

# College Heights Early Childhood Learning Center Parent Handbook



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<http://eclc.csdecatur.net/>

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# College Heights Early Childhood Learning Center

## Overview

College Heights Early Childhood Learning Center (CHECLC) offers comprehensive services as a public school for children birth to age five for children residing within the City of Decatur. The school was founded for the purpose to close the achievement gap by providing a high quality early childhood program for all children. The importance of early intervention and a supportive learning environment in the early years along with the benefits of having a diverse and inclusive setting to provide this intervention are priceless benefits for the children that attend College Heights, as well as their families and the community as a whole.

College Heights Early Childhood Learning Center has two (2) infant, two (2) one year old, two (2) toddler, three (3) preschool, and eight (8) Pre-K classrooms. College Heights has an enrollment of 273 students enrolled using multiple funding streams (general fund from taxpayers, tuition from parents, federal special education, and Georgia lottery for pre-K).

College Heights offers services to children, 3 to 4 years old, who have a variety of special needs. The preschool special education program is inclusive with the regular preschool/Pre-K program. We believe that including children with special needs in regular preschool classrooms offer them the opportunity to model the social, language and play skills needed to succeed in school. The preschool, and Pre-K inclusion classrooms enrich the lives of all children by bringing them together in an environment that teaches acceptance, respect, and the appreciation of individual differences.

Each year administration, teaching staff, and advisory council members work together to develop a School Improvement Plan (SIP), which serves as a guide and focus for the school. We encourage you to visit the school website (<http://eclc.csdecatur.net>) to view additional information about our school's learning community. We look forward to another successful year with our students and families and invite you to engage in your child's school and classrooms and experience quality early childhood learning at its best.

## Our Mission

College Heights Early Childhood Learning Center cultivates an atmosphere where children take their first steps in building an authentic love of learning through developmentally appropriate practices in an environment that fosters family and community involvement.

## Beliefs

- We believe in an ongoing partnership between children, teachers and parents.
- We believe in regular communication between parents, teachers and administrators.
- We believe in creating a safe school environment by implementing consistent school-wide expectations for students and staff.
- We believe in fostering the physical development of all children by providing regular physical activities, rest times, and healthy meal choices.
- We believe in planning differentiated instruction in order to implement developmentally appropriate and engaging learning experiences for all children.

## Our School Equity Work and Mission

At College Heights, our goal is to provide an equitable, accessible, and high-quality learning environment for all of our learners and families. We need to center our efforts in...

- Dismantling harmful or inequitable practices and policies and creating a truly inclusive multicultural school environment for adults and children.
- Supporting each other through growth in areas of anti-racism and inclusion
- Engaging in and reflecting on inclusive language and examining personal and cultural biases
- Embedding anti-racist and inclusionary practices within all areas of our teaching and community efforts
- Close examination of developmentally appropriate materials and resources

## College Heights Parent Norms

At College Heights, parents are a vital stakeholder. The responsibility for children's educational development is a collaboration among parents, staff, and community members. Parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.

Norms are agreed-upon definitions of productive behaviors and mindsets that should be usual, or "the norm," whenever a group is working together. Together, the staff, student and parent norms will allow our school community to support and foster the College Heights mission: *College Heights Early Childhood Learning Center cultivates an atmosphere where children take their first steps in building an authentic love of learning through developmentally appropriate practices in an environment that fosters family and community involvement.*

1. **Parents/guardians prioritize getting their children to school on time.** The school is invested in providing a quality experience for every child, and that starts with having them present so they can fully benefit from the intentional day planned for them. Parents make every effort to support this goal and communicate with their teacher(s) when they encounter any challenges.
2. **Parents/guardians collaborate with their classroom teachers to set individual goals for their child(ren).** The school is committed to preparing every child for kindergarten success! Setting goals as a parent-teacher team and engaging in opportunities throughout the year to discuss progress is a critical part of that aim.
3. **Parents/guardians appreciate staying "in the know."** The school prioritizes communications and is mindful of limiting emails and newsletters to content essential to ensuring a great experience for every child. Additionally, parents work with their teacher(s) to determine the best form of communication for classroom-related updates, questions, or concerns (i.e., communication folders, newsletters, daily sheets, emails, etc.).
4. **Parents/guardians feel comfortable and encouraged to provide feedback.** Striving to be a "best in class" learning center, the school follows a continuous quality improvement model that relies on receiving feedback. Parents serve as an essential source for both positive feedback and opportunities for reflection and growth. Whether through formal surveys, parent-teacher conferences, or simply an email to one of the school's administrators, parental input is key in supporting the school's progress.

5. **Parents/guardians support a “safe sharing” space.** When circumstances call for greater discretion, parents know they can reach out directly to the school’s principal, program director, or the College Heights Parent Advisory Council Chairperson and feel assured their feedback will be handled with finesse and sensitivity.

### **School District Information**

Dr. Gyimah Whitaker  
Superintendent

The Board of Education  
Mr. James Herndon- Chair  
Ms. Carmen Sulton- Vice Chair  
Ms. Jana Johnson Davis  
Ms. Tasha White  
Mr. Hans Utz

### **Requirements for Entrance**

Families must meet one of the following criteria in order to enroll their child at College Heights.

- You must reside within the city limits of the City of Decatur with your child, and your child must be at least six (6) weeks old.
- You must be a full-time employee of the City Schools of Decatur.

### **Program Information:**

**0-3 Program:** your child must be at least 6 weeks of age. Parents must complete and submit an application packet along with the applicable registration fee (\$50.00) to the CHECLC office.

**Pre-K program:** your child must be 4 years old by September 1, in order to be eligible for the Pre-K program. Parents must complete and submit an online Pre-K application ([www.csdecatur.net](http://www.csdecatur.net)). A lottery is held in March to determine children awarded pre-K slots. Children not selected during the lottery will be placed on the waitlist.

**Required Documentation for Enrollment:** Parents must provide a certified birth certificate from the county or country where the child was born, proof of the child’s immunization (DHR Form #3231), two proofs of residence in the City of Decatur, picture ID of the parent/guardian, and a copy of the child’s social security card.

**Waitlists:** CHECLC maintains a 0-3 and a Pre-K waitlist for each program. We give sibling preference on the waitlist and a 10% discount on the 2<sup>nd</sup> child (and any additional child) when both children are enrolled in the 0-3 program. The discount is applied to the older child enrolled in the program. Children enrolled in the preschool program at College Heights and the Frasier Center at DHS automatically matriculate to the Pre-K program the following year.

### **Student Check-in & Check-out Procedures**

All building entrances are locked. Parents and visitors must be buzzed in to gain entrance. Parents in our 0-3 program must sign their child in and out each day. Parents must stop at the front desk, sign their child in/out and obtain a visitor’s sticker. Parents will escort their child to the classroom. We kindly ask the parents in our preK program to refrain from walking to their child’s classroom unless the child is tardy or is dismissing early. Children in our preK program should arrive to school using district transportation, car pool rider or walker.

