



# Hollis Hand Elementary School

## 2024-2025 Student Handbook

**H**onest **A**mbitious **W**ell-behaved **K**ind **S**uccessful

### 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**



*A special place to be!*

# HOLLIS HAND ELEMENTARY SCHOOL

*Kelly Doughman*

Principal

*Heather Wallace*

Assistant Principal

Dear Hawk Families,

Welcome to the 2024-2025 school year! I am delighted to welcome to both our returning families and those joining us for the first time. Last year was a wonderful and transformative year at Hollis Hand Elementary, and I am truly grateful for the support and collaboration we experienced. As we embark on this new school year, I am excited to build on the success we achieved together.

Looking back, I can honestly say that last year was nothing short of amazing. We did “*all the things*” from musicals and community programs to academic celebrations and after-school Boost. Our Hawks grew academically, socially, and emotionally. The support from our families, the hard work of our staff, and the enthusiasm of our students are what truly make Hollis Hand Elementary a “*Special Place to Be.*”

As we look forward to the new school year, our goal is to build on last year's successes and continue to create an environment where every student feels valued, challenged, and inspired. We have many exciting plans in store, and I am confident that with your continued support, we will achieve great things together at our “*Grand Old School.*”

As your principal, my door is always open. I believe in maintaining open lines of communication and fostering strong partnerships between home and school. Whether you have questions, concerns, or ideas, please do not hesitate to reach out. By working together, we can ensure that Hollis Hand Elementary remains a place where excellence is achieved, and every child has a positive and enriching experience.

I look forward to another year filled with learning, growth, and memorable experiences. Thank you for entrusting us with the education and well-being of your children. Let's make the 2024-2025 school year extraordinary!

Proud Principal,

Kelly Doughman



# Hollis Hand Elementary School

641 Country Club Road  
LaGrange, GA 30240  
706.883.1580 phone  
706.883.1582 fax



Troup County School System

A Place For Every Kid

Kelly Doughman  
Principal

Heather Wallace  
Assistant Principal

## 2024-2025 School System Calendar

- July 29 – August 1..... Professional Learning Days/Pre-Planning (PreK-12 Staff)
- August 2..... First Day of School (PreK-12: ALL STUDENTS)**
- September 2 .....Labor Day Holiday
- October 3..... First Quarter Ends
- October 4.....Professional Learning Day/Student Holiday
- October 7 – 8 ..... Staff & Student Holiday
- November 25 – 29.....Thanksgiving Holidays
- December 18..... Noon Release Middle/High School
- December 19.....Second Quarter Ends/Noon Release Middle/High School
- December 20 – January 3.....Christmas Holidays
- January 6..... Professional Learning Day/Student Holiday
- January 7 .....Classes Resume
- January 20.....MLK Holiday
- February 14..... Professional Learning Day/Student Holiday  
(or Inclement Weather Make-up Day)
- February 17 ..... Presidents’ Day Holiday
- March 6..... Third Quarter Ends
- March 7.....Professional Learning Day/Student Holiday  
(or Inclement Weather Make-up Day)
- March 31 – April 4..... Spring Break
- May 21 - 22..... Noon Release Middle/High School
- May 22..... Last Day of School (Pre K-12: ALL STUDENTS)**
- May 22 ..... Callaway High Graduation (Evening)
- May 23 ..... Troup County High Graduation (Evening)
- May 23 ..... Professional Learning Day/Post Planning
- May 24.....LaGrange High Graduation (Morning)
- May 26 ..... Staff & Student Holiday
- May 27 ..... Professional Learning Day/Post Planning

BOARD OF EDUCATION

Brandon Brooks, Chairman  
Ferrell Blair, Vice-Chairman  
Kevin Dunn  
Joe Franklin  
Cathy Hunt  
Anne O'Brien  
Rev. Allen Simpson

# Hollis Hand Elementary School Faculty and Staff 2024-20245

## **Principal**

Kelly Doughman

## **Assistant Principal**

Heather Wallace

## **Administrative Assistants**

Tracey Williams

Brandy Wright

## **Pre-Kindergarten**

Kerri Metcalf (Wendy Stone)

Amy Ward (Connie Gore)

## **Kindergarten**

Jill Kemp (Laurie Mabe)

Jennifer Matticola (Aubrey Lehman)

Lauryn Murphy (Nina Little)

Jessica Webb (Misty King)

## **First Grade**

Kristy Brown

Nicole McConnell

Abriel McFarland

Mary Nell Smith

## **Second Grade**

Bonnie Jones

Brittany Steele

Stephanie Stephens

Lily Thompson

## **Third Grade**

Dontavius Barkley (ELA/SS)

Katie Daniel (Math/Sci)

Sydney Rojo (Math/Sci)

Laura Terrell (ELA/SS)

## **Fourth Grade**

Hayley Brazell (Math/Sci)

Valarie Ramsey (ELA/SS)

Denise Shirley (Math/Sci)

Andrea Trainer (ELA/SS)

## **Fifth Grade**

Angel Jackson (ELA/SS)

Jennifer Magness (Math/Sci)

Julie Mitchum (ELA/SS)

Lori Simmons (Math/Sci)

## **Student Support Teachers**

Monica Martinez

Sade' Turner

Pam Pardue

Joanie Henderson - TOSA and SST

## **Counselor**

Lindsay Morris

## **Media Specialist**

Amy Johnson

## **Enrichment/Gifted**

Emily Pitts

## **ESOL Teacher**

Yasuko Kobayashi

## **Fine Arts**

Alyese Cross

## **Physical Education**

Jason Willis

## **Exceptional Education**

Leslie Chastain

Courtney Gajda

Allison Harris

Kalea Johnson

Kristy Johnson

Paige Lundy

## **Speech Pathologists**

Emily Ussery

Tessa Scanlon

## **Ex. Ed. Teacher Assistants**

A'kail DeLoach

Candace Flournoy

Lindsey Moman

Alice Moon

Ashley Norris

LaWanda Placide

Cindy Sims

Maria Smith

Robin Wyatt

## **Well-Being**

Jennifer Hale

## **Family Liaison**

Donna Haralson

## **School Nurse**

Heather Thomas

## **Social Worker**

Loletha Kirkland

## **Technology Specialist**

Connie Gable

## **School Resource Officer**

Jordan Burgin

## **Preferred Sub**

Lori Jernigan

## **ACE Director**

LaWanda Placide

## **Nutrition Staff**

Elizabeth Blouin

Kim Gresham

Klumberly Stell

Hannah Johnson

## **Custodial Staff**

Melissa Mikos

Rufus Clemonts

Julia Scanlon

Jerry Williams

## **2024-2025 PTO Officers:**

Maryanne Lovejoy - President

Heather DeBardeleben- Vice President

Laura Lynn Keese- Treasurer

Lauren Bowen - Corresponding Secretary

Amanda Major - Responding Secretary








## Hollis Hand Elementary 2024-2025 Supply List

Kindergarten	1st Grade	2nd Grade
Over the ear headphones Book Bag - no wheels Disinfectant Wipes Play-Doh 2 Plastic Pocket Folders w/ brads (2 Blue) Scissors (Fiskar) Hand Sanitizer (2 bottles) 2 Watercolor packs Kleenex (2 boxes) Colored Pencils (Box of 24) 1 box pencil (sharpened, 12 count) <p style="text-align: center;"><b><u>Wish List</u></b></p> Ziploc bags (all sizes), Baby Wipes, Hand soap, Colored Expo Paper Towels, Clorox Wipes, Kleenex	Book Bag - no wheels Pencil Box (Plastic, standard size) Crayons (2 boxes)  Folders - (1) 2 pocket plastic Glue Sticks - Elmer's (12) Scissors (Fiskar) Black EXPO markers 1 pair of Headphones 1" Binder 2 Watercolor packs  Kleenex/Hand Sanitizer/Black Expo Markers Disinfectant Wipes, Ziploc bags (qt & gal)	Headphones  1 Folder - Plastic/with pockets & prongs Elmer's Glue Sticks (6) Ticonderoga Pre-Sharpended Pencils (2 boxes) Expo Dry Erase Markers- black only(1 pack)  Eraser Caps Pencil Box (plastic) Crayons (2 boxes) Scissors  <p style="text-align: center;"><b><u>Wish List</u></b></p> Ziploc bags (gallon, quart), Expo Markers Kleenex / Hand sanitizer/Lysol Spray Clorox Wipes/Post It Notes/Highlighters, Scotch Laminating Sheets, Astrobright Paper
3rd Grade	4th Grade	5th Grade
1 1-inch 3 Ring Binder Ear buds Crayons or Colored Pencils 3 -Folders with pockets and holes(no brads) (red, blue, yellow folders) Pack of skinny black Expo Markers Scissors 1 subject, spiral notebooks (3) Box of #2 Pencils & Cap Erasers Highlighters-multi-color Clipboard Pencil Box (no pouches for binders)  <p style="text-align: center;"><b><u>Wish List</u></b></p> Ziploc bags (gallon and snack sizes) Disinfectant Wipes, Kleenex, Hand Sanitizer	Ear buds 3 Plastic Folders (2 pockets w/ holes-no brads) 3 spiral notebooks Pencils #2 (Box) Glue Sticks (4) Scissors (Fiskar) Notebook Paper (2 packs) wide rule 3 Ring Binder 1 1/2" Crayons/Colored Pencils/Markers Cap erasers Zipper Pouch with holes for binder/no pencil box Highlighters (multi-colors) Clipboard  <p style="text-align: center;"><b><u>Wish List</u></b></p> Ziploc bags (gallon and quart sizes) Keenex / Hand Sanitizer/Lysol Spray Clorox wipes/Paper Towels	Ear Buds 2-zipper pouches for binder/no pencil box Tab dividers (1 set of 5) Pencils #2 (48) 3 1 inch binders 1 glue stick 3 spiral notebooks Broad tip Expo Markers (4 pack) Highlighters (multi-colors) Colored Pencils Clipboard 1 pkg. notebook paper  <p style="text-align: center;"><b><u>Wish List</u></b></p> Ziploc bags (gallon and quart sizes) Kleenex, Disinfectant Wipes, Hand sanitizer Post It Notes

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# August


2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 	3
4	5	6	7  Fire Drill	8	9	10
11	12	13 GreenPower Application Sent Home Chorus Application Sent Home	14	15 Kona Ice	16 Kona Ice	17
18	19	20 Fall Pictures  Scout Visit to Classroom	21 Scout Parent Meeting @ 6pm	22	23 Pollinator Count Day 4-H GreenPower Application Due  PTO Dance 2:30-3:30 (3rd-5th) 	24
25	26	27 Open House @ 5:30 pm 	28 Alternate Meeting Day @ 8:30	29 Chorus Tryouts Hawk of the Month Lunch 	30 Chorus Announcement GreenPower Announcement PTO Read-a-Thon Kickoff	31
Bookfair 						

# September

09

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 School Holiday: 	3 GreenPower Practice Begins PTO Read-a-Thon Begins	4	5 Chorus Practice Begins	6 Grandparents Day Lunch Hat Day Bring \$1 	7
8	9 GreenPower Practice Begins	10 Progress Reports Sent Home	11	12	13  Hat Day Bring \$1	14
15	16 4H (3rd-5th)	17 Cheerleading App. Sent Home Academic Bowl Letter Home 4H (3rd-5th)	18 4H (3rd-5th)	19 4H (3rd-5th)	20 Hat Day Bring \$1  Kona Ice 	21
22	23	24	25 Academic Bowl Tryouts 	26 Hawk of the Month Lunch	27 Hat Day Bring \$1   PK & K Johnny Appleseed Day	28
29	30 Cheerleading Tryouts 					

