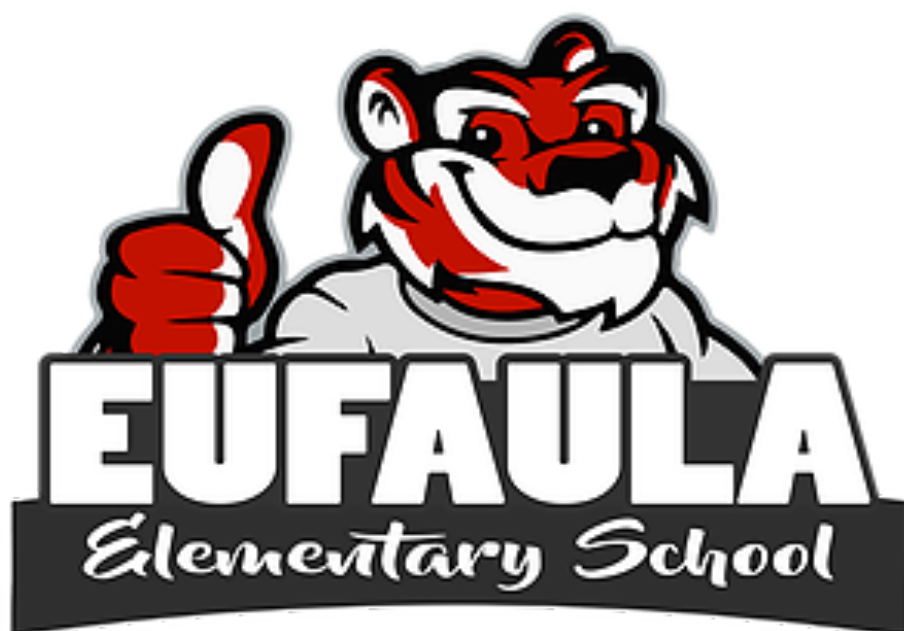


# Eufaula Elementary

## STUDENT-PARENT HANDBOOK 2018-2019



Jina Rudolph, Principal  
Tina Richards, Assistant Principal  
Dr. Elisabeth Davis, Superintendent

422 Sanford Avenue  
Eufaula, AL 36027  
334-687-1134  
334-687-1135 (Fax)

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# EES MISSION AND VISION

## **Mission Statement**

The mission of Eufaula Elementary School is to create self-motivated learners who set goals and achieve those goals while developing and demonstrating the ability to work collaboratively in order to navigate through productive challenges that will yield social and academic growth.

## **Vision Statement**

The vision of Eufaula Elementary School is to create a model school where students master an ENGAGING and RIGOROUS curriculum that will prepare them for, as well as propel them to, global competition in the field or endeavor of their choice.

# HANDBOOK PURPOSE

The Parent-Student Handbook has been written to provide important information concerning specific rules, policies, and procedures related to the safety and operation of our schools. In order for schools to operate safely and efficiently, you and your student(s) must be familiar with and abide by the expectations, procedures and rules outlined in this handbook.

The student handbook summarizes district policies and school procedures and contains general guidelines and information.

Refer to official policy and guideline documents for specific information. This handbook's content may be changed from time to time throughout the 2017-2018 school year. An up-to-date version will be maintained on our EES website. Eufaula Elementary School will provide notice of those changes through email or campus mail; these changes will have effect once that notification is given, regardless of whether a student or parent actually reads the particular notice received.

If you have any questions regarding this handbook, please contact your student's building principal at 334-687-1134.

# **EUFULA CITY SCHOOLS CONTACT INFORMATION**

## **CENTRAL OFFICE STAFF (334) 687-1100**

Superintendent, Dr. Elisabeth Davis  
Assistant Superintendent, Mr. John Beasley  
Administrative Assistant, Mrs. Susan Webb  
Chief School Financial Officer, Mrs. Angie Ellis  
Child Nutrition Program Supervisor, Mrs. Dena Turchiano  
Elementary Instructional Specialist, Mrs. Holly Mitchell  
Director of Federal Programs, Mrs. Deltonya Warren  
Director of Safety and Facilities, Mr. James Bailey  
Parental Involvement & Information Liaison, Mrs. Mitzi Clayton  
Director of Secondary Curriculum and Instruction, Michele Eller  
Special Education Coordinator, Dr. Elizabeth Long

## **SCHOOL PRINCIPALS**

**Eufaula Early Learning Center**, Mrs. Deltonya Warren  
(334) 687-1100

**Eufaula Primary School**, Mrs. Emily Jackson  
(334) 687-1140

**Eufaula Elementary School**, Ms. Jina Rudolph  
(334) 687-1134

**Admiral Moorer Middle School**, Ms. Jessica Morton  
(334) 687-1130

**Eufaula High School**, Mr. Steve Hawkins  
(334) 687-1110

# **EUFAULA ELEMENTARY SCHOOL STAFF**

**2017-2018**

## **Office Staff**

Jina Rudolph, Principal  
Tina Richards, Assistant Principal  
Betty Britton, Accounting  
Jackie Palmer, Registrar  
Shelly Morris, Receptionist

## **Third Grade**

Mary Boyce  
Shelby Corcoran  
Devon Edwards  
Sharon Goff  
Beverly Nolin  
Jayce Parker  
Ashley Rogers  
Yvette Westbrook

## **Fourth Grade**

Valerie Cliatt  
Kimber Fant  
Lauren Francis  
Debbie McLain  
Kim Rowan  
Jennie Wellman  
Pam Welsh  
Amy White

## **Fifth Grade**

Kami Arick  
Irene Evans  
Wendy Hubbard  
Tammy Johnson  
Taneka Mallard  
Demian Nicholson  
Matt Rogers  
Elain Thomas

## **Resource Teachers**

Megan Green  
Vacant  
Reba Melton  
Susan Sanders

## **School Counselor**

Ronnetta Wade

## **Enrichment**

Carla Robinson

## **Pride**

Joey Skinner  
Lela Roberts

## **Nurse**

Robin Long

## **Speech Pathologist**

Janna Klages

## **Art**

Tori Smith

## **Paraprofessionals**

Toni Caesar  
Cynthia Furman  
Judy Howell  
LaSonya Johnson  
Jeanie Robbins  
LaShawn Robinson  
Derek Young  
Vacant

## **Physical Education**

Sarah Crowe  
Joseph Dove  
Rebecca Symons

## **Music**

Scott Klages

## **Library Media Specialist**

Laurel Motley

## **Instructional Coaches**

Jenni Clark-STEAM Coach  
Betty Guilford-Instructional  
Coach  
Holli Blain-EL  
Stephanie Wortz-EL

## **Child Nutrition Program**

Jean Anderson, Manager  
Shirley Chancey  
Betty Hill  
Iteria Parker  
Patsy Trammell

## **Custodians**

Beverly Hall  
Ruth Hill  
Charles Bouyer

# SCHOOL DAY SCHEDULE

7:00 a.m.	Doors Open
7:00 a.m.	Breakfast begins in lunchroom
8:00 a.m.	Bell rings/School begins
8:05 a.m.	Tardy bell rings/Homeroom begins
3:00 p.m.	First dismissal bell - Car riders dismissed
3:05 p.m.	Second dismissal bell - Bus riders dismissed
3:10 p.m.	Third dismissal bell - Boy's and Girl's Club students dismissed & Walkers dismissed
3:30 p.m.	Tiger Time begins
3:30 p.m.	Car riders remaining on campus go to Tiger Time
5:30 p.m.	Tiger Time closed

## STUDENT TRANSPORTATION

Students who live two miles or more from the school he/she attends will be provided with transportation. Riding the school bus is a privilege and with every privilege comes responsibilities. Bus students will follow the rules spelled out in the Code of Student Conduct.

- Parents are to bring their child(ren) to school no earlier than 7:00 a.m. Breakfast will begin at 7:00 a.m. Parents are to pick up their child(ren) no later than 3:40 p.m. Children will be supervised by school staff between the times listed.
- ANY STUDENT LEFT AFTER 3:40 WILL BE ASSIGNED TO TIGER TIME. PARENTS WILL BE CHARGED \$5.00 per hour. THIS IS A SYSTEM-WIDE PRACTICE AND IS FOR THE SAFETY OF OUR CHILDREN.
- Transportation plan changes will NOT be accepted over the telephone unless it is a rare, true emergency. Transportation changes should be sent to the teacher in writing. We also accept faxes at 334-687-1136 prior to 2:00 p.m. DO NOT SEND A TEXT.

Car riders will be dropped off in the rear of the school using a one lane drop off.

Car riders will be picked up in the rear of the school using a two lane pick up.

### Arrival-Car Riders

Car rider traffic may turn West on Highland Ave., veer right on Spruce Drive, turn left on Broadview Drive, then left onto Malone Drive. Cars may also enter Malone Drive by traveling North on Broadview Drive. Malone will be one way with one lane. Traffic will travel east towards the back of the school building. School personnel will help direct traffic allowing five or six vehicles to proceed at one time. Students should only be dropped off at the designated cones. Students should exit the vehicle from the left side of the vehicle when possible. Parents, please drop off at the first available cone. This will help with traffic flow. All cars will exit South on Birch St. and proceed East or West on Cherry Street.

### Dismissal-Car Riders

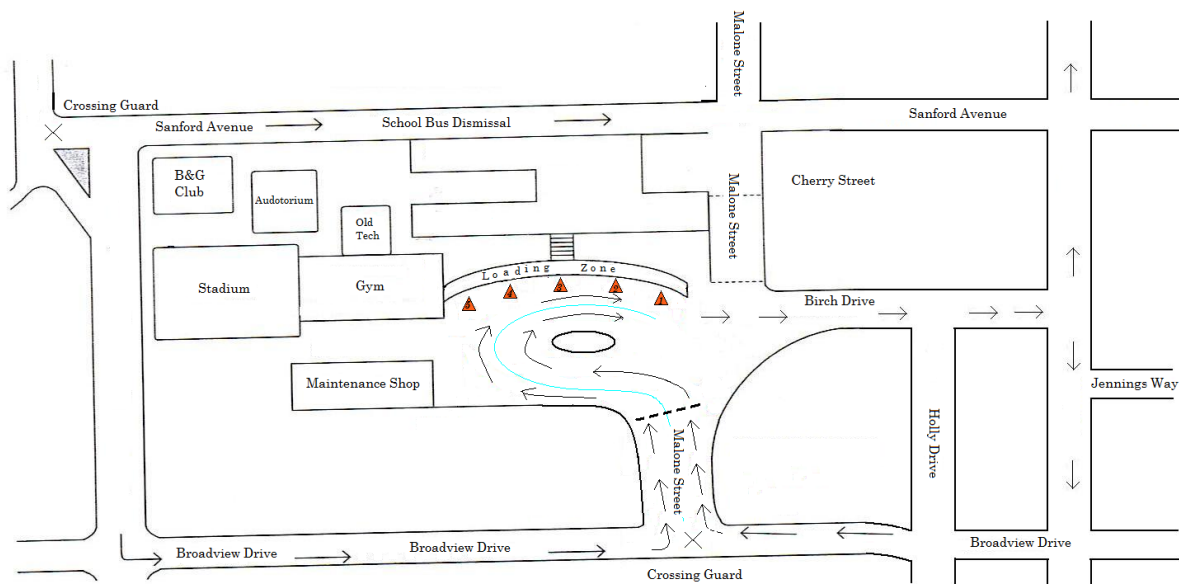
All car riders will dismiss from the rear of our campus (West Side). In order to safely reach our pick up point, please adhere to the following instructions: ALL car rider traffic should turn West on Highland Avenue, bear right on Spruce Drive, Turn Left on Broadview Drive, then left onto Malone Street. Proceed East on Malone with caution. All vehicles will be routed to

Cones 1, 2, 3, 4, or 5 by school staff, and your child will be called to a specific cone / dismissal point. Traffic will be routed into two lanes. **To ensure greater safety, please make sure the child(ren)'s first and last name is written on the car tag provided at the beginning of school. Students will not be released for dismissal unless the driver has the appropriate hang tag in the vehicle. If the driver does not have the hang tag, he will continue in the car rider line and will have to drive to the front of the school to the front office to pick up the student. NO EXCEPTIONS.** School personnel will call the names and help students get in the correct vehicle at the cone location / dismissal point. Students will not be allowed to leave this area until the duty personnel call their names. After picking up your child, proceed around the circular drive and proceed South on Birch Street. You may then turn right or left on Cherry Street in order to exit the area. PLEASE NOTE: Sanford Avenue will continue to be a one way street (SOUTH) for school bus dismissal.

