JOURNEY TO SUCCESS

The Parents’ Guide
for Supporting
Student Success

Camden County Schools
Dr. William C. Hardin, Superintendent
The Camden County Board of Education wishes you the very best in your journey to success!
Front row from left: Member Doug Benton and Member Randy Lee
Back row from left: Superintendent Dr. William C. Hardin, Member Jimmy Coffel, Chairperson Herbert Rowland
and Vice-Chairperson Daniel Simpson.
Let us know if this booklet helped you to help your child succeed in school.
We're on-line to serve you!

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Superintendent’s Message

Welcome to Journey to Success: The Parents’ Guide to Supporting Student Success. We have created this online publication to help you assist your students to maximize their chances for academic success. You will discover that practice, drill, and discussion are activities any adult can do with children to help them master the concepts they are learning in school. We hope this guide will be helpful and that it will give parents one more tool to help children succeed. This booklet is a part of our overall effort to ensure every student in Camden County is motivated, inspired and challenged to fulfill their maximum potential. If ever you have questions or comments about this guide or any of our other programs, please don’t hesitate to communicate with your child’s teacher and school. Best wishes to you as you empower your student for success in school and in life.

William C. Hardin, Ed. D.
Superintendent of Schools
# Charting the Path

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Parent Tips

As a parent, you are your child’s first teacher. There are many things you do daily that enhance your child’s ability to learn. One of the easiest and most beneficial is to talk with him or her. Ask questions and require an answer. Developing the habit of talking to your child will help him or her feel more comfortable with the challenges facing students today. The following tips and activities have been provided to give you some ideas to help your child succeed academically. As parents, you are your child’s best teacher. We hope you find these activities helpful and will look for opportunities to participate with your child in the following activities:

KINDERGARTEN

Reading / Language Arts
- listen to you read daily and answer questions you ask
- sing songs and recite rhymes
- talk with you about letters and words he or she encounters (examples: menus, food packaging, displays, etc.)
- draw and create with pencils, crayons, paper, and scissors
- practice writing his or her name with uppercase and lowercase letters
- watch you write (examples: grocery list, phone message)
- play letter games (examples: magnetic letters on the refrigerator, find letter ‘C’ on a can of corn, etc.)

Math
- solve problems in everyday situations
- look at and talk about numbers in real-life situations
- measure things at home (example: ingredients in a recipe)
- point out shapes and colors all around you
- practice identifying pennies, nickels, dimes, and quarters
- talk about time (examples: now, later, yesterday, today, and tomorrow)
- practice identifying and writing numbers
- play board games and do other activities that involve counting
- read counting and number books with you
- sort objects by traits or category (examples: alike and different, color, size)
- look for patterns in your environment (examples: petals on a flower, bricks on a house, repeating designs on wallpaper, etc.)
- practice counting aloud
- count objects

Science
- discuss schoolwork and activity sheets with you
- make observations and discuss issues concerning the environment
- practice good health habits
- watch science-oriented programs on television
- read nonfiction books on science topics
- visit museums, zoos, farms, libraries, etc.
- observe weather patterns and changes (clouds, storms, puddles)
- observe and discuss things found in nature (shadows, insects, water, etc.)
- use directional words (left/right, top/bottom, over/under, etc.)
- discuss the importance and use of safety gear, such as helmets when biking, knee/elbow pads when skating, and life vests when boating
- discuss fire safety
Social Studies
- learn the home address, phone number, and full name
- talk about the order of daily events using words like first, then, next, and last
- look at and discuss simple maps
- distinguish between needs and wants
- visit museums
- discuss family traditions and celebrations
- discuss the importance of rules in the home and neighborhood

Technology
- watch you work with various forms of technology (telephone, computer, VCR, CD's, digital cameras)
- talk with you about technology available in your home
- learn proper phone etiquette
- learn the uses of basic forms of technology (productivity-word processor, database, spreadsheet; creativity-digital video, presentation; communication-email, chat information, web)
- learn to dial 911 for emergencies
- learn to properly start any forms of technology (computer, VCR, CD player)
- identify the basic parts of the computer (keyboard, monitor, mouse, and printer)
- play simple games on the computer with you
- digital citizenship-global community of good online citizens

FIRST GRADE

Reading/Language Arts
- read to you daily. (record your child's reading progress by using a camera, videotape or audiotape)
- listen to you read aloud each day
- talk about the meaning of what was read
- practice writing (sight words, letter formation, spelling words), using different media such as markers, sidewalk chalk, watercolors, salt, shaving cream, or erasable boards
- read words all around (signs, cereal boxes, board games) his/her environment
- talk in complete sentences about daily events
- develop family awareness by listening to family stories and retelling family stories

Math
- practice addition facts to sums of 18, using flashcards, board games, etc.
- practice counting money
- practice telling time, using both digital and standard clocks, to the hour and half-hour
- play games involving counting, shapes, and problem-solving

Science
- assume responsibility for a living thing, such as a plant or pet
- keep a journal of daily observations (weather, plant growth, etc.)
- help you measure and sort ingredients in food preparation and discuss how the ingredients change as they are mixed and cooked
- discuss safety issues related to electrical outlets, chemicals, appliances, etc.
- discuss fire safety (escape plan, smoke alarms, etc.)
- read nonfiction books on science topics
- watch science programs on television
- discuss and observe weather-related changes
- spend time outdoors observing nature
- sort and organize household items, clothing, and toys
Social Studies
- visit places in the community (fire station, museum, grocery store, library, post office, etc.)
- discuss family traditions, customs, and beliefs
- make maps
- explain the reasons for having rules in the home and school
- follow rules at home
- maintain a chart that lists jobs or chores and use check marks or stickers to show that a job has been done
- relate experiences orally
- use a calendar to plan daily events
- make choices (selections for dinner, choices of chores, etc.)
- gain experience at making wise decisions
- see you model appropriate manners and good citizenship
- use good manners and be a good citizen

Technology
- practice proper use of the telephone, computer, VCR, television, CD's, and videotapes
- practice correct fingering on computer keyboard
- dial important family numbers and emergency numbers
- operate the VCR and CD player properly
- play basic computer games that reinforce reading, language, and math
- learn how to properly print work from the computer
- learn how to practice appropriate care and safety for the technology tools present in your home

SECOND GRADE
Reading/Language Arts
- read to you daily at least 15 minutes, then answer your questions, and talk about the selection
- review sight words and spelling words daily
- read a variety of materials – cereal boxes, candy wrappers, menus, bumper stickers, billboards, newspapers, children’s magazines and comics, etc.
- visit the public library regularly
- write letters to relatives and make diary entries
- play word games

Math
- use flashcards and calculators to practice addition and subtraction facts
- practice telling time and observing a specific schedule
- use money in real-life situations
- count piggy bank change
- correct mistakes on math paper after you have checked them

Science
- measure while cooking, sewing, or building
- discuss natural events, such as evaporation, rain, magnetism, etc.
- visit local museums, zoos, and local library presentations
- go on nature walks and collect grasshoppers, butterflies, etc.
- watch educational television programs
- read books and magazines on science-related topics such as animals, planets, ocean life, etc.
Social Studies
- discuss world events on a daily basis and locate places on a map, globe, or atlas
- discuss the importance of rules and laws at school and in the community
- practice locating Georgia and other states of the United States on an atlas
- explore the geography of your community and neighboring areas
- visit historical sites
- read biographies and autobiographies
- attend festivals and cultural events

Technology
- understand the function of e-mail and e-mail addresses
- use computer programs to create stories
- learn basic function of the Internet and search engines
- identify uses of scanners and fax machines
- discuss the advantages of using technology
- practice printing work from the computer
- learn how to practice appropriate care and safety for the technology tools present in your home
- identify the dangers associated with online communication

THIRD GRADE

Reading/Language Arts
- read at least twenty minutes daily with or to your child
- talk to your child about what they have read – what happened, why events took place, how things could have happened differently, why the author wrote the story, how character feel, what might happen next
- use correct grammar and complete sentences when speaking or writing
- write letters to your child and have your child write letters, thank you notes, and cards
- keep a journal to record events and for self-expression
- study daily with your child, especially spelling words and vocabulary words
- review for tests!
- visit the library and have access to books and magazines

