



Honest ***A***mbitious ***W***ell-behaved ***K***ind ***S***uccessful

Hollis Hand Elementary School
Student Handbook 2023-2024

641 Country Club Rd. LaGrange, GA 30241
706-883-1580

MOTTO

"A SPECIAL PLACE TO BE"

VISION

To develop students who are proud of themselves, proud of their accomplishments and are motivated to do more.

MISSION STATEMENT

To educate ALL students to reach their full potential in a safe, caring and supportive environment so ALL students become productive, responsible and compassionate members of society . We strive to have our parents, teachers, and community members an active part of students' learning.

Mrs. Kelly Doughman– Principal
Mrs. Heather Wallace – Assistant Principal

SCHOOL: _____

Homeroom Teacher: _____

**Hollis Hand Elementary School
Student/Parent Acknowledgement
Form 2023 - 2024**

The Parent & Student Acknowledgement/Consent Form verifies that you have reviewed the 2023-2024 Student Handbook with the required documents, notices, administrative regulations and protocols. **Your signature below indicates that you agree to the specified regulations and protocols including all Title II components and Procedures.**

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Grade _____ **Date** _____

Student Name (Please Print)

Student Signature

Hollis Hand Elementary School Faculty and Staff 2023-2024

Principal

Kelly Doughman

Assistant Principal

Heather Wallace

Counselor

Lindsay Morris

Administrative Assistants

Tracey Williams

Brandy Wright

Family Liaison

Donna Haralson

Pre-Kindergarten

Kerri Metcalf (Wendy Stone)

Amy Ward (Connie Gore)

Kindergarten

Catherine Adcox (Misty King)

Bonnie Craft (Nina Little)

Jill Kemp (Laurie Mabe)

Lori Simmons (Aubrey Lehman)

First Grade

Kristy Brown

Monica Martinez

Lauryn Murphy

Mary Nell Smith

Second Grade

Lori Estoll

Savannah Pickles

Brittany Steele

Sade' Turner

Third Grade

Kendria Davis

Katie Daniel

Stephanie Harris

Laura Terrell

Fourth Grade

Hayley Brazell

Abriel McFarland

Valarie Ramsey

Andrea Trainer

Fifth Grade

Angel Jackson

Angela McClung

Dontavius Barkley

Kenli Holbrook

Student Support Teachers

Jennifer Matticola - EIP K-2 & SST

Nicole McConnell -Elem. Interventionist

Denise Shirley - EIP 3-5

Joanie Henderson - TOSA and SST

Glorion Roberts-STEM

Dalentina Robertson - Social Worker

ESOL Teacher

Yasuko Kobayashi

Exceptional Education

Leslie Chastain

Allison Harris

Brittany Hutto

Kalea Johnson

Kristy Johnson

Paige Lundy

Ex. Ed. Teacher Assistants

A'kail DeLoach

Lindsey Moman

Candice Flourny

Ashley Norris

LaWanda Placide

Cindy Sims

Dawn Galiett

Robin Wyatt

Speech Pathologists

Kathryn McAteer

Tessa Scanlon

Media Specialist

Amy Johnson

Enrichment/Gifted

Emily Pitts

Fine Arts

Aylse Cross

Physical Education

Jason Willis

Well-Being

Jennifer Hale

School Nurse

Dee Franklin

ACE Director

LaWanda Placide

Nutrition Staff

Elizabeth Blouin

Rhonda Crenshaw

Beth Butts

Custodial Staff

Ashley Brooks

Rufus Clemonts

Stephaine Rutledge

Jerry Williams

Cynthia Thornton

2023-2024 PTO Officers:

Laura Lynn Keese - President

Maryanne Lovejoy - Vice President

Lauren Bowen - Corresponding Secretary

Amanda Major - Responding Secretary

Darby Temple - Treasurer

August 2023

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2  Meet the Teacher	3	4 	5
6	7	8  Fire Drill 9am	9	10	11	12
13	14	15	16	17	18  3rd-5th grade Back to School Dance 2:30-4:00	19
20	21	22  Fall Pictures	23	24	25	26
27	28	29	30	31		

NOTES

September 2023

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
					1	2
3	4  Labor Day Holiday/ No School	5  3rd-5th Progress Reports Title I Parent Meeting 5:30 Open House 6:00	6 Alternate Title I Meeting 8:30 AM	7	8  Grandparents' Lunch	9
10  Grandparents' Day	11	12	13	14  Kona Ice PreK-2nd grade	15 Kona Ice 3rd-5th grade	16
17	18  PTO Read-a-thon Begins	19	20	21  Cub Scout Sign-up night 6:00	22	23
24	25	26	27	28	29  PTO Read-a-thon ends	30

NOTES

October 2023

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
1  Bookfair October 2-6	2	3  Family Bingo Night 5:30	4	5 1st Quarter Ends	6  Staff & Student Holiday	7
8  Fire Prevention Week	9  Student Holiday Staff PL Day	10 3rd-5th Parent Conference Week		11	12  Kona Ice PreK-2nd Fall Picture Retake Day	13 Kona Ice 3rd-5th
15	16 K-2nd Parent Conference Week		17	18  Unity Day 10.18.23 Bully Prevention	19	20  Red Ribbon Week Red Ribbon Week Kick-off Wear Red
22	23  Pajama Day "Put Drugs to Sleep" wear PJs	24  "We are Too Bright for Drugs" wear Neon	25  "We are too strong for drugs" wear workout	26  "It's Tacky to do Drugs" wear tacky	27  "Team Up Against Drugs" wear jersey	28
29	30  PTO Trunk-O-Treat 5:00-7:00	31 PTO Krispy Kreme Fundraiser begins Halloween Wear 				
		NOTES				

November 2023

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
5  Daylight Saving Time Ends	6	7 3rd-5th Progress Reports	8	9 Kona Ice PreK-2nd	10  Krispy Kreme Fundraiser Ends Kona Ice 3rd-5th	11  Veterans Day
12	13	14	15	16  Thanksgiving Lunch Krispy Kreme Pick-up	17	18
19	20	21	22	23	24	25
	Thanksgiving Break					
26	27	28	29	30  Downtown Christmas Parade		

NOTES

December 2023

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
					1	2
3	4	5 PreK Parent Conferences	6	7 Kona Ice PreK-2nd	8 Kona Ice 3rd-5th	9
10	11 PTO Reindeer Shop	12	13	14	15 Christmas Party 2nd Quarter Ends Classroom Christmas Parties	16
17	18	19	20	21	22	23
	Christmas Holidays					
24	25 Merry Christmas	26	27	28	29	30
	Christmas Holidays					
31	NOTES					

January 2024

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
	1 Christmas Holidays	2  Student Holiday Staff PL Day	3 1st-5th Report Cards	4	5	6
7	8	9	10	11	12	13
14	15  MLK Holiday/ No School	16	17	18	19  100th Day of School	20
21	22	23	24	25  PICTURE DAY Class Pictures	26	27
28	29	30	31			

NOTES

February 2024

Hollis Hand Elementary









SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
		3rd-5th Progress Reports				
11	12	13	14	15	16	17
		 CFA Mobile Spirit Night	 Class Valentine's Parties PTO Valentine's Dance: PreK-2nd 1:00-2:00 3rd-5th 2:30-4:00		 Student Holiday, Staff PL Day inclement weather makeup day (if needed)	
18	19	20	21	22	23	24
	 President's Day/ No School			 Kona Ice PreK-2nd	Kona Ice 3rd-5th	
25	26	27	28	29		

NOTES

March 2024

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
					1	2
3	4	5	6	7	8	9
	K-2 Parent Conference Week			3rd Quarter Ends	 Student Holiday Staff PL Day inclement weather makeup day (if needed)	
10	11	12	13	14	15	16
 Daylight Savings Time		 Spring Pictures 1st-5th Report Cards Title I Spring Forum 5:30 GMAS Parent Night 6:00		Kona Ice PreK-2nd	 Kona Ice 3rd-5th	
17	18	19	20	21	22	23
 St. Patrick's Day						
24	25	26	27	28	29	30
					 3rd-5th grade Talent Show 9:00	
31	NOTES					
Easter						

April 2024

Hollis Hand Elementary












SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3 Happy Spring Break	4	5	6
7	8	9	10	11	12	13
14	15	16 3rd-5th Progress Reports	17 TCSS Fastest Kid (tentative)	18 Kona Ice PreK-2nd	19 Kona Ice 3rd-5th	20
21	22 Earth Day	23	24 K & 5th Cap & Gown Pictures	25	26 GMAS Pep Rally 3rd-5th grade	27
28	29 GMAS ELA Day 1	30 GMAS ELA Day 2				

NOTES

May 2024

Hollis Hand Elementary



SUN	MON	TUES	WED	THURS	FRI	SAT
			1	2	3	4
			GMAS ELA Day 3	GMAS Math Day 1	GMAS Math day 2	
5  Teacher Appreciation Week May 6-10	6 GMAS Science (5th grade only)	7 PreK Parent Conferences	8	9  Field Day PreK-2nd	10 Field Day 3rd-5th	11
12  Bookfair May 13-17 Mother's Day	13  PreK Honor's Day 8:30 Senior Walk 1:00	14  Kindergarten 8:30 1st Grade Honor's Day 11:00	15  Honor's Day 2nd Grade 8:30 3rd Grade 11:00	16  5th Grade Walk 8:00 5th Grade Graduation 8:30 3rd Grade Honor's Day 11:00	17	18
19	20	21  End of Year Class parties	22  1st-5th Report Cards Last day of school	23	24	25
26	27 Memorial Day	28	29	30	31	

NOTES

Master Schedule

7:05 Building Opens

7:05 School/Breakfast Begins

7:35 Breakfast Ends

7:40 Broadcast Begins

7:50 Instruction Begins

1:30 No Check-Out after this time

2:15 Dismissal

Student Morning Arrival Procedures

- Bus riders enter the building at 7:05 AM through the auditorium entrance (by the flagpole).
- Do not drop off your student before 7:05 am
- Car riders enter the building through the downstairs playroom (side parking lot doors) from 7:05 - 7:40 A.M.
 - **To make drop-off more efficient, we ask that parents have students ready with book bag(s), lunch box(es), or other school items before the car door is opened.**
 - Students should exit the car on the passenger side and walk on the sidewalk to the playroom doors to enter the building.
- Breakfast is served from 7:05 am to 7:35 am, students must go straight to breakfast before going to class.
- Tardy Bell will ring at 7:40 am. The playroom door will close at 7:40am.
- **Any student who arrives after the 7:40 am bell rings, parent/guardian will have to escort their student in through the front entrance of the school and sign in through the check-in system.**

Student Afternoon Dismissal Procedures

- No check outs after 1:30 pm
- Dismissal begins at 2:15 pm.
 - Car rider line will begin moving once all students are seated quietly in the playroom.
 - Students must remain quiet in order for the car rider line to run smoothly
 - Buses will leave campus by 2:25 pm (Please see Bus Procedures for addition information)
- Hollis Hand Elementary car rider tags for the year 2023-2024 should be displayed during dismissal. Each student will be issued two tags at registration. Replacement or additional tags may be requested in the office. Any vehicle not displaying the issued car tag for the 2023-2024 school year will be directed to the office so that identity can be verified.
- Students who have not been picked up by 2:45 pm will be sent to ACE, and the daily charge of \$7 will apply. This charge must be paid at the time the student is picked up.
- **Do not park at another location on campus and walk to the car rider line.**

TRANSPORTATION CHANGES

For the safety of your child, transportation changes may not be made via phone calls. School is a very busy place...especially as we near dismissal time. For this reason, transportation arrangements should be made prior to getting to school and a note should be sent to school with your child indicating his/her transportation changes for the day. If there is an emergency that warrants a change during the same day, note or email to hhetranschange@troup.org by **1:30 P.M.**

Your child's method of afternoon transportation from school is established at the beginning of the school year. If there is a change in the way your child will leave school for any period of time (day, week, etc.), we must have a note from home or email hhetranschange@troup.org.

If your child is riding the bus home with a friend, we must have written permission from the parents of both children. Unless we have a note from the parent, a child will not be allowed to leave school except as previously established.

ALL TRANSPORTATION CHANGES MUST BE IN WRITING. This procedure ensures that your child is transported home safely. **NO CHANGES WILL BE MADE AFTER 1:30 P.M.** **CAR TRANSPORTATION**

BUS TRANSPORTATION & EXPECTATIONS

The Troup County School System operates buses for transporting students to and from Hollis Hand Elementary. Appropriate conduct on the bus is essential for the safety of the driver and passengers. To prevent riding the school bus from becoming a hazardous situation, behavior that distracts the driver will result in immediate disciplinary action. We need the cooperation of both parents and students. Please read the rules carefully and discuss them with your child.

BUS CONDUCT:

1. No excessive loud noise, loud talking, loud laughing or playing.
2. No eating or drinking on the bus.
3. Do not move about while the bus is in motion. Remain in your seat.
4. Keep head, hands, and feet inside the bus.
5. Do not be destructive.
6. Sit facing the front of the bus; keep feet out of the aisle.
7. Objects not required at school are not allowed on the bus
8. Cooperate with the bus driver.

The bus driver is in charge of and responsible for student behavior and is authorized to take the following actions:

1. Talk with the student.
2. Assign special seats when necessary.
3. Report conduct problems to parents and principal (or principal's designee) with a written form requiring a parent's signature.
4. Notify the principal (or principal's designee) and/or parent by verbal communication and/or a copy of the bus conduct form.

Riding the bus is a privilege provided by the Troup County School System. Students who continuously misbehave and fail to follow the rules and the driver's instruction may lose the privilege to ride the bus for a period of time or indefinitely. This will be at the discretion of school administrators. Please encourage your child to conduct him or herself in an appropriate way while on the bus

SAFETY AT YOUR CHILD'S BUS STOP:

1. Please have your child at his/her bus stop at least 5 to 10 minutes prior to the arrival time.
2. An adult should be at the stop with elementary children who are 8 years of age or younger.
3. Parents/guardians must be at the stop (home) to pick their child up from the bus in the afternoon. Students under the age of 8 will be returned to school if the driver cannot locate a parent at the stop.
4. Children should dress for the weather.
5. Wait for the bus a safe distance from the road.
6. Always use the handrails when loading/unloading the bus. Be extra careful when it is raining.
7. Stay seated when the bus is moving. (Seat to seat, back to back with feet on the floor in front of you.)
8. Hold on to your belongings in your lap. (Refrain from placing anything on the floor or in the aisle.)
9. Never hang anything out of the window.
10. Be silent at all railroad crossings.
11. Cross the road at least 10 feet in front of the bus. Always cross in front of the bus where the driver can see you. Never cross behind the bus.
12. Never cross the street until the driver gives you the signal that it is okay to cross.

TROUP COUNTY SCHOOL SYSTEM ATTENDANCE POLICY

Regular school attendance is necessary if your child is to perform and learn at his/her best in school. Georgia law requires that students attend school every day except when there is a valid reason for their absence. When a student is absent, the parent must send a written excuse to the student's teacher explaining the nature of the absence. All absences will be treated as unexcused unless a written excuse is received. A written excuse is required to keep on file even if the parent calls the school on the date of the absence. The following are valid reasons for school absences:

1. Illness of child
2. Death in the family
3. Court appointment
4. Required religious observance
5. Quarantine
6. Exclusion because of exposure to a contagious disease

Any other absences are considered unexcused. Our school is required to report excessive unexcused absences to the proper agencies and officials.

The school's principal will be responsible for designating personnel to administer this protocol. A student may be absent from school for the following reasons:

- The student is ill, and attendance in school would endanger his/her health or the health of others.
- A death in a student's immediate family.
- Celebrating a religious holiday of the faith embraced by the student.
- Conditions which render attendance impossible or hazardous to student's health or safety (such as severe weather).
- Medical, dental or court appointments, but only for the portion of the day reasonable necessary to attend the appointment.
- Military connection of parent or legal guardian necessitates an absence.

The law requires parents or guardians to see that their children attend school, and it provides penalties for failure to do so. The Troup County School System Attendance Protocol will be enforced as outlined below:

1. At the beginning of the school year, the Responsible Persons, along with students who are 10 years or older will be asked to sign the Troup County Attendance Protocol and a copy of the signed Protocol will be kept on file at the school.
2. After three (3) unexcused absences, five (5) unexcused tardies, or five (5) unexcused dismissals, the school will notify the Responsible Person of such by phone, letter, or in person to discuss the student's status. Documentation of this contact will be kept on file at the school ("1st notification"). A conference will be requested with the Responsible Person and the Truancy Notice will be presented and signed and a plan will be developed to improve attendance.
3. After five (5) unexcused absences, seven (7) unexcused or more tardies, or seven (7) or more unexcused early dismissals, the school will notify the Responsible Person in writing (2nd notification) of such absences and shall require the Responsible Person to sign the Truancy Notice if the Responsible Person has not already signed it.
4. If two (2) reasonable attempts to notify the Responsible Person of absences, tardies or early dismissals produce no response, the school will send the Truancy Notice to the Responsible Person or guardian via certified mail, return receipt requested. If applicable, a list of these students' names will be forwarded to the appropriate School Counselor, Family Assistant, Administrator or Designee.
5. Except in extraordinary circumstances found in the discretion of the school, upon the occurrence of the first unexcused absence, unexcused tardy or unexcused early dismissal following the 2nd Notification, law enforcement intervention will be requested.
6. If the above attempts are met with continued non-compliance by the Responsible Person of a child between the ages of 6-16 as evidenced by continued absences, the school will contact law enforcement and a warrant will be issued. If at any time during the year, the student's academic progress is affected by continued unexcused absences, the school may proceed with Educational Deprivation charges through Juvenile Court.
7. After ten (10) or more unexcused absences, the school may elect, as an alternative to sending a warrant request or in addition thereto, to file a complaint for educational neglect or a Child in Need of Services complaint.
8. Attendance related information obtained by Law enforcement will be provided to the school and kept on file at the school

TRUANCY

Daily attendance at school is critical for student success. Students are expected to attend school every day, to be on time, and to complete the school day. Students who are tardy or dismissed early miss valuable instruction and interrupt the learning environment for other students. Please be considerate of our children by keeping interruptions to a minimum.

Troup County School System has developed and implemented a "Truancy Protocol." Parents were given a copy of the protocol at the time of registration. A copy can be found in the online handbook in the Board Policies section, or will be provided upon request.

EARLY DISMISSAL

When possible, medical and dental appointments should be made outside of school hours. A child will be released to someone other than his/her parents only if the school has been notified in writing or they are designated on each

child's authorized contact list in Infinite Campus. Identification will be requested if office personnel do not know the parent. All students must be released from the office.

Parents cannot go to classrooms to check out students. These procedures are in place for the protection and safety of your child. For emergencies requiring another person to pick up your child, it is very important that we have current phone numbers to reach parents at all times. Let us know as soon as possible each time your number changes.

Checking into school after 11:00 AM or checking out of school before 11:00 PM is considered an absence from school. Students may not be checked out after 1:30 p.m.

"Fly by Bookshelf"

We understand that students may leave something at home or in the car during arrival. If this happens and you need to drop off anything for your child (except medication) utilize our "Fly by Bookshelf". This will be located in our front lobby. Simply, use labels provided to write student name and teacher on item(s). We will check the bookshelf regularly throughout the day and deliver items to the classroom.

FOOD SERVICE PROGRAM BREAKFAST & LUNCH

Meal Cost - Breakfast - (Student) FREE (Adult) \$2.00
Lunch - (Student) \$2.95 (Adult) \$4.50

- Prepay for your convenience
 - Paying with cash-put your payment in a sealed envelope on which you've written your child's name, student ID number, and teacher's name
 - Paying with check-write your child's name and student ID on the check
 - Paying online-All students can prepay for meals with PayPAMS (<https://www.troup.org/>)
- The food services department of TCSS has no credit system

Hollis Hand Elementary School Food Service, along with other district schools, participates in the Federal Child Nutrition Fund program. Federal law states that to receive Child Nutrition Funds, "a reimbursable meal must be served." All students at Hollis Hand Elementary will receive a free breakfast. Students who qualify will receive a free lunch. All parents should complete and submit a Free and Reduced Application. Breakfast and lunch will begin on Friday, August 4, 2023 Students eating breakfast are to enter the cafeteria between 7:05 and 7:35. Breakfast ends at 7:35 AM. Students arriving after 7:35 a.m. will be sent to class unless they are on a late bus. Breakfast is a quiet time. Due to the limited amount of time to eat in the mornings and the number of students eating, there is not enough time to socialize.

STUDENTS WHO BRING THEIR LUNCH TO SCHOOL

- Be sure to send food in packaging that students are about to open on their own.
- For safety purposes and to avoid carbonation explosions, we ask that students that bring lunches from home refrain from bringing carbonated or canned drinks in their lunch boxes.

TREATS & SNACKS

Troup County Schools welcomes parental involvement for class parties and special events. These festive occasions often include treats and snacks for students to enjoy. Due to food safety concerns and special dietary needs and allergies of some students, all snacks distributed for classroom parties or special events must be pre packaged and display ingredients. This applies to beverages as well. Thank you for helping us keep our children safe.

LUNCH VISITATION

We welcome parents to eat with their children in our cafeteria; however, in our continuous effort to maintain a safe environment for your child, and to respect instructional time:

1. Visitors must show identification when coming for lunch, and they must be on the student's contact list in Infinite Campus or a written note from parent/guardian saying that a specific person will be eating lunch with their student.
2. All visitors will eat at the designated area in the lunchroom, or outside eating area (weather permitting).
3. Visitors will eat lunch with ONLY their child who is having lunch at that time. **Siblings or friends in other classes will not be retrieved to join visitors for lunch.**
4. Additionally, we will not be able to accommodate seating for parents in the cafeteria on Field Days or Honors Day.

Class Parties

Hollis Hand Elementary will have 3 class parties throughout the year, Christmas Party, Valentine's Day Party and End of the Year Party.