10

# October

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 FTE Day	2	3 Cheerleading Team Announcement	4 <b>Student Holiday Teacher Workday</b>	5
		 BINGO Night @ 5:30		Q1 Ends		
6 <b>Fire Prevention Week</b>	7	8  <b>Staff and Student Holiday</b>	9	10 Q2 Begins	11	12
13 <b>K-2 Conferences</b>	14 PINK OUT 	15 Fall Picture Retakes Report Cards Go Home	16 Wear Orange 	17	18  Kona Ice	19
20 <b>Red Ribbon Week Oct. 21-25</b>	21 Super Hero Day	22 Disney Day	23 Red Carpet Day	24 Black/White Movie Day	25 PJ/Comfy Day	26
27	28	29 Trunk -or- Treat @ 5:00	30	31 Costume Day \$3 		



11

# November

2024

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

1

2

3

4

Krispy Kreme Sales Begin

5

Progress Report Go Home

6

7

8

9

10

11



Veteran's Day Program

12

13

14

Kona Ice

15

Kona Ice

16

17

18

19

Vision 2 Learn

20

Vision 2 Learn

Hawk of the Month Lunch

21

Thanksgiving Lunch

Krispy Kreme Pick-Up

22

PK-K Native American Day



23

24

25

26

27

28



29

30

Thanksgiving Break 25th-29th

12

# December

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Christmas Parade	6	7
8	9 PTO Reindeer Shop	10 PK Conferences PTO Reindeer Shop	11 PK Conferences PTO Reindeer Shop	12	13 Kona Ice	14
15	16	17	18 Hawk of the Month Lunch Christmas Play	19 Polar Express Day Class Christmas Party	20 Christmas Break Begins	21
22	23	24	25 MERRY CHRISTMAS	26 Q2 Ends	27	28
29	30 Christmas Break	31				

# 01 January 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 	2 <b>Christmas Break</b>	3	4
5	6 <b>Teacher Workday</b>	7 Report Card Go Home	8	9 Academic Bowl Meet	10	11
12	13	14	15	16 Academic Bowl Meet	17 	18
19	20 <b>MLK Day</b> 	21	22	23	24	25
26	27	28	29	30 Hawk of the Month Lunch	31	

Q3 Begins

3rd-5th Conferences



Kona Ice

02

# February

2025

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

1

2

3

4



Class Picture Day  
Report Cards Go Home

5

6

Academic Bowl Meet

7

8

9

10

11

12

13

PK-2nd Dance 1:00-2:00  
3rd-5th Dance 2:20-3:30

Valentine's Day Parties

14



15

16

17

Presidents'  
Day



18

19

20

21

Black History Program @ 8:30

Kona Ice

22

23

24

25

26

27

Academic Bowl Final  
Hawk of the Month Lunch

28

03

# March

2025

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

1

2

3

4

5

6

FTE Day

7

8

Dr. Seuss Family Reading Night



Q3 Ends

Student Holiday  
Teacher Workday

READ Across America Week



9

10

11

12

13

14

15

Report Cards Go Home

Q4 Begins

K-2nd Conferences

Kona Ice



16

17

18

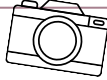
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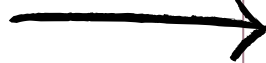
21

22

Spring Pictures



Space Camp for Gifted 4th-5th



ST. PATRICK'S DAY

23

24

25

26

27

28

29

Hawk of the Month Lunch

30

31



# April

04

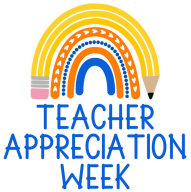











2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 	2 	3 	4 	5
6	7	8	9	10	11	12
13	14	15 K & 5th Cap and Gown Pictures Progress Report Go Home 	16 Fastest Kid (Tentative) 	17 Hawk of the Month Lunch	18 Spring Chorus Show PK & K Easter Egg Hunt	19
20 	21 Career Week	22	23 Secretaries Day	24	25 GMAS Pep Rally Kona Ice	26
27	28 GMAS ELA Section 1 (3-5)	29 GMAS ELA Section 2 (3-5)	30 GMAS ELA Section 3 (3-5)			

# May

05

2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 GMAS Math Section 1 (3-5)	2 GMAS Math Section 2 (3-5)	3
4  TEACHER APPRECIATION WEEK	5 GMAS Science Section 1 & 2 (5)	6 PK Conferences	7 PK Conferences	8 PK - 2nd Field Day 	9 3rd - 5th Field Day  Kona Ice	10
11  HAPPY MOTHER'S DAY	12 PK Honors Day @ 8:30 1st Honors Day @ 10:00 2nd Honors Day @ 1:00	13 Middle School Visit? K Honors Day @ 8:30 	14 3rd Honors Day @ 8:30 4th Honors Day @ 11:00	15 5th Honors Day @ 8:30 	16	17
18	19 Senior Walk @ 1:00 Talent Show Dress Rehearsal	20  Talent Show	21 End of the Year Class Party 5th Grade Picnic 	22 Last Day of School 	23  SUMMER	24 
25	26  MEMORIAL DAY	27	28	29	30	31

06

# June

2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15 HAPPY <i>Father's</i> DAY	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



## **ATTENDANCE AND SCHOOL HOURS**

### **MASTER SCHEDULE**

7:05 Building Opens

7:05-7:35 Cafeteria is open for breakfast

7:40 Tardy Bell

1:45 No Check-Out after this time

2:15 Dismissal

### **TROUP COUNTY SCHOOL SYSTEM**

#### **STUDENT ATTENDANCE PROTOCOL (CONDENSED VERSION)**

Georgia law requires all pupils of school age to be in regular attendance. A student who misses school is not able to benefit from important academic instruction that he or she will need in order to be successful in school and ultimately to be a successful citizen. Pursuant to the Georgia Compulsory Attendance Statute, O.C.G.A. 20-2-690.1, a parent, guardian or other person residing within this state having control or charge of a child (hereinafter referred to as the "Responsible Person") who fails to send his or her child to school may be charged with a misdemeanor. At its discretion, a court having jurisdiction may subject the Responsible Person to a fine not greater than \$100.00 and/or imprisonment not to exceed thirty (30) days if found guilty of violating this statute. Each day's absence shall be considered a separate offense as related to the penalty.

The school's principal will be responsible for designating personnel to administer this protocol. In accordance with Georgia Board of Education Rule 160-5-1.10, students may be temporarily excused from school who are:

Georgia law requires students to attend school every day except when there is a valid reason for their absence. An absence for a valid reason will be treated as excused. The following are valid reasons for school absences:

- Illness that would endanger the health of the student or the health of others.
- Serious illness or death in the immediate family (father, mother, brother, sister, or grandparent).
- Special or recognized religious holidays observed by the faith of the family.
- Any condition making attendance dangerous to the student's health and safety.

The law requires the Responsible Person 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. No later than upon the third unexcused absence, unexcused tardy, or unexcused dismissal, a designated staff member, will notify the Responsible Person by phone or written correspondence if necessary. For the purpose of intervening and providing support, resources will be offered to the Responsible Person. If applicable, the student may be referred to the appropriate School Counselor, Social Worker, Family Assistant, Administrator or Designee and a plan will be developed. This shall be considered the first notice of attendance.
3. If two (2) reasonable attempts to notify the Responsible Person of absences, tardies or early dismissals produce no response, the school will send an Attendance Notice to the Responsible Person via certified mail, return receipt requested or first class mail. If applicable, these students' names will be forwarded to the appropriate School Counselor, Social Worker, Family Assistant, Administrator or Designee.
4. After five (5) unexcused absences, seven (7) or more unexcused tardies, or seven (7) or more unexcused early dismissals, a referral to the school Counselor, School Social Worker or other designee will be made. In addition, a school designee will request a conference with the Responsible Person and the attendance plan will be reviewed and updated. Also, if a referral is made to School Based Risk Reduction Team (SBRRT) and the Responsible Person elects not to participate and there is a subsequent unexcused absence, then an educational neglect complaint may be filed in the Juvenile Court (SBRRT applies to elementary school students only).
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 1<sup>st</sup> 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 requested upon the 11<sup>th</sup> unexcused absence. At any time during the year, if the student's academic progress is negatively impacted by continued unexcused absences, the school may proceed with Educational Deprivation process through Juvenile Court.

7. After eleven (11) or more unexcused absences, the school may elect, as an alternative to sending a warrant request or in addition thereto, 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 that school.

**When a child has been absent for any reason, the parent should send a note stating the reason for the absence when the child returns to school.** Students should be fever-free for 24 hours, without the aid of a fever reducer, before returning to school.

**Excused Absences:** In accordance with Georgia Board of Education Rule 160-5-1.10 and the TCSS, students may be temporarily excused from school who are:

- Personally ill and whose attendance in school would endanger their health or the health of others;
- In whose immediate family there is a serious illness or death which would reasonably necessitate absence from school;
- Mandated by order of governmental agencies, including pre induction physical examinations for service in the armed forces and court orders;
- The observation of religious holidays, necessitating absence from school.
- When conditions render school attendance impossible or hazardous to the student's health or safety.
- Registering to vote or voting for a period not to exceed one day;
- Serving as Pages of the General Assembly during the school year (Pages shall be credited as present by the school in which enrolled);
- Military connection of parent or legal guardian necessitates an absence.

An absence is also excused when:

- A student who has been referred to a juvenile court for delinquent conduct or conduct in need of supervision (CHINS) is absent from class because of the referral, as long as:
  - the probation officer or court official provides a written explanation for the absence to the school district; and
  - the student successfully completes all missed assignments.
- A student who has been referred to the Georgia Department of Human Services or other welfare unit on the basis of abuse or neglect is absent from class because of the referral, as long as:
  - the caseworker communicates the reason for the absence to district personnel; and
  - the student successfully completes all missed assignments.

**Excused Notes:** The reason for an excused absence must be stated in writing and be signed by the parent/guardian of the student or a school official. The written excuse must be received by the school within three days after the absence or tardy. A student found guilty of misrepresenting the validity of an excuse or permit is subject to campus disciplinary action. Excuse notes are explanations of the reason behind an absence. The administrator(s) determines if the absence is excused according to policy or decides to excuse the absence according to circumstance.

Pre-notification of an absence does not automatically excuse an absence, nor does the successful completion of make-up work either before or after the absence. ***After 5 handwritten parent notes in a semester, administrators or a designee may require a doctor's note. A doctor's note may also be required after three consecutive parent notes.***

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.

## EARLY DISMISSAL

A request to have a child excused from classes early should be sent with the child on the morning of the dismissal. The time and reason for leaving should be included. When possible, medical and dental appointments should be made outside of the school hours.

By law, no school may allow anyone to sign-out a minor child without the permission of the person who enrolled the child as documented on the forms that were completed when the student registered at Hollis Hand Elementary (at Meet the Teacher Day). **Any change in that list of persons approved to sign-out the child must be completed in writing by the enrolling person.**

If a parent/guardian needs to pick up their child, the parent should come to the school office to sign out the child. Picture IDs are used to confirm the identity, and will be required for the school to release the student. A member of the office staff will then call the child up for dismissal. For early dismissals, a child will not be called from his/her classroom until the parent has officially signed the child out in the office. **Students may not be checked out after 1:45 p.m. After that time, parents will either have to go through car rider line or wait in the office until car rider is over to pick-up their students.** 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.**

## TRUANCY

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.

## *TRANSPORTATION*

### 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](mailto:hhetranschange@troup.org) by **1:45 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](mailto: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 1:45 P.M.**

### BUS TRANSPORTATION

The Troup County School System operates buses for transporting students to and from Hollis Hand Elementary. Students transported to school are expected to behave in an appropriate, safe manner. Appropriate conduct on the bus is essential for the safety of the driver and passengers. Students who violate the bus conduct regulations may be suspended from the privilege of bus transportation. Students may also be subject to other disciplinary consequence for inappropriate bus behavior. 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 riders should enter through the auditorium entrance. Buses will leave campus by 2:25 p.m. each afternoon.