Mathematics
- practice! practice! practice! Make math fun by using flash cards, board games, and other hands-on material
- solve simple to complex problems. (Estimate how much lunch may cost the family and measure foods)
- practice math drills in addition, subtraction, multiplication, and division. (Students must master math facts in order to be successful in problem-solving)
- practice counting and using money, telling time, and measuring
- use math vocabulary as often as possible (value, regroup, rename, estimate, sum, product, and quotient)

Science
- read nonfiction books on science topics
- watch educational programs related to science
- experiment at home when possible
- visit zoos, parks, and science museums
- discuss cycles, systems, and the environment
- study throughout the week with your help
Social Studies
- visit historical sites
- discuss historical events
- discuss community leaders and responsibilities
- create maps and diagrams
- use reference skills (guide words, alphabetical order, parts of a book)
- use resources to locate and discuss past and current events
- discuss customs and traditions
- discuss famous people and their contributions

Technology
- use safe practices for online communication
- perfect keyboarding skills for accuracy and speed
- successfully participate in learning how to use software provided in your home
- use the digital camera, if available, to produce photographs
- utilize technology to produce simple assignments for school
- learn how to practice appropriate care and safety for the technology tools present in your home

FOURTH GRADE

Reading/Language Arts
- read for at least twenty minutes daily choosing from a variety of sources including fiction and nonfiction books, magazines, and newspapers
- summarize books or movies listening for complete and correct sentences, as well as an appropriate summary
- talk to your child about what they have read – what happened, why events took place, how things could have happened differently, why the author wrote the story, how the character feels, what might happen next
- use correct grammar and complete sentences when speaking or writing
- regularly write stories, letters, thank you notes, or cards carefully checking for capitalization, punctuation, and usage errors
- keep a journal to record events
- practice cursive writing
- study daily with you, especially spelling words and vocabulary words
- review for tests
- visit the library and have access to books and magazines on his/her reading level

Mathematics
- solve complex mathematical problems (read, write and identify place values through 999,999, estimate and round up to four digits, discuss geometrical relationships, compare whole numbers to fractions and decimals, and practice probability)
- practice math drills in addition, subtraction, multiplication, and division (Students must master math facts in order to be successful in problem-solving)
- practice counting and using money, telling time, and selecting appropriate units of measure for length, capacity, weight, time, and temperature
- use math vocabulary as often as possible (value, regroup, rename, estimate, sum, product, quotient, etc.)
Science
• read and discuss nonfiction books on science topics including sound, light and color, magnetism and electricity, ecology, weather and climate, and space/astronomy
• watch educational programs related to science
• study and use science vocabulary at home
• experiment at home when possible
• visit zoos, parks, and science museums
• study throughout the week with your help

Social Studies
• discuss the structure of the government, the Bill of Rights, the Declaration of Independence, and the National Anthem
• discuss key events in history, including the Revolutionary War, the French and Indian War, the American Revolution, and the Civil War and Reconstruction
• discuss historical figures
• create maps and diagrams, and discuss regions throughout the United States, including political and geographical features
• use reference skills (guide words, alphabetical order, parts of a book)
• use resources to locate and discuss past and current events
• study for tests with your help

Technology
• use word processor to create documents, flyers, and cards
• conduct basic research on the Internet for reports
• produce homework assignments on computer when appropriate
• learn proper etiquette and safety for collecting e-mails and messages that come into the home
• practice opening computer files, saving them, and exiting files properly
• read about the advantages of using technology
• connect the use of technology to family life
• learn how to practice appropriate care and safety for the technology tools present in your home

FIFTH GRADE
Language Arts/Reading
• attend cultural events and talk about school cultural arts activities
• read and talk with you about a variety of resources—explaining, describing, comparing, summarizing, and/or predicting from the text
• read silently for a 45-minute time period
• increase vocabulary each week and celebrate occasions when new vocabulary is used
• read practical materials, such as food labels, catalogs, the newspaper weather page, sports statistics, recipes, and the phone book
• practice using the Internet, if available, as a reference for planning vacations or getting information for school units
• communicate by e-mail. (Establish an "e-mail buddy," such as a family member or friend in another state)
• write or use a computer to compose letters and thank-you notes
• keep a journal about daily events, vacations, and/or exciting activities
• talk with you about television programs and commercials
• read to his/her siblings on a regular basis
• observe you modeling good reading habits
Mathematics
- practice addition, subtraction, multiplication, and division facts until they become automatic
- use concepts, such as measurement, money, and estimation, in real-world application (examples: recipes, shopping, discounts, checkbook balancing, etc.)
- spend time doing problem-solving activities such as puzzles, board games, etc.
- read number or problem-solving books with you
- practice counting change (money)
- calculate elapsed time. (Have your child calculate how much time has passed given a starting time and an ending time)
- explain problem-solving strategies to you
- use other resources and reference materials for additional practice
- see your positive attitude about math
- explain the relevance of math concepts to everyday life
- study and review math vocabulary

Science
- review science vocabulary
- review science notes and study guides
- read nonfiction books on science topics
- go on nature walks and discuss natural cycles
- use measurement and measurement tools in real-life situations, such as cooking
- start or add to a collection
- care for a pet or plant a garden
- participate in recycling, conservation of resources, and preservation
- practice safety rules at home
- discuss science journals, daily work, and homework with you
- watch educational programming on television
- use the Internet to locate information on daily weather, climate, tracking hurricanes, etc.
- choose science topics for reports and projects that create interest and involve the family

Social Studies
- watch the news with you and discuss current issues and events
- discuss and share family traditions and customs
- keep a journal of family travels, trips, and activities
- use map-reading skills when planning family outings and trips
- use resources at home (computer, books, other reference materials) to discuss historical and current events
- practice good citizenship skills
- discuss the day at school by explaining what has been learned
- visit the public library
- see you perform civic duties such as voting, serving on a jury, or working on a civic committee

Technology
- combine various forms of technology to create a report with references
- practice correct citing of technology sites in reports
- visit educational web sites with you and discuss current issues
- organize and interpret information from technology sources
- continue to practice computer-keyboarding skills
- use desktop publishing tools to facilitate the writing process
- learn how to practice appropriate care and safety for the technology tools present in your home
- continue to practice safe online communication skills
SIXTH GRADE

Language Arts/Reading
- read aloud with you on a regular basis
- observe and talk about your real-life applications of reading and writing
- read from an ample supply of magazines, newspapers, and books
- visit the library and bookstores
- communicate in writing (letters, thank-you notes, to-do lists, etc.)
- keep a journal or personal diary
- talk about the plots of movies and TV shows to enhance the sense of story
- use television program listings for examples of summaries
- use news headlines for examples of main idea
- be active in the Accelerated Reader program at school
- talk about characters in movies and TV shows to enhance the sense of characterization
- listen to books on tape or C.D.
- keep a vocabulary notebook in which new words and their definitions can be kept

Mathematics
- find practical applications of math concepts
- explain his or her thinking or processes for problem-solving (ideas, steps in a process, and memory-aids)
- practice doing things in sequence (reading maps, following recipes, assembling products)
- see you using math in daily living (estimation, shopping, budgeting, checking, measuring, applications at work, etc.)
- review and practice basic facts

Science
- develop time-management strategies
- visit science-oriented exhibits at NASA, museums, etc.
- discuss current science and technology events in the news
- read and interpret graphs and charts in the newspaper
- attend science activities offered through summer school programs, scouts, YMCA, community colleges, museums, etc.
- read scientific publications such as Popular Science, Ranger Rick, National Geographic World, etc.
- watch nature and science programs on television
- explore Internet sites related to science activities

Social Studies
- attend cultural activities and festivals
- visit museums
- discuss family heritage
- read newspapers
- watch the news with you and discuss current issues and world events
- use social studies software on your home computer
- visit the public library
- visit ethnic restaurants
- read historical novels and biographies
- develop critical thinking skills (Respond to his or her questions by asking further questions instead of by giving direct answers)
- use maps to locate regions that are in the news
- plan and plot trips for the family using the road atlas, maps, etc. (Find directions, distance, etc.)
Technology
- use the word processor to publish documents with graphics
- continue to learn research methods for various forms of technology
- view educational sites together and discuss important news
- apply the use of technology in a variety of subject areas
- continue to practice appropriate care methods for the technology tools found in your home
- learn to cut, copy, and paste using word documents to create work samples
- review the advantages of the use of technology
- learn how to summarize information found through the use of technology
- learn to research and judge sources of information for spoken and written presentation using a variety of media
- continue to practice safe online communication skills