### **After School Program**

The After School Program (ASP) operates between 2:30 pm - 6:00 p.m. while following the City Schools of Decatur school calendar. In order to be eligible for the ASP students must be enrolled in

the College Heights ECLC pre-K program. Parents must complete and submit an enrollment packet, along with a \$50.00 applicable registration fee, prior to being accepted into the program. Available ASP spots are selected through a lottery process. College Heights ECLC maintains a waitlist for the ASP. Students will be offered spots throughout the year as they come available.

*In order for the College Heights Pre-K aftercare program to ensure the safety of the students enrolled, after school services are available to students who can independently navigate the classroom and playground without individualized assistance and support. For children who have disability-related needs requiring greater assistance, we will make every effort to provide reasonable accommodations for the student to participate. College Heights will engage in an interactive process with the parent to discuss needed or requested accommodations.*

The ASP staff is experienced and trained in the areas of curriculum, health, and safety standards. Background checks are completed on each staff member prior to the first day of school. The ASP is directed by Ms. Elicia Fulton. Please refer all questions, suggestions, and concerns to Ms. Fulton at [efulton@csdecaatur.net](mailto:efulton@csdecaatur.net).

### **After School Program Curriculum**

The ASP implements the SPARK Early Childhood Physical Activity Curriculum. Spark is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. The focus of SPARK is to develop basic movement, manipulative, social, and personal skills at an early age. Children will have many opportunities to practice movement and object control skills while participating in moderate to vigorous physical activity. The SPARK curriculum has eight major objectives:

- To develop a variety of basic movement and manipulative skills so children will experience success and feel comfortable during physical activity pursuits.
- To develop positive social skills and the ability to get along with others in movement environments.
- To engage motor neurons that will lay the foundation for easier acquisition of skills later in life.
- To develop and maintain acceptable levels of physical fitness through increased moderate and vigorous physical activity.
- To increase kinesthetic awareness and be more confident and safe movers.
- To demonstrate improved problem solving and movement creativity while using a variety of manipulatives in many situations.
- To receive opportunities to interact with new stimuli and situations, thus broadening their experiences.

### **Camps (Pre-K Only)**

College Heights **tentatively** (based on staff availability) offers camp services for fall break, winter break, and summer break (month of June only) to Pre-K children enrolled at CHECLC. Registration packets can be obtained through the website or at the school's front desk at least up to 4 weeks prior to camp start date.

### **College Heights ECLC Curriculum and Instructional**

The birth-Pre-K programs implement the Georgia Early Learning and Development Standards (GELDS) following a framework gleaned from several scientific research-based instructional programs:

- High Scope
- Montessori Approach to Early Childhood Education

- Inquiry-Based Learning

### **High Scope**

In a HighScope preschool program, teachers ignite children's interest in learning by creating an environment that encourages them to explore learning materials and interact with adults and peers. The focus is on supporting early learners as they make decisions, build academic skills, develop socially and emotionally, and become part of a classroom community. Active learning is at the center of the HighScope Curriculum. It's the foundation of young children gaining knowledge through their natural play and interactions with the environment, events, and other people.

In the HighScope Preschool Curriculum, learning is focused on the following eight content areas:

1. Approaches to Learning
2. Social and Emotional Development
3. Physical Development and Health
4. Language, Literacy, and Communication
5. Mathematics
6. Creative Arts
7. Science and Technology
8. Social Studies

### **Montessori Approach to Early Childhood Education**

Young children learn best in a playful environment and through the manipulation of toys. The Montessori approach to early childhood education is a method that introduces problem solving, independence, and sensory perception through reality oriented learning materials. This scientifically research-based approach encourages development through all of the domains as teachers facilitate imaginative play using real to life lessons. As a result, young children grasp concepts that otherwise are foreign to them.

### **Inquiry-Based Learning**

Students are encouraged to ask questions about what they notice in their world. Teachers engage students in longer investigations developed from students' authentic questions. Beginning with scientific activities, students learn how to generate meaningful questions. Teachers scaffold students in ongoing inquiry based projects and in shorter inquiries into everyday situations. Children have the opportunity to engage in research, collect data, and develop theories about their world.

### **Schoolwide Social Emotional Learning Environment**

College Heights ECLC implements Conscious Discipline, which is a comprehensive self-regulation program that integrates social-emotional learning, and discipline. Conscious Discipline integrates classroom management with social-emotional learning, utilizing everyday events as the curriculum and addressing the adult's emotional intelligence as well as the child's.

Conscious Discipline uses 7 skills to transform everyday discipline issues into teachable moments. These moments are our opportunity to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict and develop pro-social behaviors. The 7 skills are:

1. Composure
2. Encouragement
3. Assertiveness

4. Choices
5. Empathy
6. Positive Intent
7. Consequences

Conscious Discipline was developed by Dr. Becky Bailey. Her company is dedicated to creating positive environments for children, families, schools and businesses. For more information, please visit Dr. Becky Bailey's website at: <https://consciousdiscipline.com/>

**Teacher/Student Classroom Ratios**

College Heights follows the National Association for the Education of Young Children recommended guidelines for teacher/child ratio. To the extent possible, the program follows these guidelines.

- Infants (birth through 18 months) 1:4 with a class size of 8 children
- One's (18 months-24 months) 1:4 with a class size of 12 children
- Toddlers (24-36 months) 1:6 with a class size of 12 children
- Preschoolers (three years of age) 1:9 with a class size of 18 children
- Pre-Kindergarten (four years of age) 1:11 with a class size of 22 children

**Program Calendars**

Please refer to the 0-3 school calendar and the Pre-K school calendar for closings during the 2023-2024 school year. School calendars are posted on the school and district website.

**Arrival and Dismissal: Hours of Operation**

School Program	Age of Children	Start Time	End Time
CSD 0-3 Tuition Program	6 weeks to 3 years old	7:15 a.m.	6:00 p.m.
Pre-K Program	4 years old	8:00 a.m.	2:30 p.m.
Pre-K Special Education	4 years old	8:00 am	2:30 pm
Preschool Special Education	3 years old	8:00 a.m.	12:00 p.m.
After-school Program	Pre-K	2:30 p.m.	6:00 p.m.

CHECLC opens every morning at 7:15 a.m. for children enrolled in the infant, toddler, and preschool tuition program. All Pre-K students and students receiving special education services attend classes six and one-half hours daily.

**Pre-K Attendance Policy**

The Pre-K program is a full-day, Monday through Friday, program, which follows the City Schools of Decatur K-12 calendar. Children are expected to attend on a regular basis. Attendance regulations are determined by the City Schools of Decatur (csdecalur.net) and The Georgia Department of Early Care and Learning (decal.ga.gov). Absences due to covid quarantine and isolation will be excused.