## BUS EXPECTATIONS

### **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.

## CAR TRANSPORTATION

Hollis Hand Elementary School will be open to receive car riders at 7:05 a.m. At this time, your child may go to his/her classroom or go to the cafeteria for breakfast. **Children should not be dropped off unattended prior to 7:05 a.m.** Car riders must arrive by 7:35 a.m. in order to eat breakfast in the school cafeteria. **All car riders should enter through the playroom doors of the school.**

**Parents MUST be in the car rider line by 7:40 in order not to be counted tardy.** The tardy bell rings at 7:40 a.m. If your child arrives after 7:40 a.m., please accompany your child to the office. The office will "check-in" your child, and give them a Tardy Slip to present to the teacher. Parents will not be allowed to walk students to class if they are tardy since instruction already is underway.

### ***Morning Drop-off procedures:***

- 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 reaching the sidewalk outside of the playroom.
- Once your vehicle reaches the sidewalk, your student may exit the vehicle. Should your student require assistance, one of our HHE staff members will be happy to help.
- To expedite our line, if your child is able to exit the vehicle without assistance, please encourage your child to quickly exit your vehicle.
- Always remain in a single line. Students may immediately walk the sidewalk to the playroom doors to enter the building.
- Do not drop off your student before 7:05 a.m.
- Breakfast is served from 7:05-7:35 a.m.



## 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 prepackaged 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.
5. **Parents are welcome to bring an outside lunch for their student only if they plan to stay and eat. The school will not be able to deliver outside food/drink to a student.**

## 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. Parents may be contacted to help with classroom parties. **Middle and High School students may not attend elementary parties.**

Troup County schools welcome parental involvement in organizing class parties and special events. These festive occasions often include 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 prepackaged and display ingredients.

## "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.

## 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.

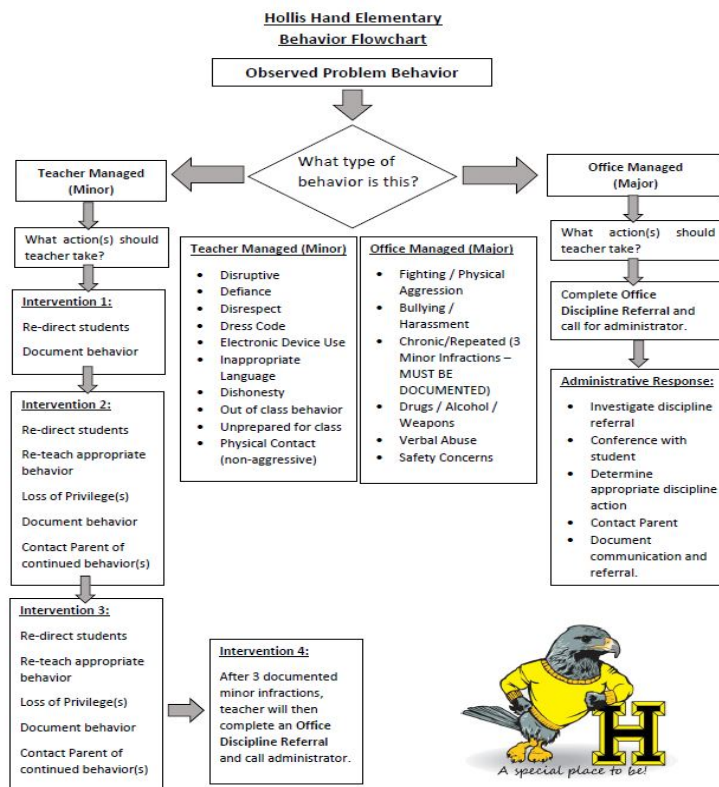
### 3rd offense:


- 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

- **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**





# SCHOOL CLUBS

offered at  
**HOLLIS HAND ELEMENTARY**


**HHE is pleased to offer a variety of extra curricular opportunities for students.**

*Please note not all clubs are offered year-round. Club sponsors will send home information regarding any try-outs and meeting dates.*

- Academic Bowl Team 4th & 5th grade
- Art Club 3rd-5th grade
- Basketball 4th & 5th grade
- Broadcast Team 4th & 5th grade
- Cheerleading 4th & 5th grade
- Chorus 3rd-5th grade
- Fastest Kid 3rd-5th grade
- Greenpower Racing 4th & 5th grade
- JetToy 5th grade
- Strings Attached 4th & 5th grade

**Participation in any HHE club is a privilege.**

*Students can be dismissed from clubs and activities at the club sponsor's discretion for behavior or academic standing.*



**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.



## 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 1<sup>st</sup>– 5<sup>th</sup> grade students. These should be signed and sent back to school the next day.

## DYSLEXIA

Under Georgia [SB 48](#) and [HB 538](#), all school systems are required to screen students in grades K through 3 for reading difficulties and characteristics of dyslexia. The results from these assessments are not intended or designed to diagnose dyslexia. A student’s screening results will be made available in writing to parents/guardians upon request or if significant reading deficiencies are identified. Parents/ Guardians may opt out of the specific dyslexia screeners and identification of a student by notifying the school in writing upon entering school for the 2024-2025 school year. Parents/ Guardians also have the right to request that their student be given a dyslexia specific screener. This request should be made in writing to the child’s school. [Parent Resources: Supporting Your Child’s Reading Development](#)

## ASSESSMENTS

### Assessment Security

Testing procedures for state mandated assessments will follow the instructions established in the Georgia Student Assessment Handbook and directives received from the Georgia Department of Education. All aspects of the local assessment program including security of materials, test administration procedures, and reporting of results shall follow guidelines and procedures as specified by the Department of Research, Assessment and Accountability.

### 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.
- **NWEA MAP Growth Reading Assessment (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 measure knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

#### What does the law require?

The Every Student Achieves Act (ESSA) is the federal law passed to ensure that all students are provided a significant opportunity to receive a fair, equitable, and high quality education and close the educational achievement gap. States including Georgia are required to develop a system to assess students and be accountable to its stakeholders annually.

The Georgia Milestones Assessment System is designed to fulfill this law by:

- Providing a valid measure of student achievement of the state content standards
- Allowing for the detection of the academic progress made by each student
- Supporting and informing educator effectiveness
- Informing state and federal accountability measures at the school, district and state levels

***The ultimate goal of the Georgia Milestones Assessment System (GMAS) is to ensure that all students are provided the opportunity to engage with high quality standards, receive high-quality instruction and are positioned to meet high academic expectations.*** GMAS is designed to provide students and parents with information about student achievement and preparedness for the next educational level. It is also a critical component of the state's accountability measure which is used to measure the quality of the educational services and opportunities provided to students. ([GA Student Assessment Handbook](#))

The Troup County School System **does not have the authority to waive student assessment or participation requirements mandated by law.** The Troup County School System is therefore required to offer all students the opportunity to participate in state assessments. It should be noted that *schools in which students "refuse to test" or "opt out" are penalized for the student's lack of participation.*

#### **Who is tested with the Georgia Milestones Assessment System?**

- Grades 3 – 8 are tested in English Language Arts and Mathematics
- Grades 5 & 8 are tested in Science
- Grade 8 is tested in Social Studies
- High School students are tested in 4 courses: Algebra: Concepts and Connections, Biology, US History and American Lit during the year/semester they take the aligning course.

#### **How does the Troup County School System use student data?**

- Guide instructional improvement
- Determine an individual student's areas of strength and weakness
- Guide placement in academic programs
  - Gifted/Accelerated
  - Intervention
  - Retention

Concern on the part of parents and educators regarding state and federal accountability pressures is understandable. However, because the assessments themselves provide valuable information to educators and because failure to participate can lead to negative consequences for your child, we encourage those parents who have concerns about the accountability uses of Georgia Milestones to direct their concerns to their state and federal legislators, rather than refusing student participation in Georgia Milestones testing.

**In the event that you still wish for your student to refuse to participate in Milestones testing, we ask that you carefully read and sign the following document at least 2 weeks prior to the first day of testing. You may request a document from your student's school:**

- The school is required by law to offer the student every opportunity to participate in the assessment. If you fail to sign and return this form, your student will be offered a test.
- **The parent assumes responsibility for the absence of data and understands that it may affect future educational decisions now known and unknown, such as course and/or program placement.**
- A conference may be held to discuss promotion/retention for elementary and middle school students not participating in the Georgia Milestones end-of-grade assessment.
- High school students failing to complete end-of-course assessments will have a grade of zero factored as 20% of the student's final course grade
- Absences to avoid state assessments are considered unexcused absences.
- Because certified teachers will be proctoring GMAS assessments, your child will not have access to teacher-led or supported alternate assignments during testing periods. He or she will be placed in an alternate setting, supervised by support staff. He or she may bring a book to read or work on homework assignments during testing periods.
- Schools will follow the Code of Conduct if any behavior issues arise.

**Parent / Guardian Declaration of Intent to Have Student Refuse Participation in Georgia Milestones Testing:**

I have carefully read this document and understand both the uses of Georgia Milestones assessment data and the possible consequences of my child not participating. Furthermore, I understand that my child must still attend school on testing dates in order to comply with compulsory school attendance law. This declaration is only valid for the soonest upcoming test administration window. A new declaration must be filed prior to designated retest opportunity periods in applicable grades.

Student Name	Teacher	Grade
Parent Name	Signature	Date

**RECOGNITIONS, AWARDS AND YEAR END HONORS**

Everyone is recognized on Honor's Day. Additional awards are typically presented for specific grade levels. The following student achievement awards will be presented at the end-of-the-year Honors Day Programs:

- **Academic Principal's List** - For students in grades 3-5 who obtained All As on each quarter report card.
- **Academic Honor Roll** - For students in grades 3-5 who have obtained all A's and B's on each quarter report card
- **Year-End Awards**- Students who earn A's or A's and B's in all subjects for each quarter report card.
- **Perfect Attendance** - For all students who are present every day with no more than 3 tardies and/or early dismissals for the year.
- **Citizenship** - 1 boy and 1 girl from each homeroom in grades K-5 who have an S in conduct for each quarter and no disciplinary referrals to the office for the year. These students should have a positive attitude and model good behavior at all times by being respectful, helpful, and courteous. These students will be selected by their peers and/or teacher.
- **Lexile Award** -For students who are recognized in each grade level for progress and/or the highest overall Lexile growth.
- **Academic Assessment Growth**- For students who are recognized in each grade level for progress/growth in Reading and Math diagnostic assessments
- **Art** - For the outstanding art student in grades K-5.
- **Music** - For the outstanding music students in grades K-5.
- **Physical Education** - 1 student in grades K-5 will be recognized for being the outstanding physical education student.
- **Other Awards**- presented based on individual grade levels and content areas.

**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 to schedule through the office with our secretaries: 706-883-1580.

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. 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.

Party invitations for events outside of the school may be distributed only if all students in the class are being invited to the event. If only part of the class is invited, then invitations should be sent in the mail. For privacy reasons, the school is not able to provide any parent with phone numbers or addresses of the other students.

### **HEALTH CHECKS**

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

### **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.

### **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 Heather Thomas 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 parent or legal guardian must complete and sign a copy of a "Medication Permission Form" that authorizes the school staff to administer medication.** This 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.*

### **VISITORS AT SCHOOL**

Parents are welcome to visit Hollis Hand Elementary School. Visitor parking is provided in the side parking lot of the school. Hollis Hand Elementary will follow Troup County Board Policies concerning visitors.

- 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.
- Older Siblings (Middle and High School students) should not attend elementary events during regular school hours.

#### **Sibling Attendance at Programs:**

- Parents who wish for siblings to attend any programs or events during class hours will need to check the student out of school.
- Please note that this will be considered an unexcused absence. Parents will be fully responsible for the student during this time.