SEVENTH GRADE

Language Arts/Reading
- observe you reading
- develop daily reading habits by providing reading material at home
- communicate in writing (thank-you notes, a daily journal, etc.)
- proof your writing
- draft business letters to place orders, request refunds, make complaints, etc.
- assist you when reading to follow directions—for example, reading a recipe, following a map
- listen to books with you on tape or C.D.
- discuss similarities and differences in storylines of movies and books
- read novels for movies your child has seen
- read magazines and newspapers in areas of special interest to your child
- become involved in reading and analyzing information found in legal documents and contracts, medical prescription cautions and warnings, and other examples of real-life reading as appropriate for the age
- participate in contests, competitions, etc., involving writing and reading
- receive praise for writing products and reading accomplishments
- continue to be active in the Accelerated Reader program at school
- keep a vocabulary notebook in which new words and their definitions can be kept

Mathematics
- find practical applications of math concepts
- apply math in real-life situations
- talk with you about math
- go shopping and compare prices
- help compute miles-per-gallon in gas purchases
- learn to budget by receiving an allowance and handling money wisely

Science
- spend time completing problem-solving activities such as puzzles, games, etc.
- discuss current issues in science, and relate real-life experiences, both past and present, to topics being studied
- research answers to his or her own questions
- predict the outcome of various situations, and discuss cause-and-effect of everyday situations
- visit local museums and nature centers
- discuss environmentally friendly choices made at home such as recycling, conserving resources, and using environmentally-safe products
- watch the nature and science programs on television together with you
Social Studies:
- watch the news, read newspapers, and discuss current issues and events with you
- watch the weathercast, and discuss the impact of climate and weather on Georgia
- see you modeling appropriate civic responsibilities such as voting, writing letters to the editor, completing jury duty, and having civic pride
- interview various family members about their life experiences and family history
- develop critical thinking skills (Respond to his or her questions by asking further questions instead of by giving direct answers)
- view and discuss history and geography-oriented television programs
- navigate on family trips using maps and road atlases

Technology
- visit web sites and learn to narrow search techniques during research
- evaluate and compare information found via Internet, CD-ROM’s, and videotapes
- learn to troubleshoot problems with computer hardware
- learn to report problems to proper companies in regards to technology tools in the home
- use technology to locate, evaluate, and collect information from a variety of sources
- play games that enhance problem-solving skills
- produce reports using various forms of technology
- learn how to summarize information found through the use of technology
- learn to research and judge sources of information for spoken and written presentation using a variety of media
- continue to practice safe online communication skills

EIGHTH GRADE

Language Arts/Reading
- read self-selected material
- read daily for pleasure
- use public libraries as a resource
- communicate in writing
- express viewpoints by writing to local newspapers or national magazines (example: write opinions with support statements)
- practice creative writing and keep a personal portfolio
- evaluate ads for fact/opinion and propaganda
- read and follow directions (examples: model-building, video games, and VCR functions)
- use charts and tables (examples: nutrition analysis on food packaging, transportation schedules, floor plans, travel brochures, sports statistics)
- talk about current issues and analyze political cartoons
- listen to books on tape or C.D.
- participate in contests, competitions, etc., involving writing and reading
- analyze the editorial page
- evaluate magazine advertising and television commercials
- continue to be active in the Accelerated Reader program at school
- keep a vocabulary notebook in which new words and their definitions can be kept

Mathematics
- find practical applications of mathematical concepts
- connect math to family life
- look to you as a positive role model in learning math
Science
- view TV or newspaper weather reports and discuss current weather conditions and forecasts
- watch the nature and science programs on television
- discuss current environmental issues such as recycling, water pollution, and conservation
- read various types of maps (road maps, amusement park maps, hurricane maps, etc.)
- discuss the effects of various natural disasters (hurricanes, tornadoes, earthquakes, floods, etc.)
- read scientific material

Social Studies:
- watch the television news with you and discuss current issues and events
- view history-oriented programs and discuss the impact of the depicted event, individual, or group with you
- read historical novels and biographies
- visit public and university libraries, especially during research projects
- evaluate ads for fact/opinion and propaganda techniques
- analyze political cartoons
- interview various family members about their life experiences and family history
- visit museums and discuss the exhibits with you
- see you perform civic duties such as voting, serving on a jury, or working on a civic committee

Technology
- research and judge sources of information for spoken and written presentations using a variety of media
- promote family discussions on information found via various forms of technology
- learn to summarize materials found using technology
- recognize the special features of all technological equipment in your home
- use a variety of telecommunication tools to interpret, critique, and produce written documents and oral presentations to be done at school
- research various fields of study available in the technology field
- use proper telecommunications etiquette and safety

HIGH SCHOOL – All Subjects
- see that you support academic standards, teachers, and the school
- organize and schedule curricular and extracurricular tasks
- develop time-management skills
- assume responsibility for his or her actions
- share homework with you for monitoring
- show you his or her grades including homework, tests, quizzes, and nine-week exams
- see that you value education by attending school meetings and other school functions
- know that you maintain contact with teachers
- organize his or her materials and notebooks
- understand the importance of taking notes, participating in class, reading the text, and completing homework assignments
- establish a schedule in which a job does not interfere with study and homework
- see the value of calendars, timelines, and planners
- set long-term goals
- tell you what he or she learned in class
- attend tutorials as needed
- study in an environment conducive to learning
- value success in school
- take appropriate courses required for career choice
- share important dates with you (progress reports, report cards, SAT, GHSGT)
Technology
• research and judge sources of information for spoken and written presentations using a variety of media
• promote family discussions on information found via various forms of technology
• learn to summarize materials found using technology
• recognize the special features of all technological equipment in your home
• use a variety of telecommunication tools to interpret, critique, and produce written documents and oral presentations to be done at school
• research various fields of study available in the technology field
• use proper telecommunications etiquette and safety

Testing and Assessment Services

Georgia’s testing programs provide a comprehensive perspective of students’ educational achievement from kindergarten through high school. Georgia law requires an assessment program that includes both norm-referenced and criterion-referenced tests to determine educational effectiveness. The administration of nationally norm-referenced assessments, such as the Iowa Test of Basic Skills, provides students, parents, teachers, and administrators with grade equivalencies and percentile ranks, whereas criterion-referenced tests such as the CRCT, yield results about learning and mastery of the Quality Core Curriculum (QCC)/Georgia Performance Standards (GPS) at the student, classroom, school, system, and state levels. Currently the following tests are required in the state of Georgia:

Georgia Kindergarten Assessment Program-Revised (GKAP-R)
This test yields individual diagnostic information for students, teachers, and parents throughout the kindergarten year. It provides information that helps determine whether or not the student is ready or prepared for first grade work.

Georgia Writing Assessments
Performance-based writing assessments are administered at grades three (3), five (5), and eight (8). Student writings are evaluated on a developmental stage scoring scale in grades three and five to provide diagnostic feedback to teachers, students, and parents about individual performance. The eighth-grade writing assessment yields a scale score and percent passing rate. It provides predictive information to eighth-graders about their future writing performance in advance of taking the high school graduation tests required to receive a diploma. These tests are normally administered in January and March each school year.

Iowa Test of Basic Skills
The Quality Basic Education Act requires norm-referenced testing at grades three (3), five (5), and eight (8) to determine how Georgia’s students’ performance compares with the performance of students throughout the rest of the nation. To ensure that Georgia’s students have mastered the concepts, knowledge, and skills that are required of all students, the Iowa Test of Basic Skills is administered in the fall each year. Students are tested in the areas of reading vocabulary, reading comprehension, math problem-solving, math procedures, spelling, language, study skills, science, social science, and listening. Both middle schools in Camden County normally administer the Iowa Test of Basic Skills to their 6th and 7th grade students as well.