1. After Three Absences
  - Excused Absences: The attendance designee will mail the three-day notification letter to the parent or guardian.
  - Unexcused Absences: The attendance designee will mail the three-day notification letter to the parent or guardian.
- 2.



3. After Five Absences:
    - Excused Absences: The five-day notification letter will be sent by the Director's designee to the parent or guardian.
    - Unexcused Absences: The five-day notification letter will be sent by the Director's designee to the parent or guardian. A telephone call will be made by a member of the school's attendance committee to the parent or guardian to schedule an attendance intervention meeting to address the unexcused absences and to remediate the problem.
  4. After Seven Absences:
    - Excused Absences: The seven-day notification letter will be sent by the Director's designee to parent or guardian.
    - Unexcused Absences: The seven-day notification letter will be sent by the Director's designee to parent or guardian. A referral will be made from the school's attendance committee to the district's school social worker for further interventions and monitoring.
4. After Ten consecutive absences the student is subject to losing his/her Pre-K spot.

**Excused Absence –**

A Pre-K child who is absent from school for an entire day shall bring a signed note or email from his/her parent/guardian explaining the reason(s) for the absence. A child shall be counted present if in attendance at least one half of the required instructional time. The teacher or Principal shall determine whether or not the absence will be excused or unexcused on the basis of the state board rule indicating that absences from school may be excused for the following reasons:

1. Personal illness or attendance in school endangers a child's health or the health of others. Appropriate documentation is required upon return to school for the purpose of validating that the absence is excused.
2. A serious illness or death in a child's immediate family necessitates absence from school. In the event of a serious illness in a child's immediate family, appropriate medical documentation regarding the family member will be required upon return to school for the purpose of validating that the absence is an excused absence.
3. A child whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave. Nothing in this Code section shall be construed to require a local school system to revise any policies relating to maximum number of excused and unexcused absences for any purposes. (O.C.G.A. §20-2-692.1)
4. Observation of religious holidays necessitates absence from school.
5. Conditions render attendance impossible or hazardous to child's health or safety.

**Purpose of Policy**

The purpose of the attendance/truancy protocol is to increase academic achievement and reduce truancy among children in the school system in compliance with the mandates of Bright From the Start.

Teachers will keep a daily record of each child's presence, absence, tardiness, and early departure. An absence, tardy, or early departure will be entered as "excused" or "unexcused" along with the stated reason. A copy of the appropriate documentation will remain on file at the school for verification, if needed, for at least two years. Parents must provide written documentation for all absences from school within 3 days of the child's return to school. If no written documentation is received, then these absences, tardies, or early departures will remain unexcused and appropriate attendance procedures will be followed.

### **Tardy Policy**

Excessive tardiness is not permitted. The City Schools of Decatur and the Bright From the Start Georgia Department of Early Care and Learning defines chronic tardiness as late arrival or early departure more than once per week. Inability to resolve the problem after assistance has been offered will result in a referral for dismissal to the Bright from the Start Office of Early Care and Learning.

Tardies/Early Check-out:

1. After eleven or more unexcused tardies: A letter will be sent from the school administrator to the parent or guardian regarding missed instructional time.
2. After fifteen unexcused tardies: The school administrator will contact parent to set up a conference to discuss reasons for tardies and to review the Bright From the Start excessive tardiness policy.

**Parents of Pre-K:** Upon arrival, pre-K students will independently walk to their classroom locations. Staff will be posted along the hallways to supervise student transitions. So that we can support student independence and program safety we kindly ask our preK parents to refrain from entering the building during arrival periods. Teachers are supporting student routines and are unable to engage in parent conversations during arrival periods. Teachers will share their dedicated planning time when they are able to respond to parent communications.

If you arrive after 8:00 a.m., you must stop by the front desk, sign the Pre-K tardy sheet, and pick up a late pass before walking your child to the classroom. Your child will be considered tardy for that day. Classroom teachers begin their daily routine by starting with morning meetings. A child's enrollment may be jeopardized if tardiness, early departure or late pick-up, issues are consistent.

Parents are expected to pick-up their child promptly by 2:30 p.m. Children who remain in the building after 2:30 p.m. are considered late pick-ups. The following is our policy for late pick-ups:

- The 1st time a parent or an authorized supervising adult is not present to receive their child, a verbal warning is given.
- The 2nd time this occurs, the parent must meet with the child's teacher to discuss the issue.
- The 3rd time this occurs, a late fee of \$20 will be charged and due at the time of pick up.

Parents of 0-3 year olds must escort their child/ren to their classrooms when dropping them off at CHECLC. All children must be signed in and out daily in their classrooms by an authorized individual. Parents of toddlers (2 year-olds) and preschoolers (3 year-olds) are strongly encouraged to have their child/ren at school by 9:00 a.m. every day in an effort to establish a consistent, daily routine with limited interruptions.

### **Pre-K Drive-Thru (arrival)**

A drive-thru service is offered to Pre-K parents in the morning and in the afternoon. The morning drive-thru is open between 7:30 am and 7:55 am. The following procedures are in place in order to ensure the safety of all of our families and students:

- Parents must help any child who is not independently able to unbuckle. Once the child has transitioned from the car, staff will escort the child to the front of the building. Staff are strategically placed inside the building to support students walking to their classrooms.
- **Please place your child's car seat at the rear passenger side of the vehicle.**
- The drive-thru closes promptly at 7:55 am and a sign stating "Pre-K drive-thru is Closed" will be placed in the front of the school. Parents who arrive at the school at or after 7:55 am must park and walk their child/ren to the front desk. **DO NOT PARK IN FRONT OF THE SCHOOL.**
- Please do not drop your child off at the front door when school staff is not on duty. Children must be escorted to their classrooms by an adult at all times.

### **Pre-K Drive-Thru (dismissal)**

Car riders will be dismissed at 2:10 pm and must be picked up by 2:30 pm.

- Parents will be given a drive thru number at the start of the school year. Please display your child's number when using the afternoon drive-thru to pick up your child/ren at dismissal.
- Staff will escort your child to your car. Parents are responsible for buckling their student into the car seat.

### **Park and Walk Agreement**

- If you are walking your child to his or her classroom, park in the lower lot to the right upon entering the school driveway.
- YOU MAY NOT park in the handicap spaces unless you have a current handicap sticker displayed in your vehicle.
- YOU MAY NOT park in the fire lanes at any time.
- YOU MAY NOT park behind another vehicle that is parked in a parking spot in the parking lot.
- Please do not park in any assigned spaces in front of the building
- For safety reasons, please drive slowly through the parking lot at all times.
- Students whose classrooms are located in the building or cottage A may walk/enter at the entrance on the front playground. Students located in cottages C and D may walk/enter through the ramps at the cottage entrance.