**NOTE: Car Riders are to be picked up and dropped off at designated areas only.**

Please be reminded that the parking lots adjacent to Eufaula Elementary School, City Auditorium and Jack Powell Gym are active parking lots for school personnel. **Under no circumstances are these areas to be used to pick-up or drop off. Students are also not to be picked up or dropped-off on Malone Street.**

## Eufaula Elementary School Afternoon Dismissal



Updated 7/26/17

### ARRIVAL/DISMISSAL-Bus Rider

Sanford Avenue will become a one way street (southbound) from Spruce Drive to Cherry Street during the hours of 7:00 – 8:00AM and 3:00-4:00PM. All buses will travel South on Sanford Ave. Students will be dropped off and picked up on Sanford Ave. in front of the EES building. All bus riders must have an official bus note riding to their place of residency on their affidavit on file.

### DISMISSAL-WALKERS

Walkers are to walk to places of residence only. Proof of residency will be checked and approved in the office. Walkers are to cross the street at designated areas.



## **Telephone Usage**

The telephone in the office is for school business and may not be used by students. Students should make arrangements before they leave home as to transportation, after school plans, etc. In extreme cases, we will deliver messages to students, but this should seldom be necessary. Please make plans with your child as to what he/she should do in the event school should be dismissed early. Also, your child should be informed of alternative plans in case of rain, etc.

## **LOST AND FOUND/CONFISCATED ITEMS**

The school maintains a lost and found department. This is located in the school office or in the hallway across from the lunchroom. Unclaimed items or items confiscated by school personnel are donated to Goodwill or the Christ Child Circle at the end of each term. Eufaula Elementary School is not responsible for lost articles.

## **IDENTIFICATION OF PROPERTY**

Make certain that your name is on each one of our books and all other property that you bring to school. Please do not bring any more money to school that is absolutely needed. Any money or checks sent to school should be in an envelope with the students' name and teacher name on it along with what the money is for. Expensive belongings (jewelry) should be left at home.

## **GRADING POLICY AND REPORTS**

Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning. Teachers in grades 3 – 12 will use computer gradebooks and provide mid-quarter/nine-weeks progress reports. No extra credit is to be given.

Mastery of standards is determined as follows from summative and formative assessments for grades K-3:

Level 4: Exceptional Work

Level 3 Standard Work

Level 2: Work in progress

Level 1: Getting started

Students who achieve Levels 4 and 3 demonstrate mastery of grade level skills and perform at a proficient level required for each benchmark.

Students achieving Levels 2 and 1 have not yet mastered individual grade level benchmarks and are not demonstrating proficiency.

Rationale: 5<sup>th</sup> Grade will use a point system rather than using traditional grades in order to more clearly represent mastery of the standards. Students will value every assignment by acquiring points for their work. Teachers will have the ability to vary assignments based on purposeful planning of what the students need.

- Grading System for the Eufaula City Schools – Grades 5

<u>Grade</u>	<u>Points</u>
A	90% of total points or more
B	80% of total points or more
C	70% of total points or more
D	60% of total points or more
F	59% of total points and below

### **Progress Reports:**

Progress Reports will be sent home at the half way point of each nine weeks. Reports will be send to parents showing the academic performance of students in the classroom. Parents should sign and return the progress report once they have reviewed it.

## **WEEKLY COMMUNICATION**

Teachers at Eufaula Elementary will communicate with parents weekly through folders sent home each Tuesday. Folders may include assessments, school information, and important announcements. Parents are encouraged to use the folder to send any form of communication to teachers. Parents can also reach parents through school email or calling the school. Please do not communicate through texts messages with your child's teacher. Parents are also encouraged to join the EES Remind for parents in addition to their class Remind and/or Class DOJO.

## **PROMOTION AND RETENTION**

Eufaula City Schools' philosophy embraces the concept that each student should be encouraged to develop his or her knowledge and skills to the greatest extent possible. To this end, considerable provision is made by means of special classes and services and by teachers within classes to meet the individual needs of students.

In most cases students are able to attain the competencies needed through these channels and to progress through their classes within the normally allotted period of time.

On occasion, however, it becomes obvious that a student is falling so far behind his or her classmates that it would be to the student's advantage to spend an additional year in a particular grade in order to bring his or her competencies more in line with others in the group. For this reason, these guidelines are established. To be promoted, a student must receive a passing yearly average (or achieve mastery) in each of reading, language, and mathematics. Students who are not showing mastery in these areas will be brought before the Problem Solving Team for interventions. Parents will be informed of this process. The process will then begin seeking all of the options available for the student to become successful. Parent conferences will take place on a regular basis as all steps are taken.

# ACCESSING STUDENT GRADES/TESTING INFORMATION

Eufaula City Schools uses Chalkable as the portal for student grades. See below information.



## INFORMATION NOW HOME PORTAL QUICK GUIDE

For questions concerning the home portal, please contact your child's school.

**Login** - To obtain a login and the Web site to access your child's information, contact your child's school. When you have the login information:

- Open a web browser window.
- Go to the web site URL given by the school.
- Enter the *User Name* and *Password*. If you forgot your password, click the **Forgot your password?** link and follow instructions provided.
- Click **Login**.

The first time you log in, you may need to reset your password for security purposes. If so, enter the old password. Then enter the new password and retype it in the space provided. Click **OK** to save the changes.

### Selecting Students/Years

- **Student:** If you have more than one child enrolled in the district, click the student drop-list to select a different student. If you don't see all of your children on the list, contact the school.
- **School/Academic Session:** Each year that a child is enrolled in a school in the district, they are enrolled in an academic session. Click the drop-list to select a different year (academic session) and view grades, requests, etc. for that year.

### Home

- **Home Page:** A list of announcements will display. Some announcements may have a blue link that you may click to view more details.
- **School Calendar:** Displays a calendar of school events and schedules. An event will display as a blue link. Click the link to view more details.

Non-attendance days appear in gray. Click the **Month** drop-list to view a different month or click the **>>** or **<<** arrows.

- Click **Events** to view only events for that month.

Click **Schedule** to view the attendance days/schedule (early out days, rotation days). Click **Both** to view both events and the schedule.

**Attendance** - Displays the child's attendance records for the year including the date, term, periods of the day that were missed, the level (all, half), reason, category (excused, unexcused) and any notes that were entered by your child's school

- Click the **Date** or the absence to view more details.
- View **Period Absences:** Click to view a list of all periods missed.
- View **Check In/Check Out:** Click to view a list of the dates/times that your child checked in or out from school.
- **Term:** All terms will display by default. Click the drop arrow and select to view the absences by term.

**Demographic** - Displays the basic demographic information on file at your child's school. If any information needs to be corrected, please contact the school.

**Discipline** - Click to view a list of any applicable discipline records for your child for this year including the date, infraction, inf. count (how many times the student committed this infraction), demerits, disposition, disp. count (how many times the student received this disposition) and the date on which the student must serve the disposition.

- Click the **Date** to view more details about the discipline record.
- Click the **History** button to view all of your child's discipline records, not just those for the selected year.

**Fees** - Displays all fees with a balance due. Includes Date, School Year, Category, Description, Section (if a course fee), Fee Amount and Balance.

**Grades** - Displays all of the current running averages (grades) for your child's classes.

- **Grading Period:** The current grading period will display by default. Click the drop-list to select a different grading period.
- **A:** Click to view the individual grades for the child's activities such as homework, quizzes and tests. Click the **+** button to view more details about the activity. Click the **Progress Report** button to view/print a report for your child's activities for this class.
- **D:** Click to view more details about your child's grade for this class.

**Requests** - Shows a list of current requests and allows you to enter new requests for the classes your child will take. Be sure you have selected the correct year. To enter requests for the classes your child will take for next year, be sure to select that year from the **School/Academic Session** drop-list in the upper right hand corner.

**Add:** Click to add a new request for your child.

Search for the class you wish your child to take. Check each desired class and click **Add**.

**Delete:** To delete a request for your child, just place a check next to the course name and click **Delete**.

### **Schedule**

Displays the schedule that your child has for the selected year (academic session). All terms will display by default but you may click the **Term** drop- list and select to view just one term of your child's schedule.

**Reports - InformationNOW** uses Adobe Acrobat Reader to display reports. To view or print these reports, you may need to install the free version of Adobe Acrobat Reader, available at <http://get.adobe.com/reader>.

- **Household Statement** (where available): A statement of all student fees.
- **Comprehensive Progress:** A list of activity grades like homework, quiz or tests for all classes.
- **Report Card:** A report of the student's report card grades, such as quarter and semester grades and comments.
- **Standards Report Card:** A standards-based report card including marks for certain standards such as *Able to tie shoes* or *Able to evaluate mathematic strategies of others*.
- **Unofficial Transcript:** A student's unofficial transcript. A watermark will print indicating this is an unofficial copy. Therefore this transcript may not be submitted to colleges for consideration.

### **System Preferences/Alerts:**

**Attendance:** Check if you would like to receive an e-mail alert when your child is marked all day absent, half day absent or tardy to school.

**Discipline:** Check if you would like to receive an e-mail alert when your child has been given a discipline record at their school.

**Grades:** Check to receive an e-mail if:

- Child receives a failing report card grade.
- Child's overall average of assignments such as homework, quizzes and tests drops below passing.

**Go Green:** If selected, you will receive an e-mail from the school announcing when reports such as report cards or progress reports are available for viewing online. You will not receive a printed report. To *Go Green*, check the box and enter a primary e-mail address. An e-mail will be sent from the school when an electronic version of a report is ready. To view the report, log

in to **InformationNOW** and, under the **Reports** link on the left, click the desired report.

**E-mail:** Enter the primary e-mail address for the school to use for announcements and other information.

**Change Password:** To change your password, enter the new password and then retype the password in the field provided. Passwords must meet the following criteria:

- Must be a minimum of eight alpha-numeric characters in length.
- Must contain at least one number and one letter.
- Cannot be *password*, *pass*, *administrator* or *admin*.
- Cannot be same as username.

## PARENT TEACHER CONFERENCES

An effective communications system between the school and home greatly enhances the effectiveness of a child's learning. Conferences between parents and teachers are encouraged to discuss a child's academic progress, social interaction, and unique problems. school "team effort" in the education of every child. Parents are expected to attend conferences as requested by a teacher or administrator. When possible, the student should attend as well. In working together as a team, it is important that students participate in these dialogues. Conferences may be requested by calling your child's school office or by writing/emailing your child's teacher. Generally, conferences will be scheduled before or after the regular school day, Monday through Thursday, or during the teacher's planning period.