Criterion-Referenced Competency Tests (CRCT)
Georgia law mandates the annual administration of the CRCT to measure student acquisition of the content standards set forth in the QCC/GPS. Students in grade three must meet or exceed CRCT standards in reading for promotion to the next grade as well as other local promotion criteria. Students in grade five and eight must meet or exceed standards in reading and math as well other local promotion requirements for promotion to the next grade. The CRCT is designed to provide useful information serving two main purposes: a) to provide information about individual student achievement as well as program strengths and weaknesses in relation to the QCC/GPS; and b) to provide an accountability measure for the state in the form of data at different levels of education (i.e., school, system, state).
Georgia High School Graduation Tests
The five content areas high school students must pass as a requirement for a Georgia high school diploma are English/language arts, mathematics, science, social studies, and writing. Students take the exams for the first time during their junior year. The main administration of the writing test is in the fall, while the others are administered in the spring of the school year. Student performance levels are reported at the “fail,” “pass,” and “pass plus” levels. Students who fail one or more of the content areas will have at least four more opportunities to pass the test prior to graduation. Remediation is provided for those students who require additional instruction to meet this requirement.

End of Course Tests
The Georgia Department of Education requires state end-of-course tests (EOCT) in eight academic core courses. They are administered in the fall, spring, and summer at the high school and count 15% of the final course grade. The courses requiring EOCT are as follows:

Ninth Grade Literature/Composition
American Literature/Composition
Physical Science
Biology
US History
Economics
Algebra I (Algebra B must also take this EOCT)
Geometry (Applied Geometry must also take this EOCT)

Advanced Placement Exams
The state of Georgia offers, at no charge, one Advanced Placement (AP) test to measure results of an Advanced Placement course. Costs for additional AP tests are at the expense of the student. Students taking more AP coursework and exams will be better prepared for a post-secondary scholarship and may exempt more of the first level courses in college. The high school guidance department coordinates administration of these exams each spring.

Preliminary Scholastic Aptitude Test (PSAT)
The PSAT, published by the College Board, is a practice test for tenth-grade students planning to take the Scholastic Aptitude Test (SAT). The exams are offered at no charge to all tenth-grade students. By enabling students to take the PSAT, the state provides information to all students about courses and preparation needed for success on the SAT and in college-level coursework. Use of the PSAT Summary of Answers provides invaluable information to students, teachers, and parents for identifying strengths and weaknesses to improve SAT performance. The PSAT is the qualifying exam for juniors for the National Merit Scholarship Program.

Scholastic Aptitude Test (SAT I) and American College Testing (ACT)
The SAT and ACT are offered several times each year at Camden County High School. For further information on these college admission tests, please contact the guidance office at Camden County High School. Information on the SAT may also be obtained from www.collegeboard.com. ACT information may be obtained from www.ACT.org
Testing Tips for Parents

• **Make sure your child attends school regularly.** Remember that tests reflect the overall achievement of your child. The more often the child is in a learning situation, the more likely he or she will do well on tests.

• **Give your child encouragement.** Praise him for the things done well throughout the year. A child who is afraid of failing is more likely to make a mistake.

• **See that your child has a well-rounded diet.** A healthy body leads to a healthy, active mind.

• **See that your child completes homework assignments.** Homework supports classroom instruction and can help your child increase his comprehension of the classroom work.

• **Meet with your child’s teacher(s) as often as possible to discuss your child’s progress.** Parents and teachers should work together to benefit the child.

• **Ask the teacher(s) to suggest activities for you to do at home with your child.** Such activities can help your child improve his understanding of schoolwork.

• **Make sure your child is well-rested on school days.** Children who are tired are less likely to pay attention in class or to handle the demands of class work and tests.

• **Try not to be overly anxious about test scores.** Too much emphasis on test scores can be upsetting to children.

• **Find out which tests your child will take and for what purposes.** The school principal or counselor should provide you with a schedule of testing for the year and explain the use of the tests.

• **Make sure your child arrives on time for school.**

• **See that your child dresses comfortably.** Students should wear clothes which are comfortable and appropriate for the weather.

• **If your child wears a hearing aid and/or glasses, be sure he or she remembers to wear them during all testing sessions.**
Web Sites for Students and Parents  
Camden County Schools do not endorse these sites

The following sites are for preschool and elementary age children. Parents are always encouraged to visit sites prior to student access. Please note that the World Wide Web is dynamic and links are subject to change.

Know where you are going: Check the URL!  
URL is an acronym for "Uniform or Universal Resource Locator." This is the address of a particular site, resource, or document on the Internet. For example the URL for the Yahooligans Search Directory for Kids is:

http://www.yahooligans.com  
http:// - hypertext transfer protocol  
yahooligans – The company or site name  
.com is the domain name. Sometimes, there will be a slash (/) following the domain name. For example http://yahooligans.yahoo.com/content/science/. The / followed by another word or words lets you know that you are going to a different area or page on that web site. Domain names are an indication of who owns or has registered a site. Below is a list of commonly used domain names in the US.

<table>
<thead>
<tr>
<th>Top level Domain</th>
<th>What it used to be for</th>
<th>Who can register?</th>
</tr>
</thead>
<tbody>
<tr>
<td>.COM</td>
<td>Commercial Companies</td>
<td>Anyone - Unrestricted</td>
</tr>
<tr>
<td>.EDU</td>
<td>Educational Institutions</td>
<td>4 Year Universities only</td>
</tr>
<tr>
<td>.GOV</td>
<td>Government Agencies</td>
<td>Restricted</td>
</tr>
<tr>
<td>.MIL</td>
<td>Military Agencies</td>
<td>Restricted US Military</td>
</tr>
<tr>
<td>.NET</td>
<td>Network Providers</td>
<td>Anyone - Unrestricted</td>
</tr>
<tr>
<td>.ORG</td>
<td>Not-for-profit organizations</td>
<td>Anyone - Unrestricted</td>
</tr>
<tr>
<td>.US</td>
<td>Government State organizations</td>
<td>Restricted</td>
</tr>
</tbody>
</table>

Domain Registries around the world: http://www.norid.no/domenenavnbaser/domreg.html

Internet, Cyber Safety & Computer Ethics

Web resources to help you learn more about the Internet and how to guide your child:

Camden County Schools Student Links. http://www.camden.k12.ga.us/students/students.htm

Families Connect. From the American Association of School Librarians. Online classes for families to learn about the Internet together, including the basics, safety, and other tips. http://www.ala.org/ICONN/familiesconnect.html

Parents’ Guide to the Internet. From the U.S. Department of Education, this guide suggests how parents can help their children to tap into the wonders of the Internet while safeguarding them from its potential hazards. http://www.ed.gov/pubs/parents/internet/

Wired Kids. Online safety for kids and teens! The online activities created for the first graders, spelling words, and links to other great sites to help parents and fellow educators are included. http://www.wiredkids.org/
Search Engines and Directories

A **Search Engine** such as Google or Dogpile is a program designed to search the Internet using key words located within a website or a database. Directories of sites such as Yahoo or Yahooligans are *not* search engines. A **Directory** is a type of search engine where listings are gathered through human efforts rather than by automated crawling of the web. In directories, websites are often reviewed and summarized in about 25 words and placed in a particular category.

**Ask Jeeves for Kids.** A “safe” Web search tool that allows young people to ask questions in everyday language. [http://www.ajkids.com/](http://www.ajkids.com/)

**Daily Dose of the Web / Links for K-12 Teachers / On-Line Practice Modules** Sites to Help Parents Help Their Children when children try your soul, as they will [http://www.internet4classrooms.com/parents.htm](http://www.internet4classrooms.com/parents.htm)

**KidsConnect.** Online question and answer service for kids K–12. Sponsored by the American Association of School Librarians, a division of the American Library Association, with support from Microsoft. [http://www.ala.org/ICONN/AskKC.html](http://www.ala.org/ICONN/AskKC.html)


**Safe Well-lighted Place for Kids** – Web sites for students ages 6-8…You should keep in mind that sites change and that the content may differ from when we checked…Fun School – Activities for Grade 1 [http://www.computerlearning.org/WebLinks/Web68.htm](http://www.computerlearning.org/WebLinks/Web68.htm)

**700+ Amazing, Spectacular, Mysterious, Wonderful Web Sites for Kids and the Adults Who Care About Them.** The largest collection of children’s sites in cyberspace, this site includes links to online resources for fun and learning reviewed and organized by children’s librarians. Compiled by the Association for Library Service to Children, a division of the American Library Association. [http://www.ala.org/parentspage/greatsites/](http://www.ala.org/parentspage/greatsites/)

**Educational Games & Edutainment**

**Children’s Television Workshop.** Sesame Street in cyberspace--home of the Cookie Monster and other characters of the popular CTW program. [http://www.ctw.org/](http://www.ctw.org/)