### **Pre-K Bus Transportation**

City Schools of Decatur provides transportation for Pre-K children who live more than a mile from the school. For information concerning your child's school bus route, please go to the City Schools of Decatur's website to access bus route information. There may be several pages listed so please scroll down until you locate your address.

For more information on how to register your student for transportation please visit the transportation [link](#).

If you have any questions concerning your child's transportation, please contact the transportation director, Ms. Lowanda Bowman, at (404)371-6677 ext. 4010 or by email at [lbowman@csdecatur.net](mailto:lbowman@csdecatur.net)

### **0-3 and After School Tuition Payment Policies**

Upon enrollment, parents are required to complete the 'Payment Options and Procedures Agreement', which outlines the financial agreements made between the parent/guardian and the

City Schools of Decatur. Please refer to the agreement for payment methods, options, and consequences for non-and late payments. Tuition rates are subject to change from year to year. If College Heights is closed due to unexpected health, weather or safety issues (snow, ice, loss of electricity, etc.), payment is expected for missed school days. Receipts and account summary are provided upon request. Please make all requests to Caretha Hall (cahall@csdecatur.net).

### **Late Pick-up Fee**

Children attending the infant, toddler, and preschool programs or the after school program must be picked up no later than 6:00 p.m. If a child is not picked-up by 6:00 PM each day then a charge of \$20.00 late pick-up fee will be added to the account. Late fees must be paid immediately upon pick up.

### **Student Support Model**

College Heights recognizes children's development will vary greatly and is committed to supporting those who are identified as "at-risk" in language, pre-academic, physical, and social-emotional development. Staff effort to assist these children may range from informal collaboration to formal group interventions. When varied and repeated efforts to support children are not successful, teachers may begin the Multi Tiered System of Supports (MTSS) process by meeting with the instructional coach to begin planning and identifying areas of need and developing new strategies for the classroom teacher to implement.

**Joint Instructional Planning:** Teachers meet on a weekly basis to plan instruction, review children's work, and discuss data. The purpose of these meetings is to share children's work and assist teachers in planning instruction for all children, especially children experiencing pre-academic, language, social/behavior, physical, or health-related issues or to plan strategies to enhance and challenge others.

**MTSS Referral Meeting:** Teachers may request an MTSS Referral meeting with the Principal and Instructional Coach. During this meeting, the teacher presents the child's strengths and areas of concern and shares data and work samples as evidence of areas of concern. The MTSS teacher will schedule a follow-up MTSS team meeting.

**MTSS Team Meetings:** After the child is referred and the teacher is in consultation with parents, the MTSS team will meet to discuss the child's performance in the classroom. As part of the process, goals will be identified and implemented to assist child in meeting CHECLC expectation for proficiency. The plan shall identify the desired levels of performance in the child's specific areas of weakness and the teacher will provide frequent monitoring of child's progress.

School staff efforts to differentiate instruction at the Tier I level and provide different and/or more intensive interventions at the Tier II and Tier III level will be documented in Infinite Campus, along with supporting data. All Response to Intervention functions and data will also be documented in Infinite Campus.

### **Program Classroom Transitions**

College Heights promotes continuity of learning in all aspects of what we do; our regular, close communication with you will ensure we work together and that your child is ready for the next step in his/her development. The classrooms are designed to prepare your child with the physical, emotional, and developmental skills necessary to be successful.

Children remain in their assigned classroom throughout the year. Every August children matriculate into their new classroom based on the child's age. Prior to the start of the child's new classroom, staff prepares the children to transition to their new learning environment. Pre-K children visit their K-2 school during the month of May and parents attend a parent orientation in the evening to receive important information for their rising kindergartener. 0-3 staff dedicate the month of July to classroom transitions. As part of this process, children take part in transition sessions three (3) times a week at various parts of the day with a small group of their peers. The children will be accompanied by their teacher who will be present to provide any support needed.

### **Child Find**

Child Find is a screening process to support families who live in the City of Decatur but whose child does not attend CHECLC. Parents who feel that their preschool child may need some early interventions and support may contact the school and schedule their child for a preschool screening that will be held at CHECLC on the following dates:

- August 25, 2023
- October 20, 2023
- December 15, 2023
- March 15, 2024

All children will be screened by specialists in the following areas:

- Speech and language
- Motor development
- Pre-academic skills
- Play and social skills

This information may lead to specific strategies in any developmental area. These interventions can be implemented by private childcare center staff and/or parents and supported by College Heights preschool special education staff. Children enrolled at CHECLC will be supported by the school's Student Support Model process.

### **Progress Reports and Parent Conferences**

Parents receive written and verbal progress reports during the school year, which is intended to keep parents informed of their child's growth and development. Two parent-teacher conferences are scheduled, one in December and one in May, during the upcoming school year. Teachers will contact parents when it is time to schedule conferences.

During conferences, student developmental profiles will be shared with parents to show progress made in the first half of the school year. Teachers will offer ideas on how to support and enhance a child's academic experience. Parents are welcome and encouraged to arrange additional conferences with their child's teacher at any time during the year.

Teachers receive professional learning in the area of student assessments. As part of new staff training, teachers are provided a pacing guide and are trained to implement activities that are diagnostic, formative, and summative. Teaching staff assess their learners to meet developmental needs of infants, toddlers, preschoolers, and Pre-K. This information allows staff to appropriately individualize environments and activities to develop strategies based on each child's capabilities, temperament, culture, and learning style.

All children receive a developmental screening within two months of entering the program. The formal assessment points are cumulative and occur twice a year, allowing 90 days between the pre- and post assessment. Developmental assessments of all children occur in their natural learning environment in the classroom, on the playground, in the cafeteria, and other learning areas in the school. Staff is trained by a qualified assessor how to implement and score each assessment. Student assessments are based on a collection of the following data:

- Preschool Evaluation Scale (PES) is used with all children (infant-toddler). The PES collects developmental data in the areas of physical, expressive language, cognitive, adaptive behavior, and social-emotional development.
- Brigance is an early childhood screening and assessment inventories that use observation, interviews, and child performance to pinpoint understanding in the domains tied to early development and school or kindergarten readiness. Test content aligns to the Common Core and many state-specific learning standards to equip educators with familiar information to fit their existing framework.
- Get Ready to Read, revised is used with all preschool and preK students to collect data on early literacy development.
- Work Sampling Online is used with all Pre-K children and is an ongoing assessment that is based upon observation of a student's academic performance and behaviors. The teacher observes and records data in the following areas: language and literacy, mathematics, science, social studies, creative expression, social-emotional, and physical development.

