Pelham City

SCHOOL SYSTEM

GEORGIA

Pelham High School
Student Handbook
2025-2026

A Commitment to Educational Excellence
Every Day in Every Way

203 Mathewson Ave. • Pelham, Georgia 31779 • Phone: (229) 294-8715

Table of Contents	
Description	**Page(s)**
Messages from the Principal and Assistant Principals	2-4
Vaccinations	5
Information Guide	6
Administrative Staff and Board Members	7
Bell Schedule	7
Attendance	8-9
Grades and Graduation Requirements	9-12
Non-Resident Student Info	13
General Information for Students (Alphabetized)	13-26
Code of Conduct	27-43
Sexual Abuse and Misconduct	44-45
Non-Discrimination Policy	47
Clubs and Activities	48-49
Parent Notification Form	50
Receipt of Handbook Form	51

Dear Parents, Guardians, and Students:

Welcome to the Hornets' Nest and the 2025–2026 school year at Pelham High School! It is an honor to continue serving in the Pelham City School System, where I've had the privilege of working for the past 24 years. I'm excited to begin another year leading our dedicated faculty and staff, who work tirelessly to ensure our students are prepared for college, careers, and beyond.

Pelham High School offers a wide range of academic and elective courses, including Dual Enrollment opportunities through Southern Regional Technical College. Our mission is to graduate students who are equipped to be productive, responsible members of society.

To support academic success, we have carved out time during the school day for Hornet Extended Learning Opportunity (HELO)—a block dedicated to remediation, enrichment, or club participation. During HELO, students can complete missing work, receive additional support, or explore their interests through school-sponsored activities. We also offer further academic assistance through our NEST (Needs Eliminated Students Triumph) after-school program. This initiative provides students with the opportunity to work one-on-one with teachers to strengthen their understanding and improve academic outcomes.

At Pelham High School, we recognize that education extends beyond the classroom. We strongly encourage students to get involved in extracurricular activities. Whether through clubs, sports, or leadership organizations, these experiences help build social and leadership skills that are essential for lifelong success.

To foster a positive and inclusive school culture, we will continue implementing the Capturing Kids' Hearts program. This initiative is designed to build strong student-teacher relationships and support students' social-emotional wellbeing—key factors in improving attendance, academic performance, and graduation rates. Celebrating student success remains one of our top priorities. We will continue our incentive program for students in addition to recognizing positive behavior.

As a proud graduate of Pelham High School, this school holds a special place in my heart. It's more than a building—it's a community, a tradition, and a legacy. I know the value of a strong education, and I'm confident our students are receiving the best instruction possible. My hope is that every student who walks through these halls experiences the same pride and sense of belonging that I have, and that they too will leave here proud to be a Hornet.

We are committed to educational excellence every day in every way, and I look forward to seeing the successful accomplishments of our Hornets over the coming year. Please don't hesitate to call (229) 294-8623 or email swingate@pelham-city.k12.ga.us if you have concerns or questions regarding your child(ren).

Respectfully,

Sara A. Wingate

Sara A. Wingate
PHS Principal

Dear Pelham High School's students,

Welcome to Pelham High School! I am thankful to be a part of this excellent learning community. I am looking forward to working with each of you in the coming year. As your assistant principal, my mission is to ensure a high quality educational experience that prepares each student for adulthood. In accordance with this goal, I have high expectations for each person who graces our halls. I cannot accomplish this task without your support, and I ask that you work with me to create the best school experience possible.

In order to keep Pelham High operating smoothly, I need each of you to treat each other and your teachers with the utmost respect. Be kind to each other; if you see a classmate in need, help that person out. You never know when you may need your kindness repaid. Your teachers are here to equip you with the skills necessary to be a successful adult; work with them. In order to be a successful adult, you must hold yourself to a high standard. Work diligently, learn everything you can, make connections with your peers, and build up a positive reputation, and you'll make it much further in life than those who do not.

You are in a period of your life in which you will develop a greater understanding of how the world works. As you work through your high school journey, you'll need to carefully consider the goals you wish to obtain and the steps you must take in order to achieve them. What careers interest you? What are the prerequisites for the career? Are you going to a post-secondary school (college or technical school)? How are you going to pay for it? What are the requirements to be eligible for scholarships? Each of these are questions that you should be considering as you start high school, because everything you do here builds to that moment in which you will begin your adult life. The choices made as a freshman count all the way into your senior year; those choices are reflected in your GPA, resume, and social life with which you will present yourself to the world, so when you ask a college, business, or enlisting officer to pick you, give them a good reason with the good choices you've made over your years in high school.

I am here to support you every step of the way. My door is always open, and I will happily discuss your next steps with you. I want every student to leave this school knowing that he or she is prepared for life after it, so feel free to contact me at any time with any questions, comments, or concerns at 229-294-8623 ext. 202 or at bwall@pelham-city.k12.ga.us.

Thank you for your time,



Mr. Britt Wall
Assistant Principal
Pelham High School

Dear Students and Families,

It is with great excitement and a deep sense of gratitude that I welcome you to a new school year at Pelham High School. After spending 19 years in the classroom as a teacher, I am honored to serve our school community as an assistant principal. As we begin this new academic year, I want to extend a warm welcome to all of our returning and new students. My years in education have been driven by a passion for student success, a love for learning, and a strong belief in the power of positive relationships. As I begin this new chapter, my commitment remains the same: to help every student grow academically, socially, and emotionally in an environment where they feel seen, supported, and inspired.

High school is a transformative time in a young person's life. It's where students begin shaping their future, taking on new challenges, and discovering who they are. I understand firsthand the importance of a strong partnership between school and home in supporting students through these formative years. I look forward to working closely with our families, staff, and students to ensure this year is one of achievement, growth, and opportunity.

In my role as Assistant Principal, I am here to support students, staff, and families in any way I can. I believe strong communication and collaboration are key to student success, and I am looking forward to building positive relationships throughout our school community.

I encourage you to review the Pelham High School Student Handbook with your child, as it outlines important expectations, policies, and resources that contribute to a respectful and successful school environment. My door is always open, and I welcome your questions, concerns, or ideas. Please feel free to contact me via email at kwilkins@pelham-city.k12.ga.us or by phone at (229) 294-8623.

Here's to a positive and productive school year. I am truly excited to be a part of this journey with you!

Warmly,

Kimberly Wilkins

Kimberly Wilkins
Assistant Principal
Pelham High School

This handbook will be provided in your native language upon request.

Este manual se prestará en su idioma nativoa petición.

July 17, 2025

Dear Parent or Guardian:

Meningococcal disease is a serious bacterial illness that affects the brain and the spinal cord. Meningitis can cause shock, coma and death within hours of the first symptoms.

To help protect your children and others from meningitis, Georgia law requires students be vaccinated against this disease, unless the child has an exemption.

Before starting the 2025-2026 school year, all students entering or transferring into 11th grade will need proof of a meningococcal booster shot (MCV4), unless their first dose was received on or after their 16th birthday.

If your teen has not been vaccinated against meningococcal disease, we strongly recommend getting your child vaccinated. Getting MCV4 (meningococcal conjugate vaccine) now will not only help protect your child against the ongoing threat of meningitis, it will also meet the new school entry requirement.

Ask your pediatrician or local health department about other shots your child may need including:
- the human papillomavirus (HPV) series
- the tetanus, diphtheria, pertussis shot (Tdap or Td booster)
- an annual flu vaccine; and
- catch-up immunizations, including chickenpox, MMR (measles, mumps, rubella) and hepatitis B.

If your child does not have health insurance or their health plan won't cover these vaccines, call your local health department and ask about getting no or low cost vaccines. For more information, visit http://dph.georgia.gov/vaccines-children or call (800) 848-3868.

Sincerely,
Kathleen E. Toomey, M.D., M.P.H.
Commissioner & State Health Officer

INFORMATION GUIDE

IF YOU NEED:	GO TO:
Accident Insurance Claim Form	Ms. Sandra Jenkins
Advice about schedule	Ms. Josi Lewis
ADAP Card	Ms. Dale Itson
Announcements	Ms. Dale Itson
Athletics	Mr. David McCurry
Attendance Information	Ms. Dale Itson
Buses	Ms. Sandra Jenkins
Certificate of Attendance	Ms. Dale Itson
Dual Enrollment	Ms. Josi Lewis
Hospital/Homebound	Ms. Josi Lewis
Information about colleges/vocational colleges	Ms. Josi Lewis
Leaving School Early	Ms. Dale Itson
Lockers	Ms. Dale Itson
Lost and Found	Ms. Sandra Jenkins
Parking Permits	Ms. Dale Itson
Personal Guidance	Ms. Josi Lewis
Report Cards	Ms. Lisa Cumbess
Reporting Theft or Vandalism	Mr. Britt Wall
Scholarships	Ms. Josi Lewis
Special Education	Ms. Savannah Griner
Student Issues	Mr. Britt Wall
Tardy pass after school begins	Ms. Dale Itson
Teenage and Adult Driver Responsibility Act	Ms. Josi Lewis
Title I	Ms. Kimberly Wilkins
Transcript Request	Ms. Josi Lewis
Vocational Education	Mr. Justin Sealy
Withdrawal from school	Ms. Lisa Cumbess
Work Based Learning	Ms. Robyne Woods

PHS OFFICE TELEPHONE LIST (294-8623)

DESCRIPTION	PERSON
Assistant Principal	Mr. Britt Wall
Assistant Principal	Ms. Kimberly Wilkins
Athletic Director	Mr. David McCurry
Attendance/Main Office	Ms. Sandra Jenkins
Band Director	Ms. Jennifer Aplin
CTAE Director	Mr. Justin Sealy
Guidance	Ms. Josi Lewis
Principal	Ms. Sara Wingate
Registrar/Bookkeeping	Ms. Lisa Cumbess

Pelham City School System

Pelham City Schools System Administration
Superintendent: Mr. Laron Smith

Pelham City Schools Board of Education Members

Chairperson: Patti Adams
Vice-Chairperson: Neal Hilliard
Board Member: Joy Hurst
Board Member: Annette Ervin
Board Member: Patricia Wilkins
Board Member: Kevin Coker
Board Member: Helen Cody
Board Attorney: Justin Adams

PHS Bell Schedule	
1st Block	7:55 - 9:20
HELO	9:25 - 10:15
2nd Block	10:20 - 11:45
3rd Block	11:50 - 1:45
1st Lunch	11:45 - 12:17
2nd Lunch	12:20 - 12:52
3rd Lunch	12:55 - 1:27
4th Block	1:50 - 3:15
Dismissal	

ATTENDANCE REGULATIONS

A full and meaningful education includes both scholastic attainment and an opportunity through attendance to interact with and be exposed to other students and professional personnel. A student should not be absent from school or from any class or other required school activity unless he/she has written prior permission from the principal or designee except for illness or other providential cause. **A written excuse should be presented to the Attendance Office no later than 3 school days after the absence. Students should bring excuses from absences to the attendance office between 7:40 and 7:55AM or after school. A student must attend class no less than 45 minutes to be counted present in an 85-minute class.**

Georgia is one of the first states to include a measure of school climate as part of its statewide accountability system. The School Climate Rating incorporates several measures including attendance to provide schools, districts, and communities with more accountability information than in the past. **Based on research, there is a negative impact on student achievement after a student's fifth absence, regardless of the reason for the absence.** In order to ensure that students at PHS have a school climate conducive to learning and to increase student achievement, **greater emphasis will be placed on attendance**.

Absences for school-sponsored non-instructional activities in excess of the 10 authorized by GADOE Rule 160-4-2-16 may be approved by the Principal for individual students in advance of the activity and if the activity is sponsored by the GHSA or a recognized educationally related local, state, regional, or national organization, or college visitation / scholarship competition. Students are not counted absent for participating in non-instructional activities (NI days), but are responsible for all assignments or makeup work.

a) Students must be in attendance for ½ a school day (2 blocks) in order to be counted present and to participate in extra–curricular activities.
b) Students who accumulate more than 6 unexcused absences within a semester are subject to being removed from PHS (per out of district contract) and or placed on an attendance contract. Additionally, students will be reported to authorities under the provisions set forth by the Compulsory Attendance Law through the Mitchell Attendance Support Team (MAST.)