#### **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 System wide 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.





BOARD OF EDUCATION  
Brandon Brooks, Chair  
Ferrell Blair, Vice Chair  
Cathy Hunt  
Joe Franklin  
Kevin Dunn  
Anne O'Brien  
Rev. Allen Simpson

July 17, 2024

Dear Parent(s) and/or Guardian(s):

The safety of all children is of paramount importance throughout the school year. The Troup County School System is constantly searching for ways to improve school and system safety plans to maintain a positive learning environment on every campus. One regulation, based on State law, falls under this category and I will ask for your help and cooperation.

The O.C.G.A. 20-2-780 states the following:

*No person shall make or attempt to make a change of custody of a minor child by removing the child from the premises of a private or public elementary or secondary school without the permission of the person who enrolled the child in the school, notwithstanding the fact that the person seeking to obtain custody of the child from the school has a court order granting custody of the child to such person.*

This law poses challenges for each school that wishes to work cooperatively with each family as they seek to sign-out children during the day. Many schools have a list of who may sign their child out of school which has been signed by the custodial parent. This list will become increasingly more important in the future.

By law, no school may allow anyone to sign-out a minor child without the permission of the person who enrolled the child as documented on the forms that were completed by the parent or legal guardian at registration. Any change in that list of persons approved to sign-out the child must be completed by the enrolling person through the Parent Portal.

In addition, schools by law are not allowed to sign-out a minor child if a person contacts the school by phone or note granting permission for the child to be signed out by a person not on the original permission list. Again, should an enrolling person wish to add a person to the approved list they may do so by updating their student's information on the Parent Portal.

While this may appear to be an imposition to some, it is our intent to make sure no one has access to your child without the full knowledge and approval of the child's legal guardian. We appreciate your support in this matter as we seek to maintain a safe environment for every child in our care.

Sincerely,

Dr. Rachel B. Hazel  
Superintendent

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**Dr. Rachel B. Hazel, Superintendent of Schools**  
[hazelrb@troup.org](mailto:hazelrb@troup.org) / [troup.org](http://troup.org)

100 North Davis Rd, Building C / LaGrange, Georgia 30241  
Office: 706.812.7900 / Fax: 706-812-7904



## **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 A: School Improvement Grants, referred to as 1003(a) and 1003(g)
3. Title I, Part C: Education of Migrant Children
4. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
5. Title II, Part A: Supporting Effective Instruction
6. Title III, Part A: English Language Acquisition, Language Instruction for English Learners and Immigrant Students
7. Title IV, Part A: Student Support and Academic Enrichment
8. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
9. Emergency Relief Funds CARES Act, CRRSA Act, ARP Act
10. Title IV, Part A: McKinney-Vento Homeless Assistance Act

GaDOE Online Complaint Link: [Complaint/Comment](#)

## **Parent’s Right to Request a Teacher’s and a Paraprofessional’s Qualifications**

In accordance with Every Student Succeeds Act (ESSA) of 2015, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their ‘Right to Know’ the professional qualifications of their student’s classroom teachers and paraprofessionals. Kelly Doughman, Principal. 706.883.1580

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

1. Whether the student’s teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and,
  - is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

## **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.

## **Title I School Program**

TCSS Title I Schools:

Ault Academy, Bradfield Center of Twin Cedars Youth Services, Inc.  
Berta Weathersbee Elementary School  
Callaway Elementary School  
Callaway Middle School  
Clearview Elementary School  
Ethel W. Kight Elementary School  
Franklin Forest Elementary School  
Hillcrest Elementary School  
Hogansville Elementary School  
Hollis Hand Elementary School  
The HOPE Academy  
Long Cane Elementary School  
Rosemont Elementary School  
West Point Elementary School

All TCSS Title I Schools participate 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. Each Title I school is responsible for developing a Schoolwide Improvement Plan seeking input from parents, students, community members, and the faculty. Please review the Parent and Family Engagement Policy for your child’s school. Feel free to offer suggestions or ideas for ways to improve the parent and family policy. A copy of the entire Schoolwide Improvement Plan and Parent and Family Engagement Policy is kept in the school office/Parent Resource Center. These plans are available to parents upon request. Parents will learn more about the Title I Program at Title I Annual Meetings and events. Everyone is invited to attend. The calendar in your child’s handbook will include dates for Title I meetings and activities.

## **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.

# Hollis Hand Elementary School Parent & Family Engagement Policy 2024-2025 School Year

*Kelly Doughman, Principal*  
641 Country Club Road  
(706) 883-1580  
[hollis.troup.org](http://hollis.troup.org)

*Plan Revised- April 29, 2024*

## 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 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 2024 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.

## 2024-2025 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 also be reviewed with parents during the year.

## 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 2024

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, reminders will be displayed on electronic marquee in cafeteria for visitors.

### 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 Bingo Math Night, Field Day, and Fine Arts Performances such as Veterans Day, Christmas Play, Black History, and Honor's Day programs. Invitations will come home in Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

### School Improvement Forum- Spring 2025

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  
[hollis.troup.org](http://hollis.troup.org)

## 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, social media outlets, reminder sent via ClassTag and displayed on the school 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

Donna Haralson is our Family Liaison. She 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.

## Title 1 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 Social Media.

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.

## Title 1 Parent Advisory Council

- Yes, I am interested and wish to join the Title 1 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: \_\_\_\_\_

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 complete the form at the link below.*



# Escuela primaria Hollis Hand

## Padres y familia Política de participación

*Año Escolar 2024-2025*

*Kelly Doughman, directora*  
641 Carretera Club de Campo  
(706) 883-1580  
[hollis.troup.org](http://hollis.troup.org)

*Plan revisado: 29 de abril de 2024*

### ¿Qué es el Título I?

La escuela primaria Hollis Hand está identificada como una escuela de Título I como parte de la Ley Cada Estudiante Triunfa (ESSA). El Título I está diseñado para apoyar los esfuerzos de reforma escolar estatal y local vinculados a estándares académicos estatales desafiantes para reforzar y mejorar los esfuerzos para mejorar la enseñanza y el aprendizaje de los estudiantes. Los programas de Título I deben basarse en medios eficaces para mejorar el rendimiento estudiantil e incluir estrategias para apoyar la participación de los padres.

Las escuelas de Título I deben desarrollar conjuntamente un documento escrito sobre participación de padres y familias.

## Plan escolar para el rendimiento estudiantil compartido

### ¿Qué es?

Este es un plan que describe cómo la Escuela Primaria Hollis Hand (HHES) brindará oportunidades para mejorar la participación de los padres y las familias para apoyar el aprendizaje de los estudiantes. HHES valora las contribuciones y la participación de las familias para establecer una asociación igualitaria para el objetivo común de mejorar el rendimiento estudiantil. Este plan describe las diferentes maneras en que HHES apoyará la participación de los padres y las familias y cómo las familias pueden ayudar a planificar y participar en actividades y eventos para promover el aprendizaje de los estudiantes en la escuela y en el hogar.

### ¿Cómo se revisa?

HHES invita a todas las familias a asistir a nuestro Foro anual de mejora escolar para revisar y revisar esta política de participación de padres y familias, la política de mejora escolar y el presupuesto de participación de los padres. El Foro de Mejoramiento Escolar de primavera de 2024 se llevó a cabo en persona en el auditorio Hollis Hand. Además del Foro de Mejoramiento Escolar anual, las aportaciones y 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 está publicado 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 quién?

Se anima e invita a todos los estudiantes que participan en el programa Título I, Parte A y a sus familias a participar plenamente en las oportunidades descritas en este plan. HHES brindará plena oportunidad para la participación de padres con inglés limitado, padres con discapacidades y padres de niños migratorios.

### ¿Dónde está disponible?

El plan está incluido en el manual del estudiante que se publicó en el sitio web de nuestra escuela. El plan también se encuentra en la Sala de Recursos para Padres. Copias están disponibles a pedido en la oficina principal.



## Metas del Distrito 2024-2025

Centrarse en el éxito y el bienestar de los estudiantes.

Garantizar oportunidades equitativas para todos.

Centrarse en reclutar, incorporar y retener personal de calidad.

Cultivar la capacidad del sistema escolar. funcionar como una organización flexible y adaptable.

Liderar el cultivo de relaciones y asociaciones estratégicas entre el sistema escolar y los padres, y entre agencias y organizaciones que brindan servicios a los niños.

### Valores del distrito

Conexión  
Integridad de  
logros

Equid  
Resilienci  
Compasión

## Pactos entre la escuela y los padres

Como parte de este plan, HHES y nuestras familias desarrollarán pactos entre la escuela y los padres, que son acuerdos que los padres, maestros y estudiantes desarrollarán y que explican cómo los padres y maestros trabajarán juntos para garantizar que todos nuestros estudiantes alcancen los estándares de nivel de grado. Los pactos se revisarán y actualizarán anualmente según los comentarios de los padres, estudiantes y profesores durante el inicio de cada año escolar. Los padres recibirán una copia del pacto para guardar en casa. Los pactos también se revisarán con los padres durante el año.

## ¡Vamos a juntarnos!

La Escuela Primaria Hollis Hand organizará los siguientes eventos para desarrollar la capacidad de una fuerte participación de los padres y las familias para apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Todas las reuniones para familias se ofrecerán en 2 horarios diferentes para acomodar a nuestras familias.

**Reunión anual de padres de Título I - Otoño de 2024 Lo invitamos a una noche para aprender y compartir sobre nuestro programa de Título I, incluida nuestra política de participación de padres y familias, el plan para toda la escuela, los pactos entre la escuela y los padres y los requisitos de los padres. Las invitaciones se enviarán a casa en carpetas los martes, se publicarán en el sitio web y se mencionarán en los boletines informativos de nivel de grado; los recordatorios se mostrarán en una marquesina electrónica en la cafetería para los visitantes.**

### Talleres educativos para padres: durante todo el año

Hollis Hand ofrecerá un mínimo de dos talleres académicos diseñados para informar a los padres sobre cómo ayudar mejor a sus estudiantes a tener éxito en la escuela.

Las invitaciones se enviarán a través de las carpetas de los martes, se publicarán en el sitio web y se mencionarán en los boletines informativos de nivel de grado.

**Varias oportunidades de participación familiar: durante todo el año Lo invitamos a varios eventos en Hollis Hand que se llevarán a cabo durante todo el año escolar, incluida la Noche de Bingo y Matemáticas, el Día de Campo y presentaciones de Bellas Artes, como el Día de los Veteranos, la Obra de Navidad, la Historia Afroamericana y los Honores. Programas diurnos. Las invitaciones se enviarán a casa en carpetas los martes, se publicarán en el sitio web y se mencionarán en los boletines de nivel de grado.**

**Foro de mejora escolar - Primavera de 2025 Invitamos a las familias de HHES a una noche para compartir y buscar opiniones, pensamientos e ideas con respecto a nuestro plan de mejora escolar, nuestra Política de participación de padres y familias y nuestro presupuesto de Título I para el próximo año escolar. Las invitaciones se enviarán a casa en carpetas los martes, se publicarán en el sitio web y se mencionarán en los boletines de nivel de grado.**

## Centro de recursos para padres

Nuestro centro de recursos para padres está ubicado en la sala de conferencias en el vestíbulo principal. Venga a leer los folletos sobre una variedad de temas o use la computadora para encontrar otros recursos.

El horario de atención es de 7:30 a 2:30.

## Participación de padres y familias

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

- Que los padres y las familias desempeñen un papel integral en ayudar al aprendizaje de sus hijos.
- Que se anime a los padres y las familias a participar activamente en la educación de sus hijos en la escuela.
- Que los padres y las familias sean socios plenos en la educación de sus hijos y estén 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 descritas 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 falta a una reunión y desea una copia del acta.