Parents are involved in the planning and implementation of all assessments by gathering vital information and input from all families concerning their child's learning. Parents will be informed of the assessments being conducted on their child and will have the opportunity to provide input at any time concerning their child. All assessment results are recorded by the classroom teacher and kept in a locked drawer or filing cabinet in the classroom. In addition, student assessment records are electronically recorded in the City Schools of Decatur student information system, Infinite Campus, and used to assist in determining overall program effectiveness and to guide the school improvement plan. At the end of the school year, testing materials are shredded.

### **Home and School Communication**

Teachers welcome the opportunity to talk with parents concerning their child's growth and development. One of the most difficult times for teachers to talk, however, is in the morning when children are being dropped off. Parents are welcome to schedule a conference with teachers at any other time.

Parents may leave messages for teachers during the school day with the school manager, Caretha Hall, at (404)370-4480, or contact the teacher via email: first name intiallast name@csdecatur.net (ex. JDoe@csdecatur.net).

In order to inform parents of the teaching and learning that is occurring in the classrooms, teachers will post outside the classroom on a parent information board the following information:

- Daily class schedule
- Weekly lesson plan
- Georgia Early Learning and Development Standards being focused on each week
- Weekly breakfast and lunch menu

Student work and all other written communication from the school will be sent home on Thursday in your child's folder. The school newsletter will be sent electronically every Thursday.

**Parent Portal**

The Parent Portal gives parents and guardians access to Infinite Campus, CSD's student information system. Parents can check balances, tardies, and absences. Pre-K parents will receive parent portal information prior to the start of school. Parents in the 0-3 program can sign up for a Parent Portal password at Meet & Greet or the first week of school. You only need to sign up once; passwords stay the same year to year.

**Emergency Safety Drills**

The school practices safety drills throughout the school year. Safety drills include: fire, tornado, and lock down drills. In each classroom are posted charts that indicate the exits and safe areas to be used for fire drill and tornado drills. A fire drill is held twice in the first month of school and then once every month thereafter. Children are expected to file out of the building in an orderly manner without talking or running. Classes will remain on the grounds until the "all clear" signal. All schools participate in the state-wide tornado drill, and each school has a safety plan for other emergencies.

**School Closings**

City Schools of Decatur will use an automated calling service to notify families of emergency dismissals and school closures. The calling service will utilize the phone number(s) that have been provided to the school through your child's registration materials. It is your responsibility to notify the school of any change in contact information.

**Outdoor Exposure on High Pollution Days**

Exposure to air pollution can cause short term and long-term health effects. Children are at increased risk of these health effects because they tend to be more physically active, their lungs are still growing, and they are more likely to have asthma or acute respiratory illnesses which can be aggravated when pollution levels are high. The Air Quality Index (AQI) was designed by the US Environmental Protection Agency (EPA) and is used to determine how clean or unhealthy the air is. Its levels help the public determine when air pollution reaches unhealthy levels. Outdoor activities may be restricted if AQI levels are high. The level of physical activity and level of pollutants are taken into consideration when making restrictions. Since our intentions are to keep the students and staff in the safest environment possible, it is our policy that hallway and corridor doors of the school shall be kept closed at all times. According to the US EPA an AQI of 151-200 is "unhealthy" for the general public and therefore children should avoid prolonged or heavy outdoor exertion. Therefore scheduled outdoor times will be modified to low intensity activities and/or shorter time periods. The US EPA classifies AQI levels above 200 as "very unhealthy". At this level all scheduled outdoor time will be held indoors.

**Health and Nutrition**

As part of the CSD School Health Program, CHECLC has a full time school nurse on site. In addition to the information and guidelines below, we follow district level health and nutrition guidelines. If your child has any special medical needs, she can be reached by phone at CHECLC (404)370-4480.

**Immunization Form**

All children enrolled must provide the school with a current immunization record (form 3231) or supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs upon entry into any program. All children without current immunization records after attending 45 days of school will be dismissed from the program.

### **Eyes, Ears, and Dental**

All children enrolled in the pre-K program at CHECLC must provide the school a completed Georgia Department of Public Health Form 3300. Form 3300 must be on file with the school within 90 calendar days of the start date.

### **Health History Information**

Each child must have a completed health information form on file. The health form will be sent home with your child/ren during the first week of school. The form needs to be updated every year and returned to the school as soon as possible during the first two (2) weeks of school. If your child has special health needs (allergies, asthma, diabetes, seizures), please contact the nurse within the first two (2) weeks of school to inform her of the needs, usual plan of care, and to provide updates anytime there is a change in the plan of care. The health information form as well as the allergy, asthma, diabetes and seizure care plans can be downloaded and printed from the School Health webpage (<http://csdecaturnet.net>). Click on Parents>Forms/Downloads.

### **Medications**

When a child needs any OTC medication (including Tylenol, ibuprofen, Benadryl, or dietary /herbal supplements) a written and signed prescription with administration instructions is required from the child's health care provider. The parent may bring this in or the doctor can fax it to the school. The parent will complete and sign the medication administration release form. No stock OTC medications are kept at the school. The medication should be brought to school in the original manufacturer's container. The label must include the name of the medication and strength of medication. The child's name should be written legibly on the label.

For chronic conditions such as asthma, severe allergies, seizures or diabetes that require rapid response with prescribed medication a plan outlining the procedure signed by the physician will be kept on file with the medication and a signed parental permission.

### **Sick Policy**

College Heights ECLC adheres to the sick policy set forth by Bright From the Start. The goal of staff at CHECLC is to maintain an environment that promotes health and wellness through frequent, thorough hand-washing, cleaning/sanitizing surfaces to decrease the number of germs to a level the body can handle and individualized assessment of children who appear ill. Parents can help with infection control by including frequent and thorough hand-washing in the daily routines at home, especially before and after eating, after diapering or toileting, handling bodily fluids, contact with animals, playing in dirt, sand or on playgrounds. Children should be excluded from the program setting for the reasons outlined below:

Note: The following list covers most common illnesses, but is not inclusive of all reasons for exclusion.

- Illness that prevents the child from participating comfortably in program activities
- Illness that results in a greater need for care than faculty can provide without compromising the health and safety of other children
- Fever (100° accompanied by other symptoms such as lethargy, irritability, constant crying, difficulty breathing, diarrhea, vomiting).



**Note: An infant less than four months of age will be excluded if he or she has a fever of 100° and should receive medical attention as soon as possible.**

- Any child with a fever of will be excluded and should receive medical attention as soon as possible.
- Diarrhea — two or more stools with blood or mucous, and/or uncontrolled, unformed stools that cannot be contained in a diaper/underwear or toilet.
- Vomiting — green or bloody, and/or two or more times during the previous 24 hours
- Rash with fever or behavioral changes, unless a physician has determined it is not a communicable disease
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge), until the child has been on antibiotics for 24 hours.
- Strep throat, until 24 hours after treatment has begun
- Pertussis (whooping cough), until five days of treatment with appropriate antibiotics

For children's comfort and to reduce the risk of contagion, children should be picked up within 1 hour of notification. **Children should remain home for 24 hours without symptoms before returning to school.** The child needs to remain out of the center for the remainder of the day he/she is sent home and the following day (if a child is sent home on Friday, he/she may return on Monday), unless the center receives a note from the child's physician stating that the child is not contagious and may return to the center. In the case of a (suspected) contagious illness or continuing symptoms, a doctor's note may be required before returning.