**FunBrain.com.** Great fun! These learning games are divided into age categories and are the Internet’s more advanced cousin to old-fashioned flash cards. [http://www.funbrain.com/](http://www.funbrain.com/)

**Gamequarium.** A portal to hundreds of free, online learning games and activities for pre-school through grade 6… [http://www.gamequarium.com](http://www.gamequarium.com)

**Sports Illustrated for Kids.** A busy, colorful site with articles about sports figures from Jackie Robinson to Jackie Joyner-Kersee, league standings, games, and more. [http://www.sikids.com](http://www.sikids.com)

**Reading & Language Arts**

**The Arthur Page.** For Arthur fans everywhere. This site from PBS offers games, stories, and children’s art featuring the popular character created by Marc Brown. [http://www.pbs.org/wgbh/arthur/](http://www.pbs.org/wgbh/arthur/)

**Association for Library Service to Children**, a division of the American Library Association. Lists of Newberry, Caldecott, and other award-winning and notable books, recordings, videotapes, web sites, and software for children. [http://www.ala.org/alsc/](http://www.ala.org/alsc/)
Audrey Wood's Web site. Author/illustrator Wood and her husband Don have created an interactive look into the many books they've created. A great site for the Woods' many fans.  http://www.audreywood.com

BBC Schools Literacy Games http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml


Mister Rogers’ Neighborhood. Activities, advice to parents, and a wonderful section on children’s books tied to specific program themes, all in the gentle style of America’s favorite neighbor. http://www.pbs.org/rogers/

Multnomah County Library KidsPage, Portland, Ore. An action-packed, animated site. Special features include a scavenger hunt and other games, “good stuff to read,” homework help, hot links to cool sites, jokes, riddles, and more. http://www.multnomah.lib.or.us/lib/kids/

Reading Rainbow. Based on the award-winning PBS children’s television program. Hear an audio greeting from host LeVar Burton. View the program schedule or enter the Young Writers and Illustrators Contest. http://gpn.unl.edu/rainbow/

Starfall Sharpen your reading skills with games and activities for Pre-K – 2nd grade students. http://www.starfall.com

Mathematics

BBC Schools Math Games http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml


Fusion Zone Math Generator Looking for a great tool to help you make math practice sheets? http://www.fusionzone.com/math/


Math Goodies. Math Goodies is a free math help site featuring interactive lessons, homework help, worksheets and forums! They have over 400 pages of activities for students, teachers, and parents. http://www.mathgoodies.com/

Science

The Boomerwolf. Join the Boomerwolf Detective Agency and help solve a case. Designed for children, this site offers both amusing characters and sound science. http://www.boomerwolf.com/

The Exploratorium. The science museum in San Francisco mounts electronic versions of hands-on exhibits--like exploring the science of hockey, tracking severe storms, and dissecting a cow’s eye. http://www.exploratorium.edu/

KCarroll’s Horse Country. The ultimate site for equestrians and other horse lovers. Topics include the horse in history, the horse in art, breeding, racing, and horse shows. http://www.horse-country.com/

Kids’ Castle. The Smithsonian Institution’s site for kids offers an interactive look at the museum’s treasures and educational program. It’s bright, colorful, and lots of fun. http://www.kidscastle.si.edu/
National Museum of the American Indian. Smithsonian. A beautiful site in the family of excellent Smithsonian web pages, with notes on current exhibitions, research links, publications, and more.  
http://www.si.edu/nmai/

New Moon. An advertising-free electronic magazine for girls and their dreams, with strong sections for parents.  
http://www.newmoon.org/

http://www.isu.edu/~trinmich/Oregontrail.html

UNICEF Voices of Youth. Sponsored by the United Nations Children’s Fund, this site is a gathering place for children and educators to learn more about young people all over the world.  http://www.unicef.org/voy/

Virtual Renaissance: A Journey Through Time. Travel back through time to examine the Plague, the times of Shakespeare, the Tower of London, and other aspects of the Renaissance. Created by students at Twin Groves Jr. High in Buffalo Grove, Ill., as part of the ThinkQuest competition.  
http://www.twingroves.district96.k12.il.us/Renaissance/VirtualRen.html

World Flag Database. Large, clear, printable flag graphics and basic country information can be found here.  
http://www.flags.net/

Zoom Dinosaurs. An “interactive online hypertextbook” about dinosaurs, this commercial site is good for younger children, their parents, and teachers.  

The following sites are for middle and high school age students.

High School Hub. The High School Hub is a noncommercial portal to excellent free online academic resources for high school students.  
http://highschoolhub.org/hub/hub.cfm

Research Process Helper. This site offers a framework to help students work through a research project. Its goals are information literacy, information problem-solving, and the research process.  
http://www3.sympatico.ca/sandra.hughes/sandra.hughes/research/default.html

The Student Guide is the most comprehensive resource on student financial aid from the U.S. Department of Education. Grants, loans, and work-study are the three major forms of student financial aid available through the Department's Student Financial Assistance office.  
http://www.ed.gov/prog_info/SFA/StudentGuide/

Tips on Good Study Habits. Personal study tips that aim to help you score excellent results on your examinations.  
http://www.tipsofallsorts.com/study.html

USeekUFind Resource with TONS of additional sites listed.  
http://www.useekufind.com/tlinkstu.htm

KidsHealth. Accurate, up-to-date information about growth, food and fitness, medical and surgical conditions, and the latest treatments. You’ll find health games, How The Body Works animations, the Kids Vote health poll, and tons of surprises. Special sections for kids, parents, and professionals.  
http://www.kidshealth.org/index2.html

Kinetic City Cyber Club. Join the Cyber Club members from their radio show as they travel the world in a tireless quest for truth, justice, and the perfect deep-dish pizza (and teach lessons about physics, energy, and more).  
http://www.kineticcitiy.com

Magic School Bus Page. Find out what Ms. Frizzle and her class are up to now.  
http://scholastic.com/magicschoolbus/index.htm
National Aeronautics and Space Administration (NASA). Find out how to get photos from space, see a launch, and more. Teachers can get a lesson plan. http://www.nasa.gov/

National Wildlife Federation. The Kids Page features articles in English and Spanish from Ranger Rick, the environmental magazine for children; a homework help section; and briefings on such issues as the wetlands, endangered animals, water quality, and more. http://www.nwf.org/kids/

Science Fair Project Resource Guide. An excellent resource from the Internet Public Library that links kids to all sorts of exceptional resources for their projects. http://www.ipl.org/youth/projectguide/

Whelmers. A science site with activities that aim to catch the mind and eye of even the most indifferent students. http://www.mcrel.org/whelmers/

The Why Files. This project of the National Institute for Science Education offers well-researched and clearly written investigations of current topics in science. A new story is posted every other week, and the site also includes a small but worthy collection of scientific images. http://whyfiles.org/

Yuckiest Site on the Internet. Young people who love yucky things will enjoy a visit to this site to learn about worms, roaches, and the gross and cool things in their bodies. http://www.yucky.com

Social Studies

Amazon Interactive. Explore the geography of the Ecuadorian Amazon through online games and activities. Learn about the rainforest, the people who call it home, and much more. http://www.eduweb.com/amazon.html

American Memory. Documents and historical materials that portray the people and events that have made our nation what it is today. From the Library of Congress collection. http://lcweb2.loc.gov/ammem/ammemhome.html

At the Tomb of Tutankhamen. The National Geographic’s Website is a “you-are-there” look at the unearthing of the boy pharaoh’s tomb. http://www.nationalgeographic.com/egypt/index.html

Black History. This Black History site explores African-American issues on the Web through a full range of activities. http://www.kn.pacbell.com/wired/BHM/AfroAm.html

FEMA for Kids. The Federal Emergency Management Agency (FEMA) helps people who have been in a disaster. They also teach people what to do during a disaster and what to do BEFORE a disaster happens. http://www.fema.gov/kids/
Georgia’s Curriculum
K-12

Teachers, administrators, parents and business leaders throughout the state worked cooperatively to create the Georgia state curriculum standards, otherwise known as Georgia’s Quality Core Curriculum and the newly-adopted Georgia Performance Standards. The Georgia Performance Standards or GPS will phase in through the year 2010. The Georgia Board of Education expects the new Georgia curriculum to be world-class, beginning with full inclusion of the recognized national standards in each curriculum area, and enhanced by proven curriculum successes both within the state and beyond. We expect the new Georgia curriculum to be in alignment with national assessments.