(706) 883-1580 o

[hollis.troup.org](http://hollis.troup.org)

## Un lugar especial para estar

La Primaria Hollis Hand tomará las siguientes medidas para promover y apoyar a los padres y familias como una base importante de la escuela para fortalecer la escuela 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 publica en boletines de nivel de grado y en carpetas de los martes. También nos aseguraremos de que la información se publique en el sitio web de la escuela, en las redes sociales, se envíe un recordatorio a través de ClassTag y se muestre en la marquesina de la escuela para los padres. Proporcionar información periódica al personal durante las reuniones del personal docente 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 docentes programadas periódicamente.
- ✓ Asociarse con los programas Head Start y Early Reading realizando reuniones conjuntas de personal para padres y enviar información a la escuela sobre 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 informativos de nivel de grado y en el sitio web para que las familias comprendan los estándares académicos y las evaluaciones de la escuela, así como las formas en que los padres pueden monitorear el progreso de sus hijos y trabajar con los educadores. Comunicarse con todas las familias y la comunidad de forma regular con respecto a eventos y actividades escolares, a través de mensajes telefónicos, redes sociales y folletos. 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 los materiales y folletos necesarios para los padres en conferencias, reuniones y actividades para ayudarlos a trabajar con sus hijos para mejorar sus logros.
- ✓ Utilice 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 padres y familias.

## Enlace familiar

Donna Haralson es nuestra enlace familiar. Se esfuerza por fortalecer los vínculos entre el hogar y la escuela. Sus principales objetivos son estar disponibles para los padres según sus necesidades, coordinar los programas para padres y mantener la documentación necesaria del Título I para el sistema y el estado.

## Consejo Asesor de Padres de Título 1

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 asociaciones con la escuela, las familias y la comunidad. El consejo se reunirá mensualmente durante el año escolar. Las fechas se publicarán en nuestra web y redes sociales.

Si desea obtener información sobre el PAC, comuníquese con la escuela o complete el formulario de interés y déjelo en

## Consejo Asesor de Padres de Título 1

*Sí, estoy interesado y deseo unirme al Título 1. (PAC)*

*Comuníquese conmigo para obtener más información sobre cómo unirme al PAC.*

*Envíeme notificaciones sobre futuras reuniones y actualizaciones.*

Nombre: \_\_\_\_\_

Nombre del niño: \_\_\_\_\_

Grado: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

Dirección de correo electrónico: \_\_\_\_\_

## Comparte tus pensamientos

*Queremos escuchar de ti. Si tiene alguna sugerencia o si hay alguna parte de este plan que cree que no es satisfactoria con los objetivos de rendimiento académico de los estudiantes y de la escuela, complete el formulario en el enlace a continuación.*



# 홀리스 핸드 초등학교

## 부모 및 가족 참여 정책

2024-2025 학년도

켈리 도우먼, 교장  
641 컨트리 클럽 로드  
(706) 883-1580  
[hollis.troup.org](http://hollis.troup.org)

계획 수정 - 2024년 4월 29일

## 타이틀 I은 무엇입니까?

Hollis Hand 초등학교는 ESSA(Every Student Succeeds Act)의 일부로 Title I 학교로 지정되었습니다. Title I은 학생들을 위한 교육 및 학습 개선 노력을 강화하고 강화하기 위해 주 학업 표준에 도전하는 것과 관련된 주 및 지방 학교 개혁 노력을 지원하기 위해 고안되었습니다. 타이틀 I 프로그램은 학생 성취도를 향상시키는 효과적인 수단을 기반으로 해야 하며 학부모 참여를 지원하는 전략을 포함해야 합니다.

Title I 학교는 서면  
학부모 및 가족 참여를  
공동으로 개발해야  
합니다.

정책.

## 학생 성취 공유를 위한 학교 계획

### 그것은 무엇입니까?

이는 Hollis Hand Elementary School(HHES)이 학생 학습을 지원하기 위해 학부모 및 가족 참여를 개선할 수 있는 기회를 어떻게 제공하는지 설명하는 계획입니다. HHES는 학생 성취도 향상이라는 공통 목표를 위해 동등한 파트너십을 구축하기 위한 가족의 기여와 참여를 중요하게 생각합니다. 이 계획은 HHES가 학부모 및 가족의 참여를 지원하는 다양한 방법과 가족이 학교와 가정에서 학생의 학습을 촉진하기 위한 활동 및 이벤트를 계획하고 참여하는 데 어떻게 도움을 줄 수 있는지 설명합니다.

### 어떻게 개정됐나요?

HHES는 연례 학교 개선 포럼에 모든 가족을 초대하여 이 학부모 및 가족 참여 정책, 학교 개선 정책 및 학부모 참여 예산을 검토하고 개정합니다. 2024년 봄 학교 개선 포럼이 Hollis Hand 강당에서 직접 개최되었습니다. 연례 학교 개선 포럼 외에도 학부모 자원 센터에 있는 양식을 통해 학년도 중에 이 계획에 관한 학부모 의견과 의견을 환영합니다. 계획은 학교 웹사이트에 게시되어 학부모님들이 연중 내내 피드백을 확인하고 제출하실 수 있습니다. 한 해 동안 받은 모든 피드백은 다음 학년도 계획을 수정하는 데 사용됩니다.

### 누구를 위한 것인가요?

타이틀 I, 파트 A 프로그램에 참여하는 모든 학생과 그 가족은 이 계획에 설명된 기회에 완전히 참여하도록 권장되고 초대됩니다. HHES는 영어가 부족한 부모, 장애가 있는 부모, 이주 아동의 부모가 참여할 수 있는 모든 기회를 제공할 것입니다.

### 어디에서 이용할 수 있나요?

이 계획은 학교 웹사이트에 게시된 학생 핸드북에 포함되어 있습니다. 계획은 학부모 자료실에도 보관되어 있습니다. 사본은 요청 시 프론트 오피스에 제공됩니다.

## 2024-2025 지구 목표

1. 학생의 성공과 복지에 중점을 둡니다. 2. 모두에게 공평한 기회를 보장합니다.
3. 우수한 직원 모집, 유치 및 유지에 중점을 둡니다.
4. 학교 시스템의 역량을 배양합니다. 유연하고 적응력이 뛰어난 조직으로 기능합니다.
5. 학교 시스템과 학부모, 아동에게 서비스를 제공하는 기관 및 조직 간의 관계 및 전략적 파트너십 구축을 주도합니다.

### 지역 가치

연결  
업적 무결성

형평  
행복력  
동정심

## 학교-학부모 협약

이 계획의 일환으로 HHES와 우리 가족은 학교-학부모 협약을 개발할 것입니다. 이는 모든 학생이 학년 수준 기준에 도달할 수 있도록 부모와 교사가 어떻게 협력할 것인지를 설명하는 학부모, 교사, 학생의 합의입니다. 협약은 학부모님의 피드백을 바탕으로 매년 검토되고 업데이트됩니다.

매 학년 초에 학생과 교사. 부모는 집에 보관할 수 있는 계약서 사본을 받게 됩니다. 협약은 또한 해당 연도 동안 학부모님들과 함께 검토될 것입니다.

## 함께 해요!

Hollis Hand 초등학교는 학생의 학업 성취도를 향상시키기 위해 학교, 학부모 및 지역 사회 간의 파트너십을 지원하기 위해 강력한 학부모 및 가족 참여 역량을 구축하기 위해 다음 행사를 개최할 것입니다. 가족을 위한 모든 모임은 가족의 편의를 위해 2번에 걸쳐 제공됩니다.

**연례 Title I 학부모 회의 - 2024년 가을 학부모 및 가족 참여 정책, 학교 전체 계획, 학교-학부모 협약 및 학부모 요구 사항을 포함하여 Title I 프로그램에 대해 배우고 공유하는 저녁에 여러분을 초대합니다. 초대장은 화요일 폴더에 담겨 집으로 오며, 웹사이트에 게시되고, 학년별 뉴스레터에 언급되며, 방문객을 위해 구내식당 전자 천막에 알림이 표시됩니다.**

### 교육 학부모 워크숍 - 연중 내내

Hollis Hand는 학생들이 학교에서 성공할 수 있도록 더 잘 도울 수 있는 방법을 학부모에게 알리기 위해 고안된 최소 2회의 학업 워크숍을 제공할 것입니다. 초대장은 화요일 폴더를 통해 발송되고 웹사이트에 게시되며 학년별 뉴스레터에 언급됩니다.

**다양한 가족 참여 기회 - 연중 내내 빙고 수학의 밤, 운동회, 재향군인의 날, 크리스마스 연극, 흑인 역사, 명예의 날 등 미술 공연 등 학년 내내 열리는 Hollis Hand의 다양한 행사에 여러분을 초대합니다. 데이 프로그램. 초대장은 화요일 폴더에 담겨 집으로 오며, 웹사이트에 게시되고, 학년별 뉴스레터에 언급됩니다.**

**학교 개선 포럼 - 2025년 봄 우리는 학교 개선 계획, 학부모 및 가족 참여 정책, 다음 학년도 타이틀 I 예산과 관련하여 의견, 생각, 아이디어를 공유하고 찾는 저녁에 HHES 가족을 초대합니다. 초대장은 화요일 폴더에 담겨 집으로 오며, 웹사이트에 게시되고, 학년별 뉴스레터에 언급됩니다.**

## 학부모 자원 센터

학부모 자원 센터는 프론트 로비 회의실에 위치해 있습니다. 다양한 주제에 관한 팜플렛을 살펴보거나 컴퓨터를 사용하여 다른 자료를 찾아보세요. 영업시간은 7:30~2:30 입니다.

## 학부모 및 가족 참여

HHES는 학부모 및 가족 참여란 다음을 보장하는 것을 포함하여 학생 학업 학습 및 기타 학교 활동과 관련된 정기적인 양방향 및 의미 있는 의사소통에 학부모가 참여하는 것을 의미한다고 믿습니다.

- 부모와 가족은 자녀의 학습을 지원하는 데 필수적인 역할을 합니다.
- 부모와 가족이 자녀의 학교 교육에 적극적으로 참여하도록 권장됩니다.
- 부모와 가족은 자녀 교육의 완전한 파트너이며, 적절한 경우 자녀 교육을 지원하기 위한 의사 결정 및 자문 위원회에 포함됩니다. 이 계획에 설명된 대로 기타 활동을 수행합니다.

HHES는 부모님이 이 계획에 나열된 부모 활동에 참석하도록 돕기 위해 최선을 다하고 있습니다. 회의에 참석하지 못하여 회의록 사본을 원하시면 전화나 이메일을 보내주세요.