Administration Approval of Absences

There are some instances where a student has to miss school and for which the student has little or no control. A parent/guardian may request in writing that an administrative waiver be applied thus allowing work and tests to be made up. The request should be made **3 days prior** to the day(s) in which a student will miss.

Attendance Repair

Attendance Repair will allow a student to put in "seat hours," in order to correct attendance concerns. For each absence per class that exceeds 5 periods of absences, the student should come to attendance repair. Students must stay 45 minutes before or after school to repair one block. Saturday school and summer school are also available for students who need to participate in attendance repair. Students should attempt to complete attendance repair with the teachers whose classes they have missed in order to make up missing assignments.

Block Scheduling

Under Block Scheduling, the following format will be in effect:

1. Students will take four classes each semester, typically two core classes and two electives.
2. A full Carnegie unit will be awarded for successful completion at the end of a semester.
3. Classes will be eighty-five (85) minutes long.
4. Classes will not be interrupted at any time except by necessity.
5. Attendance is **CRITICAL**; therefore, we encourage students to miss no more than three (3) days per semester.

Units Required for Promotion

The following number of Carnegie units shall be required at the opening of school for all students at Pelham High School to be classified as a freshman, sophomore, junior or senior:

To be promoted to:	**Students must earn:**
Grade 10	7 Units
Grade 11	14 Units
Grade 12	20 Units
To graduate:	28 Units

Grading System

Pelham High School will operate on a nine (9) weeks grading system. There will be four (4) grading periods during the year. The second and fourth grading period will yield semester averages and correspondingly earned Carnegie units.
Letter grades are determined from numerical averages as follows:

A = 90-100 B = 80-89 C = 70-79 F = 69-Below

Class average counts 80% and nine week exam counts 20% for the total nine weeks grade.

All academic **Dual Enrollment classes** will carry an extra weight of **10 additional points** and **Honors courses** will carry **5 additional points** which will count toward their PHS GPA.

When a student transfers to PHS from a school that does not use a numerical grading system, PHS will use the following conversions*:

A = 95 B = 85 C = 75 F= 65

*Unless a grading scale is sent from the previous school.

Pelham High School Dual Enrollment Policies and Procedures

The Dual Enrollment (DE) Program at Pelham High School offers students a fantastic opportunity to get a head start on their college education while still in high school. This program allows eligible students in grades 10-12 to enroll in college courses and simultaneously earn high school and college credit. Participating in Dual Enrollment allows students to experience college coursework, explore potential career paths, and save on future college expenses.

The Georgia Dual Enrollment (DE) Program provides opportunities for eligible students in grades 10-12 to enroll part-time or full-time in postsecondary institutions and earn both high school and college credit.

Student Responsibilities and Requirements

- The student must be on track for graduation to take academic Dual Enrollment classes.
- The student must meet the required minimum for career classes and for academic courses.
- PHS disciplinary actions resulting in suspension or placement at the Achievement Center may result in the student's removal from Dual Enrollment classes.
- A student must have five (5) or fewer absences for the previous semester.
- If a student fails a course at Pelham High School, they cannot take the equivalent college class through Dual Enrollment.
- The student is responsible for communicating with the college professor regarding their grades and attendance.
- The student acknowledges that the coursework may be more rigorous and challenging than high school courses.
- If a student drops a Dual Enrollment course within the college's initial drop/add period, they will be enrolled in an equivalent course at Pelham High School and must make up the missing work from the beginning of the semester.
- **If a student drops a Dual Enrollment course after the drop/add date deadline, they will receive a grade of 60 and be disqualified from enrolling in Dual Enrollment courses the following semester. Once a student withdraws from two courses, they will no longer qualify for Dual Enrollment. (Note: These students will not receive the ten 10 additional points at the end of the semester).**
- The student understands they're held to a higher degree of independence, reliability, and accountability. There will be no opportunity to recover credit for any failed classes.
- The Pelham High School Student Code of Conduct applies to all Dual Enrollment students regarding attendance and behavior.
- All males 18 and older are required to register for Selective Service.

Please Note: The following GPA requirements related to Dual Enrollment through Southern Regional Technical College (SRTC) in Occupational and Academic courses.

- Occupational Classes at Southern Regional Technical College (SRTC):
  11th and 12th: Minimum GPA of 2.0
- Academic Classes at Southern Regional Technical College (SRTC):
  11th and 12th Minimum GPA of 2.6
- Accelerated Career Path:
  Minimum GPA of 2.0 or appropriate Accuplacer test score

Pelham High School Dual Enrollment Policies and Procedures for Parents Grade Level Eligibility

Junior and Senior Students

- Eligible students may take any approved Dual Enrollment courses listed in the Course Directory at an eligible participating postsecondary institution (USG, TCSG, or private).

Additional Information

- Students in Dual Enrollment classes will be treated the same as all other college students.
- PHS will not receive notifications of grades, assignments, or attendance.
- There will be no opportunity to recover credit for any failed classes.

If the postsecondary institution assigns a numerical grade on the student's official transcript, then that grade will be used as an official record for awarding that credit. Letter grades assigned by the postsecondary institutions will be converted into a numerical average as seen below.

Letter Grade	Numerical Equivalent
A	95
B	85
C	75
D	65

STUDENT AND PARENT RESPONSIBILITY

The rules outlined in this handbook are provided to guide students throughout their high school career. It is the responsibility of students and parents to be aware of the rules and regulations of this institution.

In the Pelham City School System, we are committed to continually seeking to improve instruction for our students. We hope that as a parent, you will become involved in our school improvement initiatives as we continue to monitor student achievement and set high expectations. We encourage you to get to know your child's teacher and the class routines and expectations. We are proud of the professional credentials of our teaching staff and will furnish to you, upon request, the professional qualifications of any of your student's classroom teachers. If you have any questions concerning the contents of this letter, please give me a call. **Parents: Please be advised that we will release certain student information during the school year unless you specifically tell us not to.**

Graduation Requirements

Areas of Study	**Units Required**
English/Language Arts	4
Mathematics	4
Science	4*
Social Studies	3
CTAE/Modern Languages/Fine Arts	3
Health/Personal Fitness	1
Electives	9
Total Units (Minimum)	28

- The 4th Science may be used to meet both the science and elective requirements.
- In order to be eligible for a diploma in the state of Georgia, students must meet the above Carnegie Unit requirements.

Nonresident Students/Attendance Zone Statement

Pelham City Schools welcomes students not living within the Pelham City limits to attend our schools, without the charge of tuition. As with all students, Pelham City sets high expectations in terms of academic achievement, attendance, and behavior. Nonresident students will be placed on an out of district contract upon enrollment.

Conditions for initial entry in Pelham City Schools Charter System as a non-resident student can be found in Board Policy *JBCB: Nonresident Students.* A copy of this policy is attached and can be accessed from the Pelham City Schools Charter System website at any time.

For continued enrollment in the Pelham City Schools Charter System, students are expected to attend school daily, abide by the code of conduct of their school, and make progress toward passing their classes. Parents are expected to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children, the school, the larger community, and social media.

Any discipline problem severe enough to warrant suspension or any incident of truancy shall result in the revocation of the student's privilege of attending school in Pelham City by the principal, without convening a disciplinary tribunal. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

GENERAL STUDENT INFORMATION AND POLICIES

Achievement Center Placement

Any student in the Achievement Center for non-disciplinary reasons shall be allowed to attend all activities and events held at Pelham High School. Students placed in Achievement Center by a tribunal or through parent waiver are not allowed to attend any activities and events held at PHS. Students returning to PHS from Achievement Center will do so under contract. Students may be sent back to Achievement Center if attendance, behavior, or grades become an issue.

Attendance Repair

1. Students may request to sit in the front office's middle room between 7:05 and 7:50 to make up one block of attendance. Please see an administrator to request permission to complete this make-up time.
2. Students may stay during the after school NEST period with one of their scheduled teachers between 3:15 and 4:00 to make up one block of attendance. Please see your teachers to request NEST.
3. Students may attend Saturday school between 8:00 and 12:00 to make up five blocks of attendance. Please see Mr. Wall to request permission to come to Saturday school.

Students arriving late to Saturday school will not be admitted and will not be allowed to accrue make up time.

Bullying

The Pelham City School District believes that all students have a right to a safe and healthy school environment. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully, harass, or intimidate another student through words or actions. Such behavior includes but is not limited to: direct physical contact such as hitting or shoving; verbal assaults such as teasing or name-calling; the use of electronic methods to harass, threaten or humiliate, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying shall be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Following all reports of bullying, the principal or his/her designee will have discretion on whether or not further investigation is warranted.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment and intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Following all reports of bullying, the principal or his/her designee will have discretion on whether or not further investigation is warranted. This policy applies to students on school grounds, while traveling on a school bus to and from school or a school-sponsored activity and during a school-sponsored activity. Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- In-school suspension
- Out-of-school suspension
- Detention
- Expulsion (through appropriate due process hearing)

- Assignment to an Achievement Center (through appropriate due process hearing)

If necessary, counseling and other interventions should also be provided to address the social, emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying. Students, parents/guardians and other stakeholders may report incidents of bullying to an administrator, teacher, counselor or other staff member by using the school district's complaint procedures or by calling the Georgia Department of Education's 1-877 SAY-STOP(1-877-729-7867) School Safety Hotline. Please note: Any form of electronic bullying (cyberbullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school shall keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- People witnessing or experiencing bullying are encouraged to report the incident to the school principal designee.

The following actions will be taken when bullying is reported:

1. Investigate: Upon receipt of any report of bullying, the principal or his/her designee will have discretion on whether or not further investigation is warranted. If the principal or his/her designee determine further investigation is warranted, the principal or his/her designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available. School police, school counselors, school social workers and/or other support staff should be utilized for their expertise as determined by the circumstances of the matter.

2. Notify: At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.

3. Discipline: Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at Georgia Department of Education minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall be assigned to an Achievement Center through appropriate due process by disciplinary hearing officers, panels, or tribunals.

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

4. Follow Up: Follow up is important to the accused and the victim. Implement a planned method to provide after-care and follow up. Reiterate to all the previously stated prohibition on retaliation.

Certificates of Attendance

A certificate of attendance letter is required by the Georgia Department of Driver Services to obtain a driver's license. A $3.00 fee is required at the time of the request.

Checking In/Out

Before a student can check out of school, his/her parents or legal guardian must be contacted by a school official. Requests for early checkout should be made for emergencies only. Parents requesting permission for their son/daughter to check out of school will go through the secretary. **Written notice must be provided in advance of check out if a parent/guardian will not be present at the time of check out. Check out by phone will NOT be allowed.** Students must not leave school without the permission of a school official and must sign out in the front office. Any student checking in after school begins must report to the office and sign in. Students signing in late will be considered absent and/or tardy for those classes affected. (See Attendance and Tardy Policies.)

Chronic Disciplinary Problems

Students who have chronic disciplinary problems will not be tolerated at Pelham High School. Disciplinary action will be taken to correct the student's behavior which will include parent conferences, disciplinary and behavioral correction plans, and in-school and out-of-school suspension. If all corrective measures are unsuccessful, the student shall be recommended to the Superintendent of Schools for long-term suspension or expulsion from Pelham High School.

Class Officers

Students are eligible to run for class officer positions if they meet the following criteria:

1) Students must be on grade level and have an 80 cumulative GPA.
2) Students must not have missed more than 10 school days the preceding school year.
3) Students must not have any discipline referrals the preceding school year.

Credit Repair

Credit Repair may be available to all students who have previously taken a course and earned a final grade of 50 - 69. There will be a set number of modules or sections each student will have to satisfactorily complete to improve his or her grade to a 70.