The Georgia Board of Education expects the new Georgia curriculum to be a document which will be embraced by education professionals and respected internationally, and which will result in Georgia leading the nation in improving student achievement. The Georgia Board of Education recognizes our state curriculum as a living document, requiring continuous improvement and professional learning. A complete copy of the Quality Core Curriculum and Georgia Performance Standards may be found online at http://www.georgiastandards.org

Please feel free to discuss any questions or concerns regarding the implementation of these standards with your child’s teacher.
Student Requirements for Promotion K-12

**Grades K-8**
Kindergarten promotion and retention placement decisions will be made on an individual basis using GKAP-R student-performance results in conjunction with other documentation such as the following:

- teacher recommendation
- Basic Literacy Test/Lexia (Kindergarten)
- language arts assessment
- mathematics assessment
- reading readiness objectives
- mathematics readiness objectives
- social, emotional, and language development

The school system will provide alternative, developmentally appropriate instruction to students who spend an additional year in kindergarten. No student may be enrolled in a Georgia public school kindergarten for more than two (2) years.

**Grades 1-5**
Students must pass language arts, reading, mathematics, social studies, and science.

**Grades 6-8**
Students must pass language arts, reading, mathematics, social studies, and science plus exploratory/connections requirements*.

*To earn this credit, a student must pass 75% of (three out of the four or six out of the eight) exploratory/connections courses.

Promotion of a student grade 1-8 will also be determined as follows:

- No student in grade three will be promoted to the next grade if the student does not meet standards on the Criterion Referenced Competency Tests (CRCT) in reading and meet the local promotion criteria listed above.
- No student in grades five and eight will be promoted to the next grade if the student does not meet standards on the Criterion Referenced Competency Tests (CRCT) in reading and mathematics and meet the local promotion criteria listed above.

**Grades 9-12**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th to 10th grade</td>
<td>5 units</td>
</tr>
<tr>
<td>10th to 11th grade</td>
<td>12 units</td>
</tr>
<tr>
<td>11th to 12th grade</td>
<td>20 units</td>
</tr>
</tbody>
</table>
Student Requirements for Graduation

Camden County High School operates on a two-semester block scheduling system; each semester is 18 weeks long. Semester grades of 70 and above are passing. Credit is awarded at the end of each semester. For more information, see the course selection guide on http://wildcat.camden.k12.ga.us

In order to graduate from Camden County High School, a student must meet requirements in the following areas:

**ATTENDANCE** – A student must be enrolled full-time for a minimum of eight (8) semesters in high school. Regular semesters are defined as the two consecutive semesters which begin in August and end in May or June of each school year.

**GEORGIA HIGH SCHOOL GRADUATION TEST** – During the 11th grade, students take the Georgia High School Graduation Test. This assessment will test a sampling of the English/Language Arts, Mathematics, Science, Social Studies, and Writing objectives of the high school curriculum. A passing score in each area is a requirement for the high school diploma. Additional testing opportunities for students to pass the test will be provided during the 12th grade.

**CARNEGIE UNITS** – Students must earn the state and local required Carnegie units as specified for the year of their graduation. Students who entered ninth grade 2000 and thereafter must earn 28 Carnegie units, which satisfies the course requirements for their graduating class.

**DIPLOMA SEALS AND PATHS OF STUDY**

Upon completion of graduation requirements, a seal(s) will be affixed to the diploma representing the program of study the student completed. The following are the four diploma paths available.

**COLLEGE PREPARATORY (CP) or the COLLEGE PREPARATORY WITH DISTINCTION (CP+)**

These diplomas are recommended for admission to degree programs in Georgia colleges and universities. Students and parents should be fully aware that entrance/admission requirements are different for specific colleges and universities. Completion of the college preparatory curriculum and meeting those diploma requirements will not necessarily assure a student admission to a particular college or university of choice.

**CAREER/TECHNOLOGY PREPARATORY (CT) or the CAREER/TECHNOLOGY PREPARATORY WITH DISTINCTION (CT+)**

These diplomas are recommended for acquiring the necessary skills that will enable students to enter an educational training program in a vocational/technical college, enter an apprenticeship training program, or gain satisfactory employment.

Students must have a GPA in core courses of 80/3.0 or better for a CP+ and for CT+ seal of distinction. It is recommended that college prep students also earn the technical career seal. Students need to connect their educational experiences to the world of work.
TECH PREP

The Technical Preparation curriculum is a course of study designed to meet the needs of high school students and graduates who are seeking a postsecondary technically-oriented education. The Camden County Board of Education and Coastal Georgia Community College are working together to facilitate the continuous and efficient progress of students from grade to grade, from school to school, and from school to the working world. By earning at least an average grade of 85 in sequential academic courses, students have the opportunity to enter Coastal Georgia Community College/Technical School with advanced credits.

THE ACCEL PROGRAM (Formerly PSO)

Accel (formerly PSO) gives Georgia high school juniors and seniors an opportunity to enroll in a college or university for approved coursework. This is a voluntary program in which high school and college or technical school credits can be earned at the same time. Accel pays for tuition and approved fees, and provides a small book allowance (see www.gsfc.org). Courses taken through Accel must be from an approved course list. The minimum eligibility requirements are subject to change. Contact the Camden County High School Guidance Department for more information.

HOPE SCHOLARSHIP

The Helping Outstanding Pupils Educationally (HOPE) Scholarship provides financial assistance to students attending Georgia institutions of higher learning. HOPE has minimum grade and course eligibility requirements. HOPE does not round grades. The required cumulative averages for HOPE eligibility are as follows: 3.0 GPA in Camden’s required core courses for the College Prep Diploma or 3.2 GPA in Camden’s required core courses for the Career Technology Diploma. Failed core curriculum grades will be included in the average.

ALL GEORGIA RESIDENTS ATTENDING A PUBLIC TECHNICAL COLLEGE ARE ELIGIBLE TO RECEIVE HOPE GRANT ASSISTANCE, REGARDLESS OF HIGH SCHOOL GRADUATION DATE OR GPA. For HOPE Scholarship information, call 1-800-505-4732, or log onto www.gsfc.org
Student Services

Guidance and Counseling Service

Every elementary school has a full-time guidance counselor. Each middle school has three counselors, and the high school/ninth grade center is staffed with a total of seven full-time counselors. The Alternative School also has a full-time counselor. Guidance and Counseling programs at each school serve four primary functions as mandated by Georgia’s Comprehensive Guidance Program. These are as follows:

Program Design and Planning/Leadership
Establishes and promotes a school guidance and counseling program. This includes developing a written school-based guidance plan based on learners’ needs, as well as implementing an individual plan of action.

Counseling
Counselors facilitate and implement delivery of counseling services in areas of self-knowledge, educational and occupational exploration, and career planning to improve academic achievement. Counseling and guidance are provided in a variety of methods and formats, including individual counseling, small group guidance, and classroom guidance.

Guidance Collaboration
Counselors are available to provide direct assistance to students in areas such as test-taking skills, career-planning, and improving self-esteem. They are also available to assist parents in obtaining useful information on the academic progress of their student and to interpret test results and other academic records.

Consultation and Coordination
Counselors are available as needed or requested for consultation with parents and community service organizations about school issues and concerns. They play a key role in the exchange of relevant information about a variety of school situations and programs. Parents, service organizations, teachers and administrators, as well as students, often look to the school counselor for assistance in a wide variety of areas.

Instructional Extension Program

The Instructional Extension Program provides instruction outside of the regular school day. The program, which is part of Governor Barnes’ A+ Reform Act of 2000, is designed to help low-performing students improve their academic performance. Questions regarding the program should be directed to your child’s school.

Health and Safety

The Camden County School System has a non-negotiable commitment to the health and safety of every student. Behavior codes for the schools have been designed with this in mind, and the rules are strictly enforced. Disruptive and intimidating behaviors are expressly forbidden. The school system strives to provide wholesome physical and social environments where students feel safe and able to concentrate on their studies.
Nursing Services

All of the Camden County schools are served by Registered Nurses from the system's Health Services Department. Each school has a well-designed, modern clinic. School nurses fulfill a wide variety of personal care duties. Nurses dispense medicines and attend to injuries and illnesses that occur at school. When necessary, they contact parents and help direct them to the appropriate services needed for the students' well-being.