## CONTACT TEACHERS

Parents may contact their child's teacher by calling the school at 334-687-1134 or using the teachers' school email. School emails will be provided at Open House. Teachers may set up a Remind 101 or Class DoJo app for contact as well. Teachers have been asked NOT to text parents. Parents may also use written communication such as a note or letter.

# STUDENT RECOGNITION

## Success Celebration

At the end of every nine weeks we will celebrate the successes of the student while considering the whole child. Celebrations will focus on success in areas of academics, behavior, art, music, and PE. Growth in all of these areas will also be considered and celebrated.

## End of Year Celebrations

Eufaula Elementary School will host an end of the year celebration for each grade level celebrating the success of all students.

## Student of the Month

At the end of each month, two students from each classroom will be chosen showing overall outstanding character and most improved in behavior or academics. Parents will be notified in writing prior to the celebration.

**Guests attending Programs:** We support, encourage, and invite all parents, relatives and friends of family to attend our school programs. Many of our programs are held in the City Auditorium which is adjacent to our main campus. We have a handicapped entrance to be utilized as needed with a handicapped ramp. The ramp is located just west of the main entrance. During our programs, we ask that all applause be held until after every child has been recognized in order to maintain an orderly flow to our program. Please avoid checking students out during assemblies if at all possible.

## EES PROGRAMS

Eufaula Elementary School offers several programs to meet the many unique needs of students. Described below are some of those programs:

- **Character Counts-** Eufaula Elementary School utilizes the **Character Counts!** Character Education Program. Throughout the school year we focus on six developmentally appropriate character core values: trustworthiness, respect, responsibility, fairness, caring, citizenship. Each value has a corresponding color that the children learn and wear on a designated day each week. The twenty-five character traits, which are mandated by the State Department of Education, fall under one of these core values. The guidance counselor or designee announces them over the intercom each morning. Teachers explain their meanings, point out when and how they may be evident in the curriculum, and discuss how they may be exemplified in daily living. The core value changes monthly and the trait changes weekly. On occasion newsletters go home discussing the core value for the month with activities that parents with the monthly character trait description and activities that parents and families can do to help their child or children develop these traits. AT EUFAULA ELEMENTARY...CHARACTER COUNTS!
- **PBIS-Positive Behavior Intervention Supports** is a behavior plan where students are rewarded for good behavior.

•**Tiger Time** is offered for those students who need after school care. Students report to the cafeteria at 3:15 p.m. for snacks and will be picked up by the Tiger Time team at 3:30 pm for activities. A yearly registration fee is due upon entrance to the program. A weekly fee of \$25.00 per week per child payable at the first of each week. There is only one registration fee per family if serving multiple siblings. Students may drop in for \$5.00 per day. Children must be picked up by 5:30 pm or parents will be subject to a late fee charged per minute. Tiger Time is available only for FULL DAYS of school, not early dismissal days. Tiger Time will also be utilized for car riders who have not been picked up by 3:30. Students will be charged the hourly rate (\$5.00) when parents arrive. Students enrolled in the extended day program shall abide by all school rules and procedures as stated in the guidelines. Repeated acts of non-compliance will result in the student being dismissed from the program. Interested parents should call 687-1134 to enroll in the extended day program. Students may be registered for Tiger Time at Open House. The student may also have the option to attend the Boy's and Girl's Club from 5:00 – 6:00 for additional enrichment opportunities.

•**Gifted Program**-The Alabama State Department of Education defines **gifted students** as “those who perform at high levels in academic or creative fields, or have the potential to perform at high levels, when compared to others of their age, experience, or environment.” These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor. All Eufaula City Schools second grade students will be observed as potential gifted referrals by classroom and gifted education teachers using a gifted behavior checklist. In other grades, teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student for gifted services. Once a student is referred, information is gathered on aptitude, characteristics for giftedness and performance. Assessment scores/items used are entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. Gifted students are served at the elementary and middle schools, and have the opportunity to be served by taking honors classes during high school. To refer students for gifted services, you may contact Carla Holmes at [carla.robinson@ecsk12.org](mailto:carla.robinson@ecsk12.org).

•**Glee Club**- Fifth grade students who qualify for **Glee Club** will receive musical instruction weekly. Additional rehearsals may be added at the discretion of the instructor. Students participating in the Eufaula Elementary School Glee Club prepare and present musical programs for school assemblies, PTO, Eufaula City School functions, and some community functions. Glee Club members will maintain at least a “B” academic average per nine weeks grading period per subject. Glee Club members will also maintain good behavior. Students falling below either standard will be placed on “alert” status for one nine week period. The instruction and the classroom teacher will monitor for improvement. If two C's occur in the same nine week grading period, the student will be suspended from Glee Club activities through the end of the year.

•**Counseling and Guidance Program**- Our school counselor is a vital member of our education team. Her role assists students with learning the skills and attitudes necessary to be successful in school. She emphasizes to students that the classroom is their workplace and that communication, decision-making, interpersonal and career awareness skills are important to their success. She encourages students to become responsible, contributing members of society by facilitating them to develop self-knowledge, appreciate diversity, make effective decisions, develop relationship skills, learn to make healthy choices, accept responsibility and resolve conflicts. She is also accountable for assisting and advocating for students, parents, faculty, and community members.

She is responsible for managing and implementing a data-driven comprehensive counseling and guidance program by providing a needs assessment for students, faculty, staff, and parents. She will provide a systematic delivery and evaluation of structured developmental counseling and guidance services to all students based on results of the assessment.

**The school guidance core curriculum** exists to meet the needs of the students, parents, and faculty. The curriculum is based on the American School Counselor Association's national standards in the three domains of academic, career, and personal/social development. It is aimed to assist all students in achieving a positive, healthy outlook towards themselves and others. The program is infused throughout the entire school curriculum and is comprehensive in scope, preventative in design, and developmental in nature. Ultimately, students will acquire the attitudes, knowledge and interpersonal skills that contribute to effective learning in school and across their lifespan.

Examples of school guidance curriculum delivery options within this component may include, but are not restricted to the following:

**Group Activities:** our school counselor will conduct small-group counseling sessions outside the classroom to respond to student identified interests or needs. Small-group counseling may be either immediate-response or extended counseling.

**Instruction:** our school counselor will facilitate, co-lead, or assist in the delivery of guidance curriculum activities. These activities may be conducted in the classroom, in the guidance center, or in other school facilities. She will assist teachers in the delivery of classroom units that lead to acquisition of competencies in the areas of affective, social, academic, and employability skills for each student in developmentally appropriate ways.

**Workshops:** our school counselor will conduct workshops and information sessions for parents/guardians to address the needs of the school community and to reflect the school counseling and guidance curriculum. Topics for school counseling and guidance curriculum activities within this component may include, but are not limited to career awareness and exploration, career development skills, communication skills, decision making skills, goal setting/planning, peer relationships, personal safety, personal/social development skills, preventive programs, self-concept, and study skills.

**Confidential individual and group counseling is available for all students.** Individual counseling is on-going and is provided as a result of referrals from parents, teachers, or administrators, and by students' self-referral.

*"Confidentiality" is a term used in school counseling to describe the student's right to privacy. A student has the right to expect that what he/she discusses with the counselor (or any faculty or staff member) will remain confidential. Please be aware that the counselor reserves the right to consult with other professionals when necessary but will maintain confidentiality unless the student authorizes the disclosure. If the counselor judges that a situation involves "clear and present danger" to the student or other students, confidentiality may be broken. Students at EES should always be treated with the utmost respect and caring by the counselor, faculty, and staff members.*

**Responsive services include** counseling or referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem solving, agency referral, and consultation.

**System support** includes indirect guidance management activities that maintain and enhance the total counseling and guidance program. Responsibilities in this area include staff relations, positive behavior supports, community relations, task forces,



professional development, support teams, state sponsored testing, test interpretation, data analysis, and curriculum development. This component provides appropriate support to academic programs

•**Physical Education**- Eufaula Elementary School's **Physical Education** program offers daily activities for all students. These activities help to develop skills that will build confidence, a successful attitude and promote a healthy, active lifestyle. Each student is required to have thirty-minutes of physical education daily. Safe athletic shoes should be worn at P.E. Students are expected to participate in all activities unless a parent note is sent to the teacher. The physical education teacher should be notified of any medical problems preventing participation. Additional information concerning expectations will be provided by the Physical Education instructor.

•**Student Council**- Eufaula Elementary School has an active **Student Council**. In the fall, each 5<sup>th</sup> grade class will elect two students to serve on the Student Council. Officers of the Student Council will campaign and run for office of President, Vice President, Secretary, and Treasurer. The Student Council will serve as role models and leaders in the school and will help influence all students at Eufaula Elementary School. They will also serve the community by participating in community service projects.

•**Art Club**- Students who qualify for the **Art Club** will receive art instruction each week. Students participating in the Eufaula Elementary School Art Club prepare and present artistic displays for school assemblies, PTO, Eufaula City School functions, and some community functions. Art Club members will maintain at least a "B" academic average per nine weeks grading period per subject. Art Club members will also demonstrate good behavior. Students falling below either standard will be placed on "alert" status for one nine week period. The instructor and the classroom teacher will monitor for improvement. If two C's occur in the same nine week grading period, the student will be suspended from Art Club activities through the end of the year.

•**Chess Club**- Student will be allowed to participate in chess club before school begins each morning at 7:15 in the media center. Representatives from each grade level will participate in competition with other students as well as participate in tournaments. There are two tournaments a year. Ms. Laurel Motley and Ms. Carla Robinson will serve as our Chess Club sponsors.

•**STEAM**- A big focus at EES this year will be the implementation of our STEAM Program. STEAM focuses on instruction in the areas of Science, Technology, Engineering, Art, and Mathematics. Students will have weekly lessons from our Computer Science and Coding Teacher on technology. Other activities will be built in throughout the year to enhance the learning experience in the classroom. Events will also be hosted by the school throughout the year. We encourage parents and community members to attend these special events and support our students and their learning.

•**Clubs**-Eufaula Elementary School will offer clubs once a month this school year. Students will be able to join a club of interest each semester. Clubs will be for one scheduled half day. Teachers will sponsor certain clubs based on interest.

# FIELD TRIPS

• Grade levels plan **field trips** to enhance instruction that is taking place in the classroom. Parents will receive notification of field trips and travel plans well in advance of the trip taking place. All required field trip forms **MUST** be signed in order for the student to participate in any field trip and all money must be paid by the due date listed on field trip forms. Parents will be provided with a list of field trips and a total cost close to the beginning of the school year. Parents may pay the amount in one lump sum or a payment plan that is provided by the grade level teachers.

- Students who have experienced difficulty with behavior may need to be accompanied by a parent or guardian as decided by an administrator. If a parent or guardian of 18 years or age or older cannot attend the field trip the student will stay at school with assigned work.
- **Field Trip payments are non-refundable in cases of student behavior.** However, in cases of health issues, consideration for refunds will be granted.
- Students who are ineligible to participate in field trips are required to attend school on the day of the trip. Regular attendance policies regarding excused and unexcused absences will be in effect.
- All teachers, students and parents taking part in field trips must wear school identification and /or armbands that are issued by the teacher. Chaperones **MUST** arrive at school before the departure time for the field trip and check in with the front office using our Raptor program. Parents will be required to present their driver's license to be scanned. An identification badge will then be printed and the chaperone must wear the badge for the entirety of the trip.
- Students who participate in field trips are expected to travel to the field trip activity as a group and to participate in and remain with the field trip group for the duration of the activity. Students shall be required to travel to and from all field trip activities in the transportation vehicle provided by the school system. Only in extenuating circumstances will students be released to their parents/guardians during or after a field trip activity, but before returning to school. Parents must submit a written request explaining the circumstances, receive approval from the principal, and present themselves to the teacher to sign the child out from the field trip. No child shall be released to persons other than his/her parent/guardian while on a field trip.
- Only parents designated by the teacher as chaperones may ride the bus on field trips. Chaperones may not smoke on the field trip at any time.
- Chaperones may not bring along children of any age who are not enrolled in the class taking the field trip.
- The chaperone's job is to help the teacher in the supervision of the students during the field trip.