Dress/Grooming

Board Policy JCDB: Student Dress Code

Students in the Pelham City Schools Charter System are expected to follow good hygiene rules and to wear attire that adheres to acceptable norms for school, college, and careers. This includes, but is not limited to, the following:

1. Hair will be clean and neat and not styled in a distracting manner. Students will wear their hair so that it does not obstruct the face.
2. Students will wear shoes or other appropriate footwear. Bedroom shoes are not allowed.
3. No midriff will be shown. Undershirts should be worn with short shirts.
4. Tank tops and see-through blouses or shirts are not authorized. Sleeveless blouses may be worn as long as the armpit area is well fitted.
5. Appropriate foundation garments will be worn.
6. Clothing will not display offensive pictures or slogans. Clothing including buttons, stickers, etc., will not advertise nor advocate the use of drugs or alcohol.
7. Hats and other headgear will not be allowed on campus unless approved by an administrator. Hoodies may be worn as long as the hood is not worn on the head.
8. Sunglasses are not to be worn except prescription glasses when ordered by a doctor.
9. Students are permitted to wear walking shorts which come no shorter than four (4) inches above the kneecap. Biker shorts are not allowed.
10. Mini-skirts will not be worn. Mini-skirts are defined as those skirts that go to mid-thigh when the student is seated.
11. Tight or clinging clothing or clothing with deep splits, cuts, or tears that reveal the body or undergarments will not be worn. Pants with holes above the knees are not allowed.
12. Pants or shorts will not be allowed to sag. Belts, when worn, will be fastened at all times. Underwear will not be visible.
13. Sweatpants and joggers may be worn. Leggings and pajama pants are not allowed.

The administration has the discretion to limit any other dress and grooming that is deemed inappropriate or distracting to the educational process. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices

Board Policy JCDAF: Use of Electronic Devices by Students

1. The possession of mobile telephones and other personal electronic devices (PEDs) is a privilege extended to students not a right. Due to the potential disruption a mobile telephone or PED may cause to the instructional environment during school day and the risk of mental health issues associated with cell phone usage, the use of mobile telephones or other PEDs is forbidden for all students at all times during the instructional day. The instructional day includes, but is not limited to, lunch periods, class changes, study halls and any other structured or non-structured instructional activity that occurs during the normal school day. Exceptions to this rule will be granted by an administrator when: (a) use of the device is provided in a student's IEP or 504 Plan; or when the school receives a written medical plan signed by a doctor (such as a diabetic plan).
2. Specifically:
    - This policy is in effect from the time a student arrives at school until the completion of the instructional day.
    - Students are prohibited by law from using any electronic devices during the

operation of a school bus, including but not limited to cell phones; tablets; iPads; iPods; pagers; audible radios, tape or compact disc players; or any other electronic device without headphones or ear buds; 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.

- Students are never permitted to use electronic devices in the restrooms and locker rooms.
- All mobile phones will be collected and stored at the beginning of the school day and returned to students at the end of the day or upon checkout.

Electronic Devices (School Level Implementation)

Electronic devices are not required for school activities; therefore, any electronic devices brought to Pelham High School are done so at the student's own risk. Pelham High School will not be responsible for lost, stolen, or damaged items. In addition, electronic devices are subject to the following regulations:

1. Electronic devices will be turned in during school entry security screenings.
2. Students may retrieve electronic devices at the end of the school day or upon check out.
3. Any electronic devices that are taken past the security screening process will be confiscated, and the student will face disciplinary action per PHS' disciplinary code.
4. Use of any personal electronic device during testing will be considered a testing violation and may result in invalidation of test scores.
5. Exceptions to the policy may be made for:
    a. Approved medical devices when appropriate medical documentation is provided
    b. Emergency situations as determined by school staff
    c. Devices that are part of an approved 504 or Individualized Education Plan (IEP)
    d. School-issued devices used for instructional purposes under teacher supervision

Cell phones are allowed at after school activities and functions, but they are a potential distraction during class and will be stored per the school's direction during the school day (7:00 AM to 3:15 PM). These rules/consequences apply to other electronic devices as well, including but not limited to earbuds, headphones, smart watches, and smart glasses. Students that do not follow the simple guidelines set forth for the policy will be subject to the consequences below:

1st Offense

A. Administrator confiscates the electronic device
B. Device stored in front office, and a parent or legal guardian may pick it up after school
C. Parent Contact

2nd Offense

A. Administrator confiscates the electronic device
B. Device stored in front office, and a parent or legal guardian may pick it up after school
C. Parent Contact
D. 1-3 days ISS
E. $15.00 fine

3rd+ Offense

A. Administrator confiscates the electronic device
B. Device stored in front office, and a parent or legal guardian may pick it up after school
C. Parent Contact
D. 1-3 days ISS
E. $25.00 fine

Emergency Evacuation/Severe Weather Alerts

In accordance with state and local school board policy, it is necessary to conduct emergency evacuations and severe weather drills at various times throughout the school year. Emergency evacuation routes are prominently posted in each classroom. Each instructor will advise all students of the evacuation route to be taken for that particular classroom during emergency evacuation. Instructors will also advise all students of the procedures to be taken by that particular classroom in the event of severe weather. During either the emergency evacuation or the severe weather alert, it is important that each student listens carefully and follows the instructor's directions.

EOC Test-Out Option

The Georgia DOE does allow students the opportunity to "test out" of courses with a corresponding End of Course Test and earn credit if they score at the "exceeds" level. During the current school year, students will have the opportunity during the August testing window to attempt the "test out" option if they choose. Students must pay a non-refundable fee of $50 in cash or money order. Students that score at the "exceeds" level will be reimbursed as the DOE will cover the cost. Students that do not score at the "exceeds" level will not be reimbursed as the DOE will not cover the cost for those students. Students can only attempt to "test out" of a maximum of three courses. Interested students and parents should see the testing coordinator for more information.

Equal Opportunity Complaint Procedure

Complaints made to the Pelham City School System regarding alleged discrimination on the basis of race, origin, religion, sex, or on the basis of handicap, in violation of Title(s) II, VI, IX or Section 504/ADA, will be processed through the school office and the central office at 203 Mathewson Ave., Pelham, Georgia 31779. Phone: 229-294-8623, 229-294-8715.

Fighting

Students will be deemed to be fighting if they are actively engaged in physical combat with other student(s) or staff. This includes pushing, shoving, and threatening. It is the responsibility of the school administrator(s) to determine the degree of involvement of each person involved in a fight. Police may be called and charges may be filed if a fight occurs.

Fines and Fees

Students are responsible for any debts incurred while enrolled at PHS. These include but are not limited to monies owed to the office, library, cafeteria, athletic department, graduation supplies, lost/damaged books, fundraisers, club dues, or any settlements. Failure to settle financial obligations may result in one or more of the following actions:

1) Withholding of an additional textbook or library book until restitution is made.
2) Withholding of all grade cards, class schedules, diplomas, or certificates until restitution is made.
3) Denying privileges of participating in clubs, graduation exercises, field trips, parking privileges, etc.
4) Collection by any other means necessary and may include any court fees or associated collection costs.

Graduation Exercise

In order to be awarded a high school diploma and participate in the graduation ceremony a student must have:

State graduation requirements for students are determined by State Board of Education Rules, which vary depending on the school year the student enrolls in the ninth grade for the first time. The Board of Education shall require that students satisfy all state requirements, except for graduation provisions waived under the district's flexibility contract, and local graduation requirements set by the Board in order to earn a high school diploma. Students and their parents shall be advised of graduation requirements applicable to their graduating class through student handbooks, advisement materials, or the graduation planning process, as required by state law and the applicable State Board of Education graduation rule and guidance. The Superintendent or designee is authorized to develop any administrative regulations or procedures that may be needed to implement this policy. **Students who do not meet the above requirements will not be allowed to participate in the Graduation Exercise.**

Graduation Speakers

The Valedictorian and Salutatorian will be the only featured speakers during the graduation ceremony. However, other program participation may be afforded to other seniors selected at the discretion of administration.

Homecoming Court Guidelines

The following criteria must be met to be eligible as a homecoming representative:

1. The student must have passed three out of four classes the previous semester and be in good academic standing in the current semester.
2. The student must not have any discipline referrals since January of the previous school year until present time.
3. If a representative receives a discipline referral after being selected to the homecoming court the student will be disqualified as a homecoming representative and will not be

allowed to participate in the homecoming ceremony. If this occurs the student who received the next highest amount of votes will have the opportunity to serve on the court.

4. The student must have three or fewer absences per class.
5. The student must have three or fewer tardies per class.

Homecoming Dance

The dance is for current PHS students and their dates. Dates of PHS students must be in at least the 9th grade and cannot be older than 20. Any date who is not a student at PHS must be approved by administration.

Honor Graduates

Honor Graduate – The members of the senior class who have an average of 90 or above in the designated courses and have taken a minimum of five (5) rigorous courses such as Advanced Placement (AP), Dual Enrollment, Honors, and International Baccalaureate (IB). Those courses are enumerated in section (3) of this policy.

a. Valedictorian - The honor graduate with the highest academic average and who has been enrolled in Pelham High School for a minimum of four (4) semesters immediately before graduation.

b. Salutatorian - The honor graduate with the second highest academic average and who has been enrolled in Pelham High School for a minimum of four (4) semesters immediately before graduation.

GRADE POINT AVERAGE AND CLASS RANKING: Class ranking shall be determined by the cumulative grade point average obtained by seniors for all academic courses completed from ninth through twelfth grades. Class rank will be calculated at the end of the third nine weeks of the senior year. Courses to be considered in the ranking are the traditional academic courses (English, mathematics, science, social studies) plus academic electives to include foreign language and academic Dual Enrollment courses. No other course is to be considered for the academic average or ranking.

In-School Suspension (ISS)

ISS refers to the suspension of students from their regular classes for a period not to exceed ten (10) days to a highly structured, supervised classroom environment. Students who violate the rules are subject to ISS. Parents will be notified by phone or letter when students are assigned. Students are counted present for school attendance and are provided individualized assignments from their regular classroom teachers. Any student who is late to ISS or does not complete the entire day (i.e. checks out early) will not receive credit for that day. Students who fail to abide by the rules and regulations of ISS will receive additional ISS days or be suspended from school. This suspension will be separate from, and in addition to, days already assigned to ISS.

Lockers

Each student will have the opportunity to rent a student locker for the entire year. The cost per locker has been set by the Board of Education at $5.00 per year. Lockers have school provided combination locks. No other lock will be used to secure school-owned lockers. A student will be

issued the combination to a specific locker upon payment of the yearly fee to the homeroom teacher during the first week of school. Students entering after the first week of school will pay their fee and receive their locker assignment from the front office. If the lock provided by the school is lost, the student will be responsible for paying a $5.00 replacement fee to assist in the replacement of that lock.

All lockers will be kept locked when not in use. Lockers remain the property of the school and may be inspected as necessary. Student lockers are subject to searches by the school administrators if it is deemed in the best interest for the operation of Pelham High School and its student body. PHS is not responsible for lost, stolen, or damaged items that should not be at school. Faculty and staff will not spend time investigating lost, stolen, or damaged items.

Make-Up Work

Students will be allowed to make up work during HELO if he/she has 5 or fewer absences. Students missing 6 or more days will be required to make up missing grades before or after school. Attendance repair is highly encouraged for students who are absent.

Medications

All medications need to be turned in to the nurse's office. See the nurse or front office staff for an authorization to give medication at school form. No medication can be provided to a student without one of these forms on file.

Nutrition

- **BREAKFAST AND LUNCH ARE FREE TO ALL STUDENTS WHO ATTEND PELHAM CITY SCHOOLS.**
- **FOOD ALLERGIES:** We take the safety of the students very seriously at Pelham City Schools. Therefore, it is required that all students with food allergies provide a written prescription from the Allergist/Physician pertaining to the specific food allergy. This prescription should be given to the Lunchroom Manager of the school where the child attends. The prescription should be kept current. All changes or updates must be in written form from the Allergist/Physician.
- Food cannot be delivered to students during the school day by food delivery establishments. Only parents or immediate family members in the computer system can deliver food to students during the school day, and they will be required to eat in the front office. This is to better ensure the security of the school as well as to minimize disruptions to the school day.