The school nurses also serve as health and safety educators, with a special emphasis on accident and illness prevention. Nurses conduct classes for students on hygiene, heart care, good health practices, tobacco use prevention, substance abuse prevention, stress management, and abstinence-focused sex education. School nurses perform ear, eye, dental, and scoliosis screenings. They also assist with athletic physicals for students. Nurses at Camden County High School and both middle schools operate safe weight management programs for students. All nurses are trained to work with asthmatic, diabetic, and medically fragile students.

Camden County School Social Work Services

Social workers perform a variety of roles within the school settings. Their primary purpose is to help students overcome any social/emotional/behavioral problems that may impede a successful educational career. They work closely with families, school personnel, and outside resources to accomplish this goal. The school social worker’s role is to provide assistance in helping families and students receive the support they need to effectively manage problems as they arise.

School social workers usually become involved in working with a student by receiving a written referral from a member of the school faculty who is concerned about or suspects that a child may have a problem. Often social workers act as a liaison, advocate, mediator, or “friendly visitor” between the student/family and the school system. They also work very closely with the school administrators, counselors, psychologists, nurses, and other support staff to help students overcome barriers to educational success.

All students are eligible for school social work services as part of enrollment in the Camden County School System. Students may be in need of social work intervention if their educational functioning (academic, social, behavioral, and/or emotional) is being adversely affected by any of the following:

- Absenteeism/Truancy
- Health Issues
- Emotional/Behavioral Problems
- Poor Peer Relationships
- Family Problems
- Financial Problems
- Pregnancy
- Drug/Alcohol Abuse
- Violence
- Other Social Problems

The Visiting Teacher/School Social Worker position was established by law in 1945 because state legislators realized that in compelling children’s attendance in school there were many social barriers that might impede a child’s access to a “free and public” education. Since that time the role has evolved, but its primary function continues to be to alleviate social barriers to school attendance and academic success.
Camden County Schools Substance Abuse Program

The school Substance Abuse Program is a selective and indicated program designed to prevent and reduce substance use and abuse among high risk adolescents in Camden County Schools. Students with problems related to poor academic performance, truancy, discipline problems, and negative attitudes toward school, which places them at high risk for substance abuse in adolescents.

Camden County Schools Substance Abuse Program represents a combination of Interventions designed to address the unique needs of the students. It works by placing a trained professional in the school to provide a full range of substance abuse prevention and early intervention services.

Camden County Schools Substance Abuse Program Goals are to:

1. Delay adolescent’s initial use of alcohol, tobacco, and other drugs.
2. Decrease adolescent’s use of alcohol, tobacco, and other drugs.
3. Enhance the resiliency of adolescents who are in contact with substance abusers.

Camden County School's counselor uses the following intervention strategies: information dissemination, normative and prevention education, problem identification, community based process and environment approaches. In addition, resistance and social competency skills, such as communication, decision making, stress and anger management, problem solving, and resisting peer pressure are taught. The counselor primarily works with adolescent individually and when necessary family sessions.

Mandatory Drug Testing

This policy applies to all students involved in competitive interscholastic activities in grades 7 through 12 and in parking on the Camden County High school campus which are all voluntary activities. The competitive interscholastic activities include all competitive athletics, band, and literary competitions sanctioned by GHSA. Parents who wish for their children in grades 7 through 12 to be randomly drug tested whether or not they participate in extracurricular activities may request this through the school principal. Any participating students whose drug test administered to this policy renders a positive test result will be required to participate in the school’s substance abuse program.

Students may “self report” their drug problem by requesting help through the school system. Self-reporting must take place prior to being randomly selected for testing. These students will have access to substance abuse education and counseling. A signed permission form from the parent will be required to participate in the substance abuse program.

Remedial Services

Remedial services are provided at all grade levels for students who are failing to meet academic standards. Please contact your child’s school for further information on remedial services.
Special Education

The Camden County School System provides appropriate educational opportunities to all students including children whose school achievement or adjustment is hindered due to emotional, physical, communicative, or intellectual difficulties. Children ages three through twenty-one are eligible to participate in special education services, provided they meet the rules as put forth by the state. The following programs are available:

1. Autism Spectrum Disorder
2. Deaf/Blind (D/B)
3. Deaf/Hard of Hearing (D/HH)
4. Emotional and Behavioral Disorders (EBD)
5. Severe Emotional and Behavioral Disorders (SEBD)
6. Intellectual Disabilities including Mild (MIID), Moderate (MOID), Severe (SID) and Profound (PID)
7. Orthopedic Impairment (OI)
8. Other Health Impairment (OHI)
9. Significant Developmental Delay (SDD) – Ages three through eight
10. Specific Learning Disabilities (SLD)
11. Speech and Language Impairment (SI)
12. Traumatic Brain Injury (TBI)
13. Visual Impairment (VI)

Contact the Coordinator of Special Education for additional information available in the resources listed below:
Georgia Special Education Rule,
Parental Rights
Special Education Parent Handbook.

Gifted Education Program

The gifted student is one who demonstrates a high degree of intellectual, creative, and/or artistic abilities; possesses exceptional leadership skills; or excels in specific academic fields and who needs special instruction and/or special ancillary services in order to achieve at levels commensurate with intellectual ability. The Board of Education maintains a school program designed specifically to meet the needs of intellectually gifted students. Gifted education services are delivered through the resource (pullout) model at the elementary level and through advanced content at the middle and high school levels. Students may be referred for consideration into the gifted education by parents, teachers, self, or others who know the students abilities well. Students may be automatically referred for consideration according to norm-referenced testing results. Students must meet specific eligibility requirements for eligibility, participation and continuation in gifted education services. For more information see Policy IDDD and Policy IDDD-E.

Extra-Curricular Activities

Camden County Schools offer a variety of extra curricular activities to the students of Camden County. Parents have the option of excluding students from activities. Please contact your child’s school for a list of activities and the paperwork for non-student participation.
**Glossary of Terms**

**ACCEL (formerly PSO):** This option allows eligible students to attend a college or technical school while enrolled in high school.

**AP: Advanced Placement.** Classes at the high school level that are considered college-level courses. Students may receive college credit if they pass an advanced placement test in the class they are attending.

**CoGAT: Cognitive Abilities Test.** This test is administered to students in the second grade. It measures students’ potential to learn.

**CBE: Cooperative Business Education.** CBE is a cooperative work training program for students who are preparing for full-time employment in office occupations. Students must be employed and work a minimum of 15 hours a week. Students leave campus to work with partner employees.

**CCAE: Coordinated Career Academic Education.** CCAE provides laboratory instructional support for at-risk students to facilitate transition from school to post-secondary employment and career opportunities.

**CVAE: Coordinated Vocational Academic Education.** CVAE provides laboratory instructional support for at-risk students to facilitate transition from school to post-secondary employment and career opportunities.

**CRCT: Criterion Referenced Competency Test.** Items on this test are based on the state Quality Core Curriculum objectives for each grade level. The results provide information about specific knowledge or skills possessed by students and the test covers relatively small units of content that are closely related to instruction.

**CST: Child Study Team (SST) Student Support Team.** Designed to help a struggling student improve in behavior or academics, the team is made up of school employees and a child’s parent. This team examines the status of the child’s below-average performance and devises a plan for student improvement. The team meets on a regular schedule to continually evaluate the effectiveness of the strategies.

**DCT: Diversified Cooperative Training.** DCT is designed to instill the proper attitudes and interpersonal skills required to make students successful at work. Students must be employed at least 15 hours a week.

**D.A.R.E.: Drug Abuse Resistance Education.** A program provided through local police departments that teaches students the dangers of drug and alcohol use.

**EIP: Early Intervention Program.** This program is designed to help students who are identified as low-performing in the K-5 classrooms by creating an intensive learning environment that focuses on the individual needs of the students.

**ESOL: English for Speakers of Other Languages.** This program is designed to help students succeed in language skill both socially and academically.
**Fifth Grade Writing Assessment:** A writing assessment that evaluates student writing using criteria for different stages. The test scores are reported in six stages: Emerging, Developing, Focusing, Experimenting, Engaging, and Extending. Scores in the “Emerging” stage indicate the least proficient writers. Scores in “Extending” indicate the most proficient.

**GHSGT: Georgia High School Graduation Test.** This exit examination tests the minimum competencies in the areas of English/Language Arts, Mathematics, Science and Social Studies. Students can begin taking this test in their junior year of high school.