## Chaperone Guidelines

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

**Qualifications:** Each chaperone will be an adult twenty-one years of age or older. Preferably, a chaperone will be one who has a child participating in the activity for which services are needed. All chaperones are expected to model appropriate behavior and refrain from the use of alcohol and tobacco products.

### Chaperones Will:

- Submit to a background check and provide school officials with evidence of a clear background.
- Attend a meeting with the sponsor 30-minutes prior to departure time.

- Ride the bus to and from each event.
- Wear arm bands/nametags as designated by school.
- Submit a medical release form to the sponsor.
- Keep students seated on the bus at all times.
- Check with the bus driver to see if students are too noisy.
- Station themselves in the front, middle, and back while on the bus and while touring maintain appropriate proximity with assigned students.
- Follow the lead teachers' instructions when stopping for fuel, restrooms, or food. Never rely on "somebody said". If you don't know the answer to a student's question, find the teacher.
- Stay with the students at all times and be ready to assist when called upon.
- Encourage all students to visit restrooms prior to leaving.
- Know the students for whom they are responsible at all times.
- Check all tables, restrooms, and areas where the students might have been for any articles left behind, and to insure that venues are left as neat and clean as they were found.
- Take a head count of the group periodically, while touring, to make sure all students assigned to you are present.
- Model appropriate behavior for students at all times.
- Refrain from the use of alcohol and tobacco products.
- Refer any student who does not follow instructions or is not courteous and respectful to a teacher. The Eufaula City Schools Code of Conduct applies at all times.
- Chaperones must have prior approval of administration and have background cleared through Raptor at Eufaula Elementary School.

## SUPPORT SERVICES

- Specific Learning Disability (SLD)** is a disorder in one or more of the basic processes involved in understanding or in using language, spoken or written, which may result in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. A severe discrepancy must exist between the student's general intellectual ability and the achievement in one or more of the following areas: basic reading skills, reading comprehension, mathematical calculations, mathematical reasoning, oral expression, listening comprehension or written expression. The SLD program serves children who have been identified as having a learning disability. The aim of the program is to help the SLD student overcome academic weaknesses and to help the SLD student manage academically with his/her learning disability.
- Speech Language Therapy** is available to any student who requires such services. Typically, a child is referred to the speech pathologist by his/her parent or classroom teacher. After a speech and hearing evaluations, and therapy is determined to be necessary, the child is enrolled. The child is seen on an individual or small group basis. Enrollment continues until such time as his/her speech production is within normal limits or until maximum benefit has been gained.
- Exceptional Students Program-** Board authorizes the Superintendent to prepare and maintain a comprehensive plan for the development and implementation of individual instructional programs for all exceptional children of school age residing within the school district who are in need of specialized assistance. The Superintendent shall be instructed to include within this plan procedures which fully comply with the equal protection and due process clauses of the U.S. Constitution as these relate to identification, testing procedures relative to assignment, actual assignment and instruction, and other legal aspects concerning exceptional children. All development and implementation procedures shall comply with specified State and Federal statutes concerning education programs for exceptional children. The Board is required to provide free appropriate public education for all eligible children with disabilities, ages 3 through 21 years, inclusive, in accordance with *the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act* and all amendments thereto.
- Response to Instruction (RtI)-** Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. The RtI process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists, (e.g., principals, academic coaches, special education teachers, ELL teachers, counselors, gifted teachers, speech therapists) and community service providers. Students who are struggling behaviorally or academically are referred to the school's Problem Solving Team (PST) for suggestions of interventions. Parents will be informed and involved during this process. For more information about the RtI process, please contact your child's school.

## CLASS PLACEMENT

Eufaula Elementary Schools assign students to their next year class through collaborative efforts of their current classroom teacher, counselor, assistant principal and principal. When applicable, special education teachers and/or intervention specialists also provide input. Many factors are considered in the process of creating balanced classroom groups including learning styles, gender equity, academic achievement level, behavior, study work habits, and peer relations. Parent requests for specific classroom teachers are not accepted. However, some parents may like to offer input as to their children's learning needs. If you have questions about the specific process at your child's school, please contact the building administrators. Friend requests are taken in the spring of each year. These requests must be turned in by the due date and on the correct form. We will not take friend requests by email.

## MEDIA CENTER

The EES Media Center belongs to our students, teachers, and parents and is open Monday through Friday from 8:00 AM until 2:45 PM. Students will have a thirty minute class each week with the media specialist and the classroom teacher to learn a wide array of skills from searching for fiction or nonfiction materials, digital citizenship, information literacy, and research skills. In addition to library class time each week, students may visit the media center according to the procedures and designated routine of the homeroom teacher. Students may check out two books at a time. When a book is checked out, the patron assumes full responsibility for it. Any book which has been lost, defaced, torn, or otherwise damaged will have to be paid for by the responsible patron. Students with late books or damaged books/fines owed will not be able to check out until the books are returned or the fines are paid. Due to the high rate of circulation of school library books, library bound books are more costly than ordinary book store books, ranging anywhere from \$12-\$30 per book. In the past, refunds were issued if a lost book fine was paid, and then the book was found. We are no longer able to issue refunds for fines if the book is found. Instead, the EES barcode and labels are removed, and the student will keep the book.

Students and parents may access the resources available in our media center by visiting KidzViz, our online public access catalog (OPAC) at <http://ecsk12al.booksys.net/opac/eufaes/index.html> or by visiting our school website [www.ecsk12-ees.org](http://www.ecsk12-ees.org), hovering over the Students tab, clicking the Cross Curricular Links tab, and then clicking the KidzViz button. The Students Tab also provides several links students use at school that may be accessed from home through our school website.

If you have questions about the library media center, please contact Laurel Motley, Library Media Specialist, at [laurel.motley@ecsk12.org](mailto:laurel.motley@ecsk12.org)

# STUDENT ACCEPTABLE USE POLICY (S-AUP) FOR TECHNOLOGY:

## RULES AND REGULATION

### TECHNOLOGY

Eufaula City Schools (Board) provides students with access to technology in order to enhance student learning. The term “technology” as used in this document, is intended to have a broad interpretation. The term “technology” as used herein, includes, but is not limited to computers, networks, the Internet, electronic mail, instant messaging, electronic devices, mobile devices, wearable devices, hardware, software, and accounts. Although cell phones, smart phones and wearable technology can be used for many of the same activities as other forms of technology, additional rules apply to the possession and use of these communication devices.

This S-AUP applies to all technology, regardless of ownership, used on school property, during school hours or during other school-related activities. It also applies to the use of Board-owned technology regardless of location or time of day.

### PARENTAL RESTRICTION ON INDEPENDENT INTERNET ACCESS

Parents of students under the age of 17 may request that their child not be allowed to independently access the Internet by notifying the school principal in writing within fifteen (15) school days of the student's first day of attendance **each** school year. This restriction applies to the student independently operating any Board-owned technology to access the Internet. It does not prohibit the student from viewing Internet sites presented by school staff or by other students as part of a lesson, or from using Internet/Computer hosted learning software used by the school. In these cases, school personnel will take appropriate steps to restrict the student from using technology to access the Internet beyond the scope of the lesson or assessment. However, school staff cannot directly supervise every student every minute of the day they are on the computer.

### PERSONALLY OWNED TECHNOLOGY

The use of any personally owned technology at school is a privilege, not a right. The Board reserves the rights to place conditions on, restrict, or prohibit the use of personally-owned technology on its property. Students may only use personal technology during school hours when given specific permission to do so by their teacher or a school administrator.

Prior to bringing any personal technology to school, students must first determine, which devices their school allows on campus. Permissions may vary from school to school. All devices, software or accounts used to set up their own network for Internet access, such as wireless access points or “hotspots”, virtual private networks (VPNs), are prohibited at all schools.

School officials may read, examine, or inspect the contents of any such device upon reasonable suspicion that the device contains evidence of an actual or suspected violation of the law, of Board policy, of the Student Code of Conduct, or of other school rules, provided that the nature and extent of such examination shall be reasonably related and limited to the suspected violation.

**The school/school system is not responsible for the loss, damage, vandalism, or theft of any electronic device brought to school or to a school event.**

## **RULES AND LIMITATIONS**

Students should strive to be good “digital citizens”. In addition to following this S-AUP, school rules, and Board Policies, students must also comply with all applicable local, state, and federal laws when using technology. Any student identified as a security risk, or as having a history of such, may have their access to technology restricted or denied and may be prohibited from bringing personally owned technology on campus.

## **EXPECTATION OF PRIVACY**

Students should not expect that their files, communications, or Internet use while using Board-owned technology are private. Authorized staff may access, search, examine, inspect, collect, or retrieve information of any kind from the Board's technology, at any time and without prior notice in order to determine if a user is in violation of any of the Board's rules, or for any reason not prohibited by law. In addition, authorized staff may delete or remove a user's files from Board-owned technology without warning when those files violate the S-AUP or when necessary to maintain safe and correct operations of the Board's technology.

As noted above, school officials may read, examine, or inspect the contents of any personally-owned technology upon reasonable suspicion that the contents or recent utilization of the technology contains an actual or suspected violation of the law, of Board policy, of the code of student conduct, or of other school rules, provided that the nature and extent of such examination shall be reasonably related and limited to the suspected violation.

## **PERMISSION TO USE TECHNOLOGY**

In general, students should only use technology on-campus with a teacher or administrator's permission. During school hours they should only use technology, whether the Board's or their own personal technology, for school-related purposes.

Students must have specific permission in order to:

- Use personally-owned technology while in school
- Publish information to websites, blogs, wikis, or other online workspaces. When doing so, students are expected to adhere to applicable design requirements, online safety practices, and general rules of good behavior and appropriate digital citizenship.
- Take Board-owned technology off-campus. A permission form, including specific instructions and conditions, will be signed.
- Video, photograph, or record others.

## **TERMS OF THE REQUIRED USE AND INTERNET SAFETY POLICY**

Specifically, the student will adhere to these guidelines with district technology each time the Internet is used at home and on campus. This list does not cover every possible inappropriate action or use of technology. Students who engage in actions not specifically covered by this policy may be subject to appropriate disciplinary action in accordance with the Code of Student Conduct:

1. Will make available for inspection by an administrator or teacher upon request any messages or files sent or received at any Internet location. Files stored and information accessed, downloaded or transferred on district-owned technology are not private.
2. Will not connect any personal technologies such as laptops and workstations, wireless access points and routers, printers, etc. to district owned and maintained local, wide or metro area network. Connection of personal devices and printers are permitted, but permission shall be granted by the ECS technology department prior to use, and is not supported by ECS technical staff. Home Internet use and cost is the responsibility of the student both in cost and configuration.
3. Will keep devices secure and damage free. Each device is issued with a protective bag or case. Use of the provided protective bag/case is required at all times. This applies specifically to locations that have a one-to-one environment, where the

devices will be assigned to and transported by specific individuals.