Due to food safety concerns and special dietary needs and allergies of some students, all snacks distributed for classroom parties or special events must be pre packaged and display ingredients.

AFTER SCHOOL ENRICHMENT PROGRAM (A.C.E.)

The After Class Enrichment Program (ACE) is a project of the Troup County School System. Students must be properly registered and all fees must be pre-paid in order for the student to participate. Parents neglecting to prepay for the program will result in their child being dismissed from ACE until all fees are paid. The purpose of the program is to provide enrichment activities for children in a safe, supervised, and relaxed environment. ACE is available to each Troup County elementary student in Pre-K through fifth grades. Hours for the program begin 15 minutes after dismissal each school day and end promptly at 5:45 p.m. Each child is provided a snack, supervised physical activities, supervised study and homework time, as well other supervised activities.

The cost for students participating in ACE is \$7.00 per day. Two or more children from the same family qualify for a discount. One child pays full price, while others from the family pay \$5.00 each per day. It is requested that payment be made the first of the month or each Monday or Friday for the next week. Make checks payable to Hollis Hand Elementary ACE. Payment must be made in advance weekly or daily, prior to child/children staying for ACE. If a child is picked up after 5:45 p.m., there will be a late fee of \$10.00. Excessive late pick-ups will result in dismissal from the program.

The ACE Program is a privilege. We strive to promote an atmosphere conducive to safety and appropriate behavior. Parents will be notified if their child violates the rules. Students who do not obey the rules will be dismissed from the program.

ACCIDENTS

In the case of a minor injury at school, the student will be administered first aid. In the event of a serious accident, the parents will be notified immediately. If the parents are not available, we will call the emergency number listed on the child's registration form or Emergency Medical Services.

DRESS CODE

Students are expected to wear attire appropriate for the learning environment. Hollis Hand Elementary will follow the Troup County Board Policy concerning Dress Code. Students dressed in a manner that interferes with or interrupts the learning environment will be asked to change. Parents may be contacted for additional clothing; however, if parents cannot be contacted, students may be asked to sit in an alternate location until appropriate clothing is obtained.

Cell Phone / Electronic Devices

Cell phones and other electronic devices should be used for instructional purposes only as directed by the teacher. Use of cell phones / electronic devices is not permitted during the school day. If a cell phone or electronic device is visible during the school day without the teacher's permission, the phone / device will be taken from the student. The following consequences will be implemented:

1st offense:

- The student will be given a verbal warning reminding them of the school policy.
- A mark will be placed on the behavioral clipboard.

2nd offense:

- The cell phone / electronic device will be held in the office until the end of the day.
- The Student will sign for the cell phone / electronic device at the end of the day in the office.

3rd offense:

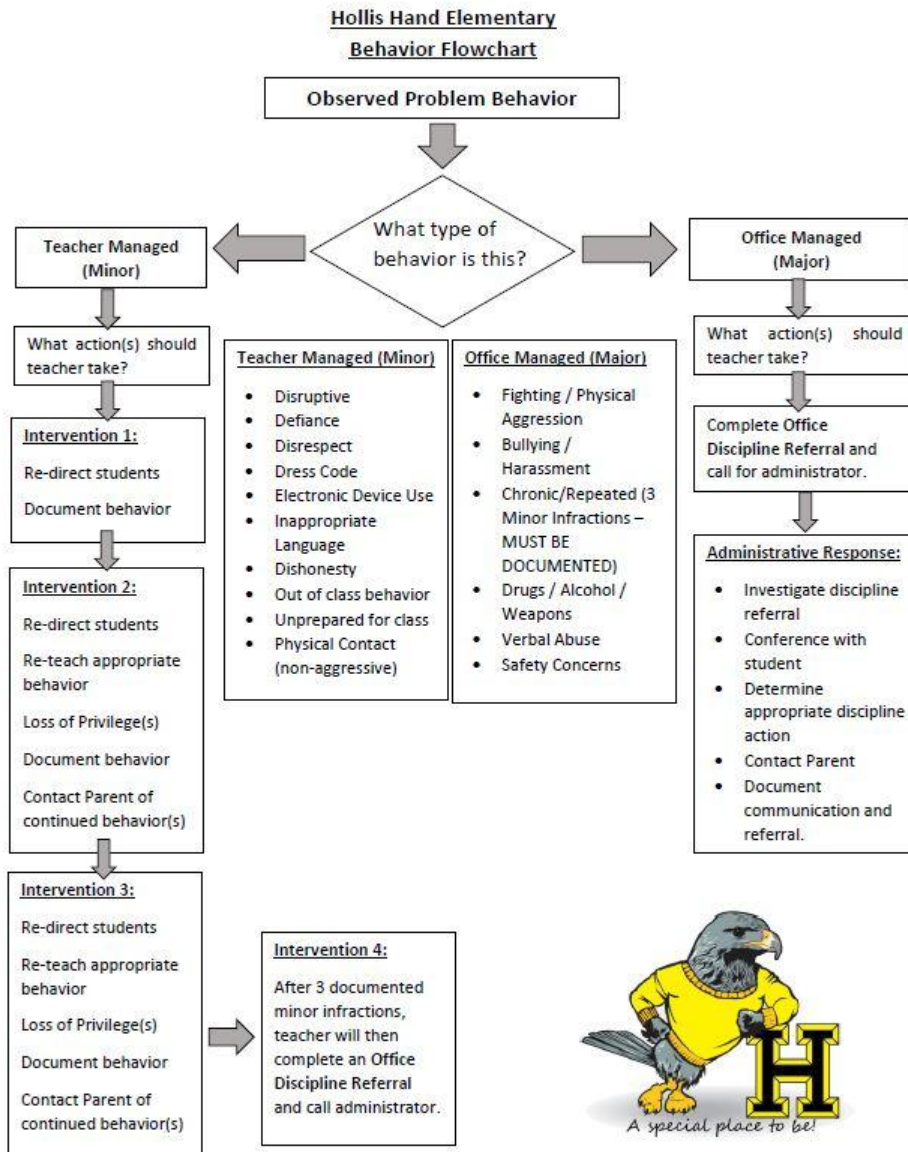
- The cell phone / electronic device will be held in the office until the end of the next day.
- A parent or guardian will sign for the cell phone / electronic after a meeting with the student and principal.

*If a student refuses to give the teacher the phone/electronic device, the teacher will write a referral for refusal to cooperate and defiance which will result in disciplinary action.

School-Wide Expectations and Behavior

School-Wide Expectations and Behavior

- **Hallway Expectations**
 - Walk on the right side of the hall
 - Hallways should be quiet so we do not interrupt instruction
 - Keep hands and feet to yourself
- **Cafeteria**
 - Use a quiet voice
 - Keep the table and area clean
 - Stay in your area
- **Bathroom**
 - Use a quiet voice
 - Go in, Use it, and Get out
 - Throw trash in the trash and not on the floor
- **Classroom**
 - Be Ready to Learn
 - Respect self and others
 - Give your BEST
 - Stay on-task and follow directions
- **Behavior Flowchart**



Standard Based Curriculum

The Georgia Standards of Excellence provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know how “good is good enough”. The performance standards isolate and identify the skills needed to use the knowledge and skills to problem solve, reason, communicate, and make connections with other information.

REPORTING STUDENT PROGRESS

Home/School Communication is extremely important, particularly in regard to student performance. We feel that the teacher and parent share a joint responsibility for this communication. Hollis Hand's formal reporting procedures include:

1. TUESDAY will be our formal communication day for parents. Your child should bring home their completed and graded class work, tests, and any other progress made in the classroom in a folder every Tuesday unless otherwise notified. Also look for grade level newsletters, announcements, flyers, and any other important dates and information. Parents should review the folders with their child, sign, and return them to their child's teacher the following day. By reviewing the child's work, a minor problem may be identified and solved before it becomes a major problem.
2. Progress Reports are sent home for students in grades 3 - 5 at the midpoint of each quarter.
3. Report Cards are sent home at the end of each quarter with 1st– 5th grade students.. These should be signed and sent back to school the next day.

Assessments

Throughout the year, students will participate in different types of assessments. These assessments are designed to give the school and parents a better understanding of students progress and needs. Below is a list of assessments your child may participate in depending on grade and needs.

- **GKIDS-R (Kindergarten)** - Completed the first 6 weeks of school to provide information about the skills of students entering kindergarten.
- **GKIDS (Kindergarten)** - Completed throughout the year to document students' progress on the Kindergarten instructional standards.
- **iReady Reading and Math Diagnostic (Kindergarten - 5th Grade)** - Completed three times a year (Fall, Winter, and Spring) to provide information about student skill levels and growth so that teachers can make informed instructional decisions for student achievement.
- **HMH Growth Measure (3rd-5th Grade)** - Completed three times a year (Fall, Winter, and Spring) to measure the student's reading comprehension skills to provide a Lexile measure which can be used to monitor growth through the year.
- **Acadience (Kindergarten - 3rd Grade)** - Completed three times a year as a universal screener that helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support.
- **Peabody Picture Vocabulary-R, PPVT (Pre-K)** - Completed twice a year (Fall and Spring) to measure receptive vocabulary and provides a quick estimate of verbal/scholastic ability.
- **Preschool Early Literacy Indicators, PELI (Pre-K)** - Completed three times a year (Fall, Winter and Spring), to measure alphabet knowledge, vocabulary, and oral language, phonemic awareness and listening comprehension.
- **ACCESS and Alt ACCESS for EL (K-5th students identified as English Learners)** - Given once a year to determine English proficiency in the areas of speaking, listening, reading and writing.
- **Georgia Alternative Assessment 2.0, GAA (3rd-5th Grade students with significant cognitive disabilities)** - Taken in the Spring and provides meaningful information about classroom instruction and identifies students' areas of strength and improvement.
- **Georgia Milestone Assessment System, GMAS (3rd-5th Grade)** - Taken in the Spring to measures knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

TIER 2 & TIER 3 TEAMS

The Tier 2 and Tier 3 Teams assist students experiencing academic and/or behavioral difficulties in school. The teams offer educational strategies including behavior management techniques, curriculum modifications, peer tutoring, special materials, counseling, etc. These strategies are unique for each student and meet the needs of the individual learner.

PARENT CONFERENCES

One of the keys to an effective learning environment is open communication between school and home. Parents are urged to contact the school whenever the need arises. Teachers may be contacted by note or telephone. If you call during the instructional time of the day, the office will be glad to give the teacher a message to return your call in order to set up an appointment. If you wish to schedule a conference with your child's teacher, please call ahead and make an appointment. Parent/teacher conferences will also be scheduled during the school year by the teacher to report on your child's progress. Please make every effort to attend these conferences. Conferences requested by parents must be scheduled through the office with our secretaries: 706-883-1580. School conference months are October and March.

EMERGENCY DRILLS

Fire Drills are held monthly throughout the school year. A tornado or severe weather drill is held on a date designated by the state. Other security drills, such as lockdowns and evaluations, will be held during the year. These drills will allow school personnel to review designated safety routes and procedures with students.

BIRTHDAYS, BALLOONS, FLOWERS, ETC

- Gifts and balloons will not be delivered to students during the instructional day. All other items, including messages, may be permitted with administrative approval.
- All students will be recognized on the morning broadcast during the month of their birthday. While birthday parties are not permitted, parents may bring birthday treats for the class if it is pre arranged with the teacher. However, STUDENTS MAY NOT RECEIVE BALLOONS, FLOWERS, OR OTHER SPECIAL DELIVERIES AT SCHOOL. These items can be disruptive to instruction/the classroom and cannot be taken home on the bus.
- Reminder: due to food safety concerns and special dietary needs and allergies of some students, all snacks distributed for classroom parties or special events must be pre-packaged and display ingredients. This applies to beverages as well. Thank you for helping us keep our children safe.

HEALTH CHECKS

Health checks occur periodically at the school for vision, hearing, and scalp/skin problems. Parents will be contacted when problems are discovered.

ILLNESS AT SCHOOL

The school nurse or health aide will call the parent or guardian to report the illness of a student. The parent/guardian must pick up the student and sign the student out through the front office.

SCHOOL NURSE

Nurse Dee Franklin is our school nurse. She is available on designated days between 7:00 – 2:00 p.m. She may be contacted by calling our school office at 706-883-1580. If she is not on campus, secretaries are available to answer any questions or have access to contacting the nurse at her other school site.

Medication

In accordance with the Troup County Board Policy, the following guidelines have been established in order for school personnel to dispense both prescription and nonprescription drugs to students.

1. All prescription and nonprescription medication must be sent to school with instructions for administering the medication.
2. Prescription medication must be sent in the original container labeled with the following:
 - a. Name of Patient (not brother's or sister's medication)
 - b. Name of Physician
 - c. Name of Pharmacy
 - d. Doctor's order for administration
3. Nonprescription medication must be in the original container showing what the medication is, accompanied by a note from the parent/guardian explaining the directions for administration.
4. Medication that does not need to be given at school should not be sent to school.

5. A permission form must be filled out by the parent before medication can be administered at school. Forms will be available in the office as needed.
We are prohibited from administering any medication to students (prescription or nonprescription) unless the above procedure has been followed.

CLUBS, ORGANIZATIONS, ACTIVITIES, AND HONOR PROGRAMS

ACADEMIC TEAM: Students who qualify for the academic team compete in matches with other schools in the area. Students practice and attend meets after school. The Academic Teams promote academic excellence through competitive “brain muscle.”

BASKETBALL – BOYS & GIRLS: 4th and 5th grade students are eligible to play, and the teams are co-ed. Basketball starts in January and lasts through February.

Hawk Talk (Broadcast Team) - Students in 4th and 5th will be chosen based on application to help produce morning announcements.

CHOIR: The HHES Chorus is open to all 3rd-5th graders interested in choral singing and learning how to read music. The choir performs in several concerts throughout the year, so students must be able to participate in evening concerts and some after school rehearsals. Students must exhibit a positive attitude, good work ethic and a desire to learn about music.

CHEERLEADING: Cheerleaders participate in a try-out process, which takes place during the spring. Participants should be aware that there are required financial obligations.

GREEN POWER: To teach students the value of teamwork, competition and good sportsmanship.

HAWKS OF DISTINCTION: Leadership-service club for grades 3 through 5 whose purpose is to encourage effort and reward merit, and to promote those qualities of character that make for good citizenship. Members will be invited after the first grading period based on merit.

FASTEST KID: TBA

JET TOY: 5th graders. Jet Toy teaches students the value of teamwork, competition and good sportsmanship.

STRINGS ATTACHED: TBA

TALENT SHOW: TBA

CLUBS / PARENT RIGHT TO DENY PARTICIPATION

No student shall be allowed to participate in any school sponsored extracurricular activity, organization, or club if the student's parent or guardian has indicated in writing that the parent will not allow the student to participate and has provided a copy of such written notice to the school principal prior to the student joining the activity, organization, or club. An “opt out” form for the purpose of this documentation is also available upon request.

VISITORS AT SCHOOL

Hollis Hand Elementary will follow Board Policy, KM: Visitors to School.
All visitors must report to the building administrator's office before entering and leaving school system buildings.

The integrity of the instructional day will be maintained. Visits must be scheduled by or coordinated with the building administrator or his or her designee.

Student Auditing Classes

Students are not permitted to bring non-enrolled student visitors during the school day, except by prior approval of the principal and for a period of no more than five days. Student visitation in excess of one week must have prior approval of the Superintendent or designee.

Classroom Observations

Anyone wishing to visit/observe in a classroom shall be required to schedule the visit/observation with the principal or the principal's designee prior to the visit/observation.

TITLE II, PART A, TEACHER/PARAPROFESSIONAL QUALITY

Parental Rights

In compliance with the requirements of the Every Student Succeeds Act (ESSA), the Troup County School System informs parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission's certification requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's qualifications, please contact Kelly Doughman principal at 706-883-1580.

20 Day Parent Notification Letter (If a teacher or long-term substitute who does not meet "professionally qualified" requirements has taught a student for four or more consecutive weeks.)

The Troup County School System is required to notify parents if a teacher who is not "professionally qualified" is teaching their child a core academic content course. Parental notification is required if a teacher who is not "professionally qualified" teaches their child for four consecutive weeks or more (including substitute teachers). Parents must be notified by the school principal, in writing. A copy of this letter will be placed on file with the principal, Chief Human Resource Officer and Director of Federal Programs.

Title II, Part A Information/Guarantee of Receipt of Handbook

All schools in the Troup County School System provide students and parents with a handbook delineating federal, state, district, and school rules/regulations and provide stakeholders with "right to know" information, including parents' right to know the qualifications of their child(ren)'s teachers. Parents will receive a Parent Acknowledgement form at registration. Schools maintain the signed acknowledgement forms on file as documentation of receipt of handbook. A copy of the forms and handbooks containing the above information is kept on file in the Federal Programs Office.

Written Complaint Procedures

Any individual, organization or agency ("complainant") may file a complaint with the Troup County School System Board of Education if that individual, organization or agency believes and alleges that a violation of a Federal statute or regulation that applies to a program under the Every Student Succeeds Act (ESSA) has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
 2. Title I, Part C: Education of Migrant Children
 3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
 4. Title II, Part A: Teacher and Principal Training and Recruiting Fund
 5. Title II, Part D: Enhancing Education Through Technology
 6. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
 7. Title IV, Part B: 21st Century Community Learning Centers
 8. Title VI, Part A, Subpart I: Section 6111: State Assessment Program
 9. Title VI, Part A, Subpart I: Section 6112: Enhanced Assessment Instruments Competitive Grant Program
 10. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
 11. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children
 12. Title IX, Part A: McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth
- Complaint forms are located on the website and available at all Troup County School System schools and offices.

AMERICANS WITH DISABILITIES ACT

The Troup County School System is ensuring that all policies, practices, procedures and facilities are totally accessible and accommodating to all people with disabilities. Kitty Crawford is the coordinator of Americans with Disabilities Act

(ADA). Any questions, please call the Exceptional Education Center, 1712 Whitesville Road, LaGrange, Georgia 30240, (706) 812-7939.

Description of Student Support Team/Response to Intervention

The Student Support (SST)/Response to Intervention (RTI) Team is a problem-solving process in every Georgia school. Its purpose is to collaborate to find solutions for any student in the process. Each school has a RTI team that meets on a regular basis to discuss student performance and needs.

Description of 504

In accordance with Section 504 of the Rehabilitation Act of 1973 the Exceptional Education Department will assist in identifying and evaluating a student's need for educational accommodation. If the student is determined eligible for the accommodation he/she will be afforded access to appropriate educational accommodations.

Description of Special Education Services

In compliance with the Individual with Disabilities Education Improvement Act (IDEIA 2004); the Exceptional Education Department provides special education and related services to students with disabilities. These services focus on enhancing student achievement and post-secondary outcomes through implementation of regional and statewide activities for students, families, educators, administrators, and other stakeholders. Targeted areas for services and supports include accessible instructional materials, assistive technology, curriculum access and alignment, dropout prevention, family engagement, least restrictive environment, positive behavior supports, and transition.

Description of Gifted Education

TCSS provides gifted education services to students who demonstrate a high degree of intellectual, academic, and/or creative abilities, exhibit an exceptionally high degree of motivation, and/or excel in specific academic fields, and who need specialized instruction and/or ancillary services to achieve at levels commensurate with their abilities. TCSS follows non-discriminatory procedures with respect to race, religion, national origin, gender, disabilities and/or socio-economic background in the referral, identification, evaluation, placement, and services of gifted students.

TITLE I SCHOOL PROGRAM

Hollis Hand Elementary is a Title I School and participates in the Title I Systemwide Program. Title I is the largest federal education program that provides assistance to schools. Title I funds are used to provide supplementary services and resources for our schools. Title I focuses on improving teaching and learning for students. Hollis Hand Elementary is responsible for developing a Schoolwide Improvement Plan seeking input from parents, students, community members, and the faculty. Please review the Hollis Hand Elementary Parent and Family Engagement Policy that is included in the handbook. Please feel free to offer suggestions or ideas for ways to improve our parent policy. A copy of the entire Schoolwide Improvement Plan is kept in the school office/Parent Resource Center. This plan is available to parents upon request. Parents will learn more about our Title I Program at our Title I Annual Meeting.

Everyone is invited to attend. The calendar in the handbook will include these dates.

WRITTEN PARENT AND FAMILY ENGAGEMENT POLICY

Parents of Title I, Part A children should be notified of the system-level and school-level written parent and family Engagement policies. Annually, schools should involve parents and the community in the revision of the school's compact, written parent and family engagement policy, and the School Improvement Plan. These revised plans should be shared with all stakeholders.

STUDENT ACHIEVEMENT

Schools must provide information to each parent about the level of achievement of his/her child on each of Georgia's academic assessments. Federal law requires that each State set high academic standards and implement an extensive student testing program which is aligned with standards and which measures students' achievement based on the standards.

TITLE 1, PART A INFORMATION

Schools should provide to parents of participating children specific information about the Every Student Succeeds Act (ESSA), Title I, Part A programs, annual accountability status, and the School Improvement Plan and inform them of their opportunity to request regular meetings.

ANNUAL MEETINGS

Schools must invite parents to a meeting to inform them about the school's participation in Title I, Part A, programs. Parents should receive an explanation of Title I requirements and parents' rights to be involved.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Troup County School System (TCSS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the TCSS may disclose appropriately designated "directory information" without written consent, unless you have advised the system to the contrary in accordance with system procedures. The primary purpose of directory information is to allow the TCSS to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the TCSS to disclose directory information from your child's education records without your prior written consent, you must notify the principal in writing. Troup County Schools has designated the following information as directory information:

(Note: an LEA may, but does not have to, include all the information listed below.)