#### **Required Conditions for a Child To Return to School:**

- When he or she is free of fever (without the aid of fever-reducing medication), vomiting, and diarrhea for a full 24 hours
- When he or she has been treated with an antibiotic for a full 24 hours (unless otherwise specified)
- When he or she is able to participate comfortably in usual program activities, including outdoor time

#### **Meals and Snacks**

CHECLC is a nut-free school environment. At the parent's request, students will receive a hot breakfast and lunch through the school cafeteria. Menus are accessible online on the school or district websites. Please inform the school if your child has any food allergies by contacting the school nurse, who will develop and monitor a special program to meet the student's needs.

Parents are welcome to provide lunch for their child/ren from home. The administration requests that all parents honor the peanut-free school zone by not sending in peanut products such as peanut butter and jelly sandwiches, peanut butter crackers, etc. Please send food items that do not need to be refrigerated or heated as the classrooms are not equipped to keep them hot or cold. The cafeteria offers a vegetarian meal as an option for students. Meals sent from home must meet the Child and Adult Care Food Program.

Pre-K parents receive information on meal prices at the beginning of each school year. Families may apply for free/reduced meals at the beginning or anytime during the school year. Families **must prepay for meals by the day, week, or month through the parent's Infinite Campus portal**. Staff are not permitted to accept payment for nutrition services. For more information about the School Nutrition program, including how to pay for your child's meals online, please visit Nutrition Department website at <http://www.csdecatour.net/nutrition/>

## **Potty Training**

CHECLC staff assists parents with potty training when students begin to show signs that they are developmentally ready. Once children demonstrate the following signs of readiness, complete and successful potty training can take less than two weeks:

- Child's diaper stays dry for 2-3 hours between wettings
- Child has a desire to use the potty (takes own diaper off and sits on the potty independently)
- Child understands toileting process by using language or gestures to use toilet when feeling full or tummy aches

Children are completely "potty trained" when they can consistently, accurately, and independently perform the following tasks:

- Pull pants up and down;
- Verbalize the need to go to the bathroom; and
- Take care of toileting needs with minimal assistance – this includes wiping self, flushing toilet, and washing/drying hands.

## **Potty Training Process**

Once children demonstrate signs of readiness, staff will begin discussing the potty training process with parents. Consistency with students and flexibility with the teachers are most important in this process. Teachers take children to the potty at regular intervals within the classrooms daily schedule.

At CHECLC teachers use the following procedures:

Children begin to wear panties/underwear underneath pull-ups and are taken to the potty at 1 ½ to 2-hour intervals. If a child's underwear is constantly wet, he/she is not ready for step 2. The staff does not recommend the use of pull-ups without the panties/underwear because they feel and act just like a diaper. Teachers continue to take children to the bathroom supplying words to them for toileting. Teachers offer praise and encouragement for effort and success until children are completely independent.

CHECLC staff have found that some children will successfully potty at home first or at school first. And, at times staff will observe children regressing at least once during the process. Good communication between home and school is imperative throughout the potty training process.

## **Family Engagement Opportunities**

CHECLC is committed to engaging all families in their child's education through a variety of school events and classroom opportunities. The Parent/Teacher Association (PTA) provides financial support to selected activities that contribute and support the school's mission and school improvement plan. By joining the PTA you are providing funds for classroom materials, field trips, teacher grants and facility improvements. See our fundraising page for details on how we raise money and how those funds are used. To join, and view additional information on PTA officers, please complete the PTA form on our school website <https://www.csdecatur.net/ECLC>

## **Family Engagement Events**

The PTA board and other staff members plan yearly events, which provide family engagement opportunities.

- Read to Me a Thon

- Winter Event- Smore Roast
- Silent Auction
- Spring Picnic
- Community Dine Out events

Any parent interested in volunteering at CHECLC, contact the school at (404) 370-4480 for more information.

### **Advisory Council**

An Advisory Council was established at CHECLC to function at the level of an advisory body to the administration and partners of the school. The purpose is to link communities, schools, and parents closer together in efforts to solve difficult education problems, to improve the quality of teaching and learning, to provide support and guidance to staff and administrators, and to provide an avenue for parents to be a part of the decision-making process.

The advisory council has very specific roles:

- advise and make recommendations on matters related to school improvement and student achievement
- assist in maintaining a school-wide perspective on issues
- act as a link between the advisory council members and the community and parents
- assist in creating the school budget
- assist in the hiring process
- analyze data and make recommendations towards school programs
- assist in creating school calendars
- assist in creating the School Improvement Plan

The school administration will provide information about the Advisory Council meetings through the school newsletter. Official meeting minutes will be published on the school website. Parents and community members should feel free to contact advisory council members on matters related to student achievement, school improvement, school process and procedures, curriculum and assessments, school budget priorities, school-community communication strategies, methods of involving parents and the community, and school discipline and attendance.

Each year new parent representatives are recruited to serve on the Advisory Council. A notice is sent home in August requesting interested parents, who are willing to serve as a council member, to contact the school Director. Active council members are posted on our school website.

### **Frequently Asked Questions**

#### **1. What do parents need to send to school with their child?**

All materials are provided by the program. Children sometimes have accidents, so an extra set of clothing with the child's name on each item should always be kept at school. Book-bags are helpful in transporting materials. Please check with the teacher about other items such as blankets or large towels for nap-time.

#### **2. How should children dress for school?**

Children should wear casual, comfortable clothing that allows them to be active. Clothing should be washable so that children can comfortably engage in activities such as painting and playing on the playground without being concerned about "getting their clothes dirty".

#### **3. When can parents call teachers?**

Please call any time between 7:30 a.m. and 7:45 a.m. or between 2:45 p.m. and 3:30 p.m. If you must call during class time, please leave a message so the teacher can return calls after class time. The Parent Advocate may be contacted any time during the school day.

**4. Will students be provided meals?**

Yes, breakfast and lunch will be provided to all children enrolled in the 0 to 3 year old tuition program as part of their tuition payment. All Pre-K children will be offered breakfast and lunch if the parent chooses to purchase their meals through the school district. Otherwise, parents may provide their child's meals as long as it meets the Child and Adult Care Food Program guidelines and does not include peanut products. .

**5. Can students with special needs be served by CHECLC?**

Yes. Individualized Education Plans (IEP) can be implemented at CHECLC. Please contact the Director of Special Education, Frances Holt (404) 371-3601 for details.