Out of School Suspension (OSS)

Out-of-School Suspension is the most severe disciplinary action next to expulsion. Any misconduct of a serious nature or continual/repetitive violations of the school's rules and

regulations may result in out-of-school suspension. Students may be suspended for a period not to exceed ten (10) days. Students will receive the grade of zero (0) for any work missed. This work **cannot** be made up during HELO. Students have the opportunity to make up this work before or after school. The maximum grade that can be received for any work made up due to OSS assignment will be no higher than a 70. Any student who accumulates ten (10) or more days of OSS may be recommended for expulsion.

STUDENTS ASSIGNED TO OSS ARE PROHIBITED FROM COMING ON CAMPUS, ATTENDING ANY SCHOOL SPONSORED ACTIVITY, OR PARTICIPATING IN ANY EXTRACURRICULAR ACTIVITY FROM THE TIME OF THE ASSIGNMENT UNTIL THE DAY AFTER THE LAST DAY OF THE ASSIGNMENT.

Personal Possessions

Students are discouraged from bringing expensive items or large amounts of cash to school. Personal electronic devices are not required for school and students bring these and other like items at their own risk. It is suggested that students label jackets, sweaters and shoes. PHS is not responsible for lost, stolen, or damaged items that should not be at school. Faculty and staff will not spend time investigating lost, stolen, or damaged items. Additionally, students are prohibited from selling items on campus without administrative approval.

Prom

The PHS Prom is sponsored by the junior class for the senior class. All juniors and seniors (determined by the number of credits the student has earned) must purchase a ticket to attend the prom. Dates of PHS seniors and juniors that are not PHS students will also have to purchase a ticket to attend the prom. Dates of PHS students must be in at least the 9th grade and cannot be older than 20. Any date who is not a student at PHS must be approved by administration.

Semester Assessment Exemption Policy

1. Students must have three or fewer absences per semester for the class being exempted.
    a. Students may recover time before school, after school, or during Saturday school.
2. Students must have 5 or fewer tardies per semester for the class being exempted.
3. Students must have a grade of 70 or higher.
4. Students cannot exempt their final exam if they have been assigned to ISS or OSS.
    a. Single block ISS assignments will apply only to the block served.
    b. ISS for tardies and/or attendance will not count toward this exemption criteria.

School Property

Students are responsible for the care of all books, supplies, and equipment supplied by the school. Students who damage or lose school property will be required to pay for the damage or replacement cost.

School Safety and Security

In order to maintain a safe and secure learning environment, all external school doors should remain shut and locked. Any student arriving after 7:55 should report to the front office to sign in. Students should not open locked external doors for anyone, including other students, unless given permission by a school official (e.g. a class is returning from an outside activity).

School Safety Hotline

The Georgia Department of Education and the Georgia Bureau of Investigation have established a school safety hotline. Students are encouraged to report anyone who has brought or threatened to bring weapons to school, as well as any other school safety issues. Callers are not asked to reveal their identities. The school safety hotline is 1-877-SAY-STOP.

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to provisions of State Board of Education Rule 160-4-8-16 Unsafe School Choice Option.

School Safety Zone/Weapons Notice

It shall be unlawful for any person to carry, possess, or have under such person's control while within a school safety zone (all property in, on, or within 1,000 feet of any real property owned by or leased to any public or private elementary school, secondary school, or school board and used for elementary or secondary education) or at a school building, school function, or on school property or on a bus or other transportation furnished by the school, any weapon or explosive compound. The term "weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile or any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, and other knife having a blade three or more inches, straight-edged razor, razor blade, spring stick, metal knuckles, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way to allow them to swing freely, which may be known as a nunchuck, fighting chain, throwing star or oriental dart, or any weapon of like kind, any stun gun or taser. OCGA 16-11-127.1

Violation may result in expulsion from school for one year and/or criminal prosecution.

Punishment: A fine of not more than $10,000; imprisonment not less than two or more than ten years, or both. A juvenile who violates this shall be subject to the provision of O.C.G.A. 15-11-601.

Search and Seizure

In January 1985, the U.S. Supreme Court ruled that school officials have the right to search students under their jurisdiction where there are "reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating the law or rules of the school" and the search is conducted in a reasonable manner. (New Jersey v. T.L.O., 469 U.S. 325, 105, S. CT. 733, 744; 1985)

Selective Service

All male students must register for selective service. You may register in the Guidance Office. Failure to register in a timely fashion will result in the revocation of the HOPE scholarship and render the FAFSA application null and void.

Sexual Harassment

Sexual Harassment is a form of discrimination prohibited by the Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 and local Board Policy GAE. Pelham High School is committed to maintaining a learning environment that is free from sexual harassment, where all employees and students can work and study together harmoniously. The school district will act to investigate all complaints, formal or informal, verbal or written, and to discipline any student or employee who sexually harasses another student or employee of the school district.

Stolen Items

PHS is not responsible for securing personal valuables. Each student is provided a locker rental for securing these items. Students should not have and do not need the following: large amounts of money, cell phones, air pods, expensive jewelry and other valuable items on campus. **It is the responsibility of the student to secure their personal valuables while on campus.** PHS is not responsible for personal items stolen at PHS. A report can be filed by the Pelham Police Department for stolen items. The PHS Administration will not be obligated to investigate stolen items.

Student Fines

Any student that owes money to Pelham High School (i.e. lunchroom charges, athletics fees, traffic and parking citation fees, and damaged school property) may not be allowed to participate in extracurricular activities (i.e. sports, homecoming, prom, graduation, and clubs). The principal retains the option to work with the parent in order to seek a fair and equitable solution that may be beneficial to all parties. The principal also retains the option to hold report cards and or schedules for students that owe fines. All fines must be paid by the student before participating in the graduation ceremony and receiving his/her diploma.

Student Grievance

PHS acknowledges the rights of students and has established a policy for which students can file a grievance. The student should follow the steps below:

1) Try to settle the issue first with the teacher.
2) If relief is not granted, then appeal should be taken to the guidance counselor.
3) If the problem is not resolved, then an appeal can be made to the principal.
4) Appeals beyond the principal's office should be made with the superintendent.

Student Parking

Student parking is a privilege that can be revoked. Student vehicles that are driven to school and parked in the areas designated for student parking are subject to search by the school administration if reasonable suspicion is present. Student parking decals for the parking area will be sold through the office. A time will be established for students to buy the parking decals. The parking spaces are numbered and a vehicle in that space must have the corresponding decal number. The cost of the numbered parking spaces is $20.00 for the year. Students will be permitted to register only 2 vehicles with the school. Only those 2 vehicles will be permitted in the parking lot. Vehicles without a parking permit can be towed at the discretion of the principal and at the expense of the student or parents of the student. Parking will require a PHS permit. This procedure is in place as part of providing a safe school environment. Students will be required to provide a valid driver's license, tag number and proof of insurance to get any permit. In addition, students and parents will have to sign and abide by the PHS Parking Contract. Parking spaces will be sold on a first–come basis.

Work-Based Learning (WBL) Program Eligibility and Requirements

The Work-Based Learning (WBL) Program provides eligible students with an opportunity to gain real-world work experience aligned with their career goals. Participation in the WBL program is a privilege and requires students to meet the following criteria:

Eligibility Requirements:

- Must be at least 16 years old.
- Must be classified as a junior or senior.
- Must be on track to graduate as determined by academic records.
- Must comply with school attendance policies:
    - No more than 3 absences per semester.
    - No more than 6 absences per academic year.
- Must have no major disciplinary issues as determined by school administration.

Credit and Hour Requirements:

- Students will earn one unit of elective credit for successful completion of the WBL course.
- Students must work a minimum of 7.5 hours per week for each block of WBL scheduled (e.g., 15 hours per week for two WBL blocks).
- Failure to meet these requirements may result in removal from the WBL program and loss of credit. Regular check-ins, employer evaluations, and documentation of hours are mandatory components of the program.

CODE OF STUDENT CONDUCT AND DISCIPLINE

VIOLATIONS and the CONSEQUENCES

No student has the right to interfere in any way with his fellow classmates' right to learn. It is expected that each student will observe a code of personal conduct, which will not interfere with the educational opportunities of other students. Students are expected to conduct themselves in compliance with school regulations and to exhibit courtesy and respect for authority at all times. The principal and faculty shall encourage desirable behavior and will enforce rules that are necessary for the efficient operation of their school. Rules for student conduct apply while the students are on school grounds at any time, off the school grounds at a school activity, function or event, in route to and from school whether walking or in a private vehicle, on school transportation, or in a private vehicle used to transport students to a school-sponsored function. Violation of school policies by students may jeopardize their right to attend Pelham City Schools.

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history and other relevant factors.

The following disciplinary actions may be imposed for any violation of this Code of Conduct:

- Notification of Parents
- Loss of Privileges
- Temporary Removal from Class or Activity
- Warning and/or Counseling with a School Administrator or Counselor
- Parent Conference
- Detention
- Short-term Suspension
- Out- of- School Suspension
- Referral to a Tribunal for Long-term Suspension or Expulsion
- Suspension or Expulsion from the School Bus
- Referral to Law Enforcement or Juvenile Court Officials: Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

The maximum punishments for an offense include long-term suspension or expulsion, including permanent expulsion, but only a disciplinary tribunal will determine those punishments.

Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parents will be notified, if possible. School officials may involve law enforcement officials when evidence necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus, student book bags, school lockers, desks and other school property are subject to inspection and search

by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. Metal detectors and drug or weapon-sniffing dogs may be utilized at school or at any school function, including activities that occur outside normal school hours or off the school campus at the discretion of administrators.

DEFINITION OF TERMS

ASSAULT: Any threat or attempt to physically harm another person or any act that reasonably places another person in fear of physical harm. (Example: threatening language or swinging at someone in an attempt to strike)

BATTERY: Intentionally making physical contact with another person in an insulting, offensive, or provoking manner or in a way that physically harms the other person. (Example: fighting)

CHRONIC DISCIPLINARY PROBLEM STUDENT: A student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and which are likely to recur.

DANGEROUS OBJECT: Any object listed in OCGA 6-11-127 that is not used in a threatening or aggressive manner.

DETENTION: A requirement that the student report to a specified school location and to a designated teacher or school official to make up work missed. Detention may require the student's attendance before school or after school. Students are given one day's warning so that the parents or guardians can make arrangements for transportation.

DISCIPLINARY TRIBUNAL: School officials appointed by the Board of Education to sit as fact finder and judge with respect to student disciplinary matters.

DRESS CODE: The current dress code is explained in JCDB.

DRUG: The term "drug" does not include prescriptions issued to the individual, aspirin or similar medications and/or cold medications that are taken according to product use recommendations. All medications are to be registered with the school office.

EXPULSION: Suspension of a student from a public school beyond the current school quarter or semester. Only a disciplinary tribunal may take such action.

EXTORTION: Obtaining money or goods from another student by violence, threats, or misuse of authority.

FIREWORKS: The term "fireworks" means any combustible or explosive composition or any substance or combination of substances or article prepared for the purpose of producing a visible or audible effect by combustion, explosive, deflagration, or detonation, as well as articles containing any explosive or flammable compound and tablets and other devices containing an explosive substance.

GAMBLING: Engaging in a game or contest in which the outcome is dependent upon chance even though accompanied by some skill, and in which a participant stands to win or lose something of value.

IN-SCHOOL SUSPENSION: Removal of a student from class(es) or regular school program and assignment of that student to an alternative program isolated from peers.

SUSPENSION: Removal of a student from the regular school program for a period not to exceed 10 days (short-term) or for a period greater than 10 days (long-term, which may be imposed only by a disciplinary tribunal.) During the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

THEFT: The offense of taking or misappropriation of any property of another with the intention of depriving that person of the property, regardless of the manner in which the property is taken or appropriated.