- | | |
|--------------------------|---|
| -Student's name | -Participation of officially recognized activities and sports |
| -Address | -Weight and height of members of athletic teams |
| -Telephone listing | -Degrees, honors, and awards received |
| -Electronic mail address | -The most recent educational agency or institution attended |
| -Photograph | |
| -Date and place of birth | |
| -Major field of study | |
| -Dates of attendance | |
| -Grade level | |

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107- 110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107), the legislation that provides funding for the Nation's armed forces.

Hollis Hand Elementary School Parent & Family Engagement Policy

2023-2024 School Year

Kelly Doughman, Principal
641 Country Club Road
(706) 883-1580
www.troup.org/13/Home

Plan Revised- March 24, 2023

What is Title I?

Hollis Hand Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards to reinforce and enhance efforts in improving teaching and learning for students.

Title I programs must be based on effective means of improving student achievement and include strategies to support parent involvement.

Title I schools must jointly

develop with all parents

a written parent and

family engagement

policy.

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Hollis Hand Elementary School (HHES) will provide opportunities to improve parent and family engagement to support student learning. HHES values the contributions and involvement of families to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that HHES will support parent and family engagement and how families can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

HHES invites all families to attend our annual School Improvement Forum to review and revise this parent & family engagement policy, the school improvement policy, and the parental involvement budget. The spring 2023 School Improvement Forum was held in-person in the Hollis Hand auditorium. In addition to the annual School Improvement Forum, parent input and comments regarding this plan are welcome during the school year through a form available in the Parent Resource Center. The plan is posted on our school website for parents to view and submit feedback throughout the year. All feedback received during the year will be used to revise the plan for the next school year.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. HHES will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

The plan is included in the student handbook that posted on our school website. The plan is also housed in the Parent Resource Room. Copies are available upon request in the front office.

2023-2024 District Goals

1. Focus on student success and well being.
2. Ensure equitable opportunities for all.
3. Focus on recruiting, inducting and retaining quality staff.
4. Cultivate the capacity of the school system to function as a flexible and adaptable organization.
5. Lead in the cultivation of relationships and strategic partnerships between the school system and parents, and among agencies and organizations which provide services to children.

District Values

Connection	Equity
Achievement	Resilience
Integrity	Compassion

School-Parent Compacts

As part of this plan, HHES and our families will develop school-parent compacts, which are agreements that parents, teachers, and students will develop that explain how parents and teachers will work together to make sure all our students reach grade-level standards. The compacts will be reviewed and updated annually

based on feedback from parents, students and teachers during the beginning of each school year. Parents will receive a copy of the compact to keep at home. Compacts will be reviewed with parents during the year, as well.

Let's Get Together!

Hollis Hand Elementary School will host the following events to build the capacity for strong parent and family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. All meetings for families will be offered at 2 different times to accommodate our families.

Annual Title I Parent Meeting – Fall 2023

We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide plan, the school-parent compacts, and parents' requirements. Invitations will come home in Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

Educational Parent Workshops– Throughout the Year

Hollis Hand will offer a minimum of two academic workshops designed to inform parents on how to better help their students be successful in school. Invitations will be sent through Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

Various Family Engagement Opportunities– Throughout the Year

We invite you to various events at Hollis Hand that will occur throughout the school year, including Spaghetti Night, Field Day, and Fine Arts Performances. Invitations will come home in Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

School Improvement Forum- Spring 2024

We invite HHES families to an evening of sharing and seeking input, thoughts, and ideas in regards to our school improvement plan, our Parent & Family Engagement Policy, and our Title I budget for the next school year. Invitations will come home in Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

Parent Resource Center

Our parent resource center is located in the conference room in the front lobby. Come to look through the pamphlets on a variety of topics or use the computer to find other resources.

Hours of operation are 7:30-2:30.

Parent & Family Engagement

HHES believes that parent & family engagement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents and families play an integral role in assisting their child's learning.
- That parents and families are encouraged to be actively involved in their child's education at school.
- That parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities as described in this plan.

HHES is committed to helping our parents attend the parental activities listed in this plan. Please call or email us if you miss a meeting and would like a copy of the minutes.

(706) 883-1580 or
www.troup.org/13/Home

A Special Place To Be

Hollis Hand Elementary will take the following measures to promote and support parents & families as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in grade level newsletters and in Tuesday folders. We will also be sure information is posted on the school website and marquee for parents.
- ✓ Provide regular information for staff during faculty meetings and in staff updates on strategies to improve communication with parents and ideas to increase family engagement. Staff will also share best practices during regularly scheduled faculty meetings.
- ✓ Partner with Head Start and Early Reading programs by conducting joint staff meetings for parents and sending school information about parent engagement activities to help prepare families and their child for kindergarten and improve school transition.
- ✓ Share information in grade level newsletters and on the website for families to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ✓ Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, and flyers.
- ✓ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent & family engagement.
- ✓ Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ✓ Use our Partners in Education, School Council, and Parent Advisory Council (PAC) to improve awareness of the activities and events listed in the school parent & family engagement policy.
- ✓ Collect feedback from parents at all events and post a suggestion form on the school website in order to respond to parents' requests for additional support for parent & family engagement activities.

Family Liaison

We have a Family Liaison in our building who strives to strengthen ties between home and school. Her main goals are to be available to parents based on their needs, coordinate parent programs, and maintain the necessary Title I documentation for the system and state.

Parent Advisory Council

HHES invites all parents to join the Parent Advisory Council (PAC) to share ideas and ways to involve other parents and to build partnerships with school, families, and the community. The council will meet monthly during the school year. Dates will be posted on our website and invites to meetings will come home in Tuesday folders each month.

If you'd like to know about the PAC, please contact the school or complete the interest form and leave it in the main office.

Parent Advisory Council

- ☐ Yes, I am interested and wish to join the Parent Advisory Council (PAC)
- ☐ Please contact me so I can learn more joining the PAC
- ☐ Please send me notifications about future meetings and updates

Name: _____

Child's Name: _____

Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please provide us with your comments in the space provided and leave this form in the Main Office:

Name: (optional) _____

Telephone Number: (optional) _____

Hollis Hand Elementary School

Póliza del Compromiso de Padres y Familia Y Plan para Compartir El éxito de los Estudiantes

2023-2024 Año Escolar

Kelly Doughman, Principal
641 Country Club Road
(706) 883-1580
www.troup.org/13/Home

Plan Revisado
24 de marzo de 2023

Qué es Título I?

Hollis Hand Elementary se identifica como una escuela de Título I como parte de Cada Estudiante Tiene Éxito (ESSA). Título I está diseñado para apoyar los esfuerzos de reforma de escuela local ligados a desafiar normas académicas para reforzar y mejorar los esfuerzos en mejorar la enseñanza y el aprendizaje de los estudiantes y estado. Programas de Título I deben basarse en medios eficaces de mejorar el rendimiento de los estudiantes e incluyen estrategias para apoyar la participación de los padres.

Las escuelas de Título I deben desarrollar conjuntamente con los padres una póliza escrita de participación familiar.

Plan Escolar para el Logro Estudiantil Compartido

Qué es Esto?

Este es un plan que describe como Hollis Hand Elementary School (HHES) proporcionará oportunidades para mejorar la participación de los padres para apoyar el aprendizaje de los estudiantes. BWES valora las aportaciones y participación de los padres a establecer una asociación entre iguales para el objetivo común de mejorar el rendimiento de los estudiantes. Este plan describe las diferentes formas que HHES apoyará la participación de padres y cómo los padres pueden ayudar a planear y participar en actividades y eventos para promover el aprendizaje en la escuela y en casa

Cómo se revisa?

HHES invita a todas las familias a asistir a nuestro Foro de Mejoramiento Escolar anual para revisar y revisar esta política de participación de padres y familias, la política de mejoramiento escolar y el presupuesto de participación de los padres. El Foro de Mejoramiento Escolar de la primavera de 2022 se llevó a cabo virtualmente debido a Covid-19. Además del Foro de Mejoramiento Escolar anual, las aportaciones y los comentarios de los padres sobre este plan son bienvenidos durante el año escolar a través de un formulario disponible en el Centro de Recursos para Padres. El plan se publica en el sitio web de nuestra escuela para que los padres lo vean y envíen comentarios durante todo el año. Todos los comentarios recibidos durante el año se utilizarán para revisar el plan para el próximo año escolar.

Para quien es?

Todos los estudiantes participando en Título I, Programa Parte A, y sus familias son animados e invitados a participar en las oportunidades descritas en este plan. HHES proporcionará toda oportunidad para que la participación de los padres con Inglés limitado, los padres con discapacidad y padres de niños migrantes.

Donde está disponible?

Al principio del año, el plan está incluido en el manual del estudiante que se da a todos los estudiantes. Copias del plan estarán disponibles en nuestra Reunión Anual de Padres de Título I al principio del año. El plan también se encuentra en la sala de Recursos de los Padres. El plan se publicará en la página web de la escuela.

Metas del Distrito 2023–2024

1. Concentrarse en el éxito y el bienestar de los estudiantes.
2. Garantizar oportunidades equitativas para todos.
3. Concentrarse en reclutar, inducir y retener personal de calidad.
4. Cultivar la capacidad del sistema escolar para funcionar como una organización flexible y adaptable.
5. Liderar el cultivo de relaciones y asociaciones estratégicas entre el sistema escolar y los padres y entre las agencias y organizaciones que brindan servicios a los niños.

Valores del Distrito

Connección	Equidad
Logros	Resiliencia
Integridad	Compasión

School-Parent Compacts

Como parte de este plan, HHES y nuestras familias desarrollarán pactos entre padres y escuela, que son acuerdos que padres, maestros y los estudiantes desarrollarán una explicación de cómo los padres y los maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen los estándares de nivel de grado. Los pactos serán revisados y actualizados anualmente, basado en los comentarios de los padres, estudiantes y maestros al comienzo de cada año escolar. Los padres recibirán una copia del pacto para mantener en casa. Los pactos serán revisados con los padres durante el año, como bien.

Let's Get Together!

Hollis Hand Elementary Schoollos siguientes eventos para construir la capacidad de fuerte parsede ticipación de los padres, apoyar una alianza entre la escuela, los padres, y la comunidad para mejorar el rendimiento académico de los estudiantes. Todas las reuniones para los padres serán ofrecidas en 2 horarios para complacer a los padres.

Invitaciones se mandaran a casa los Martes en las carpetas, será pública en la página web, y mencionado en el boletín de cada nivel de grado. También podemos ofrecer cuidado de niños durante las reuniones si es necesario. Llame a la oficina sobre este servicio.

Conferencias Anuales de Título I– Fall 2023

Te invitamos a una noche de aprender y compartir acerca de nuestro programa de Título I, incluyendo nuestra Póliza de Participación de los Padres, el plan de toda la escuela, Pactos entre Escuela-Padres, y los requisitos de los padres. Invitaciones se mandaran a casa los Martes en las carpetas, será pública en la página web, y mencionado en el boletín de cada nivel de grado.

Varios Talleres Académicos- Durante todo el año

Hollis Hand organizar un mínimo de 3 talleres académicos este año para nuestros padres. Los temas se basaran en el aporte de los padres de nuestra encuesta de primavera Título I. Estos talleres ayudaran a los padres a entender mejor nuestro plan de estudios y todos los recursos qué utilizamos para fortalecer nuestra instrucción para los estudiantes.

Varios Eventos Familiares-Durante todo el año

Organizaremos varios eventos familiares este año en HHES. Construyendo relaciones con las familias es muy importante para nosotros incluyendo noche de espagueti, día de campo, presentaciones de nivel de grado y representaciones de bellas artes. Las invitaciones se enviarán a casa en las carpetas de los martes, se publicarán en el sitio web y se mencionarán en los boletines de nivel de grado..

Foro de Mejoramiento Escolar de Primavera - Marzo 2024

We invite HHES families to an evening of sharing and seeking input, thoughts, and ideas in regards to our school improvement plan, our Parent & Family Engagement Policy, and our Title I budget for the next school year. Invitations will come home in Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

Centro de recursos para padres

Nuestro centro de recursos para padres está ubicado en la sala de conferencias en el vestíbulo delantero. Visite los folletos sobre una variedad de temas o use la computadora para encontrar otros recursos. Horas de operación 7:30-2:30.

Compromiso de los padres y la familia

HHES cree que la participación de los padres y la familia significa la participación de los padres en una comunicación regular bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

- Que los padres y las familias juegan un papel integral en ayudar al aprendizaje de sus hijos.
- Que se aliente a los padres y las familias a participar activamente en la educación de sus hijos en la escuela.
- Que los padres y las familias son socios de pleno derecho en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- La realización de otras actividades como se describe en este plan.

HHES se compromete a ayudar a nuestros padres a asistir a las actividades para padres enumeradas en este plan. Llámenos o envíenos un correo electrónico si se pierde una reunión y desea una copia del acta.

(706) 883-1580 or

www.troup.org/13/Home

A Special Place To Be

Hollis Hand Elementary tomarra las siguientes medidas para promover y apoyar a los padres y las familias como una base importante de la escuela para fortalecerla y alcanzar nuestras metas escolares. Lo haremos:

- ✓ Asegúrese de que toda la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se publique en boletines de nivel de grado y en las carpetas de los martes. También nos aseguraremos de que la información se publique en el sitio web de la escuela y la marquesina para los padres.
- ✓ Brinde información periódica al personal durante las reuniones de la facultad y en las actualizaciones del personal sobre estrategias para mejorar la comunicación con los padres e ideas para aumentar la participación familiar. El personal también compartirá las mejores prácticas durante las reuniones de facultad programadas regularmente.
- ✓ Asóciese con los programas Head Start y Early Reading realizando reuniones conjuntas de personal para padres y enviando información escolar sobre las actividades de participación de los padres para ayudar a preparar a las familias y a sus hijos para el jardín de infantes y mejorar la transición escolar.
- ✓ Comparta información en boletines de nivel de grado y en el sitio web para que las familias comprendan los estándares y evaluaciones académicas de la escuela, así como las formas en que los padres pueden monitorear el progreso de sus hijos y trabajar con los educadores.
- ✓ Comuníquese regularmente con todas las familias y la comunidad con respecto a los eventos y actividades de toda la escuela, a través de mensajes telefónicos, redes sociales y volantes.
- ✓ Trabajar con nuestros padres para desarrollar capacitaciones relevantes y presentaciones útiles para educar a nuestro personal sobre la importancia de la participación de los padres y la familia.
- ✓ Proporcionar materiales y folletos necesarios para los padres en conferencias, reuniones y actividades para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos..
- ✓ Use nuestros Socios en Educación, Consejo Escolar y Consejo Asesor de Padres (PAC) para mejorar el conocimiento de las actividades y eventos enumerados en la política de participación de padres y familias de la escuela.
- ✓ Recopile comentarios de los padres en todos los eventos y publique un formulario de sugerencias en el sitio web de la escuela para responder a las solicitudes de los padres de apoyo adicional para las actividades de participación de los padres y la familia.

Enlace Familiar

Tenemos un enlace familiar en nuestro edificio que se esfuerza por fortalecer los lazos entre el hogar y la escuela. Los objetivos principales del Enlace familiar son estar disponibles para los padres en función de sus necesidades, coordinar los programas para padres y mantener la documentación necesaria del Título I para el sistema y el estado..

Parent Advisory Council

HHES invita a todos los padres a unirse al Consejo Asesor de Padres (PAC) para compartir ideas y formas de involucrar a otros padres y construir alianzas con la escuela, las familias y la comunidad. El consejo se reunirá mensualmente durante el año escolar. Las fechas se publicarán en nuestro el sitio web y las invitaciones a las reuniones llegarán a casa en las carpetas de los martes cada mes.

Si desea saber sobre el PAC, por favor contacte la escuela o complete el formulario de interés y vete en la oficina del director.

Consejo Asesor de Padres

- ☐ Si, estoy interesado y deseo unirme al Consejo Asesor de Padres (PAC)
- ☐ Póngase en contacto conmigo para aprender más de PAC
- ☐ Por Favor envíeme avisos sobre futuras reuniones y actualizaciones

Nombre: _____

Nombre y Grado de su Hijo : _____

Dirección: _____

Numero Telefónico: _____

Correo Electrónico : _____

Comparta Sus Pensamientos

Queremos oír de usted. Si tiene alguna sugerencia o si hay alguna parte de este plan que sienta que no es satisfactorio con los objetivos de las escuelas y los estudiantes para el logro académico , por favor indíquenos sus comentarios en el espacio provisto y deje este formulario en la oficina principal :

Nombre: (opcional) _____

Numero Telefonico: (opcional) _____

Hollis Hand 초등학교

학부모 & 가족 참여 정책

2023-2024 School Year

Kelly Doughman, Principal
641 Country Club Road
(706) 883-1580
www.troup.org/13/Home

계획 개정 2023년 3월 24일

Title I 은 무엇인가요?

Hollis Hand 초등학교는 Every Student Succeeds Act (ESSA)의 일환인 Title I 학교로 인가되어 있습니다. Title I 은 학생 교육 및 학습 향상의 노력을 강화, 주(state) 학업표준에 다르고 주(state)와 지역학교의 개선 노력을 지원하기 위해 마련되었습니다.

Title I 프로그램은 학생 성취도를 높이는 효과적인 방법을 기반으로 학부모 및 가족의 참여를 지원하는 전략을 포함해야 합니다.

Title I 학교는 모든
부모님들과 함께
학부모 & 가족
참여정책을 공동
작성해야 합니다.

학생 학업 성취 공유를 위한 학교의 계획

무엇인가요?

이것은 Hollis Hand 초등학교(HHES)가 학생 학습을 지원하기 위해 부모와 가족의 참여를 향상시키는 기회를 제공하는 것을 말합니다. HHES는 학생들의 학업 성취도를 높이기 위한 공통의 목표로 동등한 파트너십의 수립과 가족의 참여를 중요시합니다. 이것은 HHES 가 학부모 및 가족 참여를 지원할 다양한 방법과 학부모가 학교 및 가정에서 학생들의 학습을 증진시키기 위해 활동 및 행사를 계획하고 참여하는 것을 도울 수 있는 방법을 설명합니다.

어떻게 개정되나요?

HHES는 모든 가족이 연례 학교 개선 포럼에 참석하여 이 학부모 및 가족 참여 정책, 학교 개선 정책 및 학부모 참여 예산을 검토하고 수정하도록 초대합니다. 2022 봄학기 학교개선포럼이 코로나19로 인해 가상으로 진행되었습니다. 연례 학교 개선 포럼 외에도 이 계획에 대한 학부모 의견 및 의견은 학년도 동안 학부모 리소스 센터에서 제공되는 양식을 통해 환영합니다. 계획은 학부모가 일년 내내 보고 피드백을 제출할 수 있도록 학교 웹사이트에 게시됩니다. 한 해 동안 받은 모든 피드백은 다음 학년도 계획을 수정하는 데 사용됩니다.

누구를 위한 것인가요?

Title I에 참여하는 모든 학생들, Part A 프로그램 및 가족들 모두 이 계획의 설명에 참여하도록 장려되고 초대됩니다. HHES는 영어가 제한적인 학부모, 장애가 있는 학부모 및 이민학생들의 학부모의 참여를 위한 모든 기회를 제공할 것입니다.

어디에서 볼 수 있나요?

이 계획은 학생안내서(handbook)에 포함되며, 학교 웹사이트에 게시됩니다. 또한 학부모 자문 공간(Parent Resource Room)에도 보관됩니다. 사본을 원하시면 사무실에 요청하셔서 받으실 수 있습니다.

2023-2024 지구 목표

- 목표 1: 학생의 성공과 웰빙에 중점을 둡니다.
- 목표 2: 모두에게 공평한 기회 보장.
- 목표 3: 양질의 직원을 모집, 도입 및 유지하는 데 중점을 둡니다.
- 목표 4: 학교 시스템이 유연하고 적응력 있는 조직으로 기능할 수 있는 능력을 배양합니다.
- 목표 5: 학교 시스템과 학부모, 그리고 아동에게 서비스를 제공하는 기관과 조직 간의 관계 및 전략적 파트너십 구축을 주도합니다.

지구 가치

연결, 공평, 성취, 회복력, 성실, 동정심

학교-학부모 협의서

이 계획의 일환으로 HHES 와 가족들은 학년별 학교-학부모 협의서를 만들 것이며, 이것은 학부모, 교사 및 학생이 만드는 협약으로 모든 학생들이 각 학년 표준수준 및 목표에 도달할 수 있는 방법을 함께 만드는 것입니다. 각 학년도 초에 학부모, 학생 및 교사의 피드백을 기반으로 매년 검토하고 업데이트합니다.

학부모는 집에 보관하실 수 있게 복사본을 받으실 것입니다. 협의서는 한 해 동안 학부모와 함께 검토될 것입니다.

함께 만들어 갑니다!

Hollis Hand 초등학교는 학생 학업 성취도 향상을 위해 학부모 및 지역사회의 파트너십 지원하고 학부모 및 가족참여를 위한 다음과 같은 행사를 개최합니다. 학부모의 의견이 수렴된 두번의 다른 시간으로 많은 학부모 회의가 진행됩니다. 필요한 경우 회의 중에 보육 서비스를 제공 할 수도 있습니다. 이 서비스에 대해 사무실로 전화하십시오.

연간 Title I 학부모 회의 -2023 년 8 월

학부모 참여정책, 학교전체계획, 학교-학부모협의, 학부모 요구사항을 포함하여 Title I 프로그램에 관한 학습 및 공유를 위해 학부모를 초대합니다. 안내장은 학생의 화요일 폴더에 들어있고, 웹사이트에 게시되고, 각 학년 뉴스레터에 안내될 것입니다.

교육 부모 워크샵- 학기내

Hollis Hand는 학생들이 학교에서 성공할 수 있도록 돕는 방법에 대해 학부모에게 안내하기 위해 최소 2번의 학습 워크샵을 개최할 것입니다. 안내장은 학생의 화요일 폴더에 들어있고, 웹사이트에 게시되며, 각 학년 뉴스레터에 안내될 것입니다.