**6. Will there be a rest time?**

Yes, mats will be provided for each child for rest time. You may send a light blanket or a large towel to cover your child during this time. Please refrain from sending stuffed animals. For children sleeping in a crib, blankets are not permitted. Parents may send in a store-purchased wrap or swaddle with Velcro or zip closures.

**7. Can parents bring a treat to school for their child's birthday?**

Parents often request that they be permitted to bring treats to school to celebrate their child's birthday. Sharing this special day with other classmates is great; however, the administrative staff asks that parents follow these simple guidelines:

- Contact the teacher 48 hours in advance
- All food brought to the classroom must be store bought (not homemade) and meet the needs of any child with identified food allergies
- All food must be free of any peanut product
- For parties held outside school, do not distribute invitations in school unless you are inviting ALL of the children in the class.

**Other Topics of Interest**

**Equity Information**

City Schools of Decatur is committed to a safe and healthy school environment for students and staff. Intimidation, harassment, persecution, or any other improper form of discrimination is not acceptable. In the event that anyone feels his/her rights have been violated, he/she is entitled to appropriate due process procedures without any form of retaliation. The Board of Education of the City of Decatur does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation, or gender identity in its employment practices, programs, activities, or student placement. The school system shall not discriminate on the basis of gender in its athletic programs.

The Superintendent has designated equity coordinators to handle inquiries/complaints related to nondiscrimination policies according to established procedures. These coordinators are named annually and their contact information are available below. Coordinators are named for each of these areas: Title II (access to vocational education programs), Title VI (race, color, or national origin), Title IX (gender), and Section 504/ADA (handicapping condition).

Title IX and Georgia Equity in Sports co-Coordinators:  
Rodney Thomas (students)  
Decatur High School  
310 North McDonough Street  
Decatur, GA 30030  
404-370-4420

Adena Walker (employees)  
125 Electric Avenue  
Decatur, Georgia 30030  
404-371-3601

Section 504/ADA co-Coordinators:  
Adena Walker (employees)

Special Education Director (students)  
Frances Holt  
125 Electric Avenue  
Decatur, Georgia 30030  
404-371-3601

### **Photo Consent**

City Schools of Decatur may from time to time record the likeness of children by photographic, video, audio or other means. The likeness of children may be used by City Schools of Decatur for purposes of news, advertising, promotion, school and school district websites, yearbooks or any other lawful purpose. No compensation is given for such use of children likenesses, and parents and children are not entitled to any use of said photographs, videos, audio recordings or other children likenesses nor are parents or children entitled to any reproduction of the same. Such reproductions of students' likenesses are the property of the City Schools of Decatur and that City Schools of Decatur has the perpetual right to use, crop, edit, or otherwise treat said reproductions at its sole discretion. Any parent, legal guardian who does not consent to the use of his or her child's likeness must execute the opt-out form made available with this handbook and on school district Web sites and return it to the principal within (5) days of the commencement of each school year.

### **Residency**

The school system takes the issue of student residency very seriously. Procedures have been put in place to provide consistency among the schools, including a registration process at the City Schools of Decatur central office for new students. Included in these procedures are the requirements that new children provide two acceptable documents to show proof of residency and that all children live within the city limits of Decatur with a parent or legal guardian.

If a Decatur resident has legal guardianship of a student, the child must reside in the resident's home. While the school system reserves the right to verify any information provided at any time, the following residency checks have been put in place: (1) residency checks when children transition from one grade configuration to another; (2) residency checks when concerns have been reported; and (3) random checks of residency. By signing the handbook acknowledgement, I realize that City Schools of Decatur may take steps to verify my address, including, home visits, review of public documents and contacting other government agencies, without further notification.

### **School Safety Zones**

School safety zones are established within 1,000 feet of all schools. It is unlawful for any person, unless authorized by law under certain circumstances, to carry any weapon or explosive compound within a school safety zone or at a school building, school function, or school property or on a bus furnished by the school. If any person is in violation of this law, proper authorities will be called immediately to have the person removed from the premises. Disruption of or interference with the operation of a public school shall be considered a misdemeanor. It is unlawful for any person to remain within the school zone when that person does not have a legitimate cause or need to be there. Failure to leave the premises when requested is grounds for a charge of a misdemeanor. This also applies to members of the press.

### **Sexual Abuse or Misconduct Reporting**

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

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

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

### **Special Education**

City Schools of Decatur provides special education programs utilizing a continuum of delivery models to all students who meet the eligibility requirements as mandated by federal and state laws. A student or youth from 3 through 21 years of age is considered to have a disability under the Individuals with Disabilities Education Act (IDEA) if the student or youth meets the eligibility criteria in any of the 12 program areas: autism, deaf/blind, emotional and behavioral disorder, deaf/hard of hearing, intellectual disability, orthopedic impairment, other health impairment, significant developmental delay (ages 3-8), specific learning disability, speech-language impairment, traumatic brain injury, and visual impairment.

### **Student Records**

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, gives parents, guardians, and eligible students, as defined by the act, the following rights:

1. The right to be told by the school system of their rights under this act
2. The right to prevent disclosure of personally identifiable information without prior written consent except to school official with a legitimate educational interest. School official person

is a person employed by the Board as an administrator, supervisor, teacher, instructor, or support staff member (including health and medical staff); a member of the Board, a person or company with whom the Board has contracted to perform a special task, including, but not limited to, an attorney, auditor, educational or other consultant; a volunteer performing a task or function as directed by a person employed by the Board; or a therapist. Legitimate educational interest is defined as a direct or delegated responsibility for helping the student achieve one or more of the educational goals of the District, or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or student's family.

3. The right to inspect and review educational records
4. The right to challenge the content of any educational record and to have certain hearing rights if administrators deny their challenge
5. The right to file a complaint with the United States Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office to which complaints may be made is the following: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605 (Policy JR: Student Records)

### **Technology Use**

Section A: Important Cybersafety Initiatives and Rules

Section B: Cybersafety Rules for Grades Pre-K - 5

Instructions for parent(s)/caregivers/legal guardians

1. Please read sections A and B carefully.
2. Discuss the cybersafety rules with your child.
3. Sign the CyberSafety Use Agreement Form and return to school
4. If you have any questions about this agreement, please contact the school.

\*The term parent(s) used throughout this document also refers to legal guardians and caregivers.

Important terms used in this document:

- (a) 'Cybersafety' refers to the safe use of the Internet and technology equipment/devices, including mobile phones
- (b) 'School technology' or 'CSD Technology' refers to the school or district's computer network, Internet access facilities, computers, and other school technology equipment/devices as outlined in (c) below
- (c) The term 'technology equipment/devices' used in this document, includes but is not limited to, computers (such as desktops, laptops, PDAs, iPads), storage devices (such as USB and flash memory devices, CDs, DVDs, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies as they come into use
- (d) 'Objectionable' in this agreement means material that is harmful to minors as defined in the Children's Internet Protection Act § 254(h)&(l).