4. Will not send or intentionally receive files dangerous to the integrity of the network.
5. Will not intentionally damage, destroy, disable, or remove parts from technology devices. In such cases students or their families may be held financially responsible for the repair, replacement, or reconfiguration of affected equipment.
6. Will not intentionally damage, delete, destroy, or interrupt access to software or data files. In such cases, students or their families may be held financially responsible for the reinstallation, replacement, or reconfiguration of affected software and files.
7. Will not develop or install malicious software (on or off campus) designed to infiltrate computers, damage hardware or software, spy on others, or compromise security measures.
8. Will not disrupt the use of others by creating excessive network congestion through the use of online gaming, video, audio, or other media for non-school purposes.
9. Will not use technology in any way with the intention of annoying, bullying (i.e. cyberbullying), harassing, interfering with, or causing harm to individuals, institutions, organizations, or companies.
10. Will not install or download any software, including toolbars, without authorization.
11. Will not broadcast messages or participate in sending/perpetuating chain letters on networks.
12. Will not attempt to read, delete, copy, forward, or modify email or electronic files of others.
13. Post any false or damaging information about other people, the school system, or other organizations.
14. Will not falsely post as an employee of the Board of Education on any website, online forum, social networking site, or other online venue.
15. Will not post an image or intellectual property of others without their permission.
16. Will not post or expose the personal information of yourself or others. Personal information includes, but is not limited to a person's full name, home or work address, phone numbers, and social security number.
17. Will not post your own full name or the full name of other students to a school website, blog, wiki, or other publicly accessible Internet site.
18. Will not make appointments or share location with unknown individuals contacted via electronic communications.
19. Will not attempt to obtain, steal, hack, or otherwise alter another user's login ID and/or password.
20. Will not access or use another user's account, resources, programs, files or data.
21. Will not allow others to use your network account and/or password to access the network, email, or the Internet.
22. Will not use another person's identity or a fictitious identity.
23. Will not save information on any network drive or device other than your personal home directory or a teacher-specified and approved location.
24. Will not cause files to appear as if another person created them.
25. Will not forge or otherwise falsely reproduce or alter report cards, letters from the school, or other school system correspondence.
26. Will not forge or attempt to forge or "spoof" email messages.
27. Will not send or attempt to send anonymous email messages.
28. Will not use technology to cheat or plagiarize, or assisting others to cheat or plagiarize.
29. Will not send or request information including but not limited to hoaxes, chain letters, jokes, phishing scams, etc.
30. Will not intentionally waste supplies and materials.
31. Will not download games or play online games for personal entertainment rather than learning at any time.
32. Will not use any System technology resource for personal gain, commercial, political, or financial gain.



33. Will not participate in personal, non-instructional, digital or online communications without the explicit permission and supervision of authorized school personnel (i.e. chat, email, social media, forums, text or instate messaging, blogging, etc.).
34. Will not create, access, view, or post to personal online accounts while at school.
35. Will not use inappropriate language, gestures, or symbols in any digital communications or files, including audio/video files.
36. Will not create, store, access, use, request, display, or post impolite, abusive, offensive, obscene, profane, racist, inflammatory, libelous, inaccurate, derogatory, malicious, insulting, embarrassing, bullying or threatening language, images, audio files, messages or other files.
37. Will not edit or modify digital pictures with the intent to embarrass, harass, or bully.
38. Will not link to external sites considered inappropriate by Board standards.
39. Will not intentionally view or encourage/enable others to view any material that may not have been filtered, but would be classified as inappropriate for the school environment whether on the Internet, or sent as an email attachment, or access from a digital storage device.
40. Will not commit the Board, any school, or any employee of the Board, to any unauthorized financial obligation. Any resulting financial burden will remain with the user originating such obligations.
41. Will not conduct communications about unlawful activities including references to illegal or controlled drugs, gun crimes, or violence.
42. Will not violate federal, state or local laws, including use of network resources to commit forgers, or to create a forged instrument (i.e. counterfeit money, fake identification, etc.).
43. Will not violate copyright laws, including illegally copying software, music, videos, and documents. (Students should become familiar with Copyright, the Digital Millennium Copyright Act, and Fair Use laws to ensure they fully understand the limitations of Fair Use rights).
44. Will not copy or use logos, icons, graphics, trademarks, or other legally protected data or images.

## **ONE-TO-ONE GENERAL GUIDELINES:**

- Do not loan your device or charger and cords.
- Do not leave the device in vehicle.
- Do not leave your device unattended.
- Do not eat or drink while using the device or have food or drinks in close proximity to the laptop.
- Do not allow pets near your device.
- Do not place the device in floor or in sitting area such as couches or chairs.
- Do not leave the device near table or desk edges.
- Do not stack objects on top of your device.
- Do not leave the device outside or use near water such as a pool.
- Do not check the device as luggage at the airport.

Eufaula City Schools (ECS) will at times perform maintenance on the devices by imaging. All files not backed up to server storage space or other storage media will be deleted during these processes. Students are ultimately responsible for backing up all personal files on their own storage media.

## **DISCIPLINARY ACTIONS**

Students are responsible for their behavior as it relates to technology. Therefore, students who are issued individual accounts shall take responsibility for keeping their login IDs and passwords secure.

School and/or System-level administrators will make the determination as to whether specific behavior has violated acceptable practices. Disciplinary actions for violating the S-

AUP will be commensurate with those outlined in the Eufaula City Board of Education Student Code of Conduct and Attendance. In certain cases, financial penalties may apply.

Technology networks can provide individuals with access to locations in the United States and around the world. Students should be aware that they may be liable for any violations of law committed while using technology. In accordance with applicable law, the Eufaula City Board of Education will provide information about the use of its technology resources to local, State, or Federal law enforcement agency or civil court.

## **LIMITATION ON LIABILITY**

The Board makes no warranties of any kind; either expressed or implied, that the functions or the services provided by or through the Board's technology will be error-free or without defect. The Board will not be responsible for any damage users may suffer, including but not limited to loss of data, failure to block or filter, or interruptions of service.

The Board will take reasonable steps to maintain the security of its technology; however, no assurance can be given that security breaches will not occur. Students should report any suspected or actual breach of security.

Although the Board claims ownership of its various technology, all user-generated data, including email content and digital images, is implicitly understood to be representative of the author's individual point of view and not that of the school or school system. Students and their parents must also be aware that the Board cannot assume any liability arising out of the illegal or inappropriate use of technology.

## **STUDENT TECHNOLOGY USAGE FEE PROVISION**

The Eufaula City School District will implement a Technology Usage Fee program. The required usage fee covers limited damages and minor repairs to the issued devices provided to the students of Eufaula City Schools.

The usage fee cost is \$40.00 per year. This amount is due when the computer is assigned to the student. A payment plan may be established if needed. If a student withdraws, a pro-rated refund may be issued upon written request, provided the device is in good operational order. All funds collected will be used for the maintenance and repair of student devices. Willful and deliberate damage to a computer will result in a cost to the parent/guardian for the full amount of repair; or the complete replacement of the device.

ALL damage incidents must be investigated by the administration. The usage fee will NOT warranty repairs from issues resulting from:

- Damage as a result of violating the S-AUP (i.e., involving food, drink, or other liquid on or near the device)
- Damage as a result of negligence (i.e., the device is placed in an unsafe location or position)
- Damage caused by misuse/improper handling (i.e., the device is dropped)
- Damage caused by a pet
- Damage resulting in a broken screen. The \$40.00 technology usage fee will be deducted from actual cost of the screen. Subsequent broken screens will be charged at full cost
- Damage caused by a service performed by anyone other than a representative of ECS or an Authorized Service Provider
- The student is responsible for the replacement of the charger, bag, and/or device in the event of theft.

## TECHNOLOGY

Eufaula Elementary School students will be provided Chromebooks for instructional purposes. All students will be trained on the use and care of the Chromebook as well as provided lesson on digital citizenship. Students must pass all components of dual citizenship in order to use the Chromebooks independently. Fourth and Fifth grade students will be given the opportunity to take the Chromebooks home. Parents/guardians must attend training and sign the Student Acceptable Use Policy (S-AUP) showing understanding of rules and regulations. A \$40 usage fee must be paid in order for the student to be provided the technology. A payment plan can be established as needed. Forms will be available for signing

## CHILD NUTRITION PROGRAM

The lunchroom is an essential part of the school program which operates daily during the school year for the convenience of our students and staff. Student are expected to demonstrate appropriate behavior during lunch including waiting their turn in lines, using appropriately quiet voices when talking, using all authorized lines for most efficient movement, leaving tables free of food and spills, and returning trays to the proper areas after lunch. During lunch and breakfast, unless otherwise directed by principal, **all food/drink must be consumed within the cafeteria.** ABSOLUTELY **NO OUTSIDE** DELIVERIES OR DISTRIBUTION OF LUNCH FROM FOOD VENDORS (i.e. fast food, restaurants) IS ALLOWED. Carbonated beverages are not allowed in the cafeteria.

**Breakfast:** Full Price \$ 1 .40  
Reduced \$ 0 .30  
Faculty/ Staff \$ 2 .00  
Visitors \$ 2.25

**A breakfast meal must include 1/2 cup fruit and/or vegetable plus 2 other components:**

**Lunch:** Full Price \$ 2 .30  
Reduced \$ 0 .40  
Faculty/ Staff \$ 3.00  
Visitors \$ 3 .75

**A lunch plate must include a 1/2 cup fruit and/or vegetable plus a minimum of 2 other component**

**NO CHARGING-** All meals and a la carte items must be paid for. You may put any amount in your child's lunch account. The cafeteria staff will notify your child when their account is low. Students are welcome to bring a lunch from home that follows the following guidelines: No carbonated beverages, no containers/bags/boxes with restaurant logos or names, and students may NOT share food brought into the lunchroom with any other students due to potential food allergies.

## CHECK POLICY

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

Nexcheck requires that the check received by the school system be a printed check with the individual's name, address and one phone number. For any returned checks without this information, Nexcheck will attempt to collect, but the amount of the check is not guaranteed. Nexcheck no longer guarantees payment for checks drawn on "closed accounts". Eufaula City Schools is unaware of closed accounts until it is returned from the bank. If Eufaula City Schools collects the funds for these type checks, they may also charge a Non-Sufficient Funds fee according to the maximum allowable by law. If collection of these type checks is not made within two weeks, the check will be turned over to the school authority for processing through the District Attorney's office and the school authority shall become responsible for the debt. No bad debts may be written off at the end of the school year. The Child Nutrition Program must collect all debts before closing the fiscal year.

## **MEDICATION ADMINISTRATION**

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

### **I. Prescription Medicines**

#### *A. Routine Medicines*

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

#### *B. Antibiotics and Other Temporary Prescription Medicines*

- i. If an antibiotic or other prescription medicine has to be given temporarily and needs to be given during school hours, it **MUST** be in the container that has the prescription label on it with the child's name, the current date, the name of the medicine and the dosage prescribed.
- ii. Written instructions from the parent or guardian are also needed that include the time and the dosage to be given. Written instructions may be written on a medication authorization form.