다양한 가족 참여 기회들- 학기내

Hollis Hand에서 학기내에 열리는 Spaghetti Night, Field Day, 학년별 프레젠테이션, 미술공연(Fine Arts Performances)의 다양한 행사에 여러분을 초대합니다. 안내장은 학생의 화요일 폴더에 들어있고, 웹사이트에 게시되며, 각 학년 뉴스레터에 안내될 것입니다.

봄 학교 개선 포럼-2024 년 3 월

학교 개선 계획, 학부모 &가족 참여 정책, 다음학기Title I 예산과 관련하여 의견과 아이디어를 공유하기위한 저녁행사에 HHES 가족을 초대합니다. 안내장은 학생의 화요일 폴더에 들어있고, 웹사이트에 게시되며, 각 학년 뉴스레터에 안내될 것입니다.

학부모 자문 센터 (Parent Resource Center)

학부모 자문 센터는 앞 로비의 컨퍼런스 방 안에 있습니다. 언제든지 오셔서 다양한 주제의 안내문을 보거나 컴퓨터를 사용하여 다른 자료를 찾아보세요.

운영시간 7:30-2:30.

학부모&가족 참여

HHES는 학부모와 가족의 참여는 학부모의 정기적 양방향의 참여가 학생의 학업 학습 및 기타 학교 활동과 관련된 의미 있는 의사소통이라고 생각합니다:

- 부모는 자녀의 학습을 돕는데 필수적 역할을 합니다.
- 부모는 학교에서 자녀들의 교육에 적극적으로 참여하도록 권장됩니다.
- 부모는 그들의 자녀교육에 있어 완전한 동반자이며, 자녀교육안에서의 적절한 의사결정과 자문을 포함합니다.
- 이 계획서에 설명된 다른 활동도 수행됩니다.

HHES는 이 계획에 열거된 학부모 활동에 학부모들의 참여를 돕도록 노력할 것입니다. 회의에 참석 못 하신 경우 사본을 원하시면 전화나 이메일을 보내주세요.

(706) 883-1580 or
www.troup.org/13/Home

특별한 장소!

Hollis Hand 초등학교는 학교강화와 학교의 목표 달성을 위해, 학교의 중요 토대인 학부모의 지원과 축진을 다음과 같이 진행합니다. 우리는 :

- ✓ 학교 및 학부모 프로그램, 회의, 기타 활동과 관련된 모든 정보는 각 학년 뉴스 레터와 화요일 폴더에 들어가도록 합니다. 또한 학부모를 위해 학교 웹 사이트에 정보가 게시되도록 합니다.
- ✓ 직원들은 가족참여증가의 아이디어와 학부모와의 의사소통 향상의 전략을 업데이트하고, 교사 회의내의 직원을 위한 기본정보를 제공합니다. 직원들은 정기적으로 개최되는 교사 회의에서 모범사례를 공유합니다.
- ✓ Head Start 및 Early Reading 프로그램의 파트너로 학부모를 위해 공동 직원 회의를 실시하고, 학교상황개선과 학부모와 자녀의 유치원 입학준비를 돕는 학부모참여활동에 관한 학교정보를 보내 드립니다.
- ✓ 학부모, 교사가 함께 학교학업표준 및 과제와 자녀의 진도를 모니터링 할 수 있도록 하며, 학부모의 이해를 돕기 위해 각 학년별 뉴스레터 및 웹 사이트에 정보를 공유합니다.
- ✓ 학교 행사 및 활동은 전화 메시지, 소셜미디어, 전단지를 통해 모든 가족과 지역사회와 소통합니다.
- ✓ 학부모와 함께 관련 교육 개발과 유용한 프레젠테이션으로 학부모 & 가족 참여의 중요성에 대하여 직원들에게 교육합니다.
- ✓ 학부모면담, 회의 및 활동에서 학부모와 자녀가 함께 자녀의 학업을 향상시키기 위해 필요한 자료와 유인물을 제공합니다.

- ✓ 학교의 학부모 참여정책에 열거된 활동 및 행사의 인식을 높이기 위해 학부모자문위원회 (PAC), 학교 위원회, 교육을 적극 활용 하십시오.

- ✓ 학부모 참여 활동에 대한 추가 지원 요청에 응답하기 위해 모든 행사에서 학부모의 피드백을 수집하고 학교 웹사이트에 의견 제안 양식을 게시합니다.

가족 연락망

가정과 학교의 유대강화를 위해
학교에서는 가족연락망을 가지고
있습니다. 주 업무는 학부모의 필요를
토대로 필요사항을 제공하며, 학부모의
프로그램을 조정하고, 시스템과 주
(State)에 필요한 Title I 문서를 유지하는
것입니다.

학부모 자문 위원회

HHES 는 모든 학부모가 학부모 자문
위원회(PAC)에 참여할 수 있도록 하며,
다른 학부모의 참여 유도과 학교, 가족
및 지역사회가 함께 파트너쉽을 만들
아이디어와 방법을 공유하도록
합니다. 위원회는 학년내에 여러 번
회의를 합니다. 날짜는 웹 사이트에
게시되며, 매월 화요일 폴더에
안내장이 간 것입니다.

PAC에 관심 있으신
분은 학교에
연락주시거나,
양식을
작성하셔서
메인사무실에
남겨주세요.

학부모 자문 위원회

- 예, 저는 학부모 자문 위원회에 관심이 있으며 참여를 희망합니다. (PAC)
- PAC참여에 관하여 더 자세히 알고 싶습니다. 연락 주십시오.
- 회의 일정과 업데이트 안내를 보내주세요.

성함: _____

자녀이름과 학년: _____

주소 _____

전화번호: _____

이메일: _____

의견 공유

여러분의 의견을 기다립니다. 다른 의견이 있으시거나,
학업성취를 위한 학교의 목표와 계획에 만족스럽지 못하다고
생각되신다면, 하단의 의견지에 의견을 작성하셔서 메인
사무실에 남겨 주세요 :

이름:(옵션) _____

전화번호:(옵션) _____



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Parent & Family Engagement POLICY

2023-2024

Revised April 13, 2023

What is Family Engagement?

Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in section 1116 of the Every Student Succeeds Act (ESSA).



About the Parent & Family Engagement Policy

In support of strengthening student academic achievement, the Troup County School System (TCSS) has developed this parent and family engagement policy that establishes the district's expectations for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe TCSS's commitment to engage families in the education of their children and to build the capacity in the Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The TCSS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During a district meeting in the spring of 2023, the Parent Advisory Council and all parents were invited to participate and provide suggestions and ideas to improve this district policy for the 2023-2024 school year. The district used flyers, district/school websites, and other social media informing parents about the meeting. During the meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP).

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school's website or by submitting written comments to their child's school by using input forms on the website and in the Parent Resource Center.

The district parent and family engagement policy is posted on district and school websites, included in Parent/Student handbooks each year, and made available in the schools' Parent Resource Centers in a format and language that parents can understand.



Strengthening Our Schools

This year, the district Parent & Family Engagement Coordinator (PFEC) will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive regular notifications and resources from the district PFEC to help them improve and strengthen family engagement. In addition to frequent communications and school visits, the PFEC will communicate monthly with Title I schools' principals/administrative teams to review family engagement plans and activities.

Reservation of Funds

The TCSS will reserve one percent from the total amount of Title I funds it receives in FY24 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the TCSS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will gather input from families while hosting an annual School Improvement Forum. This will give families a time for suggestions on how the family engagement set-aside funds will be used in the upcoming year at the district and school-level. Stakeholder input forms from the forums will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

Opportunities for Parent Consultation

Input and suggestions from parents and family members are essential components of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend the meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals. To the extent possible, materials are translated in Spanish and Korean, and interpreters are present at the meetings.

Open House Meetings in the Schools ▪ Fall of 2023

Each Title I school will host a parent meeting at the beginning of the school year to share about Title I and to seek parent input on School Parent Compacts. These important compacts are revised annually by students, parents, and teachers together. They are reviewed throughout the year, as well.

District Improvement Forum ▪ Spring of 2024

All parents are welcome to hear the latest updates from the Troup County School System as well as review and provide input into the district Parent and Family Engagement Policy and the Consolidated LEA Improvement Plan (CLIP) for the 2024-2025 school year. Notices regarding this meeting will be made available to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school and district websites. If you are unable to attend the meetings, call the Federal Programs office for more information. (706) 812-7900 extension 1149.

School Improvement Forums ▪ Spring of 2024

Each Title I school will host a forum for parents to participate in discussions to review the schoolwide plan/school improvement plan, the school Parent and Family Engagement Policy, as well as provide input on the family engagement budget and family engagement program.. Each Title I school will send a flyer home to parents notifying them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on each Title I school website and in weekly classroom newsletters. If you are unable to attend these meetings, call the school for more information.

Building Capacity

Of Parents

The TCSS will work with its Title I schools to provide assistance to parents in understanding state and district academic information connected to their children's learning and progress, as well as information regarding the Title I program. Under the district's direction, each Title I school will host a minimum of two parent workshops that are academic in nature. The dates and locations for these workshops will be posted on the school's website, shared through each Title I school's newsletters, and sent home as flyers in Tuesday folders.

The TCSS will provide helpful parent links on the district website and ensure that the Title I schools' websites contain resources and materials to help parents work with their children at home.

The TCSS will coordinate and integrate the district parent and family engagement programs with other programs such as: Exceptional Educational Program, Twin Cedars Youth Services (Ault Academy), Connections, Pineland, Get Troup Reading and others. We will promote school readiness by collaborating with the Head Start program and other state funded preschool programs in the district as part of a community collaborative that will meet multiple times during the year. In the spring, the elementary schools will host Kindergarten Transition days so parents may tour the schools and receive information to help them and their children prepare for kindergarten. The TCSS will also coordinate with community programs to ensure that parents are informed about available resources.

To ensure that information related to parent programs, meetings and other activities is available to all parents in an understandable and uniform format, each Title I school will make available a calendar of events with information for parents at the beginning of the year. Parent notifications and resources will be sent home in parents' native language, where applicable, and interpreters will be available at parent events and meetings when requested. Information posted on the district website will be translated to the extent practicable. The district will also utilize school telephone systems, school websites, local news media, and other school message systems to post information for parents.

Of School Staff

The TCSS will educate teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate with and work with parents as equal partners and on implementing programs to build ties between parents and schools. The TCSS will also provide information for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families. In addition, the Parent & Family Engagement Coordinator will provide opportunities for visits to each Title I school to review and discuss parent and family engagement requirements and initiatives. The district will educate school staff, with the assistance of parents, in the value of parent and family engagement. Parents will actively share ways that ties between parents and the school can be strengthened and sustained.

The TCSS has established a districtwide Parent Advisory Council (PAC) comprised of parent representatives from each Title I school to provide advice on all matters related to parent and family engagement in Title I, Part A programs. The district will also encourage collaboration and participation with community partners as part of the PAC.

The TCSS works hand in hand with community organizations, including faith-based organizations, to share parent and family engagement activities and to increase the knowledge base in our community of the importance of family engagement for our students' overall success.



Upcoming Dates:

FOR PARENTS

Quarterly Parent Advisory Council Meetings- open to everyone

Dates posted on school websites Administrative Services Center

National Parent Engagement Month November, 2023**
Check the website for special ways to get involved!

District Improvement Forum
Spring, 2023 Administrative Services Center

School Improvement Forums
March -May, 2023 Local School Sites

If your schedule does not allow you to attend the meetings, feel free to call the Federal Programs office for information- 706-812-7900, ext 1149. If childcare is a barrier to you coming to a meeting, check in with us, too. We may be able to help!

FOR SCHOOLS

New School Year Site Training August, 2023

Principal Meetings
As scheduled

Family Liaison Meetings
As scheduled

Parent & Family Engagement

Evaluation

Throughout the year, the TCSS will conduct multiple evaluations of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools. The TCSS will gather input in the form of evaluations at various events at the school level and district level. The TCSS will also meet personally with families in the spring at the School Improvement Forums and District Improvement Forum to gather input.

Regular evaluations, as well as group forums, have the main purpose of obtaining input from parents of children eligible to receive Title I services and designing strategies for more effective parent and family engagement.

The TCSS will use the findings from the various evaluations and forums for continuous improvement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.



Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district Parent & Family Engagement Coordinator will communicate and collaborate with the Office of Student Assignment and other support services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand when feasible.

Development

This district parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual district meetings.

Final revisions to this policy were made on April 13, 2023. The policy will be in effect for the 2023-2024 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children during the first weeks of school.



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POLIZA DEL COMPROMISO DE PADRES Y FAMILIA

2023-2024

Revisado 13 de abril de 2023

Que es el Compromiso Familiar?

El compromiso familiar significa que los padres participación de los padres en forma regular, en dos maneras, de forma significativa envolviéndose en el aprendizaje académico y otras actividades escolares, incluyendo las garantías de:

- Que los padres juegan un papel integral en el aprendizaje de sus hijos.
- Que se anima a los padres a participar activamente en la educación de sus hijos.
- Que los padres son socios en la educación de sus hijos y se incluir lo que es correcto, en la toma de decisiones y en los comités consultivos para ayudar en la educación de sus hijos.
- La realización de otras actividades, tales como los descritos en la sección 1116 de Cada Estudiante Tiene Éxito (ESSA).



Acerca de la Póliza del Compromiso de Padres y Familia

En apoyo al fortalecimiento de los logros académicos de los estudiantes, el sistema escolar del condado de Troup (TCSS) ha desarrollado esta póliza del compromiso de padres y familia que establece las expectativas del distrito del compromiso familiar, guía de estrategias y recursos que fortalecerán la asociación de las escuelas y los padres en las escuelas de Título I del distrito. Este plan describirá el compromiso de TCSS para involucrar a las familias en la educación de sus hijos y para que las escuelas sean capaces de construir estrategias de participación de la familia y actividades destinadas a lograr las metas de rendimiento académico del distrito Título I.

Cuando las escuelas, las familias y las comunidades trabajan juntos para apoyar el aprendizaje, los niños tienden a mejorar académicamente, permanecen en la escuela más tiempo y disfrutan de la escuela más. Título I, Parte A, prevé la participación a fondo de los padres en todos los niveles del programa, como en el desarrollo y ejecución del plan del distrito y la escuela, y en el cumplimiento de las disposiciones de distrito y de mejora de la escuela. Sección 1116 de la ESSA que contiene el primario Título I, los requisitos de la Parte A para las escuelas y los sistemas escolares que involucran a los padres y los familiares en la educación de sus hijos. El TCSS trabajará con sus escuelas de Título I para asegurar que las póliza del compromiso de padres y familia estén al nivel escolar cumplan los requisitos y cada uno incluye, un componente de una escuela-padres.

Desarrollo Conjunto

Durante las reuniones del distrito en la primavera del 2022, fueron invitados el Consejo Asesor de Padres y todos los padres a participar y aportar sugerencias e ideas para mejorar esta política de participación de los padres del distrito para el año escolar 2023-2024. El distrito utiliza folletos, sitios web del distrito y de la escuela, para informar a los padres sobre las reuniones. Durante las reuniones, los padres también revisaron y discutieron el Plan de Mejora Integral de la LEA (CLIP).

Tras la revisión final, la póliza del compromiso de padres y familia del distrito fue incorporado en el clip que fue presentado al estado. Los padres están invitados a presentar sus observaciones y comentarios acerca de la política en cualquier momento en la página web del distrito escolar o mediante la presentación de observaciones por escrito a la escuela de su hijo.

La póliza del compromiso de padres y familia del distrito está publicada en los sitios web del distrito y se imprimen los manuales de padres en la escuela / estudiantes cada año, y estará disponible en los centros de recursos para padres de las escuelas.



El Fortalecimiento de Nuestras Escuelas

Este año, el Coordinador de Participación Familiar del distrito (PFEC) proporcionará asistencia y apoyo a todas las escuelas de Título I para garantizar que los requisitos del compromiso familiar están siendo satisfechos y que se están aplicando las estrategias y actividades de participación familiar. Las escuelas Título I recibirán notificaciones y los recursos ordinarios de PFEC del distrito para ayudar a mejorar y fortalecer la participación de la familia. Además de las comunicación frecuente y visitas a las escuelas, el PFEC tendrá reuniones mensuales de distrito y entrenamientos con los directores / equipos administrativos de las escuelas.

Reserva de Fondos

El TCSS se reserva el uno por ciento de la cantidad total de fondos del Título I que recibe en FY24 para llevar a cabo los requisitos de participación de los padres y familia mencionados en esta póliza y el la ley federal. Por otra parte, el TCSS distribuirá el 90 por ciento de la cantidad reservada a todas las escuelas de Título I para apoyar sus programas y actividades de participación de los padres a nivel local. El distrito proporcionará una orientación clara y una abierta comunicación para ayudar a cada escuela de Título I en la elaboración de un presupuesto de participación de los padres adecuada que responda a las necesidades y recomendaciones de la evaluación de los padres

Cada escuela Título I hará una encuesta a los padres y al anfitrión en un Foro Anual de Mejora de la Escuela para obtener sugerencias de los padres en como utilizara los fondos reservados para ellos el próximo año en el distrito y a nivel de la escuela. Los resultados del estudio y los formularios de entrada de las partes interesadas de los foros serán revisados por el distrito para determinar las áreas de necesidad para el próximo año escolar y tomar en cuenta los cambios en el presupuesto de participación de los padres.

Oportunidades de Consulta para Padres

Las aportaciones y sugerencias de los padres y familiares son un componente esencial de los planes de mejora de la escuela y del distrito que se desarrollan cada año. Todos los padres de los estudiantes elegibles para recibir servicios del Título I están invitados a asistir a las reuniones de oportunidades que se describen en esta sección para compartir sus ideas y sugerencias para ayudar a los distritos, las escuelas y los estudiantes a alcanzar nuestras metas de rendimiento académico.

Juntas de otoño Casa Abierta • Otoño del 2023

Cada escuela del Título I será el anfitrión de una reunión de padres al comienzo del año escolar para compartir acerca del Título I y de buscar información de los padres sobre los Compendios de los Padres de la escuela. Estos documentos importantes se revisan anualmente por los estudiantes, padres y profesores juntos. Ellos son revisados durante todo el año, también.

Foro de Mejoramiento del Distrito • Primavera del 2024

Todos los padres están invitados a escuchar las últimas actualizaciones del Sistema Escolar del Condado de Troup, así como la revisión y aportaciones a la póliza del compromiso de padres y familia del distrito y el Plan Integral de Mejoramiento LEA (CLIP) para el año escolar 2023-2024. Avisos relativos a esta reunión serán puestos a disposición de todos los padres antes de la reunión. El distrito también comunicara información con respecto a esta reunión en los sitios web de la escuela y del distrito. Si no puede atender las reuniones, llame a la Oficina Federal al (706) 812-7900 extensión 1149

Foro de Mejoramiento de la Escuela • Primavera del 2024

Cada escuela del Título I será el anfitrión de un foro para que los padres participen en las discusiones para revisar el plan de toda la escuela, la póliza del compromiso de padres y familia, así como proporcionar información sobre el presupuesto del compromiso familiar y el programa de padres. Cada escuela Título I enviará un folleto a los padres para notificar acerca de la fecha y la hora del foro. También se pondrá a disposición información sobre el Foro de Mejoramiento de la Escuela en cada página de la escuela Título I y en los boletines semanales de clase. Si no puede atender las reuniones, llame a la escuela para más información.

Construyendo Capacidad

Para los Padres

El TCSS trabajará con sus escuelas de Título I para proporcionar asistencia a los padres en la comprensión de la información del estado y el distrito académicos, conectado con el aprendizaje y el progreso de sus hijos, así como con la información sobre el programa “Título I”. Bajo la dirección del distrito, cada escuela Título I será el anfitrión de un mínimo de tres talleres para padres que son de naturaleza académica. Las fechas y lugares de estos talleres se publicarán en la página web de la escuela, compartida a través de boletines de cada escuela Título I, y se envían a casa como volantes en las carpetas de los Martes.

El TCSS proporcionará enlaces en la red de internet y en el sitio web a los padres del distrito y asegurar que los sitios web de las escuelas de “Título” contengan recursos y materiales para ayudar a los padres a trabajar con sus hijos en el hogarhome.

El TCSS coordinará e integrará los programas de participación de los padres del distrito con otros programas tales como: Programa Educativo Excepcional, los servicios de “Twin Cedars” para la juventud (Academia de Adultos), “Get Troup Reading”, y otros. Vamos a promover la preparación escolar, colaborando con el programa Head Start y otros programas preescolares financiados por el estado en el distrito como parte de una colaboración de la comunidad que se reunirá varias veces durante el año. En la primavera, las escuelas primarias serán los anfitriones de un día de transición de Kínder para que los padres pueden visitar las escuelas y recibir información para ayudarles a ellos y a sus hijos a prepararse para el kindergarten. El TCSS también coordinará los programas de la comunidad para asegurar que los padres estén informados acerca de los recursos disponibles.

Para asegurarse de que la información relacionada con los programas para padres, reuniones y otras actividades está disponible para todos los padres un formato comprensible y uniforme, cada escuela Título I envía a casa un calendario de eventos con información para los padres al comienzo del año. Notificaciones y recursos para padres serán enviados a casa en el idioma nativo de los padres, en su caso, e intérpretes estarán disponibles en los eventos para padres y reuniones cuando se le solicite. La información publicada en el sitio web del distrito será traducido a la medida de lo posible. El distrito también utilizará los sistemas de telefonía escuela, sitios web de la escuela, medios de comunicación locales, y otros sistemas de mensajes de la escuela para publicar información para los padres.

Del Personal de la Escuela

El TCSS educará a maestros, personal de servicios estudiantiles, directores y otros miembros del personal sobre cómo llegar a comunicarse con los padres y trabajar como socios iguales en la implementación de programas para construir lazos entre padres y escuelas. El TCSS también proporcionará información para el personal apropiado de la escuela y la facultad que se centrará en la creación de ambientes acogedores y mejorar la comunicación bidireccional con las familias. Además, el coordinador de la participación de los padres proporcionará oportunidades para las visitas a cada escuela Título I para revisar y discutir los requisitos de participación de los padres y las iniciativas.