WAIVER: A waiver is an agreement not to contest whether a student has committed an infraction of the Code of Conduct and the acceptance of consequences in lieu of a hearing before a disciplinary tribunal.

WEAPONS: Any firearm or any object from the list of devices found in OCGA16-11-127.1 used in a threatening or intimidating manner. The following things may be defined as weapons: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, any bat, club, or other bludgeon-type weapon, any stun gun or taser, bowie knife, switchblade knife, any other knife, straight-edge razor or razor blade, spring stick, metal knucks, chains, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way as to allow them to swing freely, which may be known as a nunchaku, or fighting chain, throwing star or oriental dart, or any weapon of like kind.

OFFENSE These plans of action are designed for high school students who violate the **Code of Student Conduct/Discipline. These are guidelines, but administrative discretion may be used when deemed necessary.**

Rule 1

DISRUPTION AND INTERFERENCE WITH SCHOOL

No student shall:

a. Block any entrance, occupy any school building, prevent any class or function from taking place, prevent any student, guest, or employee from using any normal pedestrian vehicular traffic path or otherwise deprive others of free access to, or use of, any facility, program, or activity associated with the Pelham City Schools.	1st offense: 1-3 days suspension 2nd offense: 3-5 days suspension 3rd offense: 1-10 days suspension and possible referral to police and/or sheriff's dept.

b. Set fire to or in any school building or property c. Cause a false fire alarm.	Mandatory 10 day suspension and possible tribunal. Possible referral to police and/or sheriff's dept. Mandatory parent conference and discipline measure will be at administrations' discretion
d. Possess, discharge or otherwise threateningly use any explosives or fireworks criminal charge (1) on the school grounds at any time; (2) at any school activity, function, or event; (3) in route to and from school functions	Mandatory 10 day suspension and possible tribunal. Possible referral to police and/or sheriff's dept.
e. Continuously or intentionally disrupting class by making noise or acting in a manner that interferes seriously with the teacher's ability to conduct class. Any items used in the disruption of a school function will be confiscated.	1st offense: 1-3 days ISS 2nd offense: 3-5 days ISS 3rd offense: 1-5 days suspension
f. Students shall not engage in any disruptive behavior that hinders the orderly conduct of school functions (class transition, learning in the classroom, eating lunch, etc.) with rough, boisterous behavior that involves name calling or the touching of other students in a playful manner (**horseplay**).	1st offense: 1-3 days ISS 2nd offense: 3-5 days ISS 3rd offense: 1-5 days suspension
g. In any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, **social media postings**, audio/video, airdrop, sharing, or any other conduct, that intentionally causes the disruption of any lawful mission, process, or function of the school. This includes taking pictures or video of faculty, staff, or students and sharing or posting through social media.	1st offense: 3-5 days ISS or suspension 2nd offense: 3-5 days suspension 3rd offense: 5-10 days suspension
h. Refuse to identify oneself or give false identity upon request of any teacher, principal, superintendent, school bus driver, or other authorized school personnel. i. False reports to administrators or teachers.	1st offense: 1-3 days ISS or suspension 2nd offense: 3-5 days ISS or suspension 3rd offense: 5-10 days suspension
j. Refuse to submit to a search conducted by a school administrator or their designee.	1-10 day(s) ISS/OSS and possible tribunal. Possible referral to police and/or sheriff's dept.

k. Receiving 4 or more OR referrals within a semester in one class. l. Receiving additional OR after getting ISS for cumulative OR offenses will constitute a 2nd and/or 3rd offense under rule k.	1st offense: 1-3 days ISS 2nd offense: 3-5 days ISS 3rd offense: 1-5 days suspension, parent conference, behavior contract
m. Urge, encourage, or counsel other students to violate any of the preceding paragraphs of this rule.	1st offense: 1-3 days ISS or suspension 2nd offense: 3-5 days suspension 3rd offense: 5-10 days suspension
n. Removal from Saturday school for disruption.	1st offense: 1-3 days ISS 2nd offense: 3-5 days ISS 3rd offense: 3-5 days ISS and revocation of Saturday school privileges.

Rule 2

VANDALISM, TRESPASSING, DAMAGE, OR DESTRUCTION OF PROPERTY

A student shall not willfully and/or maliciously destroy, damage, or deface public or private property, real or personal. No student shall enter or remain on school campus or school board facility without authorization.	3-10 days ISS or suspension; possible referral to tribunal and/or possible referral to police or sheriff's dept. Restitution in all cases.

Rule 3

DAMAGE, DESTRUCTION, THEFT, EXTORTION, BURGLARY, LARCENY, OR ROBBERY OF PRIVATE OR PUBLIC PROPERTY

A student shall not cause or attempt to cause damage or destruction to private or public property, shall not burglarize, shall not commit larceny/theft or robbery, either on the school grounds or during a school activity, function, or off school grounds or while under school supervision. This also includes theft or attempted theft of a motor vehicle.	1-10 day(s) suspension and possible tribunal. Possible referral to police and/or sheriff's dept. Restitution in all cases.

Rule 4

PHYSICAL ASSAULT AND/OR PHYSICAL VIOLENCE ON A PERSON EMPLOYED BY THE SCHOOL

a. A student shall not threaten to cause physical injury or behave in such a way as could reasonably cause physical injury to a school employee on the school grounds or while the school employee is engaged in the performance of his/her official duties at a school related function. This includes touching, striking, pushing or threatening bodily or psychological harm to any school employee.	1-10 day (s) suspension and possible tribunal. Possible referral to police and/or sheriff's dept.
b. A student shall not commit any act of physical violence against a teacher, school bus driver, or other school official or employee while the school employee is engaged in the performance of his/her official duties at a school related function.	1-10 days suspension and possible tribunal. Possible referral to police and/or sheriff's dept.

Rule 5

ASSAULT AND/OR BATTERY ON A PERSON NOT EMPLOYED BY THE SCHOOL

a. No student shall threaten, intimidate, harass, bully, or engage in verbal altercations with or without physical contact on or off school grounds or at a school related function or by use of data or software that is accessed through a computer, computer system, or computer network or through other electronic technology of a local school system, or other means of technology including social media.	3-10 days ISS or suspension; possible referral to tribunal and/or police or sheriff's department
b. The forceful removal of another student's belongings or clothing (e.g. pantsing).	3-10 days ISS or suspension; possible referral to tribunal and/or police or sheriff's department
c. No student shall fight, or cause physical abuse or injury to any person on school grounds during, immediately before, or immediately after school hours or at any other time when the school is being used for a school function.	5-10 day suspension; possible referral to tribunal and/or police or sheriff's department

d. No student shall videotape a fight or any other form of physical aggression that creates a hostile educational environment.	3-10 days ISS or suspension; possible referral to tribunal and/or police or sheriff's department

Rule 6A

POSSESSION OF A WEAPON ON SCHOOL PROPERTY OR AT SCHOOL FUNCTIONS (policy JCDAB)

A student shall not carry, possess, or have under control, any weapon on school property, at a school function, on a bus or any other transportation furnished by the school.	10 day suspension; referral to tribunal and police or sheriff's department

The term "weapon" means and includes any firearm or any object from the list of devices found in OCGA16-11-127.1 used in a threatening or intimidating manner. The following things may be defined as weapons: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, any bat, club, or other bludgeon-type weapon, any stun gun or taser, bowie knife, switchblade knife, any other knife, straight-edge razor or razor blade, spring stick, metal knucks, chains, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way as to allow them to swing freely, which may be known as a nunchaku, or fighting chain, throwing star or oriental dart, or any weapon of like kind. Baseball bats, hockey sticks, or other sports equipment possessed by competitors for legitimate athletic purposes shall not apply.

Rule 6B

POSSESSION OF A DANGEROUS OBJECT ON SCHOOL PROPERTY OR AT SCHOOL FUNCTIONS

A student shall not carry, possess, or have under control, any dangerous object on school property, at a school function, on a bus or any other transportation furnished by the school. The term "dangerous object" means any object listed in OCGA 16-11-127 that is not used in a threatening or aggressive manner.	3-10 days ISS or suspension; mandatory parent conference

Rule 7

DISREGARD OF DIRECTIONS OR COMMANDS

a. A student shall not fail to comply with reasonable directions or commands of teachers, paraprofessionals, principals, school bus drivers, or other authorized personnel when on school grounds or during a school activity, function, or event off school grounds or while under school supervision.	1st: 1-3 days ISS 2nd: 3-5 days ISS 3rd: 1-5 days suspension 4th: Mandatory parent conference and discipline measure will be at administrations' discretion up to possible tribunal hearing.

Rule 8

UNAUTHORIZED AREA

a. Being in an unauthorized area during class time. This includes being in the student parking lot during school hours without a pass signed by an administrator, loitering in the bathroom or hallway, in unauthorized hallways during lunch, or being in a restroom stall with another student. b. A student should have a valid hall pass approved by a teacher any time he/she is out of class. This also applies to dual enrollment students. Falsified SmartPasses will be subject to disciplinary action. c. All students should exit the building at 3:15 pm unless under the direct supervision of a teacher, coach, or sponsor. d. Restrooms are unauthorized areas during class transitions and require teacher permission to enter. e. All students should immediately report to the school building upon arrival. Students arriving by bus, parent drop-off, or walking may not go to the student parking lot.	1st: 1 – 3 days ISS 2nd: 3 – 5 days ISS 3rd: 1 – 5 days suspension 4th: Mandatory parent conference and discipline measure will be at administrations' discretion up to possible tribunal hearing.

Rule 9

NARCOTICS, ALCOHOLIC BEVERAGES, AND STIMULANT DRUGS, OR ANY OTHER CONTROLLED SUBSTANCE (policy JCDAB)

a. A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any drugs requiring a prescription controlled by the Ga. State Board of Pharmacy (unless lawfully prescribed for use by the specific student). This includes but is not limited to rolling papers, pipes, baggies, or any other drug paraphernalia.	Mandatory parent conference. 1 - 10 day(s) ISS or suspension; possible referral to tribunal and/or police or sheriff's department.
b. A student shall not possess, sell, use, transmit, or be under the influence of any alcoholic beverage or intoxicant of any kind, nor shall any student possess, sell, or transmit any substance, represented to be one of such prohibited substances while on school grounds or during a school activity, function, or event off school grounds or while under school supervision.	
c. A student shall not possess, sell, use, transmit, or be under the influence of any cannabidiol (CBD), tetrahydrocannabinol (THC, Delta-8, Delta-9, etc.), or other such marijuana related products.	
d. A student shall deposit in the principal's office (or other location determined by the principal) all lawfully prescribed drugs when he/she arrives at school. A student shall not sell, use, or transmit any medication, prescription or non-prescription to another student while on school grounds or during a school activity, function, or event off school grounds or while under school supervision.	
e. A student shall not disrupt the classroom environment with the smell of marijuana either on person or clothes.	1st: Parent contact and student change clothing 2nd: Mandatory parent conference; 3 days suspension 3rd: Mandatory parent conference: 5 day suspension; referral to police or sheriff's department 4th: 10 day suspension; referral to tribunal and police or sheriff's department

Rule 10

ATTENDANCE

a. Truancy: Skipping all day	1st: 1 – 5 days ISS 2nd: 5 – 10 days ISS 3rd: 1 – 5 days suspension
b. Skipping class or required in-school activity (being out of class for more than 10 minutes): Also applies to students who do not sign in through the attendance office when late to school.	1st: Mandatory administration/parent/student conference 2nd: 1 – 3 days ISS 3rd: 3 – 5 days ISS 4th: 1 – 5 days suspension
c. Leaving campus without permission (not signing out in the attendance office when leaving school).	1st: 1 – 5 days ISS 2nd: 5 – 10 days ISS 3rd: 1 – 5 days suspension
d. Tardiness: Students who are late for class are tardy (no more than 10 minutes.) * Not attending detention will result in assignment to ISS * Not attending Saturday School will result in assignment to ISS	1st – 3rd: warning 4th: parent contact 5th: lunch detention 6th: 1 day of detention (before or after school - 45 minutes) 7th 1 day Saturday School 8th: 1 day ISS (may be substituted for Saturday School if the student has not missed Saturday School) Additional tardies will require a parent conference and attendance contract. The penalty process will reset on the 9th tardy.