# SCHOOL CLOSINGS

For the safety of every child in our community, each family should develop a plan for their child to follow if school has to close unexpectedly during the day. When school closes early, buses will run regular routes. News media will be informed and public and social media announcements will be made prior to the closing time. Car riders will need specific instructions. All after school activities will be cancelled. When school officials determine that schools should not be open due to weather/ emergency situations, the following procedures will be in effect:

1. The local radio and televisions stations will be contacted, and announcements will be made regarding the school closings in **Eufaula City Schools**.
2. Listen to media reports and check the Facebook and Twitter pages for updates throughout the day concerning closing of schools.
3. The ECS automatic message system will call the first emergency telephone number listed for each student that is on file in the office to provide information regarding school closings and weather concerns.
4. Parents are to be aware that if the telephone number has an extension, the number will not be recognized and will not be called.
5. Parents/guardians having children at different schools may receive more than one call.
6. **Do not call the school.** Emergency plans cannot be developed by telephone during the closing of school. A child who has directions ahead of time will feel more secure.

## EMERGENCY PROCEDURES

Tornado, fire, bus evacuation, and lockdown drills are conducted periodically at schools. Students are taught within the first two weeks of school the procedures to follow if the fire alarm, tornado signal, or lockdown code is sounded. Fire drills are conducted monthly throughout the year. Tornado drills are conducted four times a year. Lockdown drills are practiced twice a year. Bus evacuation drills are practiced once with all children and twice with students who ride the bus as their transportation to and/or from school. Any parent wishing to observe or participate in a drill is free to do so and should express the desire to the school principal. Parents are requested not to check students out when the school is under emergency tornado warning conditions or during other times of inclement weather unless instructed to do so. Standard emergency procedures will be followed. Parents should not call the school during emergency situations or inclement weather as the telephone lines must remain clear. In the event school has to close early due to inclement weather parents should use the following procedures:

1. Have a plan for your child(ren) to be transported home from school before the need arises. Emergency plans cannot be communicated during the closing of school.
2. Listen to media reports and check the Facebook and Twitter pages for updates
3. Buses will run and car riders will be dismissed as usual. There will be a delay if we are under a tornado warning. As soon as the warning is over, we will dismiss. *(Walkers should have an emergency plan ahead of time so they will know how to get home.)*
4. Eufaula City Schools have access to a Safety Crisis Management System. **You should receive an automated message from school officials if your current phone number is on file with the school.**
  - a. The ECS automatic message system will call the first emergency telephone number listed for each student that is on file in the office to provide information regarding school closings and weather concerns.

- b. Parents are to be aware that if the telephone number has an extension, the number will not be recognized and will not be called.
  - c. Parents/guardians having children at different schools may receive more than one call.
  - d. **Do not call the school.** Emergency plans cannot be developed by telephone during the closing of school. A child who has directions ahead of time will feel more secure.
5. All ECS Extended Day programs will be closed.

## STUDENT GIFTS/PARTIES/TREATS

Students are not permitted to receive birthday or other gifts at school. Balloons, flowers, etc. will not be delivered to classrooms. If a Pre-K through 5<sup>th</sup> grade parent wishes to send a special snack to celebrate a child's birthday during school hours, arrangements must be made in advance with the teacher to determine a convenient, non-academic day and time for that to occur. Birthday party invitations may not be distributed to students at school unless an invitation is being received by every child in the classroom.

## STUDENT RECOGNITION

- Biological parents or legal guardians are the only people allowed to register students.
- Documentation of Age – If a certified Birth Certificate is not available to parents, the following may be used as a substitute: Baptismal Record, Adoption Record, Religious Record, Hospital Record, or Physician's Documents
- Original Immunization Record – “Blue Slip”
- Social Security Card – Disclosure of your child's social security number is voluntary. It is being requested for use in conjunction with enrollment as provided in Ala. Admin. Code §290-3-1-.02(2)(b)(2) and will be used only as a means of identification in the statewide student management system.
- Proofs of Residency - The school is required to have on file a copy of **two** proofs of residency for each student, such as a copy of a power bill, telephone bill, cable bill, etc. Proof of Residency (two items) must be turned in each school year. Proof of Residency is not a requirement for admission to school for migrant, homeless, and English language learners. Eufaula City Schools will consider applications for students who reside outside the city limits to attend. If accepted, the student tuition fee is \$1200 per year. Parents must complete an annual written application to be considered. The Superintendent will consider factors such as availability of space, suitable programs, previous academic and behavioral performance of the student, and payment history in determining whether the student will be approved. Children of Board employees, who live outside the City of Eufaula, are not subject to non-resident tuition.

## STUDENT WITHDRAWAL PROCEDURES

The parent/guardian must notify the school office to withdraw a student from a school. A withdrawal/transfer slip will be prepared for parents' convenience to facilitate enrolling in another school. **All school records will be forwarded to the new school when requested by the new school's personnel.**

# STUDENT RECORDS

Eufaula City Board of Education's board policy assures the custodial parent or guardian and eligible student access to student education records and to restrict the release of such records and/or directory information to third parties as set forth in the Family Educational Rights and Privacy Act of 1974. Parents or eligible students have a right to inspect and review their student education records and to see who has accessed their records. Access to records will be granted within a reasonable length of time, not to exceed 45 days. A fee, to be determined by each school, may be charged for copies of records. One transcript will be provided to a college, university, or other post-secondary institution free of charge. Subsequent transcripts shall be provided for a fee determined by the high school Principal.

Eufaula City Schools shall keep a record of every person who has requested or obtained access to a student's records. The access record shall specifically indicate the legitimate interest of each person. The access record shall be available only to parents and school officials responsible for the custody of student records and auditing and enforcement officials. In order to insure proper access and disclosure procedures, Eufaula City Schools shall adhere to the following:

- a) The Eufaula City Board of Education shall inform parents and students of their right to inspect and review student records.
- b) Parents and eligible students shall be permitted to inspect and review their student education records.
- c) Neither educational records of students nor directory information shall be released without the consent of the individual or his/her parent or legal guardian to any individual, agency, or organization other than to persons with legitimate educational interests.
- d) Any time a permanent record is copied, the name of the recipient will be recorded on the record prior to the copying.

The parent or eligible student may request that a record thought to be in error be amended. In most cases, requests can be resolved informally by presenting the matter orally or in writing to the school Principal who shall decide whether to amend within ten (10) working days. If not amended, the Principal shall inform the student or parent, in writing, of his/her right to a hearing. A hearing may be requested by the parent or student by writing to the Superintendent specifying the discrepant information and the desired change. The written communication shall be signed by the eligible student or parent requesting to amend the education record. A hearing shall be arranged by the Superintendent or designee within ten (10) working days upon receiving the request. The Superintendent or designee may request the Principal or other school employees attend the hearing.

The parents or student shall be provided the opportunity to present evidence. The burden of proof to amend the record is placed on the person requesting the change. The Superintendent or designee decision, based solely upon the evidence presented, shall be made within ten (10) working days of the hearing. In cases in which the request to amend the education record is denied, those requesting the change may submit a written explanation which shall remain permanently attached to the un-amended record.

## SCHOOL-PARENT COMPACT

At the beginning of the school year, parents are encouraged to sign a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement. Implementation of the contract provides a means by which the school and parents develop a partnership to help children achieve the State's high academic standards. Copies of the compacts, signed by each stakeholder, are filed in each student's folder in their class, homeroom, or in the school office for easy availability for conferences. Parents are asked to initial compacts at each scheduled conference.

The goal of the ECS is to provide an education which prepares students to lead productive lives, ensures individuals are self-supporting, and can assume civic responsibilities. Research has proven students' potential for academic success improves when schools and homes form a strong partnership. Recognizing the importance of a partnership between home and school, ECS has stressed all parent involvement programs, activities, and procedures be planned and implemented through meaningful consultation with parents and adherence to all program and financial guidelines included in federal and state legislation.

## PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL SERVICES

On June 21, 2013, the United States Department of Education (USDE) granted Alabama's waiver request to be removed from many of the requirements of the *No Child Left Behind Act of 2001* (NCLB) such as Supplemental Education Services (SES) and School Choice, when applicable, for Title I Schools in Improvement. Instead, utilizing TI funds, ECS will implement the Alabama-specific PLAN 2020 as the state's method of measuring public school achievement. ECS will implement Board approved procedures identified by the Alabama State Department of Education (ASDE) PLAN 2020 for schools not meeting established expectations for academic progress, if applicable.

## SAFE SCHOOLS

It is the goal of ECS all students be educated in learning environments which are safe, drug free, and conducive to learning. The status of safety issues in ECS are made available to parents in e-CIP located in the parent center at each school and on the school website. Also, results are located in the Federal Programs Executive Summary Evaluation Report, which is shared at the LEA Federal Programs Advisory Committee Meeting, and available to the public upon request. Eufaula City Schools, as required by Act 95-313, has 2012-2013 financial reports, student achievement reports, and school safety and discipline reports available for review. The student achievement and school safety and discipline reports can also be viewed at the SDE web site ([www.alsde.edu](http://www.alsde.edu)), under the section labeled "Accountability Reporting".



# PARENTAL INVOLVEMENT OPPORTUNITIES

## PARENT-TEACHER ORGANIZATION/PTO

Eufaula Elementary School's Parent-Teacher Organization sponsors various fundraising projects to provide materials for our school, holds campus improvement work days, and works to promote the overall welfare of our students. Annual dues are \$3.00 for individuals and \$5.00 for families. All parents are encouraged to join and take an active part in PTO. All monies received will be spent to achieve PTO goals set at the first general meeting. These goals will benefit all children.

**MEAD VOLUNTEER PROGRAM** - MEAD encourages involvement in community activities. The Volunteers for Pre-College Education program recognizes the personal time employees, retirees, and spouses give in service to educational institutions to support academically related activities in preschool through twelfth grade. A parent volunteer is eligible for this program if they are:

- A permanent MEAD employee
- Member of the MEAD Board of Directors
- MEAD retiree or
- Spouse of an eligible employee, director or retiree

The employee, spouse or retiree must donate a minimum of 25 hours of volunteer time to the educational institution. For each 25 hours donated, MEAD will donate to the school \$250.00. We request that, if you qualify for this program, you help our school by checking the appropriate box on the parent volunteer sign-in form when you come to our school to work. This form is mailed to you with an explanation of how funds have been spent. A self-addressed stamped envelope is included for your convenience, or you may return to the school office. The calendar year for this program is from January through December of each year.

***The Eufaula City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.***

## DISCIPLINE PLAN

### Eufaula Elementary School Discipline Philosophy

Through our individual actions we affect one another and the quality of our learning community. Providing a safe, supportive, and respectful environment ensures students' equal access to the curriculum and enables them to achieve to their fullest potential.

### Expectations

Eufaula Elementary School has established clear expectations for behavior within the school environment in order to support the learning community. These behaviors fall into the three categories which define EES's philosophy: Be Respectful, Be Responsible and Be Safe. Adherence to these expectations contributes to a positive and effective school community in which children are able to succeed and grow.

EES students are very special to us. We want our students to be successful at school, both socially and cognitively. Therefore, five guidelines have been identified that will help everyone be successful.