El TCSS ha establecido un Consejo Asesor de Padres del distrito (PAC) compuesto por representantes de los padres de cada escuela Título I para proporcionar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas Título I, Parte A. El distrito también fomentará la colaboración y participación con socios de la comunidad como parte del PAC.

El TCSS trabaja mano a mano con organizaciones de la comunidad, incluidas las organizaciones basadas en la fe, para compartir las actividades de participación de los padres y aumentar la base de conocimientos en nuestra comunidad acerca de la importancia de la participación de los padres de nuestros estudiantes.



Próximas Fechas:

PARA LOS PADRES

Reuniones trimestrales del Consejo Asesor de Padres: abiertas al público

Las fechas están puestas en la website de las escuelas o en el Centro de Servicios Administrativo

Mes Nacional de Participación de los Padres

Noviembre, 2023** Este atento en la website para como involucrarse de forma especial!

Foro del Mejoramiento del Distrito

Primavera 2024 Centro Administrativo de Servicios

Foro del Mejoramiento de la Escuela

Marzo -Mayo, 2024
Escuelas locales

Si su agenda no le permite asistir a las juntas, llame a Oficina de Programas Federales para más información- 706-812-7900,
ext 1149

PARA LAS ESCUELAS

New School Year Site Training August, 2023

Juntas de los Directores Como lo planeado

Juntas de Enlace Familiar Como lo planeado

Evaluación del Compromiso de Padres y Familias

Durante el año, el TCSS llevará a cabo una evaluación del contenido y la eficacia de esta póliza de compromiso de padres y familia y las actividades del compromiso familiar para mejorar la calidad académica de las escuelas de Título I. El TCSS reunirá opiniones en forma de evaluación en carios eventos a nivel escolar y distrital. El TCSS también se reunirá personalmente con las familias en la primavera en los Foros de Mejoramiento Escolar y el Foro de Mejoramiento del Distrito para recabar opiniones.

La evaluación regular, así como el foro, tienen el propósito principal de obtener información de los padres de niños elegibles para recibir servicios de Título I y diseñar estrategias para una participación más efectiva de padres y familias.

El TCSS utilizará los resultados de los foros de la escuela y los resultados de la encuesta para diseñar estrategias para mejorar la participación efectiva de los padres, para eliminar posibles obstáculos a la participación de los padres, y para revisar las pólizas del compromiso de padres y familia.



Accesibilidad

En el cumplimiento de los requisitos de participación de los padres establecidas por la Sección 1116 de la ESSA, el coordinador del Distrito de Participación de los Padres se comunicara y colaborara con la Oficina de Asignación de Estudiantes y otros servicios de apoyo para asegurar que exista una completa oportunidad para la participación de los padres con dominio limitado del Inglés, padres con discapacidades y los padres de niños migratorios, incluyendo proveer información y reportes escolares en un idioma que los padres pueden entender cuando sea posible.

Desarrollo

Esta póliza del compromiso de padres y familia del distrito ha sido desarrollada de forma conjunta y acordada con los padres de los niños participantes en el Título I, Parte A, como lo demuestran los programas en la colaboración de los padres, y el personal del distrito escolar en las reuniones anuales del distrito.

Las revisiones finales a esta política se hicieron el Abril 13, 2023. La póliza estará en efecto durante el ano académico 2023-2024. El distrito escolar distribuirá esta política a todos los padres de los niños participantes, Título I de la Parte A durante las primeras semanas de clase.



Troup County School System

A Place for Every Kid

100 North Davis Road, Building C ■ LaGrange, GA 30241

www.troup.org

(706) 812-7900

학 부 모 & 가 족 참 여 정 책

2023-2024

2023년 4월 13일

가족 참여는 무엇인가요?

가족 참여는 학생의 학업 학습 및 기타 학교 활동과 관련하여 정기적인 양방향 의사 소통을 통해 학부모가 참여하는 것으로 다음의 사항이 포함됩니다:

- 부모는 자녀의 학습을 돕는데 필수적 역할을 합니다.
- 부모가 자녀들의 교육에 적극적으로 참여하도록 권장됩니다.
- 부모는 그들의 자녀교육의 완전한 파트너이며 적절한 의사결정과 자문을 포함하여 자녀교육을 지원합니다.
- Every Student Succeeds Act (ESSA)의 1116항목에 설명된 다른 활동도 수행됩니다.



학부모 & 가족 참여 정책에 대하여

학생 학업 성취도를 높이기 위한 지원으로 Troup County School System (TCSS)는 교육 구의 Title I 학교내에서 학부모가 의미 있는 가족참여에 대한 교육 구의 기대치를 설정하고, 교육 구의 Title I 학교 및 학부모 파트너십의 전략과 자료의 지침이 되는 학부모 및 가족 참여 정책을 만들었습니다. 이 계획은 TCSS가 교육 구 및 학생 학업 성취 목표 달성을 위해 고안되었으며, 가족참여전략과 활동을 수행하기 위해 Title I 학교의 역량 구축과 자녀교육에 가족을 참여시키는 약속을 설명합니다.

학교, 가족 및 지역사회가 함께 학습을 지원할 때, 학생들은 학교에서 더 잘하며, 학교에 오래 있고 싶고, 학교에서 더 즐겁게 생활하는 경향이 있습니다. Title I, Part A는 교육 구 및 학교 계획 개선 및 시행, 교육 구 및 학교 개선 조항 수행과 같은 모든 프로그램의 단계에서 실질적 가족참여를 제공합니다. ESSA의 1116조항에는 학교와 학교시스템이 학부모 및 가족 구성원을 자녀 교육에 참여하도록 하는데 필요한 Title I, Part A 요구사항이 포함되어 있습니다. TCSS는 Title I학교와 협력하여 필요한 학교 수준의 학부모 및 가족 참여 정책이 연방법의 요건을 충족하고, 각 학교-학부모 협의서가 구성 요소로 포함하도록 합니다.

공 동 개 선 (Jointly Developed)

2022년 봄 교육 구 회의에서 학부모자문위원회와 모든 학부모가 참여하여 2022-2023 학년도의 교육 구 정책을 개선하기 위한 제안과 아이디어를 나누도록 초대되었습니다. 교육 구는 안내문, 교육 구/학교 웹 사이트 및 기타 소셜 미디어를 이용하여 회의를 안내하였습니다. 회의에서 학부모는 또한 Consolidated LEA Improvement Plan (CLIP)에 대해 검토하고 논의했습니다.

최종 개정 후, 교육 구 학부모 및 가족 참여 정책이 주(state)에 제출된 CLIP에 통합되었습니다. 학부모는 언제든지 학교 웹 사이트에서 정책에 관한 의견 및 피드백을 제출하시거나, 자녀 학교의 웹 사이트의 의견제출양식 및 학부모자문센터에서 작성하셔서 제출하실 수 있습니다.

교육 구 학부모 및 가족 참여 정책은 교육 구와 학교 웹 사이트, 매년 학부모/학생 핸드북에 게시되며, 학부모가 이해할 수 있는 언어와 형식으로 학교의 학부모자문센터에서도 보실 수 있습니다.



학교 강화 (Strengthening Our Schools)

올해 교육 구 학부모 및 가족 참여 코디네이터(PFEC)는 모든 Title I 학교가 가족참여요건이 충족되고 가족참여전략과 활동이 이행되고 있는지 확인하도록 지원할 것입니다. Title I 학교는 교육 구 PFEC로부터 가족참여강화와 개선 도움을 위해 정기적 통지와 자료를 받을 것입니다. 또한 PFEC는 잦은 연락과 학교를 방문하며, 매월 Title I 학교의 교장/관리 팀과 가족 참여 계획 및 활동을 검토할 것입니다.

기금 책정 (Reservation of Funds)

TCSS는 이 정책과 연방법에 설명된 학부모 및 가족 참여 요건을 이행하기 위해 FY23에서 받은 Title I 전체 금액의 1%를 책정해 줍니다. 또한 TCSS는 금액의 90%는 Title I 학교에 책정하여 지역 차원의 가족 참여 프로그램과 활동을 지원합니다. 교육 구는 각 Title I 학교가 그들의 필요사항 평가와 학부모 추천사항에 대해 적절한 학부모 참여 예산을 활용할 수 있도록 정확한 지침서를 제공하고 소통할 것입니다.

각 Title I 학교는 연례 학교 개선 포럼을 주최하며 가족들로부터 의견을 수집할 것입니다. 가족들은 가족 참여 기부금이 교육 구와 학교 차원에서 다음해에 어떻게 사용될 것인지에 대해 제안하실 수 있습니다. 교육 구는 포럼의 주주 의견서를 검토하여 다음 학년도의 필요사항 판단과 가족 참여 예산의 변경사항을 고려할 것입니다.

학부모 상담기회 (Opportunities for Parent Consultation)

학부모 및 가족 구성원의 의견과 제안은 매년 교육 구와 학교 개선 계획은 개선하는데 필수 구성요소입니다. Title I 서비스를 받을 수 있는 학생의 모든 학부모는 교육 구, 학교 및 학생이 재학생의 학업 성취 목표 달성을 도울 수 있는 의견과 제안을 나눌 수 있도록 이 회의에 참석하도록 초대됩니다. 자료는 가능한 한 스페인어와 한국어로 번역되며, 통역사들이 회의에 참석합니다.

학교에서의 오픈하우스 회의 • 2023년 가을

각 Title I 학교는 학년 초에 Title I과 학교-학부모 협의서의 의견을 받기 위해 학부모 회의를 개최합니다. 이 중요한 협의서는 학생, 학부모 및 선생님들에 의해 함께 매년 개정되며, 또한 일년내내 검토됩니다.

교육 구 개선 포럼 • 2024년 봄

모든 학부모는 2023-2024 학기를 위한 Consolidated LEA Improvement Plan (CLIP)와 교육 구 학부모와 가족참여정책의 의견을 검토하고 TCSS로부터 최신 소식을 들으실 수 있습니다. 이 회의에 대한 통지는 회의전에 모든 학부모에게 안내될 것입니다. 교육 구는 또한 학교 및 교육 구 웹사이트에서 이 회의에 관한 정보를 전달합니다. 만약 회의에 참석 못하시면, 자세한 정보를 Federal Programs office (706) 812-7900 내선 1149로 문의하십시오.

학교 개선 포럼 • 2024년 봄

각 Title I 학교는 학교전체계획/학교개선계획, 학교 학부모 및 가족참여정책을 검토하고 가족참여예산과 가족참여프로그램의 의견을 내실 수 있도록 학부모 참여의 포럼을 개최합니다. 각 Title I 학교는 포럼의 날짜와 시간의 안내문을 집으로 발송할 것입니다. 또한 학교 개선 포럼의 정보에 대하여 각 Title I 학교의 웹사이트와 주간 학급 뉴스레터를 통해서도 받으실 것입니다. 만약 회의에 참석 못하시면, 자세한 정보를 학교에 문의하십시오.

학교의 역량 구축 (Building Capacity)

학부모님들

TCSS는 Title I 학교와 협력하여 Title I 프로그램에 대한 정보와 자녀의 학습 및 진도와 관련된 주(state)와 교육 구 학습정보를 학부모께서 이해하도록 도울 것입니다. 교육 구의 지침에 따라 각 Title I 학교는 학업을 위한 학술적 학부모 워크샵을 최소 2번 개최합니다. 워크샵의 날짜와 장소는 학교 웹 사이트와 각 Title I 뉴스레터에 게시되며, 화요일 폴더에 안내문이 집으로 발송됩니다.

TCSS는 학부모와 자녀가 집에서 함께 할 수 있는 자료와 활동에 대하여 학부모에게 도움이 될 링크를 교육 구 웹 사이트와 Title I 학교의 웹 사이트에 게시할 것입니다.

TCSS는 다음과 같은 프로그램과 함께 교육 구 학부모 및 가족참여 프로그램으로 통합하고 조정할 것입니다: Exceptional Educational Program, Twin Cedars Youth Services (Ault Academy), Connections, Pineland, Get Troup Reading 및 기타. 교육 구는 지역공동체 활동의 일환으로 Head Start 프로그램과 기타 주정부 지원의 preschool 프로그램과 협력하여 일년내에 여러 차례 회의를 가질 것입니다. 봄에는 초등학교에서 Kindergarten Transition days를 개최할 것이며, 학부모님들은 학교를 방문하여 자녀들이 유치원(kindergarten)을 준비하는데 도울 수 있는 정보를 얻으실 수 있습니다. 또한 TCSS는 학부모에게 사용가능한 자료(활동)의 정보를 제공하기 위해 지역사회 프로그램과 협력할 것입니다.

각 Title I 학교는 학기 초 학부모를 위해 정보와 함께 행사의 일정 달력을 만들고, 학부모 프로그램, 회의 및 기타 활동에 대한 정보는 모든 학부모가 이해할 수 있도록 일관된 형식으로 정보를 제공합니다. 학부모 통지와 자료는 학부모의 모국어로 집으로 보내며, 요청에 따라 학부모 행사와 회의에 통역이 가능합니다. 가능한 범위내에서 번역된 정보가 교육 구 웹사이트에 게시됩니다. 또한 교육 구는 학교 전화 시스템, 학교 웹사이트, 지역뉴스 매체 및 기타 학교 메시지 시스템을 활용하여 학부모를 위한 정보를 게시할 것입니다.

교직원들

TCSS는 교사, 학생개인서비스, 교장 및 기타 교직원들에게 학부모와 동등한 파트너로서 함께 의사 소통하는 방법과 학부모와 학교 사이의 유대관계구축프로그램의 수행 방법에 대하여 교육합니다. 또한 TCSS는 친밀한 환경 조성 및 가족과의 양방향 의사 소통 개선에 중점을 두어 학교 직원과 교직원에게 적절한 정보를 제공합니다. 추가로 학부모 & 가족 참여 코디네이터는 각 Title I 학교를 방문하여 학부모 및 가족 참여 요구사항과 추진사항의 검토와 토론의 기회를 제공합니다. 교육 구는 학부모의 도움을 받아 학부모 및 가족 참여의 가치를 학교 직원에게 교육합니다. 학부모는 학부모와 학교의 유대관계 강화와 유지를 위해 적극적으로 참여합니다.

TCSS는 각 Title I 학교의 학부모 대표로 구성된 교육 구 학부모 자문 위원회(PAC)를 수립하여, Title I, Part A 프로그램의 학부모 및 가족 참여와 관련된 모든 문제의 자문을 제공합니다. 또한 교육구는 PAC의 일환으로 지역사회 파트너 참여와 협력을 권장합니다.

TCSS는 신앙기반 단체를 포함하여 지역사회 단체와 협력하여 학부모 및 가족 참여 활동을 공유하고, 학생들의 전반적 성공을 위해 가족참여의 중요성에 대한 지역사회내에서의 지식기반을 늘립니다.



다가올 날짜:

학부모님들

분기 학부모 자문 위원회 회의-모든 분들 환영

날짜는 학교 웹사이트의
행정 서비스 센터에 게시

국제 학부모 참여의 달

2023년 11월** 참여를 위한 특별한 방법을 웹 사이트에서
확인하세요!

교육 구 개선 포럼

2024년 봄
행정 서비스센터

학교 개선 포럼

2024년3월-5월
각 학교 사이트

회의에 참석하지 못 할 경우, 언제든지 Federal Programs
office에 전화하셔서 정보를 요청하세요. - 706-812-7900,

내선 1149. 자녀 돌봄이 필요하시면 확인해주세요. 도움을
드릴 수 있습니다!

학교

신학기 트레이닝

2023년 8월

교장선생님 회의

예정대로

가족 연락망 회의

예정대로 학부모 및 가족 참여 평가

일년 내내, TCSS는 Title I학교의 학업 성취도 향상을 위해
학부모 및 가족 참여 정책과 가족 참여 활동의 내용과
효과에 대하여 여러가지 평가를 실시할 것입니다. TCSS는
학교 차원과 교육 구 차원에서 다양한 행사의
평가형식으로 의견을 수집합니다. 또한 가족과 함께 봄에
개최되는 학교 개선 포럼과 교육 구 개선 포럼에서
개인적으로 만나 의견을 수집합니다.

그룹포럼 뿐 아니라, 정규 평가는 Title I서비스를 받을
자격이 있는 자녀의 학부모로부터 의견을 받고, 보다
효과적인 학부모 및 가족 참여 방법의 수립이 주된
목적입니다.

TCSS는 지속적 개선과 학부모 참여의 장벽을 제거하고
학부모 및 가족 참여 정책을 개정하기 위해 다양한 평가와
포럼에서 얻은 결과를 사용합니다.



접 근 성

ESSA 의 1116항에 의거하여 학부모 및 가족 참여의 요건을 수립 시, 지역 학부모 및 가족 참여 코디네이터는 영어가 제한적인
학부모, 장애가 있는 학부모, 이민자녀들의 학부모를 위해 그분들의 언어로 학교 보고서와 정보를 제공하는 것을 포함하고,
이들의 참여를 위한 모든 기회를 제공하기위해 학생 배정 사무실과 기타 지원 서비스와 함께 의사 소통을 할 것입니다.

개 선

학부모 및 가족 참여 정책은 연간 지역 회의에서 학부모, 학교 및 지역 직원들의 협력으로 검증된 Title I, Part A 프로그램에
참여하는 학생들의 가족구성원과 학부모의 동의로 공동으로 만들어졌습니다.

이 정책은 2023년 4월 13일에 최종 수정되었습니다. 이 정책은 2022-2023 학년도에 적용됩니다.교육구는 Title I, Part A에
참여하는 모든 학부모님들께 학기시작 첫 주에 다양한 방법으로 배포할 것입니다.

Board Policy JR: Student Records

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

It is the policy of the Board of Education that all employees shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Pupil Protection Rights Amendment (PPRA). The Superintendent shall implement procedures whereby every principal is directed to develop a means to notify, on an annual basis, students and parents, including non-English-speaking parents, of their rights under the FERPA and the PPRA, either by letter or through a student handbook distributed to each student in the school.

A. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students (those over eighteen years of age or enrolled in post-secondary educational institutions), school officials with legitimate educational interests, and those federal or state officials whose access is authorized in connection with an audit or evaluation of federal or state supported education programs or for the enforcement or compliance with federal legal requirements related to those programs. Records will be sent to a school where the student seeks or intends to enroll or has already enrolled upon request of the school.

With the exception of directory information as defined below, personally identifiable information will not be released by the school system from an education record without prior written consent of the parent or eligible student, except where authorized by the regulations governing the FERPA. In accordance with the regulations, disclosures will be made to comply with state law, Internal Revenue Service laws and regulations, judicial orders or lawfully issued subpoenas, in which case a reasonable effort will be made to notify parents or students in advance of such disclosures, unless otherwise required by a judicial order or federal grand jury subpoena; to accrediting institutions to carry out their accrediting functions; to organizations conducting studies on behalf of the school system; or in connection with a health or safety emergency.

B. DIRECTORY INFORMATION

The Board of Education designates the following information as "directory information." Unless a parent or eligible student makes a timely request to the principal of the school where the student is enrolled that such information not be designated directory information on the individual student, such information will not be considered confidential and may be disclosed upon request.

Information the Board of Education has designated "directory information" may be disclosed upon request unless a parent objects in writing to the principal of the school where his/her child is enrolled within a reasonable time after receipt of the notice as contained in the student handbook of the child's school. Directory information about former students will be disclosed upon request. However, disclosure of directory information as defined herein shall not be made in response to advertising, political or religious solicitations.

Directory information is defined as follows:

1. Each student's name, grade level and school;
2. The age of each student;
3. Each student's participation in clubs and sports;
4. The weight and height of a student if he or she is a member of an athletic team
5. Dates of attendance at Troup County Schools; and
6. Awards received during the time enrolled in the Troup County School System.

Excluded Student Information

The following information is excluded from and shall not be directory information and shall not be disclosed:

1. Each student's home or cellular telephone numbers;
2. Each student's email address;
3. Each student's social security or school student identification numbers;
4. Each student's home address; and
5. Each student's date and place of birth.

C. Procedures For Obtaining Access to Student Records

Any eligible student or any parent whose parental rights have not been specifically revoked by court order, any guardian, or any individual acting as a parent in the absence of a parent or guardian may inspect the education records of his or her child.

Generally, a parent will be permitted to obtain a copy of education records of his child upon reasonable notice and payment of reasonable copying costs.

Each records custodian in the school district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of a student in accordance with the FERPA regulations.

A parent or eligible student who believes the student's record contains an error may request its correction by submitting a written explanation of the error and the basis for believing it to be in error to the principal or designee, who shall investigate and determine whether or not to amend the record. If the matter cannot be thus resolved, a parent or eligible student may request a hearing pursuant to federal regulations at 34 C.F.R. 99.21-99.22, as well as applicable state regulations. If the hearing results in a determination that the record contained erroneous information, it shall be corrected and the parent or eligible student shall be informed in writing of the correction; if the information contained in the record is determined not to be erroneous, the parent may place a statement in the record commenting upon the contested information and stating the basis for disagreement. The statement shall thereafter be disclosed whenever the portion to which it relates is disclosed.

D. PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Definition of Terms Used in PPRA:

"Instructional Material" - Instructional material that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as material accessible through the Internet). The term does not include academic tests or academic assessments.

"Invasive Physical Examination" - Any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

"Personal Information" - Individually identifiable information including: (1) a student or parent's first and last name; (2) home address; (3) telephone number; or (4) social security number.

Requirements:

No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

A parent of a student may, upon request, inspect any survey created by a third party containing one or more of the items listed as (1) through (8) above before the survey is administered or distributed by a school to a student and may choose to opt the student out of participation in the survey. The Superintendent shall develop procedures for: (1) granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received, and (2) making arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed as (1) through (8). The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

A parent of a student may, upon request, inspect any instructional material used as part of the educational curriculum for the student. The Superintendent shall develop procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.