## Section A

### Important Cybersafety Initiatives and Rules

The measures to ensure the cybersafety of City Schools of Decatur (CSD) outlined in this document are based on our core values.

The CSD computer network, computers and other school technology equipment/devices bring great benefits to the teaching and learning programs at CSD, and to the effective operation of the school.

The school's computer network, computers, and other school technology equipment/devices are for educational purposes appropriate to the school environment. This applies whether the technology equipment is owned or leased by the school, and is used at school or off site.

Our school has cybersafety practices in place, which include cybersafety use agreements for all staff and students.

The overall goal of CSD in this matter is to create and maintain a cybersafety culture that is in keeping with the values of the CSD, and legislative and professional obligations. This use agreement includes information about your obligations, responsibilities, and the nature of possible consequences associated with cybersafety breaches that undermine the safety of the school environment. Technology protection measures will be implemented and maintained for all CSD technology and technology equipment/devices in compliance with the Children's Internet Protection Act, as outlined in the Internet Safety Policy.

All students will be issued a use agreement and once the signed consent has been returned to school, students will be able to use the school technology equipment/devices.

## Section B

### Cybersafety Rules for Grades Pre-K - 5

These rules will help us to stay safe when using technology at school:

1. I cannot use school technology equipment until my parent(s) have signed my use agreement form and the completed form has been returned to school.
2. I can only use the computers and other technology equipment for my school work and only with my teacher's permission.
3. I can only go online or use the Internet at school when a teacher gives permission and an adult is present.
4. If there is something I am not sure about, I will ask my teacher.
5. I will not use the Internet, email, mobile phones, or any other technology resources to be mean, rude, or unkind to other people.
6. I will not tell anyone my password.
7. If I find anything that upsets me, is mean or rude, or is something I know is not acceptable at our school, I will:

- Not show others
- Minimize the screen or window



- Get a teacher immediately

8. I must not bring any technology equipment/devices to school. This includes things like mobile phones, iPods, games, cameras, USB drives, and software.
9. I will ask my teacher's permission before I put any personal information online.
10. I will be careful and will take care of all our school technology equipment by:
  - Using the equipment in a respectful manner
  - Following our school cybersafety rules
  - Telling a teacher about anything wrong or damaged
11. I understand that if I break these rules, the school may need to tell my parent(s).

This Use Agreement is based on the NetSafe® Cybersafety Use Agreement for Junior Primary Students Template

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In partnership with the Georgia Department of Education, Dr. John D. Barge, State School Superintendent, 2012

### **Internet Safety**

Access to telecommunications and technology resources, including but not limited to the Internet, is intended to provide resources and tools for research, communication, and innovation for our students and staff. Use of these resources must be directly related to the instructional program of the district, which supports the mission, goals, and objectives of the school district.

The City Schools of Decatur will undertake required actions to be in compliance with the requirements of the Children's Internet Protection Act (47 U.S.C. § 254(h) and (l)) and the Protecting Children in the 21<sup>st</sup> Century Act.

### **Technology Protection Measure**

In compliance with applicable law, the City Schools of Decatur has acquired filtering software that is in continuous operation as a required technology protection measure as set forth in the Children's Internet Protection Act. The filtering software and this Internet Safety policy are intended to protect against access by adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of computers with Internet access by minors, harmful to minors. The filtering software may be disabled for adults engaged in bona fide research or other lawful purposes.

This Internet Safety policy addresses the following areas:

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, social networking websites, and other forms of direct electronic communications;
3. Unauthorized access, including so-called "hacking," cyberbullying, and other unlawful activities by minors online;
4. Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
5. Measures designed to restrict minors' access to materials harmful to minors.

To specifically address these areas, the City Schools of Decatur Information Technology Department will take the following specific “technology based” measures:

The City Schools of Decatur Information Technology Department will use filtering or blocking technology that will block “known” sites that have content that is considered inappropriate, including, but not necessarily limited to, obscene material, child pornography, and material that is harmful to minors, all as defined in the Children’s Internet Protection Act.

Email access through the school system is filtered through designated software.

Chat room activity and all other forms of communication, such as instant messaging, as well as all online activities of students are monitored by the school system.

The City Schools of Decatur Information Technology Department maintains a firewall and private TCP/IP address scheme. These block all access from the outside Internet to the private internal network that all of the schools access.

All students and faculty use individual user names and passwords and are required to “log on” to the computers and/or network. These user names are then monitored by use of an authentication and traffic filter for inappropriate activity by each individual user.

Network traffic statistics are collected and periodically reviewed to identify appropriate access or unusual network activity.

All personal information pertaining to students resides on a secure Student Information System server. School system staff as well as parents, middle school students and high school students are given web-based access to the Student Information System. Access to the Student Information System is password protected and all non-school system staff users of the system must log on and are given only limited access to information. The level of access is determined administratively.

The human resource server is not available to students under any circumstances and is only available to staff as established by the administration.

All materials published on the City Schools of Decatur websites are first screened by the designated school staff before being made live for public viewing on the Internet.

The students of City Schools of Decatur are prevented from accessing materials harmful to minors by the use of filtering technology that inspects each website request and blocks sites that are inappropriate to the learning environment.

The students and parents of City Schools of Decatur may elect to sign a Photography/Video/Audio Consent and Release form annually allowing permission and perpetual rights for the school system to use a photograph, video clip, audio clip, or any likeness for news, advertising, promotion, school and school district websites, or for any other lawful purpose.

Measures to augment the abovementioned measures include:

Staff is given training and is required to teach and supervise students to prevent access to inappropriate matter on the Internet and to teach Internet safety procedures, including, but not limited to, safety of students including interacting with other individuals when using social

networking sites, email, chat rooms and other forms of direct electronic communications; how to identify and respond to cyberbullying; and educating students about the unauthorized disclosure or the potential dangers of disclosing personal information through electronic communication.

Resources are provided by the state and local school system to teachers and students with appropriate Internet safety content.

All staff, students and parents must read and sign an acceptable use agreement based on the Internet Safety Policy before they are given access to the Internet and network. The agreement is signed on a yearly basis and outlines appropriate and inappropriate use of technology resources.

Access to secure information will be granted by specific request to administrators. Information that can be accessed has been designated by system administration.

The Superintendent is authorized to promulgate administrative rules or procedures not inconsistent with this policy to implement this Internet Safety Policy.

### **Use of School Buildings/Grounds**

City Schools of Decatur facilities are available for rental for community events. Contact the Facilities and Maintenance Department office at 404-370-4408, ext. 10 with your request at least two weeks prior to your event. Administrators and support staff at the desired facility will review the request to determine if it can be accommodated. Fees are charged for use of the space and for support staff who must be present to secure the building.