## SECTION I: SCHOOLWIDE GUIDELINES

1. Respect yourself.
2. Respect others.
3. Respect property.

### Eufaula Elementary School Offense Sheet

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

Offense Number: 1\_\_ 2\_\_ 3\_\_

Teacher: \_\_\_\_\_

Grade: 3 4 5

Location	Problem Behavior	Consequences
<input type="checkbox"/> Playground <input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Library <input type="checkbox"/> Bathroom <input type="checkbox"/> Classroom <input type="checkbox"/> Other _____	<b>Minor</b> <input type="checkbox"/> Physical contact <input type="checkbox"/> Defiance <input type="checkbox"/> Disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Destroying school property  <b>Major</b> <input type="checkbox"/> Abusive language <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Fighting/ Physical aggression <input type="checkbox"/> Overt defiance <input type="checkbox"/> Harassment/ bullying <input type="checkbox"/> Disruption <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> Warning <input type="checkbox"/> Loss of privilege: Time out____ Loss of time at recess____ Silent Lunch____ <input type="checkbox"/> Parent Contact <input type="checkbox"/> Detention <input type="checkbox"/> Administration

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/ Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SECTION II: ROLES AND RESPONSIBILITIES

### A. Staff

All staff at Eufaula Elementary School, including administration, coaches, paraprofessionals, office staff, and custodial staff are also expected to maintain an unwavering commitment to providing a sound educational community for all learners. The staff is responsible for supervision of children at all times during the school day. By maintaining a positive and consistent attitude regarding student conduct, the faculty, as a whole, can help maintain a desirable climate for learning. Staff members should not hesitate to correct any child in the school or neglect to make any suggestion that would result in a better climate for learning. The positive interactions of a student with his/her teacher provide the strongest possible reinforcement and will be the catalysts for positive change.

### B. Teachers

The Code of Student Conduct booklet is to be your guide in matters relating to school discipline. Consistent and fair classroom management is an asset to your program and helps to avoid negative behaviors and any problems of misunderstanding. Every teacher will participate in the school-wide discipline plan, but it is the responsibility of each teacher to formulate a workable classroom management plan.

### C. Students

Students at Eufaula Elementary School are expected to be familiar with all behavioral expectations, both schoolwide and in their respective classrooms. Students must take responsibility for their own learning and their behavioral choices. Students must comply with all

school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus in order to create a peaceful and productive learning environment.

## **D. Parents**

Parents at Eufaula Elementary School must be familiar with the school's expectation for student behavior and related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The school expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school related information that is sent home. When consequences for inappropriate student behavior must be implemented at school, parents should follow up at home to be sure the behavior does not reoccur.

## **SECTION III: SCHOOL PROCEDURES/EXPECTATIONS**

### **Hallway**

#### ***Expectations:***

Students will:

- Be out of assigned classroom only with permission. An official pass must be used when out of area.
- Walk in building or walkways.
- Use soft voices.
- Keep hands, feet, and objects to themselves.
- Show respect to adults and each other.
- Show consideration for the property of others.

### **Restrooms**

#### ***Expectations:***

Students will:

- Only enter restroom with permission.
- Appropriately use the facility in the classroom or closest to the classroom, including flushing toilets and washing hands.

### **Lunchroom**

#### ***Expectations:***

Students will:

- Enter the cafeteria in an orderly manner with their class.
- Proceed to the serving line if purchasing school lunch.
- Go directly to designated table.
- A red and green cup will be on the tables in the lunchroom. For the first ten minutes of the lunch time, students will eat quietly while the red cup is visible. After 10 minutes the teacher will change the cup to the green cup allowing students to visit and talk at a respectful level among themselves.
- Remain in seat and raise hand for help.
- Use appropriate table manners (quiet voices, no sharing food, no turning around)
- Clean table and floor area before leaving.
- Wait quietly in a single file line for their teacher.

## SECTION VII: **BEHAVIOR INTERVENTION PROGRAMS**

### **Conflict Resolution**

Students will participate in violence prevention curriculum, Second Step. Second Step “is a classroom based social skills program designed to reduce impulsive, high-risk, and aggressive behaviors; and increase children's social-emotional competence and other protective factors.” The school will have a variety of awards assemblies through which students are regularly recognized for modeling exemplary behavior: being Safe, being Respectful, being Responsible.

### **Character Education**

Character education will be taught at each grade level. The guidance counselor will provide whole group and small group instruction on the development of positive character. The faculty and staff will model appropriate character traits. Awards Assemblies will be used to reinforce positive character and recognize students who are exhibiting positive character traits.

### **Bullying Prevention**

A comprehensive, researched-based, school-wide, classroom, individual and community approach will be used to create a safe and positive school climate by reducing and preventing bullying in schools. Teachers will be trained in implementing the program in their classroom.

### **After-School Detention**

Detention is an integral part of the school-wide discipline plan. It is effectively used with students who do not follow disciplinary rules.

- Detentions will be assigned by administration. Students will be supervised by designated staff members.
- The purpose of school detention is to review and teach expected behaviors. Students will discuss appropriate behavior and complete learning packets.
- Students may not be kept for detention without written parental consent and prearranged transportation home in advance. In order to ensure that parental consent has been obtained, the following steps are to be completed.
  1. Teacher completes letter for assignment of detention and submits it to Administration.
  2. The administrator signs it and returns it to the teacher.
  3. The teacher sends it home.
  4. The parent signs it and returns it to the teacher.

### **Pride Academy**

Pride Academy is a behavior intervention program that places students in a least restrictive environment to help them grow academically and socially. Pride academy students are chosen by a committee that looks carefully at all data on the student. Students may graduate from Pride Academy based on recommendations from the committee.

# EES PARENT ENGAGEMENT PLAN 2018-2019

- **Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents to be involved.**

At the beginning of school, parents are encouraged to attend the Annual Title I (TI) Parent Meeting to inform parents about the TI requirements to include: Eufaula City Schools [ECS] TI Plan and Parent Involvement Plan (PIP), the 1% Title I allocation for parental involvement for LEA and school, the Parents' Right to Know, School-Parent Compact, electronic continuous improvement plan (ACIP), annual evaluation of the PIP, and how to become involved at EES. A power point is shown explaining all the components of a TI school and spring parent surveys are administered to assist the school Advisory Committee in planning meaningful activities for parents during the year. Parents are notified by written notices, Parent Information Monitor and Flex Screen, EES marquee, local bank signs, newspaper notifications, and EES e-mail newsletter.

- **Describe: 1) How there will be a flexible number and format of parent meetings offered; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.**

1) Flexible scheduling at various times during the day for parent conferences and workshops will be made available to afford parents the opportunity to attend according to their personal and work schedules. These meetings will be promoted through personal letters, telephone calls, parent information monitor, news media, flyers, e-mail, web pages, etc. Babysitting, attendance awards, door prizes and other incentives will be utilized when possible. Translators will be provided for non-English speaking parents when needed. EES maintains a list of translators in the office, utilizes teachers fluent in Spanish or other languages as well as contracted services to provide interpretation. When feasible, written notification will be made in the family's native language. Other individual needs of parents of all subgroups will be met including transportation, hearing impaired, etc. when possible. The format of the workshops will vary to meet the interest and needs of all parents according to the spring surveys.

2) Parents serve on all school policy and plan development committees. These include the development, approval, implementation, and revision process of the local school parent involvement policy and plan, ACIP, and school-parent compact. In addition, parent representatives are asked to serve on ECS Federal Programs Advisory Committee and the EES School Advisory Committee. Parents who serve on these committees share information and suggestions both to advisory committee members and to parents they represent. Parents are encouraged to support their children and to be involved in school activities. Copies of both the LEA and school parent involvement policy and plan are distributed to all parents as well as located on the LEA and school websites. Parent Compacts, Parents Right to Know documents, and SDE Employment Surveys are also distributed to all parents. Signed letters of receipt are retained with the classroom teacher.

3) The parent representatives are an integral part of the EES Advisory Committee to determine how school PI funds should be allocated. All parents are given an opportunity to be involved in the decisions concerning expenditure of PI and school funds at the Annual TI Parent Meeting and by completing surveys for parental/staff input.

- **Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand,**

**about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.** The faculty and staff of EES seek to provide parents and other caregivers information in a uniform and varied format at various times by the following methods:

A variety of communication tools including website, newsletters, parent information monitor and flex screen, school marquee, e-mails, and a weekly/monthly calendar of system/school dates and events. Student/Parent Handbook that provides information about programs, expectations, and other practical information about the school. Sign-In sheets at Open House in which the parents may volunteer in their child's classroom, to serve on school committees, and/or system committees. Spring parent surveys in which parents offer suggestion as to different workshop needs with a variety of opportunities for both participation and training in varied formats and at varied times. Providing translators for parents of EL at all meetings as needed and receipt of any school correspondence in a format and to the extent practical in a language that parents can understand. Parent conferences are held during the first nine weeks to discuss expectations, student progress and interpretation and analysis of academic assessments.

- **Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated).**

The parent compact was developed to build and foster the development of a school-parent partnership to help all children achieve the state's high standards. The compact is reviewed annually by the ACIP Advisory Committee and updated yearly. It is the desire of this school that the principal, parents, teachers and students share the responsibility for improved student achievement as well as build and develop a partnership to help all students achieve or exceed proficiency on state's academic content standards. Therefore, the compacts are retained in the classroom for quick reference in working with parents and students. To keep the standards of the compact at the forefront of parents' and teachers' minds, the compacts are initiated at each parent conference held through-out the school year.

- **Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan.**

If a parent disagrees with any aspect or component of the EES A-CIP or Parent Involvement Plan, the ECS Parent Involvement Plan, or the LEA Application for NCLB funds, the parent may contact the principal. If not resolved, these written concerns will then be forwarded to the ECS Director of Federal Programs at the ECS Central Office. If still dissatisfied, written concerns will then be forwarded to the State Department of Education (SDE) Federal Programs Director.

- **Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See NCLB Section 1118, requirements for building capacity in parental involvement.)**

**(1) Shall provide training for parents of participating children in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor their child's progress and work with teachers to improve the achievement of their children. (Describe)**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school: EES has adopted the National Standards for Parent and Family Involvement Programs. Parents will be encouraged at the Annual TI Parent Meeting in English and Spanish to become equal partners in the education of their child through: learning more about a TI school and its activities, regular communication between home and school; promoting and supporting parenting skills; student learning; volunteering; school decision making and advocacy; and collaborating with the community. Parents are also encouraged to attend Open House, parent/teacher meetings and grade specific meetings where state testing requirements and how to monitor their child's progress throughout the school year will be discussed. Classroom teachers, resource personnel, and administrators are available to discuss state and local academic assessments with parents. Follow-up individual conferences with parents are held with homeroom teachers. Implementation of videos for parents will be implemented on social media for parents to watch at their convenience. Parent workshops will be delivered by topic:

1. Title One Parent Involvement Meeting
2. Math Supports for the Elementary School Student
3. Reading Supports for the Elementary School Student
4. Hispanic Nights Open House

**(2) Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)**

- a. Parent seminars/workshops on effective parenting skills are offered to support student learning at varied times during the day and at night to include technology, reading and math strategies, student assessment, and building bridges for English learners.
- b. Parenting workshops are held periodically to help parents deal with parenting issues based on survey results.
- c. A parenting area is available for parent/family information that includes books, pamphlets, and a computer/printer.
- d. The school counselor/principal/classroom teacher or special area teachers will make home visits to discuss the needs of students when needed.

**(3) Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

- a. Use a variety of communication tools, including system and school web page, parent information monitor and flex screen, monthly and weekly newsletters; monthly calendar of important dates and events.
- b. A student/parent handbook is distributed to parents to provide positive, practical information about our school.
- c. Clear information is provided regarding student placement, school activities, student services, and optional programs.
- d. School-Parent Compact, LEA and EES Parent Involvement Plan, and Parent Right to Know are distributed at the beginning of the year and signed acknowledgements are filed in each homeroom.
- e. Forms and newsletters are available in the native language to the extent practicable; ECS Parent Involvement Plan is available in Spanish.
- f. Parents are required to pick up student report cards at the end of the first nine weeks at parent conference.
- g. Transportation will be provided, as necessary, for parents to attend conferences, meetings and programs.