Rule 11

DRESS AND GROOMING

Refer to student dress code	1st – 3rd: Warning and have someone bring the student clothing that adheres to the dress code within a reasonable amount of time, or spend the remainder of the day in OR. 4th:1 day ISS 5th: 2 days ISS 6th: 3 day ISS 7th: 1-5 days suspension Subsequent Offenses: Mandatory parent conference and discipline measure will be at administrations' discretion.

Rule 12

PARKING AND TRAFFIC VIOLATIONS ON CAMPUS

A student shall not abuse school parking regulations or operate a motor vehicle in such a way as to cause damage to public or private property located on school grounds or in such a way as to endanger life or limb of persons utilizing school facilities, driveways, or parking areas.	1st: 5 days parking suspension 2nd: 10 days parking suspension 3rd: progressive days parking suspension
a. speeding, reckless driving, spinning tires	1st: 10 days parking suspension 2nd: parking privileges revoked
b. student parking on campus without a permit or in visitors parking	1st: warning 2nd: School Disciplinary action 3rd: Law enforcement will be notified

Rule 13

USE OF PROFANE, VULGAR, OR OBSCENE WORDS, OR OTHER ACTIONS WHICH DISRUPT SCHOOL SYSTEM OPERATIONS

a. Directed toward a staff member, bus driver, or any other school or school-related employee.	1st: 1 - 5 days suspension 2nd: 5 - 10 days suspension 3rd: referral to tribunal
b) About a situation that may involve teachers and/or students, but is not directed at a teacher or student. c) Directed toward a student. d) In general conversation with other students.	1st: 1 – 3 days ISS 2nd: 3– 5 days ISS 3rd 1 -5 days suspension

Rule 14

GAMBLING or PEDDLING ON SCHOOL PROPERTY OR AT A SCHOOL FUNCTION

Gambling on school property or at a school function is prohibited. Gambling shall not be confined to real currency. Any token economy gambling (casino chips, fake money, etc.) will also be subject to PHS' gambling policy. Fake currencies will be confiscated with or without gambling activity.	All offenses: Confiscation of proceeds and paraphernalia, suspension permissible. 1st: 1 – 3 days ISS 2nd: 3– 5 days ISS 3rd: 1 -5 days suspension 4th: 1-10 day(s) suspension possible and/or referral to the hearing officer and/or police or sheriff's department

Rule 15

MISBEHAVIOR ON BUS (policy JCDAD/EDCB)

The age of the child and the severity of the offense will be taken into consideration in the administration of disciplinary action.	1st: Admin. warning and/or bus suspension 1-3 days 2nd: Bus suspension 1-3 days 3rd: Bus suspension 3-5 days 4th: Bus suspension 5-10 days 5th: Revoke bus riding privileges for the remainder of semester, or 10 days, whichever is greater

Rule 16

CRIMINAL LAW VIOLATIONS

A student who could be and/or has been formally charged with violation of the criminal law off campus and whose presence on the school campus may endanger the safety of other students and/or cause substantial disruption to school operations a. LEAs are authorized to refuse to readmit/enroll any student who has been suspended/expelled for being convicted of, being adjudicated to have committed, being indicted for, or having information filed for the commission of any felony or any delinquent act (under Code Sections 15-11-602 and 15-11-707) which would be a felony if committed by an adult. If refused readmission or enrollment, the student or the student's parent/legal guardian has the right to request a hearing pursuant to the procedures provided for in Code Section 20-2-754. b. A hearing officer, tribunal, panel, superintendent, or board shall be authorized to place a student denied enrollment under the above section in an alternative educational setting as appropriate and in the best interest of the student and the education of other students within the system. c. It is the policy of the State of Georgia that it is preferable to reassign disruptive students to Achievement Center rather than to suspend or expel such students from school.	The offending student will not be allowed to attend Pelham High School and will be served virtually through a system-adopted online program or placed in the Achievement Center.

Rule 17

SEXUAL HARASSMENT/MISCONDUCT

a. Sexual harassment may include teasing, jokes, remarks, questions, pressures for dates, denial of benefits or opportunities for advancement of achievement if a sexual advance is rejected, leering, touching, pinching, commenting about a person's body, writing suggestive notes, drawing offensive pictures, making obscene gestures, or possession of offensive literature on school property, during school functions, or under school supervision. Pornography of any kind is also a violation of this rule.	Mandatory parent conference. 1–10 day(s) ISS/OSS and/or referral to tribunal and/or police or sheriff's department
b. Sexual misconduct may include molesting another student, indecent exposure (e.g. mooning, exposure of privates), rape, or any overt heterosexual or homosexual act on school property, during school functions.	1-10 days suspension, referral to tribunal, and/or referral to legal authorities
c. Public Display of Affection	1st: warning 2nd: 1– 3 days ISS 3rd: 1– 5 days ISS or suspension

Rule 18

RUDE AND DEFIANT BEHAVIOR

No student shall curse, talk back, "sass" or intentionally argue in a demanding or disruptive manner with any school system employee or another student.	1st: 1 - 3 days ISS 2nd: 1 - 5 days ISS 3rd: 1 - 5 days suspension

Rule 19

USE OR POSSESSION OF TOBACCO

Possession and/or use of tobacco products in any form is prohibited on campus, on school buses, and at school activities and functions. This includes lighters, matches, and any tobacco product including nicotine delivery devices (ENDS), e-cigarettes, e-hookah, vapes, vape pens, combustible and smokeless tobacco products. **(confiscation for all offenses)**	1st: 3 days ISS 2nd: 3 days OSS 3rd: Mandatory parent conference. 1–10 day(s) ISS/OSS and/or referral to tribunal and/or police or sheriff's department

Rule 20

A – CHEATING *For all offenses students will receive a zero on the assignment and not be allowed to make-up assignment.	1st: Parent Conference 2nd: 1 day ISS 3rd: 3 days ISS
B – FORGERY	1st: 1 – 5 days ISS 2nd: 1 – 5 days suspension 3rd suspension progressive

Rule 21

RACIAL HARASSMENT	Mandatory parent conference. 1–10 day(s) ISS/OSS and/or referral to tribunal and/or police or sheriff's department

Rule 22

CUMULATIVE OFFENSES

Students who have repeatedly violated the rules of the Student Code of Conduct and Discipline over a period of time will be cumulative offenders	At any point in the discipline process, administrators will meet to review the considered behaviors and make recommendations for appropriate disciplinary action. (Legal reference: O.C.GA.20-2-764, 1995)

Rule 23

VIOLATIONS OF STRICT PROBATION

A student shall not fail to comply with strict probation imposed by the Tribunal or the Board of Education.	Mandatory parent conference and discipline measure will be at administrations' discretion

Rule 24

TECHNOLOGY FRAUD, ABUSE, OR MISUSE

a. Willful or intentional unauthorized access to alter, damage, destroy or attempt to destroy any computer, computer system, computer network software, program, or data. The transmission of any material by e-mail or file transfer that violates state or federal regulations (or which is obscene/vulgar) is prohibited.	1-10 day(s) suspension possible and/or referral to the hearing officer and/or police or sheriff's department
b. The use of the internet to search for information on prohibited substances, materials, or actions (drugs, alcohol, firearms, explosives, murder, suicide, etc.) when on or off school grounds or during a school activity, function, or event is prohibited.	1-10 day(s) ISS/OSS and/or referral to tribunal and/or police or sheriff's department
c. The use of prohibited personal electronics during class time.	1st: Parent contact 2nd: 1-3 days ISS, $15 fine, parent contact 3rd+: 1-3 days ISS, $25 fine, parent contact In all cases, an administrator will confiscate the device and only a parent or guardian may pick up the device after school. Refusal to turn in the device will result in additional penalties.

Rule 25

THREATS, INTIMIDATION, AND TERRORISTIC THREATS

Any threat(s) to do harm to one or more persons or property of, in, or in any way related to any school or school system is/are prohibited. A prohibited threat or intimidation may take the form of, without limitation, one or more statements made verbally, in writing, or through any electronic means; one or more gestures; or general demeanor. A prohibited threat or intimidation may be directed toward, without limitation, any administrator(s), teacher(s), paraprofessional(s), staff member(s), school bus driver(s) or drivers' helper(s), student(s), students' parent(s) or guardian(s), or attendee(s) at any school-sponsored event(s). Examples of prohibited threats or intimidation include, without limitation: • placing one or more persons in fear of bodily harm; • threatening to subject physical, personal, or real property to harm or damage; • making a bomb threat or some other threat of attack; • pulling or activating, without authorization, one or more fire alarm(s) or security system(s); or • threatening, stating, or expressing an interest in using or discharging a firearm in, at, near, around, or toward, or otherwise "shooting" or "shooting up," any person(s), school(s), or school property or premises.	1-10 day(s) ISS/OSS and/or referral to tribunal and/or police or sheriff's department

Rule 26

DISREGARD OF CAFETERIA PROCEDURES

a. Leaving trays and trash on tables or in walking areas instead of properly disposing of them in trash cans.	1st: 1 day lunch detention 2nd: 2 days lunch detention 3rd: Assigned lunchroom seating

The administration of Pelham High School reserves the right to make any additions, deletions, or revisions to the Code of Student Conduct and Discipline for the well-being of the student body and the educational process.

Computer/Internet User Policy IFBGA 6-17-1997

All computers in Pelham High School are the property of the Pelham City School System. Students shall only use computers and software for educational purposes in conjunction with assignments given by faculty of PHS. Any student that is found using computers or software in a non-educational setting will be subject to discipline procedures.

STUDENT REPORTING OF SEXUAL ABUSE OR MISCONDUCT

"20-2-751.7.(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

(a) Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

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

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

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

"Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

"Sexual misconduct" includes behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child. Educator sexual misconduct by an educator may include, but is not limited to, the following behavior:

1. Made sexual comments, jokes, or gestures.
2. Showed or displayed sexual pictures, photographs, illustrations, or messages.
3. Wrote sexual messages/graffiti on notes or the internet.
4. Spread sexual rumors (i.e. said a student was gay or a lesbian).
5. Spied on students as they dressed, showered or used the restroom at school.
6. Flashed or "mooned" students.
7. Touched, excessively hugged, or grabbed students in a sexual way.
8. Forced a student to kiss him/her or do something else of a sexual nature.
9. Talked or asked about a student's developing body, sexuality, dating habits, *etc.*
10. Talked repeatedly about sexual activities or sexual fantasies.
11. Made fun of your body parts.
12. Called students sexual names.

FALSE ACCUSATION OF AN EDUCATOR-HB 1321

The Georgia Legislature enacted a law, which became effective July 1, 2008, addressing falsified, omitted, or erroneous reports of inappropriate behavior by educators towards students. The following procedure will be followed:

1. The student will provide a written statement of complaint to the school principal.

2. The school principal will notify the parent/guardian and the Superintendent the day the written statement is received.

3. The school administration will begin to investigate the accusation the day the written statement is received, keeping the teacher, parent/guardian, the Superintendent, and law enforcement apprised of all developments.

4. A ruling will be determined within three working days of the receipt of the student's written complaint.

5. If the allegation is substantiated, school system procedures will take place for the discipline of the educator and the reporting to the Professional Standards Commission.

6. If the allegation is deemed unsubstantiated, the student will be suspended for a minimum of five days and can be expelled if deemed necessary by school and system officials. In addition, court ordered community service or any other court sanction may occur for students over ten years of age. Students under ten years of age can be suspended for up to ten days.