Parents shall be notified prior to the administration of physical examinations or screenings that the school may administer to students. This notice shall offer the parent the opportunity to opt the student out of any non-emergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

The parent of a student shall be notified prior to the commencement of activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). Such notice shall offer the parent the opportunity to inspect, upon request, any instrument used in the collection of such information before the instrument is administered or distributed to a student and to opt the student out of such activities. The Superintendent shall develop procedures that: (1) make arrangements to protect student privacy in the event of such collection, disclosure, or use, and (2) grant a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

Regulation IHA-R(0): Grading Systems

Status: ADOPTED

Original Adopted Date: 09/17/2009 | **Last Revised Date:** 01/19/2023 | **Last Reviewed Date:** 01/19/2023

BELIEFS ON GRADING

Overall Purpose

The ultimate purposes of grading and reporting are to inform stakeholders of student progress and advance student learning. Research should be a guide in determining the best practices in grading student work and reporting student progress. To this end, the board of education sets forth the following beliefs as guidance for regulations, tools, and strategies for grading and reporting of student progress.

1. Evaluating student learning should be ongoing, formative and summative in nature.

Formative grades (also called minor grades) include anything that teachers assign during the course of a unit that informs the teacher on student progress towards meeting a standard. These items are assignments the teacher gives such as homework, self-check activities, daily class work, and practice assignments, from which the teacher checks learning to decide what to do next. Formative assessments are those that come during instruction and can include observations and conversations. Formative assessments are part of a student's practice.

Summative grades (also called major grades) usually follow instruction and ample practice time. Final exams, projects, unit tests, or portfolios are considered as evidence for summative grades. If there is clear criteria involved, teachers may also choose to use observations and conversations for summative grades. Within an instructional unit, this is the most definitive measurement of what students are expected to know and be able to do based upon the standards.

2. Grading and reporting should always be based solely on student academic performance against standards based learning criteria.
3. A grade should be based upon evidence of content mastery. Priority should be given to the most recent evidence, the most comprehensive evidence, and evidence related to the essential learning goals and standards.
4. Grading and reporting methods should provide accurate and understandable descriptions of student learning.
5. All grading practices and systems should be underpinned by confidence that every student can improve.
6. Instructional effectiveness is critical to student performance and the thoughtful use of student learning data can improve the instructional program.
7. Content specific feedback can improve student performance.

The Assistant Superintendent of Curriculum and Instruction shall be responsible for maintaining developmentally appropriate methods and support for evaluating, documenting, and reporting student learning.

Regulation IHA-R(1): Grading Systems

Status: ADOPTED

Original Adopted Date: 06/15/2010 | **Last Revised Date:** 01/19/2023 | **Last Reviewed Date:** 01/19/2023

In order to comply with the TCSS Administrative Regulation IHA-R(0), Beliefs on Grading, and in order to bring grading consistency across all schools, the following grading policies will be implemented in each school beginning Fall 2023:

Elementary Division

PK

- Teach/assess based on State PreK requirements.
- Use the Work Sampling System Developmental Checklist and the PreK Progress Report to document progress.
- Offer parent conferences two times a year (December and May).

K

- Teach/assess based on the required State standards.
- Use GKIDS as formal reporting tool four times a year.
- Areas to be assessed/reported: academic contents, approaches to learning, personal/emotional development, fine and gross motor skills.
- Offer parent conferences two times a year. (October, March).

1-2

Teach/assess based on the required state standards.

Use Standards Based Report Card as formal reporting tool four times a year

- 1 indicates limited or minimum progress toward achievement of standard.
- 2 indicates progressing toward meeting the standard.
- 3 indicates consistently and independently achieves the standard.
- X indicates standard is not assessed at this time.
- S, P, N for work habits and special areas.

Offer parent conferences two times a year (October, March); Parent Newsletter four times a year.

3-5

Teach/Assess based on required State standards.

Grades 3 - 5: Teachers will not enter in gradebook a grade less than 40 for any work attempted.

The daily grading system consists of two types of learning categories and will be determined as follows:

1. Major Assessments - 55% (may include: unit tests, mid-unit tests, major projects, essays, performance tasks, post-tests, etc.)
 2. Minor Assessments - 45% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes etc.)
- A indicates Outstanding (90 – 100)
 - B indicates Excellent (80 – 89)
 - C indicates Satisfactory (70 – 79)
 - F indicates Not Passing (Below 70)
 - NE indicates Not Evaluated at this time
 - S, N, U for participation, conduct, and work habits.

- Separate grades and social/work skills (homework, behavior, neatness, etc.).
- Eliminate the use of 0's.
- Avoid averaging the entire 8 weeks worth of work.
- Report most recent student work in a unit, concept taught, etc.

Other

Grades will not be given for district diagnostic assessments.
Honor Roll and Principals' List will apply to grades 3-5 only.

Middle and High School Division

Minimum Grades:

- Middle School & High School: Teachers will not enter in gradebook a grade less than 40 for any work attempted. If a student scores below a 40 for a grade, the actual grade should be placed in the comments area. Students will receive a "0" for work not attempted. This includes but is not limited to: not turning in the assignment, not filling in any answer blank, filling in answer blanks with answers not related to the topic, marking an answer document in a pattern or with all one answer, answering less than half of a test, etc. Final grades will not be less than 40. Work submitted where a student has either cheated or plagiarized will receive a 0.

Make Up Work:

- Students are encouraged and allowed to make up all missing work due to absence. Students who are absent, regardless of reason, may schedule to make up any work missed within five days of their return to school. This includes In School Suspension (ISS) and Out of School Suspension (OSS).

Grade Calculation:

- Middle School - Semester grades are the average of two quarter grades.
 - The daily grading system consists of three types of learning categories and will be determined as follows:
 1. Major Assessments - 55% (may include: unit tests, mid-unit tests, benchmarks, major projects, essays, performance tasks, final exams, etc.)
 2. Minor Assessments - 45% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes, etc.)
- High School

Final grades are calculated at the end of an 18-week block. They are the sum of 80% of the average of grades earned in the Daily Grading System and 20% of the grade earned on the EOC/Final Exam. The daily grading system consists of three types of graded learning categories: Major, Minor, and Soft Skills/Professional Skills:

1. Major Assessments - 60% (may include: unit tests, mid-unit tests, benchmarks, major projects, essays, performance tasks, etc.)
2. Minor Assessments - 30% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes, etc.)
3. Soft Skills/Professional Skills - 10% (may include: communication, critical thinking, leadership, teamwork, homework, classwork, participation, etc.) Soft Skill grades should be based on school-specific, predetermined criteria which align with the skills required to demonstrate mastery of content standards. These criteria will be reflected in school handbooks.

THINC College and Career Academy operates under a special charter and therefore may alter grade category and weights.

During each semester, teachers will provide students with a minimum number of assessment opportunities as described below:

- Major Assessments: A minimum of 6 (approximately one every three weeks).
- Minor Assessments: A minimum of 15 (approximately one per week).

Based on IHA-R(0), belief statement 3, grades should be based upon evidence of content mastery. Priority should be given to the most recent evidence, the most comprehensive evidence, and evidence related to the essential learning goals and standards. Therefore, replacement grades based on more recent evidence of mastery should be considered when assigning final grades.

High School Advanced Placement classes will have neither minimum grades nor replacement grades. All work will be scored as per the teacher's syllabus submitted to College Board.

Teachers should give serious consideration to any final grade ending in a 9. At middle school: a grade of 69 may not be given without consulting the principal. At high school: a grade of 69, 79, or 89 may not be given without consulting the principal.

The grading scale is as follows:

- 90 -100 = A
 - 80 - 89 = B
 - 70 - 79 = C
 - Below 70 = F
-

Board Policy IHE: Promotion and Retention

Status: ADOPTED

Original Adopted Date: 09/23/2021 | **Last Revised Date:** 11/17/2022 | **Last Reviewed Date:** 11/17/2022

The Troup County Board of Education hereby authorizes the Superintendent and administrative staff to develop procedures or regulations that specify how the state-adopted assessments and what local promotion criteria will be used in making decisions concerning promotion, placement or retention of students. Such procedures or regulations shall provide for the following:

1. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.
 2. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.
 3. Parents will be informed of promotion and retention requirements in the student handbook or in other information disseminated to parents.
 4. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.
 5. Prior to a student's retention, the student's parents must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter.
 6. School level retention decisions for grades K-8 may be appealed as follows: Within five (5) business days following notification of retention, parent(s) or guardian(s) may appeal in writing to the principal, stating the reason for the appeal. The principal will convene an appeals committee consisting of the parent, teachers for the current and subsequent school year, and the principal. The decision to place the student in the next grade must be unanimous. The decision of the appeals committee is final.
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Board Policy JBD: Absences and Excuses

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

ATTENDANCE - General

Georgia law requires all pupils of school age (six to sixteen) to enter school on the opening date and to be in regular attendance thereafter. The State Board of Education states that students may temporarily be excused from school under the following conditions:

1. Personally ill and when attendance in school would endanger their health or the health of others.
2. A serious illness or death in their immediate family necessitates absence from school.
3. Mandated by order of governmental agencies, including preinduction physical examinations for service in the armed forces, or by a court order.
4. Celebrating religious holiday of the faith embraced by the student.
5. Conditions render attendance impossible or hazardous to their health or safety.
6. Registering to vote, or voting, for a period not to exceed one day.
7. A student, whose parent is in the military service and who has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, is to be granted up to five excused absences per school year to visit with a parent prior to deployment or during such leave.
8. Any other absence not explicitly defined in this policy but deemed to have merit based on circumstances as determined by the Superintendent or his/her designee.

*Legislative pages are counted present.

*A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school.

*Students who participate in an activity or program sponsored by 4-H shall be counted present in the same manner as an educational field trip. Participation in a program or activity sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school.

A written explanation for an absence signed by parent or guardian and stating the cause for the absence should be brought to school when the student returns. An absence remains unexcused until a written explanation is received. Explanation should be received within three (3) days of the student's return to school.

ATTENDANCE FOR COURSE CREDIT IN GRADES 9-12:

When a student in grades 9-12 has more than five (5) unexcused absences in a course, the student is in danger of losing credit for the specified class unless approved by the waiver committee. It is the responsibility of the student and parent to apply for a waiver at the end of the semester. A parent or student must submit a request in writing to the principal within ten (10) school days following the last day of the semester. Students with serious medical illnesses/conditions may be eligible for home bound services.

All work missed is expected to be made up for all absences. Students are expected to make arrangements within three (3) days to make up missed work following their return to school.

A student who loses credit in a specified class due to having more than five (5) absences may request a review of the loss of credit. The review will be conducted by a waiver review committee composed of the principal or designee, counselor and a teacher. For consideration to regain lost credit, the student must provide an explanation of absences leading to the loss of credit and all course requirements must have been satisfied resulting in a passing grade.

Regulation IFBG-R: Internet Acceptable Use

Status: ADOPTED

Original Adopted Date: 03/01/2003 | **Last Revised Date:** 08/07/2013

Computer, Network, Internet, Electronic Communications, and Social Media Acceptable Use

Computer network use is governed by federal and state laws which specify punitive legal actions that can be taken, as well as terms of imprisonment and/or financial fines that may be imposed by the courts for conviction of computer-related crimes.

The State of Georgia has passed laws which govern the use of computers and related technology. Article 6 of Chapter 9 of Title 16 of the Official Code of Georgia Annotated, known as the Georgia Computer Systems Protection Act specifically forbids computer misuse and abuse. Excepts are as listed below:

Computer Fraud and Abuse

1. Whoever knowingly and willfully, directly or indirectly, without authorization, accesses, causes to be accessed, or attempts to access any computer, computer system, computer network, or any part thereof which, in whole or in part, operates in commerce or is owned by, under contract to, or in connection with State, county or local government or any branch, department, or agency thereof, any business, or any entity operating in or affecting commerce for the purpose of:
2. Devising or executing any scheme or artifice to defraud, or
3. Obtaining money, property, or services for themselves or another by means of false or fraudulent pretenses, representations, or promises shall, upon conviction thereof, be fined a sum of not more than two and one-half times the amount of the fraud or theft, or imprisoned not more than 15 years, or both.
4. Whoever intentionally and without authorization, directly or indirectly accesses, alters, damages, destroys, or attempts to destroy any computer, computer system, or computer network, or any computer software, program or data shall, upon conviction thereof, be fined not more than \$50,000.00 or imprisoned not more than 15 years, or both.

Users must be aware of their responsibilities and of the regulations governing the network environment. To be eligible for computer and network access, users must be in support of and consistent with the educational objectives of the Troup County School system.

The purpose of school system-provided network access (which includes Internet access) is to facilitate communications in support of research and education. Access is a privilege, not a right. Students will be guided toward topics which have been matched to specific learning objectives rather than being allowed to "surf" the Internet without direction. Troup County School System will allow limited access to students using filtering devices.

Student access to workstations should be monitored at all times by adults authorized by the district. Even with such steps to ensure that Internet resources are used only for purposes consistent with approved curricula, students may be able to search for and access materials which have not been evaluated by staff. Families should be aware that some material accessible via the Internet may contain items that are inaccurate, defamatory, illegal, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet that could result in unwanted financial obligations for which a student's parent or guardian would be liable.

All users' files, content, and communications stored on school-based computers, networks, or other electronic devices are subject to access and review by administrators or designated system technicians to maintain system integrity and insure that users are acting responsibly. These files are subject to the Georgia Open Records Act and may be accessible to others as a matter of public records.

The user (student and/or staff) is responsible for his/her actions and activities involving computers, network usage, and electronic messaging. Examples of prohibited conduct include, but are not limited to the following:

1. Accessing, sending, creating, or posting materials or communications that are damaging to another person's reputation, abusive, obscene, sexually oriented, threatening, demeaning to another person's gender or race, harassing, or illegal.
2. Violating any local, state or federal statute.

3. Vandalizing, damaging, or disabling the computer and/or related equipment of any individual or organization.
4. Using the school's computer hardware or network for illegal activity such as copying software or violation of copyright laws.
5. Making illegal copies of software on any school's computer or computer network.
6. Copying or downloading copyrighted software for one's own personal use.
7. Violating copyright or otherwise using the intellectual property of another individual or organization without permission.
8. Using the network for private financial or commercial gain.
9. Loading or using any unauthorized software programs on any school's computer or computer network. Examples include games, public domain, shareware, etc.
10. Intentionally infecting any school computer or network with a virus or program designed to damage, alter or destroy data.
11. Attempting to gain or gaining unauthorized access to network resources.
12. Invading the privacy of other individuals by gaining unauthorized access to their files or documents.
13. Using or attempting to use another person's user name (User I.D.) or password without authorization. Passwords must be kept confidential and must not be shared by anyone.
14. Posting or plagiarizing work created by another person without their consent.
15. Posting anonymous messages.
16. Using the network for commercial or private advertising.
17. Forging electronic mail messages.
18. Attempting to access, alter, delete, or copy the electronic mail of other system users without authorization.
19. Using the school's computers, network or Internet link while access privileges are suspended.
20. Using the school's computers, network or Internet link in a manner that is inconsistent with teacher's directions and generally accepted network etiquette.
21. Attempting to alter the standard configuration of a computer, a network or any of the resident software on the computer or network within the assigned user environment.
22. Using personal diskettes and personal CDs and/or digital storage devices in school equipment without authorization.
23. Posting/sharing electronic messages that undermine and violate district policies and practices or become detrimental to the health, welfare, discipline or morals of others.
24. Engaging in personal social networking activities during the professional workday.
25. Posting social media and electronic messages or establishing social network sites on behalf of the district or the schools, departments, classes, personnel contained therein, without the consent of the Superintendent or his designee.
26. Violating confidentiality laws that govern student records, health, and select personnel records and information.
27. Storing personal files, photos, data, and other content on school system equipment.

The use of Troup County School System's computers or networks in violation of system policy or rules may result in loss of computer privileges and additional disciplinary actions in keeping with existing procedures and practices regarding inappropriate behavior.

Troup County School System believes that the benefits to users provided by access to the Internet far exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standard that their children should follow when using media and information sources. To that end, the Troup County School System supports and respects each family's right to decide whether or not to permit a child Internet access.

Only users who have on file a signed Computer, Network, Internet, Electronic Communications, and Social media Acceptable Use Agreement may request access to the Internet.

Board Regulation JCDA-R(2): Student Code of Conduct

Status: ADOPTED

Student Code of Conduct**A. STATEMENT OF PURPOSE**

The Troup County Board of Education strongly believes that appropriate behavior and conduct of all students in the Troup County Schools is necessary to create a proper learning environment, to maintain good order and discipline, and to teach and instill in all students the attitude of being law abiding citizens. The rules, regulations, and due process procedures set forth herein are designed to guide all students in the exercise of their duty of appropriate behavior.

B. EFFECTIVE TIME AND LOCATION

These rules are effective during the following times and in the following places:

1. On the school grounds during and immediately before or immediately after school hours or off school grounds while enroute to or from school.
2. On the school grounds at any other time when the school is being used by a school group or at school related functions.
3. Off the school grounds at a school activity, function, or event.
4. Enroute to and from school on a school bus or other school vehicle or while waiting off school grounds at a designated school bus stop for a school bus to transport a student to or from school or a school activity.
5. Off school grounds when the prohibited conduct is directed, because of a school-related connection, against the person, family, property, privacy or tranquility of an employee of the Troup County Board of Education.
6. Apply to conduct by student whether directed to or committed upon another student or a teacher, administrator, or other school personnel or toward persons attending school related functions.
7. Apply to any off-campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at school or which disrupts the educational process.

These offenses are applicable to include acts against students, teachers, administrators, bus drivers, or other school personnel, as well as persons legitimately on school property or attending school related functions

C. STUDENT BEHAVIOR CODE

Accordingly, the following listing of offenses and conduct are declared to be prohibited by all students enrolled in the Troup County Schools. Violation of this policy shall result in disciplinary actions and may include appropriate hearings and review, and the suspension, short or long term, or the expulsion of a student from the school in accordance with Troup County Board of Education policies.

Codes 00 - 44 in the following list of offenses are aligned to the Georgia Department of Education Discipline Matrix utilized for state reporting purposes. Codes 45 - 50 are TCSS disciplinary codes to provide clarity for additional behaviors. For state reporting purposes these codes have been aligned to state codes.

Progressive Discipline Process

Progressive Discipline is a systematic approach utilizing a continuum of interventions, supports, and consequences. The purpose of the progressive discipline model is to make every reasonable effort to correct inappropriate student behavior with logical consequences and restorative responses. Administrators will use a range of identified behaviors along with a range of possible responses that support the corrective action of the behavior. This process creates an environment where the degree of discipline corresponds with the severity of the behavior leading to the discipline, and follows all due process procedures. Determining the most appropriate disciplinary response for a given circumstance involves the exercise of discretion. Progressive discipline can include prevention measures, early and ongoing interventions, short or long term suspension, or other disciplinary responses to address inappropriate behavior. All interventions and disciplinary responses should be selected and implemented to assist students in understanding why the behavior is unacceptable, take responsibility for their action, and understand how they could approach the situation differently to avoid repeated inappropriate behaviors which may result in more serious consequences.

LEVEL 1	Level 1 behaviors represent minor disruptions to the classroom and/or the school environment. These behaviors may or may not require administrative intervention. With level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Staff should use responses in a graduated fashion.
LEVEL 2	Level 2 behaviors represent acts against a person(s) or property that endanger the health or safety of others in the school or severely impacts or disrupts the school environment. Level 2 may also include repeated similar offenses. These offenses may result in the removal of the student from the school environment and school related activities. Unless otherwise stated, administrative discretion may be used in order to limit the educational impact for a student while appropriately addressing the seriousness of the offence. Response options may include combinations of interventions, resolutions, and discipline up to and including disciplinary tribunal hearings and involvement of law enforcement.
LEVEL 3	Level 3 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Level 3 discipline offenses represent the most serious acts of misconduct and must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities, pending disciplinary investigation of the allegations. A disciplinary tribunal hearing may be required based on the findings of the investigation.