**(4) Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.**

a. Annual Meeting of Title I Parents, Open House, parent/teaching meetings, and ACIP Advisory Committee meetings are held throughout the year.

b. Conferences with parents are required once per year. Other visits are encouraged unless the student is at-risk and then other visits are required.

c. Flexible library times before and after school are scheduled for parent/student use.

d. Transition from the Eufaula Primary School to Eufaula Elementary School

e. Distribute curriculum/behavioral expectations to parents through the Eufaula Elementary School Student/Parent Handbook.

f. Teachers assign homework that requires students to discuss and interact with their parents about what they are learning in class.

g. Each grade level hosts a parent night during the first nine weeks to disseminate important information.

h. A parenting center is available during school hours and includes: Parenting magazines, computer, printer, pamphlets on areas of concern, supplies to help children with projects and materials needed to strengthen academic areas.

**(5) Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)** a. Translators are available for scheduled parent conferences and parent meetings, to the extent practical. b. Conferences times are varied to meet the needs of our working parents. (morning, afternoon, evening) c. Newsletters and school forms are translated into the native language, when practical and if needed.

**(6) Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)** Eufaula Elementary School makes every effort to work with parents in meeting requests to become involved in all school activities and important meetings. The information obtained through yearly surveys, sign-up sheets at the Annual Title I Parent Meeting, and opportunities throughout the year provides information needed to accommodate parents' requests.

- **Describe how the school will ensure the provision for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students; including providing information and school reports in a format and, to the extent practicable, in a language that parents can understand.**

In addition to providing translators and documents (i.e., Spanish translation of ECS Parental Involvement Plan, Parents' Right to Know, school registration form, free and reduced meal application, internet acceptable use policy, et. al.) in native language, to the extent practical, EES strives to accommodate the individual needs of all parents of all sub-groups to ensure parental participation for all school activities including: handicapped accessible building, transportation, hearing/vision services, special accommodations for homebound parents by phone or home visits, etc. EES will use a variety of communication tools to correspond with parents of EL, disabled, and migratory students.



# PARENTS RIGHT-TO-KNOW

(Teacher Qualifications )

## Title I Section 1111 (h)(6)

### (6) PARENTS RIGHT-TO-KNOW-

- (A) QUALIFICATIONS- At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
  - (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
  - (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- (B) ADDITIONAL INFORMATION- In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent—
- (i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and
  - (ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- (C) FORMAT- The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

# PARENTS RIGHT-TO-KNOW

(Limited-English Proficient)

## **Title I Section 1112 (g)**

### (g) PARENTAL NOTIFICATION-

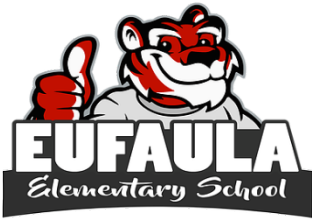
#### (1) IN GENERAL-

- (A) NOTICE- Each local educational agency using funds under this part to provide a language instruction educational program as determined in part C of title III shall, not later than 30 days after the beginning of the school year, inform a parent or parents of a limited English proficient child identified for participation or participating in, such a program of
  - (i) the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
  - (ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - (iii) the methods of instruction used in the program in which their child is, or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
  - (iv) how the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
  - (v) how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - (vi) the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this part are used for children in secondary schools;
  - (vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
  - (viii) information pertaining to parental rights that includes written guidance;
- (I) detailing -
  - (aa) the right that parents have to have their child immediately removed from such program upon their request; and
  - (bb) the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- (II) assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

- (B) SEPARATE NOTIFICATION- In addition to providing the information required to be provided under paragraph (1), each eligible entity that is using funds provided under this part to provide a language instruction educational program, and that has failed to make progress on the annual measurable achievement objectives described in section 3122 for any fiscal year for which part A is in effect, shall separately inform a parent or the parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.
- (2) NOTICE- The notice and information provided in paragraph (1) to a parent or parents of a child identified for participation in a language instruction educational program for limited English proficient children shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- (3) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR- For those children who have not been identified as limited English proficient prior to the beginning of the school year the local educational agency shall notify parents within the first 2 weeks of the child being placed in a language instruction educational program consistent with paragraphs (1) and (2).
- (4) PARENTAL PARTICIPATION- Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students, including holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part.
- (5) BASIS FOR ADMISSION OR EXCLUSION- A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

# **APPENDIX**

Complete applicable forms and return to the school.



# Eufaula Elementary School

## STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

**(Please tear out this page, check the appropriate blanks, sign, and return to your child's teacher.)**

### EUFULA ELEMENTARY SCHOOL STUDENT-PARENT HANDBOOK

\_\_\_\_\_ I have read and understand the *Eufaula Elementary School Handbook*.

\_\_\_\_\_ I have read and understand the Federal Law pertaining to:

- Parents Right-to-Know Teacher Qualifications
- Parents Right-to-Know Limited English Proficient
- Parent Involvement Plan for Eufaula Primary School

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

\_\_\_\_\_ I have read and understand the *Internet Acceptable Use Policy* and make the following decisions concerning my child:

\_\_\_\_\_ Yes, my child MAY use the Internet to include participation in virtual field trips and e-mail while at school according to the rules and guidelines outlined in the Internet Acceptable Use Policy

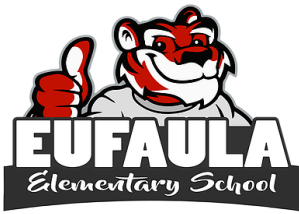
\_\_\_\_\_ No, I would prefer my child NOT use the Internet and e-mail while at school.

Student's Name: \_\_\_\_\_

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

Parent's Email address: \_\_\_\_\_





# Eufaula Elementary School Title I School / Parent Compact 2018-2019 School Year

The faculty and staff of Eufaula Elementary School and the parent of \_\_\_\_\_ agree that this compact outlines how the parents, the entire school staff, and the student will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State's high standards.

## AS A STUDENT, I AGREE TO:

\_\_\_\_\_  
Student Signature Date

- Attend school regularly, be punctual to all classes, ask for help when needed, and do my best.
- Do my homework every day.
- Read every day outside of school time.
- Bring appropriate school supplies.
- Make sure all notes from school are given to my parents or legal guardians.
- Follow school and class rules and follow the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

## AS A PARENT OR LEGAL GUARDIAN, I AGREE TO:

\_\_\_\_\_  
Parent or Guardian Signature Date

- Be responsible for my child's punctuality and school attendance.
- Supply my child with appropriate school supplies.
- Support discipline policies of the classroom and school.
- Maintain a time and provide a place for homework.
- Actively encourage and stay involved in what my child is learning.
- See that my child is well-rested, has a healthy breakfast and is ready to learn.
- Have high expectations of my child as an individual.
- Attend parent workshops, meetings, and teacher conferences when possible.
- Serve, to the extent possible, on advisory groups or parental involvement committees.
- Stay informed about our child's education by promptly reading, signing, and returning all notices from the school or school district in a timely manner.

## AS A TEACHER, I AGREE TO:

\_\_\_\_\_  
Teacher Signature Date

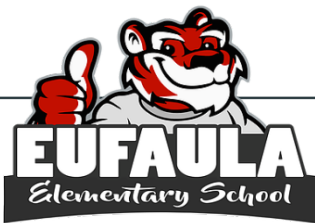
- Provide a high quality curriculum that enables the student to meet performance standards by using research-based strategies combined with meaningful assessment and intervention in areas of weakness.
- Discuss this compact as it relates to the individual child's achievement as needed (Open House, Parent/Teacher Conferences, etc.)
- Provide information about the student's progress and school activities through newsletters, bulletins, and progress reports every 4.5 weeks and 9 weeks.
- Provide parents reasonable access to conferences before school, during planning time, or after school at the agreed upon time and location.
- Encourage parental involvement in education through various school sponsored workshops; opportunities to volunteer, observe, attend field trips or help with class events at a time that is convenient to parents and classroom teachers.

## AS THE PRINCIPAL, I AGREE TO:

\_\_\_\_\_  
Principal Signature Date

- Serve as an instructional leader and positive disciplinarian.
- Be available to listen and provide encouragement for parents and families.
- Provide a clean, safe and positive environment conducive to learning.
- Provide parents reasonable access to staff (i.e. parent conferences) before school, during planning time or after school at an agreed upon location. Conferences can be initiated by the teacher, parent, student, or school administration by appointment.

For Official Use Only				
1 <sup>st</sup> Conference	2 <sup>nd</sup> Conference	3 <sup>rd</sup> Conference	4 <sup>th</sup> Conference	Additional Conferences
Parent_____	Parent_____	Parent_____	Parent_____	Parent_____
Teacher_____	Teacher_____	Teacher_____	Teacher_____	Teacher_____
Date_____	Date_____	Date_____	Date_____	Date_____
Type_____	Type_____	Type_____	Type_____	Type_____



Eufaula Elementary School  
422 Sanford Ave. Eufaula, AL 36027  
Phone# 334-687-1134 Fax# 334-687-1136

Alabama State Department of Education Revised 05/2003

SCHOOL MEDICATION PRESCRIBER/PARENT AUTHORIZATION STUDENT  
INFORMATION

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

List any known drug allergies/reactions \_\_\_\_\_ Height (inches) \_\_\_\_\_ Weight (lbs) \_\_\_\_\_

PRESCRIBER AUTHORIZATION

Name of Medication \_\_\_\_\_ Reason for Taking (optional) \_\_\_\_\_

Dosage \_\_\_\_\_ **Route** \_\_\_\_\_ Frequency/Time(s) to Be Given \_\_\_\_\_

Begin Medication \_\_\_\_\_ Stop Medication \_\_\_\_\_  
Date Date

Special Instructions:

Does medication require refrigeration? Yes No

Is the medication a controlled substance? Yes No

Is self-medication permitted and recommended for this student? Yes No

If asthma inhaler or emergency medication, do you recommend this medication to be kept "on person" by the student? Yes No

Potential Side Effects/Contraindications/Adverse Reactions \_\_\_\_\_

\_\_\_\_\_

Treatment Order in the event of an adverse reaction: (Attach additional sheet or use the back of this form if necessary)

\_\_\_\_\_  
\_\_\_\_\_

Signature of Prescriber \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_

PARENT AUTHORIZATION

I authorize the School Nurse, the registered nurse (RN) or licensed practical nurse (LPN) to delegate to unlicensed school personnel the task of assisting my child in taking the above medication. I understand that additional parent/prescriber signed statements will be necessary if the dosage of medication is changed. I also authorize the School Nurse to talk with the prescriber or pharmacist should a question come up about the medication.

Medication must be registered with the principal, his/her designee, or the school nurse. It must be in the original container and be properly labeled with the student's name, prescriber's name, date of prescription, name of medication, dosage, strength, time interval, route of administration, and the date of drug's expiration when appropriate.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_ Phone \_\_\_\_\_

I authorize and recommend self-medication by my child for the above medication.

Signature of Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

If any questions or problems arise, call me at:

\_\_\_\_\_



**Eufaula City Schools**  
**SPECIAL DIET REQUEST**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Requested Change:**

Please provide any other pertinent information that will assist us in planning.

Food Allergies:

Dislikes:

Special Needs:

Please indicate below if Child Nutrition needs to provide any special "equipment" (special plates, cups, utensils, straws, etc.) for this student to assist with meals.

\_\_\_\_\_ Yes, please provide the following:

\_\_\_\_\_ No, student has no special needs at this time.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_