PELHAM CITY BOARD OF EDUCATION

NON-DISCRIMINATION POLICY

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990); or disability (Section 504 of the Rehabilitation Act of 1973 and the Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

Employees, students, and the general public are hereby notified that the Pelham City Board of Education and the Pelham City Schools do not discriminate in any educational program or activities or in employment practices. Inquiries concerning any of these matters may be addressed to Mr. Laron Smith at 203 Mathewson Avenue, Pelham, Georgia 31779, telephone 229-294-8715 or to the following individuals:

Title VI Coordinator **Section 504/ADA Coordinator** **Title II Coordinator**	**Vince Frosteg** **Director of Teaching and Learning** **203 Mathewson Avenue** **Pelham, Georgia 31779** **229-294-8715**
Title IX Coordinator **Sports Equity Coordinator**	**David McCurry** **Athletic Director** **203 Mathewson Avenue** **Pelham, Georgia 31779** **229-294-8715**
Title VI-B Coordinator	**Laron Smith** **Superintendent** **203 Mathewson Avenue** **Pelham, Georgia 31779**

Inquiries concerning any of these matters may also be addressed to the Regional Office for Civil Rights, Atlanta, Georgia, 30323, or to the Director, Office for Civil Rights, Education Department, Washington, DC 20201.

NOTA DE NO DISCRIMINACION

Es la política de la Junta Educacional del Condado de Decatur de no discriminar en función a raza, color, origen nacional, sexo, edad, estatus de veterano, o condición de discapacidad en sus programas educacionales, actividades, y prácticas de empleo. La Junta cumplirá con todos los aspectos del Título IX de las Enmiendas de Educación de 1972, Título VI de la Ley de los Derechos Civiles de 1964 (modificado, 1973), Título VII de la Ley de los Derechos Civiles de 1964, (modificado, 1974), Título XXIX del la Ley de Discriminación por Edad de 1967, y sección 504 de la Ley de Rehabilitación de 1973, y Título II de la Ley de Educación Profesional Carl D. Perkins de 1984. Para información de conformidad contactar al **Mr. Laron Smith, 203 Mathewson Ave, Pelham, Georgia 31779, 229-294-8715.**

School Sponsored Clubs

Senate Bill 413 and code section 20-2-705 provides that each local board of education shall include in the student code of conduct, distributed annually at the beginning of each school year, information concerning school clubs and organizations. This information must include the name of the club or organization, mission or purpose, name of the club's faculty advisor, and a description of past or planned activities. There must also be a place on the notice for the parent or guardian to decline permission for his or her student to participate in a club or organization designated by him or her.

Debate Club
Advisor: Savannah Griner
Mission: To give each student an opportunity to be a part of a larger community and to understand the importance of discussion, the art of debate, and the impact of conceding gracefully.
Activities: Competitions allow students to display their skills and compete for scholarships

Drama
Advisor: Melena Swinson
Mission: To provide students with the opportunities and skills to speak and act publicly, building their capacity to confidently engage as leaders in their post high school journeys. Theatre education encourages creativity, confidence, and collaboration as students encourage one another to take on roles and responsibilities that will move our community to laugh, cry, reflect, and revel in the stories they bring to life.
Activities: One act play, literary competition, extemporaneous speaking, dramatic interpretation, set building, costume design, lighting and sound tech, blocking, choreography, reading dramatic literature, and public speaking.

Family, Career, & Community Leaders of America (FCCLA)
Advisor: April Singletary
Mission: Family, Career, & Community Leaders of America is a co-curricular organization sponsored by the Family and Consumer Sciences Department. FCCLA provides students opportunities to improve their personal, family, and community living through individual, family, school, and community projects.
Activities: Students may participate in competitive events, Power of One modules, classroom projects, and extracurricular activities.

Fellowship of Christian Athletes (FCA)
Advisors: Bobby and Cathe Hoskins
Mission: To present to athletes and coaches and all whom they influence the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in fellowship of the church.
Activities: monthly meetings during HELO; fellowship outings (i.e. bowling, eating out); FCA youth rallies; and fundraising for summer camps.

Future Farmers of America (FFA)
Advisor: Tanner Allen
Mission: To make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.
Activities: livestock exhibition, community service learning opportunities, land judging, forestry, public speaking, parliamentary procedure, floriculture, wildlife, and agriculture mechanics contests

Mitchell County 4-H
Mission: To assist youth in acquiring knowledge, developing life skills, and forming attitudes that will enable them to become self-directing, productive and contributing members of society.
Activities: 4-H meetings, livestock shows, projects for fairs, community service projects, fruit and Boston Butt sale fundraiser, 4-H camp, project SAFE, fall forum, state council, and district project achievement

Senior Beta Club
Advisor: Malena Swinson
Mission: To promote character, foster service and leadership in the school and community, and reward academic achievement.
Activities: Members participate in monthly service projects which include sponsoring blood drives, volunteering in the community, making shoe boxes for Samaritan's Purse, decorating the nursing home at Christmas, and awarding senior scholarships.

Skills USA
Advisor: Julia McKenzie
Mission: SkillsUSA is a student organization that helps you build real-world skills for success in your future career. It combines hands-on learning with leadership opportunities and fun competitions in a wide range of career areas. You'll get to grow your confidence, work as a team, and connect with industry leaders. It's a great way to prepare for life after school while making friends and learning what you love.
Activities: Champion's Rally Fair, Skills Challenges, Building the program from the ground up, Region Competition, State Conference

Student Government
Advisor: Josi Lewis
Mission: To provide students with leadership opportunities to address the needs and concerns of the student body. These student leaders will one day mature into leaders in our wonderful community, and the practice afforded by student government will foster the communication and problem solving skills that these students will need to one day take on that challenge.
Activities: Discuss, plan and implement solutions to student body issues, plan incentives for the student community, and work on community service projects.

Parent Notification

Pelham High School has listed on the preceding pages a list of all clubs and organizations along with the name of the advisor(s) and mission or purpose of the club/organization. The handbook shall also include a section for the parent(s)/guardians to decline permission for his or her student to participate in a club/organization designated by him or her.

Student's Name:_____

Student's Signature:_____

Parent's Name:_____

Parent's Signature:_____

My child cannot participate in the following clubs/organizations at PHS:

1._____

2._____

3._____

4._____

5._____

6._____

Pelham High School operates a website and Facebook page with the intention of informing our students/parents/community of ongoing events and information pertaining to PHS. PHS will include photographs of our students doing extraordinary things such as involvement in sports, clubs, academic endeavors and the fine arts. Parents of PHS students have the right to request that their student's picture not be included on the social media websites.

My child <u>cannot</u> have their picture included on the PHS website or other social media or print media.

Parent's Name:_____

Parent's Signature:_____

Pelham City Schools
Pelham Board of Education
203 Mathewson Ave.
Pelham, GA 31779
www.pelham-city.k12.ga.us

Vincent Frosteg
Director of Teaching & Learning
(229) 294-8715
(229) 294-2760 Fax
vfrosteg@pelham-city.k12.ga.us

INTRADISTRICT TRANSFER OPTION PARENT NOTIFICATION SY26

July 1, 2025

Dear Parent(s)/Guardian(s):

All schools within the Pelham City School district are school-wide Title I schools. As such, we must notify parents of their Intradistrict Transfer Rights, also known as HB251, even where no intradistrict transfer option is available. HB251 does not apply to districts with only one school at each level (i.e., one primary school, one elementary school, one middle school, one high school, or one combination school); therefore, this option is not available within Pelham City Schools.

Pelham City Schools takes pride in the teaching we provide for our children. Our teachers and staff members work very hard to meet the needs of all students to ensure they achieve at their highest potential.

An important part of our success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact Cindy Smith, Parent Involvement Coordinator, at 229-294-8170 or csmith@pelham-city.k12.ga.us.

Thank you for all that you do to support your child's education.

Sincerely,

Vincent E. Frosteg

Vincent Frosteg, Director of Teaching & Learning

PARENTS' RIGHT TO KNOW

Professional Qualifications of Teachers & Paraprofessionals Qualifications

In compliance with the requirements of the Every Students Succeeds Act, Pelham City Schools would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- 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.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact Mr. Vincent Frosteg, Director of Teaching & Learning, at (229) 294-8715. You may also contact the school principal.

DERECHO DE LOS PADRES A SABER

Derecho a conocer las calificaciones profesionales de los maestros y paraprofesionales

Conforme a los requisitos de la Ley para que todos los alumnos tengan éxito, a la Pelham City Schools le gustaría comunicarle que puede solicitar información sobre las calificaciones profesionales del (de los) maestro(s) y/o paraprofesional(es) de su hijo/a. Puede solicitarse la siguiente información:

- Si el maestro del alumno:
  - ha cumplido con la calificación y los requisitos para la licencia del Estado para los niveles del grado y las asignaturas en las que el maestro enseña;
  - está enseñando en carácter provisional o de emergencia a través del cual no se exigen los requisitos para la licencia ni la calificación del Estado y
  - está enseñando en el campo de la disciplina de la certificación del maestro.
- Si son paraprofesionales los que le brindan servicios al alumno y, de ser así, sus calificaciones.

Si desea solicitar información acerca de las calificaciones del maestro y/o paraprofesional de su hijo/a, comuníquese con Vincent Frosteg, Directora de Programas Federales, al (229) 294-8715.

PARENT INVOLVEMENT/VOLUNTEERING

Title I Parent Involvement Resource Center

Each school in the Pelham City School district is a Title I School. Schools qualify as Title I schools based on the number of students receiving free and reduced meals. Title I schools are required to use research-based teaching strategies and programs to improve student achievement. Pelham City Schools employs one full-time Parent & Family Engagement Coordinator, Ms. Cindy Smith, and has one Parent Involvement Resource Center (PIRC) located in the Pelham Elementary School media center.

Parent Involvement Plan

The PCS Parent Involvement Plan is a plan that describes ways that we will provide opportunities for more improved parent engagement which will support student learning. PCS values the input and involvement of our parents as we strive to establish an equal partnership for the common goal of higher student achievement! This plan describes ways that we will support this parent engagement and how parents are invited to help plan and participate in activities and events to promote learning at school and at home (See LEA Parent and Family Engagement Plan).

School-Parent Compacts

As part of the Parent Involvement Plan, each school will develop a school-parent compact, which is an agreement that parents, teachers, and students will develop together that explains how parents and teachers will work together to make sure all students reach grade-level standards. The compacts will be reviewed and revised each year with feedback from parents, students, staff and community, through parent involvement meetings and events throughout the year, student council meetings, staff meetings, and public comment sessions. These compacts will be kept on file in the main office and the PIRC for teachers use once it has been signed by all parties (See School-Parent Compacts).

Parent Volunteering

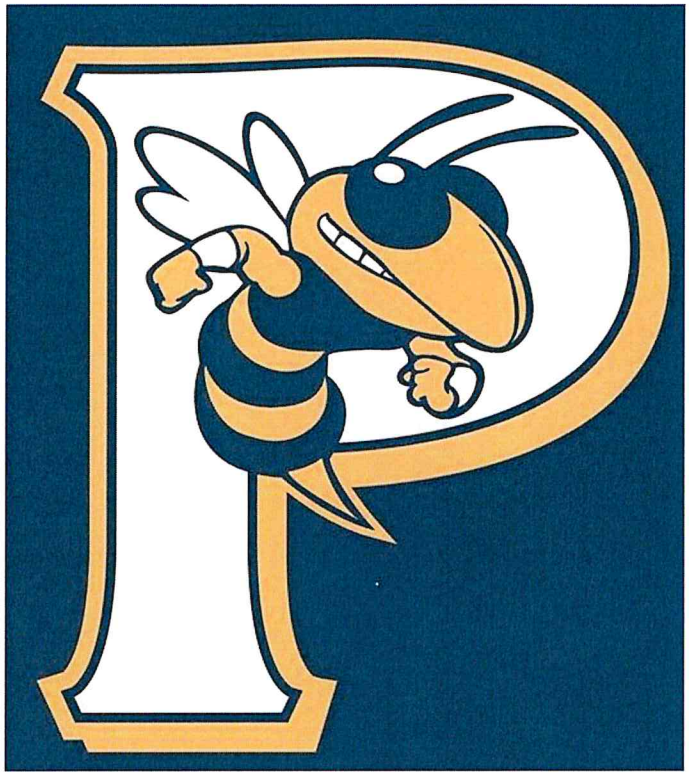
Parent participation is encouraged at each of our schools. We encourage parents to participate in their student's school life. An orientation for volunteers is held in the fall of each school year. If you are interested in volunteering in your child's school, please contact the Parent & Family Engagement Coordinator, Cindy Smith. She will be more than happy to schedule times that are convenient for you and that will not disrupt class schedules.