**GHSWT: Georgia High School Writing Test.** This test is part of the exit examination and tests minimum competencies in writing. Students can begin taking this test in their junior year of high school.

**GKAP-R: Georgia Kindergarten Assessment Program.** This assessment tests kindergarten students on basic skills and is taken three times during the school year. Students are tested on items not mastered from previous administrations that year.

**GPA: Grade Point Average.** The cumulative average of the final grades of all courses completed. This may be a numerical value or converted to a point system for some colleges and universities.

**GPS: Georgia Performance Standards.** State teaching standards outlining what students need to know and be able to do. The revised standards provide teachers with more in-depth information and resources that assist them in teaching.

**4–H:** A program offered through the University of Georgia Extension Office for Grades 5-12. The program focuses on science and health-related topics.

**HOPE: Helping Outstanding Pupils Educationally.** These grants or scholarships provide financial assistance to students attending Georgia institutions of higher learning.

**Instructional Extension:** This after-school program, which is a part of Governor Barnes’ *A+ Reform Act of 2000*, is designed to help low-performing students improve their academic performance. This improvement could be in relation to actual grades in classes, overall performance on standardized tests, or both. The primary purpose is to provide the help needed to allow all students to be successful in school.

**ITBS: Iowa Test of Basic Skills.** A norm-referenced test (NRT) designed to provide information on how well a student performs in comparison to an external reference group or norm group. This test is given at elementary and middle schools.

**Middle Grades Writing Assessment:** A writing assessment that evaluates student writing using criteria for different levels. The levels are: “Not on Target,” “On Target,” and “Exceeds Target.”

**NJROTC: Naval Junior Reserve Officer Training Corps.** NJROTC instills those skills and values necessary for an officer such as citizenship, leadership, communication, map-reading, and decision-making. Military drill, team sports, and orientation visits to U.S. Navy ships and military installations are included, as well as the weekly wearing of uniforms.

**NOVANET:** A computerized program that provides comprehensive, age-appropriate instructional solutions to meet the objectives in academic courses. NovaNet provides students the opportunity to maximize learning in a self-paced, non-judgmental environment that continually reinforces and encourages new levels of skill attainment. This program is used in grades 6-12.

**PSAT: Preliminary Scholastic Aptitude Test.** A test required for students to qualify for National Merit Scholars and offered free to students in Georgia public high schools as a diagnostic tool for future college testing.
**QCC: Quality Core Curriculum.** A set of state objectives outlining specific skills for students to master at each grade level by subject area.

**REP: Remedial Education Program.** This program is designed to assist teachers in planning instruction for remedial students in grade 9-12.

**SAT: Scholastic Aptitude Test.** A college entrance examination designed to show colleges the potential performance of students. This test is offered to students who plan to attend college.

**SIP: School Improvement Plan.** This school level plan includes goals and timelines to improve the instruction and climate of the school.

**SACSCASI: Southern Association of Colleges and Schools Council on Accreditation and School Improvement.** An organization that consists of committees of educators who visit schools, review school improvement plans, and provide recommendations for improvement. Completion of recommendations results in accreditation of the school by this organization.

**Third Grade Writing Assessment:** A writing assessment that evaluates student writing using criteria to define student performance at different stages. The test scores are reported in six stages: Emerging, Developing, Focusing, Experimenting, Engaging, and Extending. Scores in the “Emerging” stage indicate the least proficient writers. Scores in “Extending” indicate the most proficient.

**Title I:** This federal program provides assistance to students whose families are disadvantaged. Additional resources are provided through the criteria defined by state and federal guidelines.

**YAP: Youth Apprenticeship Program** is a work-based learning program which includes a sequence of career and technical coursework and 2000 hours of work experience extending into post-secondary training.
Five Focus Areas

1. High Academic Achievement: Raise the academic challenge and performance of each student
   • Goal 1.1 Mastery of essential knowledge and skills by all students
   • Goal 1.2 Graduation of all students from high school
   • Goal 1.3 Eliminate achievement gaps among all students
   • Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations
   • Goal 1.5 Equip students to be successful after high school in academic and career pursuits

2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions
   • Goal 2.1 Effective professional preparation aligned with student success
   • Goal 2.2 Recruit, retain, and fairly compensate a diverse corps of quality teachers, Administrators, and staff

3. Supportive Learning Environments: Provide safe, orderly environments that support learning
   • Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement
   • Goal 3.2 Exemplary educational facilities to accommodate projected student membership and program offerings
   • Goal 3.3 Expectations for student attendance and behavior conducive to high achievement
   • Goal 3.4 Relationships with every student to motivate, inspire, and challenge them to succeed

4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement
   • Goal 4.1 Alignment of all support functions to achieve high performance
   • Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement

5. Strong Parental and Community Support: Increase stakeholder understanding, trust, and support of public schools
   • Goal 5.1 Capacity to create, respond to, and sustain meaningful relationships with stakeholders that increase student achievement
   • Goal 5.2 Stakeholder trust and confidence in schools and the system
   • Goal 5.3 Recognize student and employee achievement
   • Goal 5.4 Community and parent involvement sufficient to ensure exemplary student achievement and attendance
School Council

Camden County Schools believe that community support is critical to the success of students and schools. School Councils were established to improve communication and participation of parents and the community in the management and operation of local schools. School councils are intended to help local boards of education develop and nurture participation, bring parents and the community together with teachers and school administrators to create a better understanding of and mutual respect for each other’s concerns, and share ideas for school improvement. School Council meetings are open to the public. Contact your child’s school for information on meeting times and locations, and for information regarding election of the council.

Camden County High School
6300 Laurel Island Parkway
Kingsland, GA 31548
Ph: (912) 729-7318

Mamie Lou Gross Elementary School
277 Roberts Path
Woodbine, GA 31569
Ph: (912) 576-4800

Coastal Academy
6300 Laurel Island Pkwy
Kingsland, GA 31548
Ph: (912) 729-8378

CCHS Ninth-Grade Center
6300 Laurel Island Parkway
Kingsland, GA 31548
Ph: (912) 576-2900

Mary Lee Clark Elementary School
318 Mickler Drive
St. Marys, GA 31558
Ph: (912) 882-4343

Camden Alternative School
6300 Laurel Island Parkway
Kingsland, GA 31548
Ph: (912) 729-9062

Matilda Harris Elementary School
1100 Lake Blvd.
Kingsland, GA 31548
Ph: (912) 729-2940

Camden Middle School
1300 Middle School Road
Kingsland, GA 31548
Ph: (912) 729-3113

St. Marys Elementary School
510 Osborne Street
St. Marys, GA 31558
Ph: (912) 882-4839

Crooked River Elementary School
3570 Charlie Smith, Sr. Hwy.
St. Marys, GA 31558
Ph: (912) 673-6995

St. Marys Middle School
205 Martha Drive
St. Marys, GA 31558
Ph: (912) 882-8626

David L. Rainer Elementary School
850 May Creek Drive
Kingsland, GA 31548
Ph: 729-9071

Sugarmill Elementary School
2885 Winding Road
St. Marys, GA 31558
Ph: (912) 882-8191

Kingsland Elementary School
900 King Avenue, West
Kingsland, GA 31548
Ph: (912) 729-5246

Woodbine Elementary School
495 Broadwood Road
Woodbine, GA 31569
Ph: (912) 576-5245
Because We Care

Journey to Success: The Parents’ Guide to Promoting Student Success has been created by the Camden County School System to enhance student achievement through family involvement in the educational process. For more information about this publication, contact:

Assistant Superintendent Dr. Liz Jordan
Camden County Schools
311 South East Street
Kingsland, Georgia 31548
(912) 729-5687

Journey to Success Committee

Dr. Liz G. Jordan, Chairperson, Arthur Van Blarcum, Dr. Martha Leigh Powell, Dr. Jonathan Miller, Barbara Hall, Sabrina Sterling, John Blackerby, Jr., Jean Harrison, Dr. Beverly Strickland, Dr. Rebecca Gillette, Felicia Robinson, and Mary Gail Lindsey

Photos of Camden County students and their families, Board of Education members and the superintendent by John La Boone

It is the policy of the Camden County Board of Education not to discriminate on the basis of age, sex, race, religion, national origin or handicap in its educational programs, activities, or employment practices. Camden County Schools adhere to the Drug Free Public Work Force Act of 1990.