## 특별한 장소

Hollis Hand Elementary는 학교를 강화하고 학교 목표를 달성하기 위해 학부모와 가족을 학교의 중요한 기반으로 홍보하고 지원하기 위해 다음 조치를 취할 것입니다. 우리는:

- ✓ 학교 및 학부모 프로그램, 회의, 기타 활동은 학년별 뉴스레터와 화요일 폴더에 게시됩니다. 또한 정보가 학교 웹사이트, 소셜 미디어 매체에 게시되고 ClassTag를 통해 알림이 전송되며 학부모를 위한 학교 천막에 표시되도록 할 것입니다. 교직원 회의 중에 교직원에게 정기적인 정보를 제공하고 학부모와의 의사소통을 개선하기 위한 전략과 가족 참여를 높이기 위한 아이디어에 대한 업데이트를 교직원에게 제공합니다. 교직원은 또한 정기적으로 예정된 교수 회의에서 모범 사례를 공유할 것입니다.
- ✓ 공동 직원 회의를 실시하여 Head Start 및 Early Reading 프로그램과 협력하십시오. 가족과 자녀의 유치원 준비 및 학교 전환 개선을 돕기 위해 학부모 참여 활동에 대한 정보를 학교에 보냅니다. 가족들이 학교의 학업 표준과 평가를 이해할 수 있도록 학년별 뉴스레터와 웹사이트를 통해 정보를 공유하고, 학부모가 자녀의 진도를 모니터링하고 교육자와 협력할 수 있는 방법도 알려주세요. 전화 메시지, 소셜 미디어 및 전단지 등을 통해 학교 전체의 행사 및 활동에 대해 정기적으로 모든 가족 및 지역 사회와 소통하십시오. 부모와 협력하여 부모 및 가족 참여의 중요성에 대해 직원을 교육하기 위한 관련 교육 및 유용한 프레젠테이션을 개발합니다.
- ✓ 학부모가 자녀의 성취도를 향상시키기 위해 자녀와 함께 노력할 수 있도록 컨퍼런스, 회의 및 활동에서 부모에게 필요한 자료와 유인물을 제공하십시오.
- ✓ 교육 파트너, 학교 위원회 및 학부모 자문 위원회(PAC)를 활용하여 학교 학부모 및 가족 참여 정책에 나열된 활동 및 행사에 대한 인식을 높이십시오.
- ✓ 학부모 및 가족 참여 활동에 대한 추가 지원 요청에 응답하기 위해 모든 행사에서 학부모로부터 피드백을 수집하고 학교 웹사이트에 제안 양식을 게시합니다.

## 가족 연락

Donna Haralson은 우리 가족 연락 담당자입니다. 그녀는 가정과 학교 간의 유대를 강화하기 위해 노력합니다. 그녀의 주요 목표는 부모의 필요에 따라 도움을 주고, 부모 프로그램을 조정하고, 시스템과 주제에 필요한 Title I 문서를 유지하는 것입니다.

## 타이틀 1 학부모 자문 위원회

HHES는 모든 학부모를 학부모 자문 위원회 (PAC)에 초대하여 다른 학부모를 참여시키고 학교, 가족 및 지역 사회와 파트너십을 구축할 수 있는 아이디어와 방법을 공유합니다. 위원회는 학년도 중 매달 회의를 가질 예정입니다. 날짜는 당사 웹사이트와 소셜 미디어에 게시됩니다.

PAC에 대해 알고 싶으시면 학교에 연락하시거나 관심 양식을 작성하여 남겨주세요.

## 타이틀 1 학부모 자문 위원회

예, 관심이 있으며 Title 1에 참여하고 싶습니다(학부모 자문위원회 (PAC))

PAC 가입에 대해 자세히 알아볼 수 있도록 저에게 연락해 주

세요. 향후 회의 및 업데이트에 대한 알림을 보내주세요.

이름: \_\_\_\_\_

자녀 이름: \_\_\_\_\_

학년: \_\_\_\_\_

전화번호: \_\_\_\_\_

이메일 주소: \_\_\_\_\_

## 당신의 생각을 함께 나누세요

우리는 당신의 의견을 듣고 싶습니다. 제안 사항이 있거나 본 계획에서 학생 및 학교의 학업 성취 목표가 만족스럽지 않다고 생각되는 부분이 있는 경우 아래 링크의 양식을 작성해 주세요.





Troup County School System

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## Parent & Family Engagement POLICY

2024-2025

Revised April 16, 2024

### 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 the system'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 2024, the Parent Advisory Council and all parents were invited to participate and provide suggestions and ideas to improve this district policy for the 2024-2025 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 FY25 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 2024

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 student, parent, and teacher collaboration. They are reviewed throughout the year, as well.

### District Improvement Forum ▪ Spring of 2025

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 2025-2026 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 2025

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 notify parents of the scheduled date and time of their forum. Information regarding the School Improvement Forum may also be made available on each Title I school website, on social media and in weekly classroom newsletters. If you are unable to attend these meetings, call the school for more information.

## **Building Capacity**

### **Of Parents**

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.

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.

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) composed 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, 2024\*\*  
Check the website for special ways to get involved!

District Improvement Forum  
Spring, 2025 Administrative Services Center

School Improvement Forums  
March -May, 2025 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, 2024

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 16, 2024. The policy will be in effect for the 2024-2025 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

2024-2025

Revisado 16 de abril de 2024

### 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 2024-2025. 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 la 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 FY25 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 2024**

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 2025**

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 2024-2025. 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 2025**

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, 2024\*\* Este atento en la website para como involucrarse de forma especial!

#### Foro del Mejoramiento del Distrito

Primavera 2025 Centro Administrativo de Servicios

#### Foro del Mejoramiento de la Escuela

Marzo -Mayo, 2025  
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, 2024

#### 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 varios 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 16, 2024. La póliza estará en efecto durante el año académico 2024-2025. 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

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## 학부모 & 가족 참여 정책

2024-2025

2024년 4월 16일

### 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.

### 공동 개선 (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 작성해서 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 이행하기위해 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 • 2024년 가을

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

#### 교육 구 개선 포럼 • 2025년 봄

모든 학부모는 2024-2025 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 • 2025년 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

2024년 11월\*\* 참여를 위한 특별한 방법을 웹 사이트에서  
확인하세요!

교육 구 개선 포럼

2025년 봄  
행정 서비스센터

학교 개선 포럼

2025년3월-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

2024년 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 받은  
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.



### 접근성

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 2024년 4월 16일에 최종 수정되었습니다. 이 정책은 2024-2025 학년도에 적용됩니다.교육구는 Title I, Part A에  
참여하는 모든 학부모님들께 학기시작 첫 주에 다양한 방법으로 배포할 것입니다.

**TROUP COUNTY SCHOOL SYSTEM**  
**Student Attendance Protocol (condensed version)**

Georgia law requires all pupils of school age to be in regular attendance. A student who misses school is not able to benefit from important academic instruction that he or she will need in order to be successful in school and ultimately to be a successful citizen. Pursuant to the Georgia Compulsory Attendance Statute, O.C.G.A. 20-2-690.1, a parent, guardian or other person residing within this state having control or charge of a child (hereinafter referred to as the "Responsible Person") who fails to send his or her child to school may be charged with a misdemeanor. At its discretion, a court having jurisdiction may subject the Responsible Person to a fine not greater than \$100.00 and/or imprisonment not to exceed thirty (30) days if found guilty of violating this statute. Each day's absence shall be considered a separate offense as related to the penalty.

The school's principal will be responsible for designating personnel to administer this protocol. In accordance with Georgia Board of Education Rule 160-5-1.10, students may be temporarily excused from school who are:

1. Personally ill and whose attendance in school would endanger their health or the health of others;
2. In whose immediate family there is a serious illness or death which would reasonably necessitate absence from school;
3. Mandated by order of governmental agencies, including preinduction physical examinations for service in the armed forces and court orders;
4. The observation of religious holidays, necessitating absence from school.
5. When conditions render school attendance impossible or hazardous to the student's health or safety.
6. Registering to vote or voting for a period not to exceed one day;
7. Serving as Pages of the General Assembly during the school year (Pages shall be credited as present by the school in which enrolled);
8. Military connection of parent or legal guardian necessitates an absence.

The law requires the Responsible Person 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. No later than upon the third unexcused absence, unexcused tardy, or unexcused dismissal, a designated staff member, will notify the Responsible Person by phone or written correspondence if necessary. For the purpose of intervening and providing support, resources will be offered to the Responsible Person. If applicable, the student may be referred to the appropriate School Counselor, Social Worker, Family Assistant, Administrator or Designee and a plan will be developed. This shall be considered the first notice of attendance.
3. If two (2) reasonable attempts to notify the Responsible Person of absences, tardies or early dismissals produce no response, the school will send an Attendance Notice to the Responsible Person via certified mail, return receipt requested or first class mail. If applicable, these students' names will be forwarded to the appropriate School Counselor, Social Worker, Family Assistant, Administrator or Designee.
4. After five (5) unexcused absences, seven (7) or more unexcused tardies, or seven (7) or more unexcused early dismissals, a referral to the school Counselor, School Social Worker or other designee will be made. In addition, a school designee will request a conference with the Responsible Person and the attendance plan will be reviewed and updated. Also, if a referral is made to School Based Risk Reduction Team (SBRRT) and the Responsible Person elects not to participate and there is a subsequent unexcused absence, then an educational neglect complaint may be filed in the Juvenile Court (SBRRP applies to elementary school students only).
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 1<sup>st</sup> 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 after the 11<sup>th</sup> unexcused absence. At any time during the year, if the student's academic progress is affected by continued unexcused absences, the school may proceed with Educational Deprivation process through Juvenile Court.
7. After eleven (11) or more unexcused absences, the school may elect, as an alternative to sending a warrant request or in addition thereto, 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 that school.

\_\_\_\_\_  
Parent/Guardian/Responsible Person's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature (if 10 years or older)

\_\_\_\_\_  
Grade

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

**Revised 05/24**

**Regulation JCD-R: Student Conduct**

**Status:** ADOPTED

**Original Adopted Date:** 07/01/2001 | **Last Revised Date:** 10/31/2005

The matters outlined hereafter are intended to explain, clarify and supplement the Student Behavior Code and all procedures thereunder. The Student Behavior Code is controlling if there is a conflict between these Administrative Regulations and the Student Behavior Code.

**PRE-HEARING PROCEDURES**

**DISCIPLINE OF STUDENTS IN GRADES K-5**

Students in grades K-5 are subject to and shall abide by the Student Disciplinary Code. However, the tribunal 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 is not controlling; only the grade of the student to be considered.

Alternative School placement will not be made for students in grades 4 and 5 as the provisions of the alternative school grant does not permit the assignment of students below grades 6-12 to the Alternative School.

**ROLE OF LAW ENFORCEMENT AT SCHOOL LEVEL**

Law enforcement and police presence in the schools should remain at a minimum. All investigations of violations of the Student Behavior Code to include mandatory hearing offenses are to be conducted by the school principal or designee. Law enforcement officers are not to be used to conduct investigations or give advice on the sufficiency or legality of Student Behavior Code violations. Following investigation of an offense, appropriate notification of the juvenile or law enforcement authorities is to be made when provided for by the Student Disciplinary Code. Minimal police presence is not to be construed to prohibit law enforcement notification when necessary to maintain order or in cases of emergency.

Law enforcement officers are not to be used to deliver charge letters or other disciplinary code documents for administrators. If necessary another administrator or teacher may accompany the administrator responsible for delivering and serving disciplinary documents.

**STUDENT ADDRESSES AND PHONE NUMBERS**

The school administrator in charge of investigating a violation of the Student Disciplinary Code shall obtain the current address and phone number from the student as well as the parent or guardian with whom the student is living. Because of time constraints and the services requirements of hearing documents, current addresses of students are imperative.

**PARENT NOTIFICATION**

The Student Behavior Code requires that a reasonable attempt be made to notify parents before juvenile or law enforcement authorities are notified of the commission of a mandatory hearing offense. The school administrator will make a concerted effort, whether by telephone, personal message or other means to notify the parent or guardian of the student, first at the parent's or guardian's house and then at the place of employment. If efforts to notify the parent or guardian are not successful, the student's emergency contact or a relative such as a grandparent, should be notified prior to calling juvenile or law enforcement authorities. If the safety of the student, fellow students, or school personnel is in question or the order and discipline in the school is in jeopardy of being substantially disrupted, the school administrator may proceed to notify the juvenile or law enforcement authorities, prior to notifying the parent.

**USE OF JUVENILE PROBATION OFFICER/JUVENILE COURT**

A school administrator may request juvenile court personnel and/or probation officers to locate students who are out of school and are being followed by the juvenile court system. An appropriate warrant may be taken for students who are truant and in violation of the compulsory attendance law.

**TRIBUNAL PROCEDURE**

## TRIBUNAL MEMBERSHIP

Each tribunal convened shall have at least one racial minority member. The three member panel will consist of one administrator, one teacher and the designated chairman.