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
(00) Continuation of Incident	Definition	An event with multiple			
	Examples	actions for a single incident has occurred.			
(01) Alcohol *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level	Definition	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or consumption of alcoholic beverages or substances represented as alcohol. Students under the influence of alcohol may be included.	Unintentional possession of alcohol	Under the influence of alcohol without possession	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol
	Examples				
(02) Arson	Definition	Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Note: Possession of fireworks or incendiary devices must be reported as "Possession of Unapproved Items". Use of such items should be reported as Arson.)	N/A	Attempt to commit arson or use of matches, lighters or incendiary devices at school; includes but not limited to the use of fireworks	Intentional damage as a result of arson- related activity or the use of an incendiary device
	Examples		N/A	Includes but is not limited to trashcan fires without damage to school property	Includes but not limited to setting fires to school property
(03) Battery *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)	Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries	Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries	Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Level 3 will be used for intentional physical attack against school personnel other than teachers. State reporting policies require that physical attack on teachers should be reported as Violence Against a Teacher (44). Level 3 may be used for students that violate the school policy on battery three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations	Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries	Includes but not limited to choking, pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations resulting in severe injuries; Includes any physical attack on school personnel; includes incidents serious enough to warrant calling the police or security
(04) Breaking & Entering – Burglary	Definition	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking & Entering-	N/A	N/A	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		Burglary is that Trespassing does not include forceful entry into the school building.).			
(05) Computer Trespass	<i>Definition</i>	<i>Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data</i>	N/A	Unauthorized use of school computer for anything other than instructional purposes	Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of the computer, network, program(s) or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization.
	<i>Examples</i>		N/A	See above. Includes but not limited to computer misuse, using computer to view or send inappropriate material, and violation of school computer use policy	See above. Includes but not limited to hacking.
(06) Disorderly Conduct	<i>Definition</i>	<i>Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses)</i>	Creating or contributing to a moderate disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others	Creating or contributing to a severe disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others; may represent a repeat action	Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>		Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Includes but not limited to disruptive behavior on school bus, misbehavior during a fire drill or other safety exercise
(07) Drugs, Except Alcohol and Tobacco	<i>Definition</i>	<i>Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school</i>	Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs	Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics
	<i>Examples</i>	<i>preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school</i>	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776

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(08) Fighting *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	<i>Definition</i>	<i>Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.)</i>	A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries.	A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries	A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>		No injuries	Mild or moderate Injuries may include but are not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body	Repeated physical confrontations resulting in severe injuries that require medical attention
(09) Homicide	<i>Definition</i>	<i>Killing of one human being by another</i>	N/A	N/A	Killing of a human being
	<i>Examples</i>		N/A	N/A	Includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.
(10) Kidnapping	<i>Definition</i>	<i>The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will</i>	N/A	N/A	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.
	<i>Examples</i>		N/A	N/A	See above
(11) Larceny / Theft	<i>Definition</i>	<i>The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)</i>	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$25 and \$100	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$100 and \$250	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding \$250. Level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>		Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
(12) Motor Vehicle Theft	<i>Definition</i>	<i>Theft or attempted theft of any motor vehicle</i>	N/A	N/A	Theft or attempted theft of any motor vehicle
	<i>Examples</i>		N/A	N/A	Includes but not limited to cars, trucks, ATVs, golf carts, etc.
(13) Robbery	<i>Definition</i>	<i>The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery)</i>	N/A	Robbery without the use of a weapon	Robbery with the use of a weapon
	<i>Examples</i>		N/A	Taking something by force or threat of force	Weapons may include but are not limited to guns, knives, clubs, razor blades, etc.
(15) Sexual Harassment	<i>Definition</i>	<i>Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual</i>	Comments that perpetuate gender stereotypes or suggestive jokes	Comments that perpetuate gender stereotypes, suggestive jokes	Physical or non-physical sexual advances; requests for sexual favors; Level 3 may be used for students that violate the school policy on sexual harassment three

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<i>nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment</i>	that are not directed towards specific individuals	or lewd gestures that are directed towards specific individuals or group of individuals	or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>		Includes but not limited to insensitive or sexually suggestive comments or jokes	Includes but not limited to insensitive or sexually suggestive comments or jokes; leering	See above
(16) Sex Offenses <i>*Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.</i>	<i>Definition</i>	<i>Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual</i>	Inappropriate sexually-based physical contact including but not limited to public groping, inappropriate bodily contact, or any other sexual contact not covered in levels 2 or 3	Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts	Engaging in sexual activities on school grounds or during school activities
	<i>Examples</i>		Public groping or inappropriate bodily contact	Sexting; lewd behavior, possession of pornographic materials; simulated sex acts	Oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts
(17) Threat/Intimidation	<i>Definition</i>	<i>Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack</i>	N/A	Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack	School-wide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack; Note: Students that display a pattern of behavior that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm, threat of harm or visibly bodily harm may be coded as bullying.
	<i>Examples</i>		N/A	Physical, verbal or electronic threats	Includes but not limited to bomb threats or unauthorized pulling of the fire alarm.
(18) Tobacco	<i>Definition</i>	<i>Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school Does not include electronic smoking devices; See (42) Electronic Smoking Device</i>	Unintentional possession of tobacco products	Use of or knowledgeable possession of tobacco products	Distribution and/or selling of tobacco products; Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year.
	<i>Examples</i>		Unintentional possession of tobacco products	Intentional use or possession of tobacco products on school property	Distribution and/or selling of tobacco products on school property
(19) Trespassing	<i>Definition</i>	<i>Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and</i>	N/A	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose. Refusing to leave school grounds after a request from school personnel; Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year

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		Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)			although a single incident may rise to a level 3 offense.
	Examples		N/A	See above	See above
(20) Vandalism	Definition	The willful and/or malicious destruction, damage, or defacement of public or private property without consent	N/A	Participating in the minor destruction, damage or defacement of school property or private property without permission	Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples			See above	See above
(22) Weapons– Knife *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	The possession, use, or intention to use any type of knife	Unintentional possession of a knife or knife- like item without intent to harm or intimidate	Intentional possession of a knife or knife-like item without intent to harm or intimidate	Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate
	Examples		Unintentional possession of a knife or knife- like item on school property without the intent to harm or intimidate	Intentional possession of a knife or knife-like item on school property without the intent to harm or intimidate	Intentional possession, use or intention to use a knife or knife-like item on school property with the intent to harm or intimidate
(23) Weapons– Other *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms)	N/A	Unintentional possession of a weapon, other than a knife or firearm, or simile of a weapon that could produce bodily harm or fear of harm	Intentional possession and/or use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm
	Examples		N/A	Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.	Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.
(24) Other Incident for a State-Reported Discipline Action	Definition	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-738)	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-	Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types.	N/A
	Examples			Includes but is not limited to parking violations, etc.	N/A

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			738)		
(25) Weapons – Handgun	<i>Definition</i>	<i>Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns and pellet gun [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]</i>	N/A	N/A	Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm
	<i>Examples</i>				pistols or revolvers
(26) Weapons Rifle/Shotgun	<i>Definition</i>	<i>The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]</i>	N/A	N/A	Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm
	<i>Examples</i>		N/A	N/A	rifles, shotguns
(27) Serious Bodily Injury	<i>Definition</i>	<i>The term "serious bodily injury" means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.</i>	N/A		Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death
	<i>Example</i>				Any behavior that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death
(28) Other Firearms	<i>Definition</i>	<i>Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon</i>	N/A	N/A	Intentional or unintentional possession or use of any firearms other than rifle, shotgun, or handguns (including starter pistols) and any other destructive device which includes explosives
	<i>Examples</i>		N/A	N/A	Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm

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		<i>described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]</i>			muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]
(29) Bullying	<i>Definition</i>	<i>Behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of</i>	First Offense of bullying as defined in Georgia Code Section 20-2-751.4	Second incident of bullying as defined in Georgia Code Section 20-2-751.4	Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment.
	<i>Examples</i>	<i>substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm. See TCS Policy JCDAAG for additional information.</i>	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or using any type of electronic means to harass or intimidate	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate
(30) Other - Attendance Related	<i>Definition</i>	<i>Repeated or excessive unexcused absences or tardiness; including failure to</i>	Repeated or excessive unexcused absences or tardiness; including	N/A	N/A

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		<i>report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions</i>	failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions		
	<i>Examples</i>		Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	N/A	N/A
(31) Other - Dress Code Violation	<i>Definition</i>	<i>Violation of school dress code that includes standards for appropriate school attire</i>	Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Level 3 may be used for students that violate the school dress code policy three or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>		Pursuant to local dress codes, dress code violations for Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building	Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments	Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.
(32) Academic Dishonesty	<i>Definition</i>	Receiving or providing unauthorized assistance on classroom projects, assignments or exams	Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments	Intentional plagiarism or cheating on a minor classroom assignment or project	Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery)
	<i>Examples</i>		May include but is not limited to failure to cite	Includes but is not limited to intentional	Includes but is not limited to cheating on major exams, statewide assessments or other state mandated

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
			sources	dishonesty on minor classroom projects, assignments, homework, etc.	academic work; Includes the falsification of school records; forgery; Level3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year although a single incident may rise to a level 3 offense.
(31) Other - Dress Code Violation	<i>Definition</i>	<i>Violation of school dress code that includes standards for appropriate school attire</i>	Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Level 3 may be used for students that violate the school dress code policy three or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>		Pursuant to local dress codes, dress code violations for Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building	Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments	Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.
(32) Academic Dishonesty	<i>Definition</i>	Receiving or providing unauthorized assistance on classroom projects, assignments or exams	Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments	Intentional plagiarism or cheating on a minor classroom assignment or project	Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery)
	<i>Examples</i>		May include but is not limited to failure to cite sources	Includes but is not limited to Intentional dishonesty on minor classroom projects, assignments, homework, etc.	Includes but is not limited to cheating on major exams, statewide assessments or other state mandated academic work; Includes the falsification of school records; forgery; Level3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year although a single incident may rise to a level 3 offense.
(33) Other - Student Incivility	<i>Definition</i>	Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of	Failure to comply with instructions or the inadvertent use of inappropriate language.	Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional	Blatant and repeated insubordination or intentional misrepresentation of the truth; Level 3 should be used for students who display a pattern of violating the school policy related to student incivility.

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		vulgar or inappropriate language, and misrepresentation of the truth		misrepresentation of the truth	
	<i>Examples</i>		May include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions	Profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination	Issuing false reports on school staff; Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year although a single incident may rise to a level 3 offense.
(34) Other - Possession of Unapproved Items	<i>Definition</i>	The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.)	The possession of any unauthorized item. Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous	The use of the any unauthorized item (i.e. toys, mobile devices, or gadgets). Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous	The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; Includes the possession of matches, lighters, incendiary devices or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items.
	<i>Examples</i>		Includes but is not limited to possession of toys, mobile devices, gadgets, personal items, gum, candy, etc; includes possession of pepper spray	Includes but is not limited to use of toys, mobile devices, gadgets, personal items, , etc; includes the use of pepper spray without injury	Includes but are not limited to matches, lighters, or the possession of fireworks, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury
(35) Gang-Related	<i>Definition</i>	1."Criminal gang activity" means the commission, attempted commission, conspiracy to commit, or the solicitation, coercion, or intimidation of another person to commit any of the offenses defined in O.C.G.A. § 16-15-3(1)-(2) or the Troup County Student Code of Conduct.	N/A	Wearing or possessing gang-related apparel; communicating either verbally or non- verbally to convey membership or affiliation with a gang	The solicitation of others for gang-membership, the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement or payment for protection or insurance through a gang. Level 3 should be used for students who display a pattern of violating the school policy related to gang activity.
	<i>Examples</i>	2."Criminal street gang" means any organization, association, or group of three or more persons associated in fact, whether formal or informal, which engages in criminal gang activity as defined in this Section. The existence of such organization, association, or group of individuals associated in fact may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics, including, but not limited to, common activities, customs, or behaviors. Such term shall not include three or more persons, associated in fact, whether formal or informal, who are not engaged in criminal gang	N/A	Possession or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation; gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation; committing any other illegal act or other violation of school policies in connection with gang- related activity	Soliciting students for gang membership; tagging or defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang; requiring payment for protection, insurance, otherwise intimidating or threatening any person related to gang activity; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<p>activity.</p> <p>Offenses</p> <p>1.No student shall engage in criminal gang activity as defined above at school, nor outside of school hours or away from school if such conduct poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees with the Troup County School System.</p> <p>2.No student shall knowingly represent or identify himself or herself as being a member of a criminal street gang at school. The displaying of any signs, signals, insignia or other symbols that members of a gang use for identification, whether displayed by means of clothing, by physical gestures (for example hand gestures) or by other means, shall be prohibited on the premises of any school system facility or at any school system function, provided that the totality of the circumstances surrounding the student's conduct would cause a reasonable observer to associate the student with a criminal street gang. It shall not be a defense that such student is not in fact a member of a criminal street gang.</p> <p>3. Intentionally threatening, intimidating or harassing another Troup County School System student or employee, whether on-campus or off campus, by representing oneself to be a gang member is prohibited.</p>			
(36) Repeated Offenses	<i>Definition</i>	<i>Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.</i>	Collection of minor incidents	Collection of moderate incidents	Collection of severe incidents
	<i>Examples</i>		See above	See above	See above
(40) Other Non-Disciplinary Incident	<i>Definition</i>	<i>This code is used exclusively for the reporting Physical Restraint. When the</i>	Can only be used to report Physical Restraint" with	Can only be used to report "Physical Restraint" with Action "95" (no	Can only be used to report "Physical Restraint" with Action "95" (no teacher name)

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<i>INCIDENT TYPE= '40', then the ACTION CODE must = '95' for Physical Restraint. Do not report a Teacher ID when Incident Code is "Other Non- Disciplinary Incident."</i>	Action "95" (no teacher name)	teacher name)	
	<i>Examples</i>		See above	See above	See above
(42) Electronic Smoking Device	<i>Definition</i>	Any device used to deliver nicotine or any other substance intended for human consumption that may be used by a person to simulate smoking through inhalation of vapor or aerosol from the device.	Unintentional possession of an electronic smoking device	Use or knowledgeable possession of an electronic smoking device	Distribution and/or selling of electronic smoking devices: Level 3 may be used for students that violate school policy on electronic smoking devices three or more times during the same school year although a single incident may rise to a level 3 offense.
	<i>Examples</i>	Such devices include those manufactured, distributed, marketed or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, electronic nicotine delivery system or any cartridge or other component of the device or related product.			
(44) Violence Against a Teacher	<i>Definition</i>	<i>Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.</i> Violence against other school personnel should be reported as Battery (03) – Level 3.	N/A	N/A	Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher. Violence against other school personnel should be reported as Battery (03) – Level 3.
(45) Cyberbullying <i>For state reporting purposes this offense will be listed in the student information system as state code 29.</i>	<i>Definition</i>	<i>a. A student commits the offense of cyberbullying when the student uses any electronic communication, by individuals or groups to: (1) make a true threat against a student or school employee; (2) materially disrupt school operations; or (3) substantially impinge on the rights of another student such as, but not limited to: creating reasonable fear or harm to the student's person or property; creating a substantially detrimental effort on the student's physical or mental health; substantially interfering with</i>	First Offense of bullying as defined in Georgia Code Section 20-2-751.4	Second incident of bullying as defined in Georgia Code Section 20-2-751.4	Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment.

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<p>a student's academic performance or interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school; or being so severe, persistent, or pervasive as to cause severe emotional distress.</p> <p>b. Includes conduct that is based on, but not limited to, a student's actual or perceived race, color, national origin, gender, religion, disability, sexual orientation or gender identity, distinguishing physical or personal characteristic, socioeconomic status; or association with any person identified in Section I (2)(b)(i)-(ix).</p> <p>c. As used herein, the term "electronic communications" means communications through any electronic device, including, but not limited to, computers, telephone, mobile phone, and pagers, and any type of communication, including, but not limited to, emails, instant messages, text messages, pictures messages, and websites.</p> <p>d. Jurisdiction for Cyberbullying: (1) No student shall be subjected to cyberbullying by an electronic communication that bears the imprimatur of the school regardless of whether such electronic communication originated on or off the school's campus. (2) The school shall have jurisdiction to prohibit cyberbullying that originates on the school's campus if the electronic communication was made using the school's technological resources or the electronic communication was made on the school's campus using the student's own personal technological resources. (3) The school shall have jurisdiction to prohibit cyberbullying that originates off the school's campus if: (a) it was reasonably foreseeable that the electronic communication would reach the school's campus; or (b) there is a sufficient nexus between the</p>			

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<p>electronic communication and the school which includes, but is not limited to, speech that is directed at a school-specific audience, or the speech was brought onto or accessed on the school campus, even if it was not the student in question who did so.</p> <p>•See TCSS Policy JCDAG for additional information.</p>			
<p>(46) Hazing</p> <p>State reporting code will be based on the nature of the hazing.</p>	<i>Definition</i>	A student commits the offense of hazing when he/she subjects another student to an activity which endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity, in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization.	N/A	N/A	Subjects another student to an activity which endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity, in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization.
<p>(47) Threat of Physical Violence to School Personnel</p> <p>For state reporting purposes this offense will be listed in the student information system as state code 17- Level 3.</p>	<i>Definition</i>	No student shall offer to commit or threaten to commit any act of physical violence against any teacher, administrator, other school personnel employee or bus driver employed by the Troup County Board of Education.	N/A	N/A	Any threat of physical violence against any teacher, administrator, bus driver or other TCSS employees.
<p>(48) False Statements</p> <p>If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action</p>	<i>Definition</i>	A student to whom a request has been made by a school official to provide information regarding any school related matter commits the offense of furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing; falsifying, misrepresenting, omitting, or erroneously reporting information about allegations of inappropriate behavior of a school employee toward a student.	Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing.	Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing; falsifying, misrepresenting, omitting, or erroneously reporting information.	Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing; falsifying, misrepresenting, omitting, or erroneously reporting information about allegations of inappropriate behavior of a school employee toward a student.
	<i>Examples</i>		Could include but is not limited to providing a false statement about their location when out of the classroom or providing other false information which does not substantially cause harm or disruption to the school environment.	Could include but is not limited to providing false information during an official administrative investigation.	Could include but is not limited to providing misinformation during an official administrative investigation about the actions of others to include school employees.
(49) Outside conduct	<i>Definition</i>	Any student who commits an act outside of school	NA	NA	Conduct away from school which would constitute a felony if the student were an

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
<i>State reporting code will be based on the nature of the outside conduct.</i>		hours or away from school which would constitute a felony if the student were an adult or which could result in the student being criminally charged with a felony shall be punished hereunder, provided that the student's conduct outside of school hours or away from school is such that the student's continued presence at school poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees within the Troup County School System.			adult or which could result in the student being criminally charged with a felony shall be punished hereunder, provided that the student's conduct outside of school hours or away from school is such that the student's continued presence at school poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees within the Troup County School System.
	<i>Examples</i>	Nothing in this Section shall limit in any way the scope of application of other policies contained in this Code of Conduct intended to protect students from bullying or cyberbullying.			
<i>(50) Theft – If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action</i>	<i>Definition</i>	The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm.	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value less than \$25.	The second incident of unlawful taking of property belonging to another person or entity that does not belong to the student with a value less than \$25.	The third and subsequent incidents of unlawful taking of property belonging to another person or entity that does not belong to the student with a value less than \$25.
	<i>Examples</i>		Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception.

DISCIPLINARY PROTOCOL AND PROCEDURE

A. TYPES OF CONSEQUENCES OR CORRECTIVE ACTION

In-School Suspension, Short-Term Suspension, Long-Term Suspension, or Expulsion may be imposed on a student for any violation of the Student Behavior Code.

1. **In-School Suspension:** In-school suspension is the isolation of a student during the school day from the regular classrooms and activities of the school with a continuation of the student's progress with classroom assignments and additional support as deemed appropriate by the ISS instructor unless otherwise identified and is not limited to academics, behavioral and/or social skills development.
2. **Short-Term Suspension:** Short-term, out-of-school suspension as defined in O.C.G.A. §20-2-751(3) means the denial to a student of the right to attend school and take part in any school-related functions for a period not to exceed ten (10) consecutive school days. The principal and assistant principal of any school shall have the discretionary power to impose a short-term suspension.
3. **Long-Term Suspension:** Long-term as defined by O.C.G.A §20-2-751(2) means the denial and suspension of a student of the right to attend school and take part in any school-related functions for more than ten (10) consecutive school days but not beyond the current academic term. A student may receive long-term suspension only as a result of a student disciplinary hearing before a Disciplinary Hearing Tribunal. A student shall be subject to long-term suspension or expulsion for violation of the rules for student behavior, conduct and discipline as set forth in these policies but only after a hearing or opportunity for a hearing in accordance with the rules and procedures hereafter set forth.
4. **Expulsion:** Expulsion as defined by O.C.G.A. §20-2-751(1) means the denial to a student of the right to attend school and take part in any school-related functions beyond the current academic term, and any greater duration deemed appropriate by the Disciplinary Hearing Officer including but not limited to the remainder of the current semester, school year, an entire school year or years, or permanently. Expulsion may only be imposed by action of the Disciplinary Hearing Tribunal after the student has been afforded notice, opportunity for hearing, and other procedural rights prior to such expulsion becoming effective.

B. GENERAL DISCIPLINE PROCEDURES

All violations of the Student Behavior Code shall be investigated and punishment imposed as warranted by the nature and circumstances of the violation. A principal in his/her discretion may (but is not compelled) administer appropriate disciplinary action such as in-school suspension or short-term suspension for certain violations at the school level without referral to a disciplinary hearing for students committing violations of the Student Behavior Code.

However, a principal does not have the authority to impose and must refer a student to a disciplinary hearing for the imposition of long-term suspension, expulsion or assignment to an alternative education program. A principal at his/her discretion may refer any violation of the Student Behavior Code for a disciplinary hearing.

All third offenses for (03) Battery, (08) Fighting, and (17) Threats and Intimidation shall be referred for a disciplinary hearing as is required for mandatory hearing offenses.

When a violation of the Student Behavior Code is a non-mandatory offense, the same procedure shall be followed as in investigations of any alleged mandatory hearing offense provided hereafter.

At the beginning of each school year, the principal or other designated administrator shall conduct such convocations, student assemblies or other proceedings with all students enrolled in each school so as to explain with particularity, the Student Behavior Code and the disciplinary protocol followed to include Mandatory Hearing Offenses.

C. DISCIPLINE OF STUDENTS IN GRADES K-5 AND STUDENTS WITH DISABILITIES

Students in grades K-5 are subject to and shall abide by the Student Disciplinary Code. However, the disciplinary hearing process including the mandatory hearing offenses shall not apply to students in grades K-3. The Superintendent shall determine the disciplinary actions or proceedings for students in grades K-3. Students in grades 4 and 5 who commit a mandatory hearing offense will not normally be brought before a tribunal. However, the principal of each elementary school in consultation with the Superintendent may treat an offense committed by a student in grades 4 and 5 as a mandatory hearing offense based upon the nature and circumstance as well as the student involved and refer the student to a disciplinary hearing.

Alternative School placement will not be made for students in grades K-5 as the provisions of the alternative school grant does not permit the assignment of students below grades 6-12 to the Alternative School.

Students with disabilities will be disciplined in compliance with applicable federal and state laws and regulations. The procedures set forth in this regulation may or may not apply to a student with disabilities depending on the circumstances and as determined by the appropriate team of teachers and administrators. If you have questions about the disciplinary process as it relates to a student with a disability and those questions cannot be answered at the school level, please contact the Director of Exceptional Education. For greater detail see the General Student Discipline section F of this document.

D. MANDATORY HEARING OFFENSES

The Troup County Board of Education believes that certain violations of the Student Behavior Code outlined herein cannot be tolerated under any circumstances and because of the nature and consequences of the violations immediate school and judicial intervention is required. Those offenses shall hereafter be defined and referred to as Mandatory Hearing Offenses. The following violations of the Student Behavior Code shall be classified as Mandatory Hearing Offenses:

Mandatory Hearing Offenses: The following are mandatory hearing offenses for all middle and high schools:

1. Middle and High Schools (Grades 6-12): (01) Alcohol – Level 3, (02) Arson – Level 3, (07) Drugs, Except Alcohol and Tobacco, (09) Homicide, (10) Kidnapping, (11) Larceny – Level 3, (12) Motor Vehicle Theft, (13) Robbery, (4) Sex Offenses – Level 3, (22) Weapons – Knife – Level 3, (23) Weapons – Others – Level 3, (25) Weapons – Handgun, (26) Weapons – Rifle/Shotgun, (27) Serious Bodily, (28) Other Firearms, (44) Violence Against a Teacher, (46) Hazing.
2. Elementary Schools: There shall be no Mandatory Hearing Offenses for Grades K-5. However, the principal of each elementary school in consultation with the Superintendent may treat an offense as a Mandatory Hearing Offense based upon the nature and circumstance of the offense and the student involved. Unless specifically stated in the policy, discipline for students in grades K-5 will be at the discretion of the principal; however, discipline determinations by tribunal also apply to students in K-5 if the principal deems it to be necessary. In grades K-5, students' unstructured time may be withheld for violation of general school discipline or for specific violation of any school rule.

E. DISCIPLINE PROCEDURES

1. Upon reasonable suspicion that a student has committed an offense warranting a Disciplinary Hearing Tribunal, the principal or administrator in charge of discipline at each school shall immediately separate the student from the rest of the student body while the investigation of the conduct is being conducted. The principal or administration in charge of discipline shall advise the student that evidence exists that the student may have committed an offense warranting a Disciplinary Hearing Tribunal. See policy JCEB: Student Hearing Procedure for further clarification of the Hearing Process.
2. The school administrator shall advise the student that (1) the offense which the student is alleged to have committed carries the consequences of a mandatory referral to a Disciplinary Hearing of the Troup County Board of Education with short term suspension pending the hearing of the charges by the Disciplinary Hearing Officer; and (2) if the circumstances warrant it, that the alleged violation of the Student Behavior Code is being reported to the appropriate law enforcement agency in which the school is located and to the Juvenile Court of Troup County.

3. Upon completion of the investigation of a Mandatory Hearing Offense and a determination that grounds exist for charging a student with an offense, the principal shall first, make a reasonable attempt to notify the student's parents, and then if appropriate, the Juvenile Court of Troup County and the appropriate law enforcement agency.

4. **Imposition of Pre-Hearing Placement.** For Mandatory Hearing Offenses, the principal or school administrator may impose short term suspension upon the student by removing the student from the general school population for not more than ten school days pending hearing before a Disciplinary Hearing Officer or Tribunal. Short term suspension may include placement of the student in an In-School Suspension program in addition to Out of School Suspension. Out of School Suspension should be considered and used only in situations which would place other students at risk of injury or would result in the disruption of the educational mission of the class or school in which the student is enrolled or placed pending the Disciplinary Hearing. In the event that Out of School Suspension is imposed pending the Disciplinary Hearing Tribunal, the Juvenile Court shall be notified of the Out of School Suspension.

5. **Referral to a Disciplinary Hearing.** Following the commission of a Mandatory Hearing Offense, the student shall be referred to a Disciplinary Hearing Officer or Tribunal of the Troup County Board of Education. The hearing of the disciplinary charges before a Hearing Officer or Tribunal shall be within ten (10) school days of the day on which short term suspension is imposed and removed from the general student population. Where extenuating circumstances exist, the hearing by the Disciplinary Tribunal may be held more than ten school days following notification of charges; provided however, that the student must be returned to the general school population at the end of the short term suspension.

6. **Juvenile Court.** If warranted by the circumstances, the principal of the school in which the student is enrolled shall consult with and, to the extent and in the manner allowed by law, provide to the education protocol officer of the Troup County Juvenile Court such educational records on the student to include attendance, grades, standardized test scores, and disciplinary record as may be needed for an evaluation of the student by the Juvenile Court.

7. **Cooperation with Law Enforcement.** It shall be the further policy by the Troup County School System that all school administrators and personnel shall work together with law enforcement officials and Juvenile Court officials to provide counseling, joint supervision, school based community service, educational assistance, and anything necessary to prevent violence and provide for conflict resolutions and other interventions designed to address particular needs to a student who violates a provision of the Student Behavior Code where such offense also carries potential criminal consequences.

F. PROTOCOL AND MANDATORY PUNISHMENTS FOR OFFENSES AGAINST SCHOOL PERSONNEL

1. **Procedure** - Any student who is alleged to have committed any act of physical violence as defined in Section 44 – Violence Against a Teacher or Section (3) – Level 3 violence against other school official or employee, or school bus driver shall be referred to a disciplinary hearing tribunal of the Troup County Board of Education. The student alleged to have committed such act of physical violence shall be suspended out of school pending a hearing by the tribunal. The tribunal will be composed of three teachers or certified education personnel appointed according to Board policy. The tribunal shall determine all issues of fact and intent and shall submit its findings and recommendations to the Troup County Board of Education for imposition of punishment if the student is found guilty of the charges. The tribunal's recommendations shall include a recommendation as to whether the student may return to the public school and if return is recommended, the recommended time for the student's return to Troup County Schools. The Troup County Board of Education may follow the recommendation of the tribunal or it may impose penalties not recommended by the tribunal regardless of whether such penalties may be harsher and not recommended.

2. **Punishment for Violation of (44) and (3) – Level 3 Battery of other school official or employee** - Any student found by a tribunal to have committed an act of physical violence by intentionally making physical contact of an insulting or provoking nature against a teacher, administrator, school personnel or employee, or bus driver may be disciplined by expulsion, long term suspension or short term suspension as those terms are defined in the Official Code of Georgia and Troup County Board of Education Policies.

3. **Punishment for Violation of (44) and (3) – Level 3 Battery of other school official or employee - resulting in physical harm** - A student found by a tribunal to have committed an act of physical violence by making physical contact, which

causes physical harm as defined in Section (44) and (3) against a teacher, administrator, school personnel or employee, or a bus driver shall be expelled from the Troup County Schools. The expulsion shall be for the remainder of the student's eligibility to attend public schools pursuant to O.C.G.A. 20-2-150. The Troup County Board of Education, at its discretion, may permit the student to attend an alternative school program for the period of the student's expulsion. If the student who commits an act of violence by making physical contact which causes physical harm is in Kindergarten through Grade 8, then the Troup County Board of Education, at its discretion, and on the recommendation of the tribunal may permit such student to re-enroll in the regular public school program for Grades 9 through 12. If Troup County Board of Education does not operate an alternative education program for students in Kindergarten through Grade 6, the Troup County Board of Education, at its discretion, may permit a student in Kindergarten through Grade 6 who has committed an act of physical violence against a teacher, administrator, school personnel or employee, or bus driver to re-enroll in the public school system.

4. Juvenile Court Referral - Any student found by a tribunal to have committed an act of physical violence as defined in Section (44) or (3) against a teacher, administrator, school personnel or employee, or bus driver shall be referred to Juvenile Court.

G. MANDATORY CONSEQUENCES – The following punishments shall also be mandatory as required by federal or state law or policy:

1. Firearms - A student found to have violated Section (22), (23), (25), (26), or (28) Level 3 shall be expelled from the Troup County schools for a period of not less than one (1) calendar year. On a case by case basis, a Disciplinary Hearing Tribunal or the Superintendent are authorized to place a student determined to have brought a firearm to school in the Troup County alternative school program if extenuating circumstances are found to exist.

2. Bullying and Cyberbullying - Any student in grades 6-12 who has committed and been punished twice for the offense of bullying and cyberbullying as defined in Section (29) Bullying and Section (45) Cyberbullying who is alleged to have committed a third act of bullying or cyberbullying within a school year shall be referred to a hearing before a Disciplinary Hearing Tribunal. If the student is found guilty of a third offense by the tribunal of the offense of bullying or cyberbullying, the student shall be assigned to the Troup County alternative school program for such time as the tribunal deems appropriate; provided however, this shall not prohibit the expulsion or long term suspension of the student for the third offense. At the discretion of the school administration, a student may also be referred to a disciplinary hearing tribunal for a first or second offense of bullying or cyberbullying.

3. Bus Conduct - If a student is found to have committed (3) Battery;(8) Fighting; (29)Bullying on a public school bus, in addition to any punishment imposed, a meeting between the parent or guardian of the student and appropriate officials from the Troup County School District shall be held to form a school bus behavior contract for the student. Such contract shall provide for progressive age, appropriate discipline, penalties and restrictions for student misconduct on the bus. Contract provisions may include, but shall not be limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus. Nothing contained in this section shall be construed so as to limit the incidences wherein a student bus behavior contract may be required.

H. ALTERNATIVE DISCIPLINE RESOLUTION

The Troup County Board of Education supports the disciplinary hearing process and requirements established by Georgia law and, in particular, its policy to designate mandatory disciplinary hearings for certain offenses. The Troup County Board of Education believes that, in certain circumstances, a less adversarial, informal disposition of breaches of the Troup County Board of Education Student Behavior Code can produce positive changes in individual student discipline and student attitudes towards discipline.

The Troup County Board of Education institutes and authorizes the following alternative discipline resolution (ADR) process:

1. **Purpose.** The purpose of ADR is to allow administrators of each school and parents to meet, discuss and agree on long-term suspension, expulsion or assignment to an alternative education program as punishment to be imposed for particular offenses committed in violation of the Troup County Board of Education Student Behavior Code and to waive and forego a disciplinary hearing tribunal on the charges.

2. **Applicable Offenses.** ADR shall be used for all violations of the Student Behavior Code, whether mandatory or non-mandatory hearing offenses, for which long-term suspension, expulsion or assignment to an alternative education program are to be recommended by the Principal.

3. **Process.** Upon completion of an investigation conducted in accordance with the Disciplinary Protocol set forth above of a probable Student Behavior Code violation, the school administrator shall then notify the parent and student of the ADR process and the availability of the ADR process in lieu of a disciplinary hearing before a tribunal or hearing officer. If the parent and the student avail themselves of the ADR process, the student and parent and the school administrator shall meet to discuss the violations of the Student Disciplinary Code, to receive admissions of guilt and to discuss and impose punishment for the offenses committed.

Should the school administrator determine that neither the student nor the school will benefit from an ADR, the school administrator shall proceed with a disciplinary hearing as provided for under this Student Behavior Code and other Troup County Board of Education policies. Likewise, should a student or parent determine that they do not desire to participate in an ADR, the school administrator shall then proceed with a disciplinary hearing for the offenses committed

4. **Waiver of Hearing and Appeal.** If a student and parent agree to a consequence from an ADR, they will be required in writing to waive a formal hearing and to agree and waive any rights of appeal of the ADR or the punishment imposed to the Troup County Board of Education or the State Board of Education. If a student or parent refuses to waive a hearing or refuses to agree to accept ADR punishment and waive all appeals, the student shall be referred forthwith to a disciplinary hearing tribunal.

5. **Punishment Imposed.** As a result of an ADR, a student may be punished for a violation of the Student Behavior Code by the imposition of short-term suspension, long-term suspension, expulsion or assignment to the Troup County Hope Academy. Permanent expulsion shall not be imposed or agreed to through an ADR, such being reserved for imposition by a disciplinary hearing only.

6. **Impact.** The discipline of a student under ADR shall be a part of the student's disciplinary records and carry the same importance and impact as if the student was disciplined by a disciplinary hearing tribunal. ADR shall be reported for a transferring student to a receiving school system as required by Georgia law.

7. **Time of ADR.** ADR shall be completed within ten (10) school days of the date on which short-term suspension is imposed and the student is removed the general school population. Where extenuating circumstances exist, ADR may be held more the ten (10) days thereafter, provided however, that the student must be returned to the general school population at the end of the short-term suspension.

8. **Reporting Requirements.** Notwithstanding the use of ADR, the school administrator shall report all mandatory hearing offenses required by the Student Behavior Code to the appropriate law enforcement agency in which the school is located, to the Juvenile Court of Troup County and the Troup County District Attorney.

9. Alternative School Allocations. The Superintendent shall allocate a specified number of assignments for each school for students to be assigned to the Troup County Hope Academy. School administrators in the imposition of punishment through ADR shall not exceed the allocated slots for a particular school at The Hope Academy.

10. Process Forms. The Superintendent or designee shall develop such forms, letters, and notifications as may be required to notify parents properly of the ADR, the availability of the ADR and to record the disposition thereof.

Bus Conduct (Previously Policy JCDAD)

Bus drivers under the supervision of the principal and/or the director of transportation shall be responsible for the conduct and safety of children on the bus. Students whose conduct is not acceptable should be corrected by the driver in an appropriate manner. Drivers may leave a child either at home or at school in cases of extreme misconduct. However, no child may be put off the bus for misconduct between school and the point at which the child normally boards the bus.

The authority for controlling bus behavior rests with the driver. However, drivers are instructed to consult with the principal for serious cases. Pupils may be suspended from the bus for continued misbehavior. The driver may seat the children in any arrangement.

While riding a school bus;

- Students shall not engage in acts of physical violence, bullying, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;
- Students shall not use any electronic devices during the operation of a school bus, including but not limited to cell phones without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and
- Students shall not use mirrors, lasers, flash camera, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. If a student is found to have engaged in physical acts of violence, the student shall be subject to the severe penalties.

A meeting of the parent or guardian of the student and appropriate school district officials must be held to form a student bus behavior contract whenever:

- A student is found to have engaged in bullying; or
- A student is found to have engaged in physical assault or battery of another person on the school bus.

The school bus behavior contract shall provide for age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Provisions may include, but are not limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus.

Student Dress Code (Previously Policy JCDB)

A. Beliefs

The Troup County Board of Education believes that an appropriate dress code will support a safe school environment that is conducive to learning. Dress standards promote the safety, modesty and comfort of students and are designed with their well-being in mind. Research also indicates that there is a distinct relationship between students' attire and their classroom behavior, attitude and achievement. The dress and personal appearance should not be disruptive or interfere with the legitimate interest and welfare of all students. Consequences for improper dress will include parents being notified by phone or written message. Continual violation of the dress code becomes an issue of defiance and will be treated as such. The administration will have the final decision on appropriate dress for school.

B. Guidelines

Students should adhere to the following guidelines:

1. Pants must be worn at the waist, with or without a belt. "Busting slack" is not allowed. Students should not have to hold pants up while walking.
2. Shorts, skirts, and dresses are permitted but must be of appropriate length and style. The general rule is shorts and skirts should be no shorter than the tip of the middle finger when arms are extended by the side.
3. Clothing with pictures, writing, and/or symbols promoting gangs, alcohol, sex, tobacco, profanity or suggestive/crude messages is prohibited.
4. Hats/caps, "hoodies," sweatbands, stocking caps, curlers, ear warmers or sunglasses are not to be worn inside the school building. Bandanas are not permitted at any time.
5. Biker shorts, any type of warm-up that is tight and clings to the body, and clothing designed as undergarments or night wear (pajamas, flannel pants, negligee, etc.) worn as outer garments are unacceptable. This includes "leggings" or tights. If leggings or tights are worn, the outer wear covering these garments must meet the minimum requirements set forth in this dress code (i.e. Shorts, skirts, or dresses worn over leggings/tights must meet minimum length requirement stated in number 2 - they should be no shorter than the tip of the middle finger when arms are extended by the side).
6. Students should not wear clothing of abbreviated style and/or revealing nature (no exposed cleavage), including but not limited to bare midriff tops, tank tops, halter tops, tube tops, see-through clothing, blouses, pants, cutout garments, shirts or blouses with large armholes, and blouses with revealing necklines. (If the student's midriff or waist area shows when the arms are extended parallel to the floor, it is considered a midriff top). Shoulder straps on blouses, shirts, and dresses must be a minimum width of 2 inches. Shirts and dresses must have both shoulder straps.
7. All pants, shorts, and other clothing with holes at or above the knee are unacceptable.
8. Other unacceptable dress: dog chains, wallet chains, "spiked chokers", and hanging shoulder straps, or any apparel that may be used to harm or impair another.
9. All students must wear shoes at all times for health and safety reasons. It is also recommended that shoes with a smooth sole such as thongs or flip flops not be worn. Bedroom slippers are prohibited.
10. With approval of the principal, activity sponsors may establish different rules for dress and grooming for participation in special activities.
11. Other attire deemed unsafe, inappropriate, or disruptive to the learning environment by the building principal may be subject to disciplinary action.

Interviews and Searches of Students (Previously Policy JCAB)

A. Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

B. Personal Searches

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person is conducted it will be conducted in private by a school official of the same sex and with an adult witness present.

If the school official has reasonable suspicion to believe that the student has on his/her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted. Such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the Director of Student Services or one of his/her superiors, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

C. Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

D. Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

E. Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

General Student Discipline Guidelines (Previously Policy JD)

A. Perspective

The professional staff of the school is expected to ensure student conduct conducive to an orderly educational program, to maintain an effective learning atmosphere both in and outside the classroom, and to help students achieve the self-discipline necessary for responsible use of freedom.

In maintaining proper discipline, all persons connected with the school have a double obligation to promote the legitimate objectives of the school in ways appropriate to the individual's respective role and to recognize and defend the rights of others.

While the methodology of discipline varies, each school will develop and maintain administrative procedures which:

1. Consistently enforce the discipline policies stated in the "Guidelines for Student Behavior."
2. Require and support sound principles of classroom management and ensure the proper authority of each of its teachers.
3. Clearly define the student's rights, as well as the student's obligations and responsibilities in the area of student discipline in the local school setting.

It is expected that each school's administrative procedures will result in students, teachers, administrators and parents sharing responsibility for the learning environment in an atmosphere of mutual support and success.

B. Teacher's Rights and Responsibilities

The teacher has a right to appropriate behavior by all students, and failing to get it, the teacher has the responsibility to take corrective measures including, but not limited to: enlisting parental assistance, imposing detention, revoking privileges, referring students and providing input in any referral case. The teacher has a right to receive a report of any action taken. The teacher's responsibilities include: conducting a well-planned and effective program, establishing and enforcing regulations within the school's educational environment that will facilitate learning, and maintaining written records of the conduct of students who may later be referred to others for help and/or disciplinary action.

A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or his designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn shall file a report of such behavior with the principal or his designee. The principal and teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.

C. Administration's Responsibilities

The administration has an obligation to impose necessary disciplinary measures including, but not limited to: enlisting parental support, imposing detention, revoking privileges, removing a student from class, in school suspension, suspending a student up to ten days, and recommending expulsion.

The administration is responsible for supporting teachers and insisting that they meet their obligation to maintain discipline, being alert to and correcting situations likely to promote poor citizenship, notifying parents of serious student offenses, creating an atmosphere conducive to student self-direction and self-regulation, and defending every individual within the school against arbitrary and unfair treatment.

The school superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to O.C.G.A. Section 20-2-738.

D. Parental Responsibilities

The parent is expected to cooperate with the school, support its corrective measures, and to notify the school of any unusual behavior pattern on the part of the child that might lead to serious difficulties. Board Policy Manual Troup County Schools.

E. Options in Disciplinary Actions

Both the teacher and principal have various options in imposing disciplinary measures for student misconduct and infraction of school rules. The teacher or principal may and should consult with parents on disciplinary measures that might prove most effective in particular instances.

The principal is the designated leader of the school and, in consortium with the staff, is responsible for the orderly operation of the school. In cases of discipline violations not covered by prescribed disposition, the principal may enact corrective measures which he/she feels is in the best interest of the school and the student(s) involved.

F. Discipline of Students with Disabilities

Students who have been identified as disabled and are receiving special education under the provisions of the Individuals with Disabilities Education Act (IDEA) must be viewed differently in determining what discipline is appropriate.

Before long-term suspension or expulsion may occur, it must first be determined whether the misconduct of the students in issue is a manifestation of the disabling conditions of the students. The decision of whether the misbehavior of disabled students is a manifestation of their disabling conditions must be determined by a school committee (IEP) comprised of professionals in the school system. The committee shall determine whether a causal relationship exists between the disability or disabling condition of the students involved and their particular misconduct. If the disciplinary committee finds that the misbehavior is not a manifestation of the students' disability (ies), then these students may be expelled or suspended for longer than ten days. However, complete cessation of special education services mandated by federal law during the time the students are suspended or expelled from school is not permitted.

Long-term suspension or expulsion of disabled students is limited by court rulings that require continuation of some educational services during the expulsion/ suspension period. Short-term suspension or temporary suspensions not in excess of ten days are permitted and do not require the same protection for students as mandated by *SI v. Turlington*.

The use of short-term suspensions may be an appropriate disciplinary technique and will not constitute a change in placement unless the cumulative of short-term suspensions constitute in reality a long-term suspension or expulsion.

In cases involving disabled students who are discipline problems, particularly those students who have behavior disorders or are severely and emotionally disturbed, and the usual procedure is for a placement committee to review the appropriateness of the student's current placement and determine whether a more restrictive placement is advisable. The placement committee has the responsibility for deciding what appropriate discipline for disability related behavior is. But when a student's behavior poses a threat to the safety of other students, such as the sale of illegal drugs to students on campus, it may be appropriate to consider those students for long-term suspension and expulsion, and follow the procedures required by the courts. A disabled student can be temporarily removed from the classroom prior to a hearing where such action is deemed necessary to protect the student, other students or the teacher, but the hearing should be held as soon as possible thereafter.