## PREHEARING DISCUSSIONS BY TRIBUNAL MEMBERS

School administrators bringing charges to a tribunal for violations of the Student Behavior Code shall not discuss the student, the facts or the charges involved with a person assigned to the disciplinary hearing tribunal to hear the case. The administrator may advise the chairman of the nature of the charges and discuss any procedural matters with the chairman in order for the hearing to be expediently conducted. The only evidence to be considered by a disciplinary hearing tribunal is the sworn testimony, and the physical or documentary evidence which is introduced during the course of a formally convened disciplinary hearing. Following the hearing and before a decision has been reached, school administrators shall also refrain from discussing with tribunal members who have heard the case, the evidence introduced at the hearing or the administrator's recommended disposition of a case.

## TRIBUNAL DECISIONS

The tribunal shall first determine whether the accused student committed each of the offenses with which he/she is charged. The tribunal shall make such determination based on a preponderance of the evidence introduced at the hearing. Following the determination of guilt or innocence, the tribunal will then set appropriate punishment. The tribunal may seek the guidance of the chairman as to what punishment has been administered in similar cases.

The punishment for similar offenses do not have to be the same, but uniformity is a consideration. The individual circumstances of each case, i.e. the nature and number of offenses, the severity of the offenses, and the attitude and demeanor of the student, the prior academic and disciplinary record of the student, should be considered. However, offenses for possession of a firearm or the sale or purchase of drugs should be dealt with severely with the probable result being expulsion.

## TRIBUNAL PLACEMENT OPTIONS

A disciplinary hearing tribunal may place a student in In-School Suspension, or Long-Term Out-of-School Suspension, return the student to regular classes, assign the student to the Alternative School or expel the student. A student, depending on the circumstances, may also be placed on probationary status after he/she returns to his home school following tribunal punishment.

## ALTERNATIVE SCHOOL DISCIPLINARY REFERRALS

Follow-up cases from the Alternative School will be handled in the same manner as a referral from any other school. A hearing letter will be provided to the student notifying the student of the offense alleged to have been committed, the names of witnesses and summary of the evidence and other due process matters normally given in a disciplinary hearing letter. At the follow-up hearing for an Alternative School student, evidence of the offense committed will be provided to the Tribunal which will be evaluated by the tribunal. Students from Alternative School at follow-up hearings may be administered the same type of discipline as follow-up referrals from other schools.

## TRUANCY OF ALTERNATIVE SCHOOL STUDENTS

The parents of a student assigned to the Troup County Alternative School will be notified of the student's failure to attend Alternative School. If such student is under age 16, a warrant for truancy under the compulsory attendance law can be sworn out against the student and/or the parent.

## ADDRESSES AND PHONE NUMBERS OF STUDENTS

The disciplinary hearing coordinator and/or the chairman of a Hearing Tribunal will verify the address of the student and parents prior to the conclusion of the hearing.

## TRANSPORTATION TO ALTERNATIVE SCHOOL STUDENTS

Troup County Schools will provide transportation for all students assigned to the Troup County Alternative School.

## POST HEARING PROCEDURE

## STUDENTS RETURNING TO THEIR REGULAR SCHOOLS

A counselor from the student's home school will personally assist each student at the Alternative School with his/her schedule for the next semester at the home school. Students and their parents will be requested to have an intake conference with their administrator as if they were entering the school for the first time. During the conference behavior, expectations, and available support will be discussed. Students will be informed and assigned a counselor or teacher who will be available every morning for the student to talk with, answer questions, and provide support.

#### ROLE OF S.S.T.

The chairman of the disciplinary hearing or the coordinator will ask the school administrator bringing the charges if the student has been referred to the SST process if the conduct presented is repetitive, such as chronic misbehavior, disruptive conduct or failure to make academic progress.

#### ROLE OF I.S.S.

ISS serves three functions: (1) punishment assigned by the school based administrator for non-disciplinary hearing offenses; (2) assigned by the tribunal; and (3) holding area for students waiting for the tribunal process.

#### DECISION LETTERS

Disciplinary hearing tribunal decision letters will be mailed; certified mail-return receipt requested to the student and parents within three working days. The parents may also obtain the letter from the secretary for student services within two working days if they so desire.

#### ALTERNATIVE SCHOOL FOLLOW-UP DECISIONS

Students who are assigned counseling should have documentation stating when the follow-up decision took place and the disposition of the case. The social worker is responsible for students who are truant.

#### PROCEDURES FOR SPECIAL EDUCATION STUDENTS

When a special education student violates the discipline policy and is being considered for referral to a disciplinary tribunal:

1. After documenting the incident(s) a Manifestation Determination Review (MDR) must be scheduled.
  - a. The following people should be present at the MDR meeting: administrator, regular education teacher(s), special education teacher(s), psychologist, counselor & parent.
  - b. To schedule a psychologist, call the special education secretary.
2. The MDR committee should review the incident(s), information regarding the student's disability and the student's IEP. The primary responsibility of the MDR is to determine if the incident is a manifestation of the student's disability. Every incident for which the student is being charged must be reviewed. The MDR must address the relationship of each incident to the student's disability. The MDR chairperson should complete the Manifestation Determination Review Minutes form.
3. If the incident is found by the MDR committee to be a manifestation of the student's disability, the student should be referred to an IEP meeting.
4. The following people should be invited to this IEP meeting: school administrator, student's special education teacher, student's regular education teacher, counselor, parent or guardian and a representative of the alternative school should be invited if Alternative School placement is being considered. At this meeting the student's current IEP should be reviewed. If there are chronic behavior problems which have not been addressed in goals and objectives or in the behavior management plan, these must be addressed either through additions to the IEP or through a whole new plan. While the placement of the student may be the alternative school, alternative school should be only one of the options considered, and placement in the alternative school comes about only as a result of the best possible placement to fulfill the annual goals and objectives that are established in the IEP meeting.

Do not decide ahead of time to place the student in the alternative school and then write goals to match the placement.

5. If the MDR committee determines that the behavior is not a manifestation of the student's disability, the



student is referred to the disciplinary tribunal for the usual hearing procedures. It is strongly suggested that the Disciplinary Hearing Coordinator communicate directly with lead special education staff if there are any circumstances that need clarification or explanation.

6. If the tribunal refers the student to alternative school, the home school should schedule an IEP meeting immediately. Except where extraordinary circumstances exist, an IEP addendum should be written adopting the findings of the tribunal. Any additional goals and objectives which are needed should be added at this time.
7. Following the IEP meeting placing the student at alternative school, the special education teacher will verify that the special education folder is complete and sent it to the special education teacher at the Alternative School.

**INTERDISCIPLINARY TEAM MEETING MINUTES**

Committee Members Signatures:

<b>NAME</b>	<b>TITLE</b>
_____	_____
_____	_____
_____	_____
_____	_____

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

School \_\_\_\_\_ Area of Disability \_\_\_\_\_

Date \_\_\_\_\_

Description of behavior incident(s):

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

Team input:

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

Conclusion:

Is the student's IEP current, and is it fully implemented?      Yes\_\_\_\_\_ No\_\_\_\_\_

Did the student know right from wrong?      Yes\_\_\_\_\_ No\_\_\_\_\_

Was the misconduct a manifestation of the student's disability? Yes\_\_\_\_\_ No\_\_\_\_\_

Does the student's current IEP have goals/objectives relating to this behavior? Yes\_\_\_\_\_ No\_\_\_\_\_

Goals/objectives must be added to the current IEP to address behavior/emotional needs prior to any change in placement if these have not already been addressed.

After a review of the information above, this committee determines that the misconduct was \_\_\_\_ was not\_\_\_ a manifestation of the disability for which \_\_\_\_\_ is receiving special education.

The committee recommends the following action:

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If this student is being referred to a discipline tribunal, please list the charges which will be filed:

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The MDR must address each charge being made and determine the relationship between the student's disability and each behavioral incident.

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**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
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**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.

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**Board Policy IFBG: Internet Acceptable Use**

**Status:** ADOPTED

**Original Adopted Date:** 01/01/2000 | **Last Revised Date:** 11/19/2020 | **Last Reviewed Date:** 08/18/2022

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

Technology is changing the way information may be accessed, communicated, and transferred. The Troup County Board of Education is committed to providing a wide range of instructional materials for teachers and students, including access to electronic resources through computers, computer networks and other information systems such as the Internet.

The use of computers, computer networks and other electronic information services must be in support of and consistent with the vision, mission and goals established by the Troup County Board of Education. The use of computers, computer networks and other electronic information services must also comply with all applicable local, state, and federal laws and regulations.

The Internet, a global electronic information infrastructure, is used by educators, businesses, the government and numerous organizations. The Board of Education believes that the Internet should be used in the schools to educate and inform. The Internet is considered primarily as a learning resource, similar to books, magazines, video, CD-ROM and other information services. Student access and use of the Internet will be through approved Administrative Regulations.

When using a global network it is difficult to control or predict all materials a user may accidentally or purposely discover on an electronic resource. Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users) should understand that neither the Troup County Schools or any district staff member controls the content of the information available on these other systems. The Troup County School System will make reasonable efforts to filter offensive parts of the Internet, and access to workstations should be monitored by adults authorized by the district. The Troup County School System DOES NOT CONDONE USER ACCESS OR USE OF SUCH OFFENSIVE MATERIAL. Inappropriate or illegal computer, computer network or information access or use may result in legal action and/or the assignment of disciplinary action consistent with the Troup County Public Schools Student Behavior Code.

Acceptable Use Procedures for computers, computer networks and electronic information access will be established through ADMINISTRATIVE REGULATIONS. The Acceptable Use Procedures shall specify a process for informing students, parents and staff about district Acceptable Use Procedures and their implementation.

Electronic Communication and Social Media Acceptable Use

The importance of teachers, students and parents engaging, collaborating, learning and sharing in digital environments is a part of 21st century learning.

The district recognizes the importance of online social media networks as a communication and e-learning tool. The district may use these tools and other communication technologies in fulfilling its responsibility for educating and effectively communicating with the public.

Social media is defined as online interactions among people in which they create, share, and exchange information and ideas in virtual communities and networks. Some examples of social media sites are Twitter, Facebook, LinkedIn, Snapchat, TikTok, Instagram, and any other web-based communications on publicly available sites.

Free speech protects employees who want to participate in social media; however, laws and courts have ruled that schools can discipline their employees if their speech, including online postings, disrupts school operations. Troup County School System has developed the following requirements to provide direction for employees, students and the school district community when participating in social media activities.

Content of an employee's personal page may not violate the Georgia Professional Standards Commission Code of Ethics for Educators, Troup County Board of Education policies, or federal and state laws or otherwise interfere with the employee's or co-workers' job performance. All policies that govern employee behavior, ethics, performance and professionalism apply to social media.

Employees who post information on social networking sites are responsible for those posting and must recognize the



likelihood that any posts will be viewed by students, parents, other staff members and the community. Thus, any posting that contains content that reflects unprofessional conduct or unethical conduct may be evidence to support disciplinary or corrective action.

Any social media activities must comply with all applicable laws including, but not limited to, student and employee privacy, anti-discrimination, anti-harassment, bullying, copyright, trademark, defamation, securities, and any other applicable laws and regulations.

Electronic communication devices, i.e., two-way radios, cellular phones, text messages, may not be used by employees in a way that distracts or interferes with instruction or guidance of students.

Communication between employees and students shall be limited to school related matters. The use of personal phone numbers, e-mail, electronic messaging addresses used to communicate with students for non-school related purposes is prohibited.

Any violation of this policy or any Board policies or procedures because of social media activities, may result in corrective and/or disciplinary action, up to and including termination.

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## **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.

<b>LEVEL 1</b>	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.
<b>LEVEL 2</b>	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.
<b>LEVEL 3</b>	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	<i>Definition</i>	<i>An event with multiple actions for a single incident has occurred.</i>			
	<i>Examples</i>				
(01) Alcohol <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>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.</i>	Unintentional possession of alcohol	Under the influence of alcohol without possession	<i>Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol</i>
	<i>Examples</i>				
(02) Arson	<i>Definition</i>	<i>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.)</i>	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
	<i>Examples</i>		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 <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>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.)</i>	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.
	<i>Examples</i>			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
(04) Breaking & Entering – Burglary	<i>Definition</i>	<i>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 &amp; Entering-</i>	N/A	N/A	<i>Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)</i>

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<b>Burglary is that Trespassing does not include forceful entry into the school building.).</b>			
(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>		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

SR Incident Type		General NCES / Federal	Level 1	Level 2	Level 3
		Definition			
(08) Fighting *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	<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.
	Examples		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	Definition	<i>Killing of one human being by another</i>	N/A	N/A	Killing of a human being
	Examples		N/A	N/A	Includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.
(10) Kidnapping	Definition	<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.
	Examples		N/A	N/A	See above
(11) Larceny / Theft	Definition	<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.
	Examples		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	Definition	<i>Theft or attempted theft of any motor vehicle</i>	N/A	N/A	Theft or attempted theft of any motor vehicle
	Examples		N/A	N/A	Includes but not limited to cars, trucks, ATVs, golf carts, etc.
(13) Robbery	Definition	<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
	Examples		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	Definition	<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

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		<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.
	Examples		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>	Definition	<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
	Examples		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	Definition	<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; <b>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.</b>
	Examples		N/A	Physical, verbal or electronic threats	Includes but not limited to bomb threats or unauthorized pulling of the fire alarm.
(18) Tobacco	Definition	<i>Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school</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.
	Examples	<i>Does not include electronic smoking devices; See (42) Electronic Smoking Device</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	Definition	<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

SR Incident Type		General NCES / Federal	Level 1	Level 2	Level 3
		Definition			
		<b>Breaking &amp; Entering-Burglary is that Trespassing does not include forceful entry into the school building.)</b>			although a single incident may rise to a level 3 offense.
	Examples		N/A	See above	See above
(20) Vandalism	Definition	<i>The willful and/or malicious destruction, damage, or defacement of public or private property without consent</i>	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 <i>*Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.</i>	Definition	<i>The possession, use, or intention to use any type of knife</i>	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 <i>*Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.</i>	Definition	<i>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)</i>	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	<i>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)</i>	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



<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
			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

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<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 intimidates 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 TCSS Policy JCDAG 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

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
		<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; Level 3 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 activity.	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><b>Offenses</b></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 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.  •See TCSS Policy JCDAG for additional information.</p>			



<b>SR Incident Type</b>		<b>General NCES / Federal Definition</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
(46) Hazing <i>State reporting code will be based on the nature of the hazing.</i>	<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.
(47) Threat of Physical Violence to School Personnel <i>For state reporting purposes this offense will be listed in the student information system as state code 17- Level 3.</i>	<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.
(48) False Statements <i>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>	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.
(48) False Statements <i>If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action</i>	<i>Examples</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.	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.

<u>SR Incident Type</u>		<u>General NCES / Federal Definition</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
(49) Outside conduct  State reporting code will be based on the nature of the outside conduct.	<i>Definition</i>	Any student who commits an act outside of school 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.	NA	NA	Conduct 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.
	<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.			
(50) Theft – If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action	<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.
(51) Misuse of electronics and technology  For state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action	<i>Definition</i>	Misuse of electronic or technological resources or devices.	Misuse of electronic or technological resources or devices including but not limited to filming and/or posting images without the permission of the individuals being depicted, creating or using the email or messaging account of another without permission to send communications.	Misuse of electronic or technological resources or devices including but not limited to filming and/or posting images without the permission of the individuals being depicted which causes a disruption to the educational environment and/or videoing or photographing during an ongoing school disruption. Use Level 2 for repeated offenses.	NA
	<i>Examples</i>		Could include but is not limited to taking photos or videos of individuals engaged in an affray or other misconduct.	Could include but is not limited to taking photos or videos of individuals engaged in an affray or other misconduct.	NA

# **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

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

## 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**

### **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

## 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.

**Board Policy JCDAD: Bus Conduct**

**Status:** ADOPTED

**Original Adopted Date:** 01/01/1999 | **Last Revised Date:** 03/01/2010

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; pagers; audible radios, tape or compact disc players 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 or 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.

These provisions regarding use of a bus behavior contract are not to be construed to limit the instances when other code of conduct violations may require use of a student bus behavior contract.

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**Regulation JD-R: Student Discipline**

**Status:** ADOPTED

**Original Adopted Date:** 07/01/2001 | **Last Revised Date:** 10/10/2017

**LAW ENFORCEMENT REFERRAL PROTOCOL**

ROLE OF LAW ENFORCEMENT AT SCHOOL LEVEL

Law enforcement and police presence in the schools should remain at a minimum. All investigations of violations of the Student Behavior Code to include zero tolerance offenses are to be conducted by the school principal or his designee. Law enforcement officers are not to be used to conduct investigations or give advice on the sufficiency or legality of Student Behavior Code violations. Following investigation of an offense, appropriate notification of the juvenile or law enforcement authorities is to be made when provided for by the Student Disciplinary Code. Minimal police presence is not to be construed to prohibit law enforcement notification when necessary to maintain order or in cases of emergency.

REFERRAL TO LAW ENFORCEMENT

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. Troup County's Student Behavior Code, O.C.G.A. §20-2-1184 and 20-2-756 place an obligation on school officials to report crimes to local enforcement authorities.

The following violations of the Student Behavior Code which are Class III offenses under the progressive discipline code shall be classified in levels 1, 2, 3 with level 3 being the most severe:

**LEVEL 3**

- 1.02 Aggravated Assault
- 1.04 Battery
- 1.05 Aggravated Battery
- 1.06 Sexual Battery
- 1.07 Affray
- 3.01 Robbery
- 3.02 Armed Robbery
- 4.01 Weapons, Dangerous Instruments or Explosive Compounds
- 5.01 Possession of Drugs or Alcohol
- 5.02 Sale of Drugs or Alcohol
- 5.03 Use of Drugs or Alcohol/Possession or Use of Controlled Substance
- 5.05 Drug Related Objects
- 7.01 Terroristic Threats
- 7.02 Riot
- 7.03 Inciting to Riot
- 7.07 False Public Alarm i.e. Bomb threats, threats of violence towards school property, personnel or students
- 7.10 Participate in Gang Activity
- Rape
- Child Molestation

Sodomy

Aggravated Sodomy

Fornication

12.02 Criminal Conduct

12.10 Public Indecency

**LEVEL 2**

1.03 Simple Battery

1.07 Hazing

2.04 Theft by Extortion

7.02 Terroristic Threat

7.06 False Report of a Fire

7.09 Influencing Witnesses

8.02 Damage to Private Property

**LEVEL 1**

1.01 Simple Assault

1.08 Bullying

2.01 Theft by Taking

2.02 Theft of Lost or Mislaid Property

2.03 Theft by Receiving Stolen Property

8.01 Damage to School Property

11.02 Use of Profane or Obscene Language

11.03 Sexual Proposition

Phase I

Upon reasonable suspicion that a student has violated the disciplinary protocol, the principal designee at each school shall immediately separate the student from the rest of the student body while the initial investigation of the conduct is being conducted pursuant to Policy JDD-Student Suspension/Expulsion and Policy JD-Student Discipline. The principal shall advise the student that evidence exists that they may have committed an offense that violates the discipline code.

In accordance with Policy JDD and JCDA, the principal shall advise the student that a (1) Level 3 Offense which the student is alleged to have committed carries the consequences of mandatory referral to a Disciplinary Hearing Tribunal of the Troup County Board of Education with short term in-school or out-of-school suspension pending the hearing of the charges by the Disciplinary Hearing Tribunal; and (2) the mandatory reporting of the alleged violation of the Student Behavior Code to the appropriate law enforcement agency, the Juvenile Court of Troup County and the Troup County District Attorney.

Upon completion of the preliminary investigation of a violation of the Student Behavior Code and a determination that grounds exist for charging a student with a Level 3 offense, the principal shall first notify the appropriate law enforcement agency and make a reasonable attempt to notify the student's parents. School officials shall notify the Troup County Juvenile Court.

Phase II

The following procedure (law enforcement agencies have adopted procedures which follow the procedure applicable to law enforcement set forth in Phase II.) will be enforced upon completion of Phase I. Level 3 offenses apply to all elementary, middle and high schools:

### **LEVEL 3 OFFENSES**

- Law enforcement shall be contacted by principal.
- If law enforcement deems appropriate, charges will be made and filed not later than the next business day, unless investigation is still ongoing.
- Juvenile Court will be contacted for an intake decision.
- All Level 3 offenses will be set for a court hearing within 72 hours of the filing of the complaint.

ELEMENTARY SCHOOLS: At the hearing, the Court after receiving recommendations from the school system will either hold the case in abeyance and refer to the early intervention component of the Risk Reduction Collaborative or continue with the Court process which will be expedited. The filing of the complaint will be no later than the next business day and the court hearing within 72 hours of the filing of the complaint.

### **LEVEL 2 OFFENSES**

- Law enforcement shall be contacted and made aware of the situation.
- Law enforcement will investigate and if deemed appropriate will file charges except in extraordinary cases with the Juvenile Court within 14-21 calendar days.
- Law enforcement has discretion to handle charges with mediation, counseling or diversion program with Juvenile Court.

ELEMENTARY SCHOOLS: Will follow protocol and refer child to the Risk Reduction Collaborative before they come to court.

### **LEVEL 1 OFFENSES**

- Law enforcement may be contacted and made aware of the situation.
- Law enforcement will investigate and if deemed appropriate will file charges except in extraordinary cases with the Juvenile Court within 14-21 calendar days.
- Law enforcement and principal have discretion to handle charges with mediation, counseling, or diversion program with Juvenile Court.

ELEMENTARY SCHOOLS: Have the discretion to refer to the Risk Reduction Collaborative or law enforcement.

### **GENERAL PROVISIONS**

- Law enforcement shall have access to all pertinent information and evidence as it relates to case(s). If the law enforcement determines that criminal charges are warranted, it may continue the investigation or forward to the appropriate personnel.
- Principal shall bring child's disciplinary file to initial court hearing.
- The law enforcement shall notify the principal as to the identification of the lead investigator in all cases.
- If the student is questioned at the school by the investigative agency, a school representative may be present at the time of the interview.
- The school's principal shall at all times be kept informed as to the status of each case i.e.: investigation continuing, charges filed, investigation terminated, etc.



- Law enforcement shall notify school officials either by telephone or fax as soon as possible or by the end of the first school day, of the names of any student(s) who violate(s) any part of Section 10.08, Outside Conduct of the Student Behavior Code which states: A student who commits any act or exhibits any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, property, safety, morals, or well-being of other students, teachers, or employees within the school system may be disciplined hereunder.
  - Upon request with proper subpoena, principal will notify appropriate law enforcement agency of the results of all Disciplinary Hearing Tribunals which have charges pending in Juvenile Court.
  - If at any time the victim or the parent of a victim wants to press charges, they may file a complaint with the Juvenile Court or proper law enforcement agency.
-

SCHOOL: \_\_\_\_\_

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

**Hollis Hand Elementary School  
Student/Parent Acknowledgement  
Form 2024 - 2025**

The Parent & Student Acknowledgement/Consent Form verifies that you have reviewed the 2024-2025 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**

\_\_\_\_\_  
**Student Name (Please Print)**

**Grade** \_\_\_\_\_

**Date** \_\_\_\_\_

\_\_\_\_\_  
**Student Signature**