Parent Involvement

Each of our Title I schools will have parent workshops for the purpose of providing ways for parents to support their children's education. Topics may include academic advice, homework help, obtaining school information, behavior management, standardized test data, and/or college and career planning. We will also conduct a Parent Power Hour throughout the year. We welcome your input for planning and evaluating these parent events.

Pelham City Schools
Parent and Family Engagement Plan

2025-2026
Revised May 29, 2025
203 Mathewson Ave.
Pelham, GA 31779
www.pelham-city.k12.ga.us



What is Family Engagement?

Family Engagement means the participation of parents and family members 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 ESSA.

About the Parent and Family Engagement Plan

In support of strengthening student academic achievement, the Pelham City School District (PCS) has developed this parent and family engagement plan that establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in our schools. This plan describes the ways that Pelham City Schools will engage families in the education of their children and build the capacity in its Title I schools (all PCS schools are Title I School-wide Programs) to implement family engagement strategies and activities designed to help students reach district, school, and individual 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 substantial family engagement at every level of the program, such as in the development and implementation of the district/school plan, and in carrying out the district and school improvement provisions. Section 1116 of the Every Student Succeeds Act (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. Since all PCS schools are Title 1 School-wide Programs, Pelham City Schools will work to ensure that the required district parent and family engagement plans meet the requirements of Section 1116(b) and each includes a school-parent compact consistent with Section 1116(d) of the ESSA.

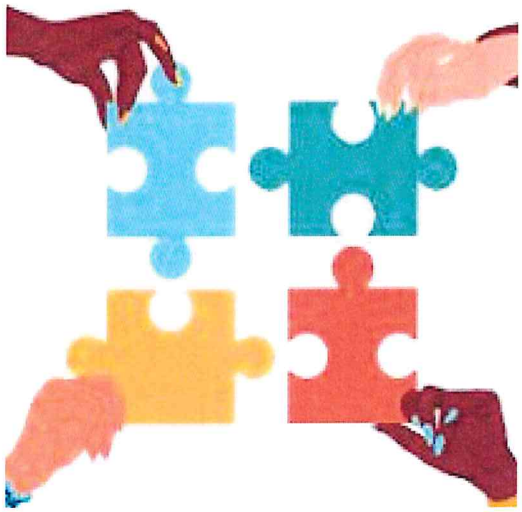
Jointly Developed

Throughout the 2024-2025 school year, Pelham City School Charter System sought input from parents and stakeholders regarding the Parent and Family Engagement Program. In March of 2025, parents were given a survey to complete as part of the Comprehensive Needs Assessment process. The survey was available through a QR code and website link so that it would be very convenient for parents. A hard copy was also available if needed in the front office of each school. Because the survey was offered digitally, the survey was sent as a flyer with a QR code. This made it possible to send the survey through email, the 'Hornet Connection' parent newsletter, Remind, on the schools and district Facebook and the PCS website. In addition, we also provide opportunities for input in the following ways: Community Work Sessions, Parent Chats (December & March), the Spring Stakeholder Meeting, input surveys in the enrollment packet, at Parent Power Hour and other parent events, the monthly digital newsletter, and the school website.

Additionally, after the PCS administration and leadership team completed a 2-day School Improvement retreat, stakeholders had a final opportunity on May 29, 2025 to review and give feedback regarding the Title 1 documents, including the LEA Parent and Family Engagement Plan, Student-Parent-School Compacts, and District Improvement Plan. The stakeholder meeting is announced at the year-end activities at each school, posted on the PCS website, Facebook, Remind, and class dojo.

Upon final revision, the district Parent and Family Engagement Plan will be incorporated into the CLIP and submitted to the state. Parents are welcome to submit comments and feedback regarding the plan at any time on the district website or by submitting written comments to their child's school.

The district Parent and Family Engagement Plan was posted on the district and school websites, distributed at the beginning of the school year, and during the Title 1 Annual parent meetings earlier this school year, and made available in the schools' parent resource center.



Strengthening Our Schools

This year the Parent and Family Engagement Coordinator (PFEC) will provide assistance and support to PCS schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. All PCS schools will receive notifications and resources from the PFEC to help them improve and strengthen family engagement. In addition to frequent communication and school visits, the PFEC, with the help of the Director of Teaching and Learning, will hold monthly meetings and trainings with principals to review family engagement plans and activities.
The PFEC works in collaboration with the Mitchell County Children & Youth Collaborative director, established the Parent Power Hour Program. This program is designed for parent empowerment/enrichment and academic support for families and meets quarterly throughout the school year. The Collaborative has provided much needed community support and resources.

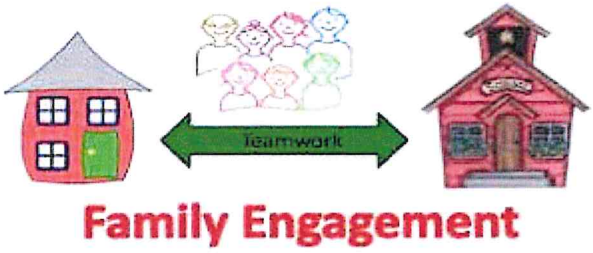
Reservation of Funds

If Title 1 allocations exceed $500,000 for FY 26 then PCS will be required to set aside 1% of all Title I funds received for parent and family engagement. Pelham City Schools has already begun to involve parents in decisions about how the Title I funds it receives in FY26 are spent, including the spending of funds for parent and family engagement activities. Parents are asked for their input throughout the year at various events in the form of program evaluation questionnaires.

Technical Assistance

The district will provide clear guidance and communication to assist each school in planning effective parent and family engagement activities and in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations. PCS will use feedback from school Parent Chat, Community work sessions, the annual survey, all input avenues given throughout the year and the final district stakeholder document review meeting for parents to provide suggestions on how these family engagement funds will be used in the upcoming year at the district and school levels. Feedback received from these meetings will be reviewed by the district to determine areas of need for the upcoming school year and the corresponding budget.

Opportunities for Meaningful Parent Engagement



Input and suggestions from parents and family members are an essential component of the District and School Improvement Plans that are developed each year. All parents are invited to attend feedback opportunities described in this section to share their ideas and suggestions to help the district, schools, and students reach our student academic achievement goals.

Parent Chat - input meetings throughout the 2025-2026 school year- Opportunities for parents to give input into the parent engagement program and building staff capacity.

Parent Power Hour -held throughout the 2025-2026 school year– parent sessions offered to build parent capacity for student academic success and build parent empowerment and enrichment.

PCS Parent and Stakeholder Meetings- Spring 2026
A final Parent and Stakeholder meeting we will be held for ALL parents, family members, stakeholders to participate in discussions to review the Title 1 documents, including the PCS Family Engagement Plans, and compacts as well as provide input on the family engagement budget and programs. Each school will send invitations home and call parents. In addition, the event, to include the date and time of the meeting, will be posted on Facebook, the school websites, the parent newsletter, displayed on flyers in the schools and around town, and published in the newspaper.



PCS Community Forum (date to be determined)
Community Forum meeting in which input is gathered for the PCS Parent Engagement Program.

Parent input on the use of Title I funds to support parent and family engagement programs may also be provided through the Annual District Survey. The survey will contain questions related to the family engagement budget as well as a section for parents to provide their comments.

Unable to attend these meetings? Please visit *www.pelham-city.k12.ga.us* to review the documents and leave your input. You may also visit the PCS Parent Involvement Resource Center located on the PES campus or contact the Parent and Family Engagement Coordinator at 294-8170 ext. 214 or via email csmith@pelham-city.k12.ga.us

Building Capacity

Pelham City Schools will build school and parent capacity for strong family engagement. This capacity will ensure effective involvement of parents and family members in supporting partnerships among the Title I schools, parents, and the community with the goal of improving student academic achievement. The following district-wide activities and programs will be used: Parent Power Hour, the Hornet Connection (digital monthly parent newsletter), and the PCS Parent Involvement Resource Center (PIRC). Pelham City Schools hosts Parent Power Hour series throughput the school year which is designed to be a resource for families and the community to support engagement, increase student achievement and enhance parenting skills. The PIRC's hours of operation and list of resources are posted at each school, on the district website, and in each school handbook.

Of Parents – Pelham City Schools will work as a district to provide assistance to parents in understanding state and district academic information connected to their student's learning and progress, as well as information regarding the Title I program. PCS will provide Annual Title 1 Meetings, Parent Power Hour, Parent Chat, Community Forums and the Parent Involvement Resource Center for parents to gain knowledge about the challenging state academic standards, local academic assessments, as well as the required assessments for Georgia students, including alternative forms of assessment. The dates and locations for these workshops/meetings will be posted on the district website and shared through digital newsletters as well as flyers, newspapers, Facebook, Dojo, Remind texts, and phone calls.

PCS will also coordinate pages on the district and school websites that will contain resources and materials, including parent guides, study guides, and practice assessments, to help parents work with their children at home. Copies of these materials will be made available at all Title I schools for those families who may have limited internet access, including copies in other languages. PCS will host other workshops for parents based on the needs identified in the Comprehensive Needs Assessment and parent surveys. Dates and times for these workshops will be determined and announced by each individual school.

PCS has established a district-wide Parent Focus Group comprised of parent representatives from each school, through Parent Chat, Parent Power Hour, and the PCS Volunteer Program to provide advice on all matters related to family engagement in Title I, Part A programs. Parent Chat and the Volunteer Program welcome all parents including community leaders and business partners. Collaboration and participation with community partners also takes place by their support and assistance with Parent Power Hour and other parent engagement activities.

PCS will coordinate and integrate the district's family engagement programs with the local preschool programs and other federal and state funded preschool programs in the district by inviting faculty and staff from those programs to attend planning meetings focused on family engagement activities. In the spring, Pelham Elementary School provides academic readiness packets at Kindergarten and Pre-K registration. PCS will also coordinate with other programs and resource centers to ensure that parents are informed about available resources.

Of School Staff – PCS will conduct trainings during the school year (at least once per semester) for principals and staff at each school to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. The Parent and Family Engagement Staff will disseminate appropriate parent engagement strategies through emails and webinars. PCS will also host a training for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families.

To ensure that information related to district, school, parent programs, and activities is available to all parents, a district digital newsletter will be accessible monthly. In addition, information will be sent through the Remind & Dojo messaging system, the digital newsletter, which both have translation options and posted online for parents and family members in an understandable language and uniform format. At the beginning of the year, school staff will be trained on parent notifications and resources to be sent home in parents' native language, where applicable. Information posted on the district website will be translated to the extent practicable. The district utilize school phone call systems, district and school websites, Remind, Class Dojo and other school messaging systems to post information for parents.

Parent and Family Engagement Evaluation

Each year, in an effort to improve the academic quality of the Title I schools, PCS will conduct an evaluation of the content and effectiveness of this Parent and Family Engagement Plan and the family engagement activities. The evaluation is conducted through an annual parent survey and parent meetings.

In the spring, schools announce the beginning of the survey and post a link to the survey for parents on the district and school websites. In addition, a QR code and survey link flyer for the survey is sent home, posted on Facebook, sent through email, Dojo, Remind, and posted on the doors of the school and in town. The survey is a tool parents can use to share feedback regarding the parent and family engagement activities and programs. In addition to the annual survey, each school will use the Parent Chat, Parent Power Hour, and other events and discussions to identify the needs parents of Title I students have in order to design strategies for more effective family engagement.

PCS will use the findings from the input opportunities and the survey results to design strategies to improve family engagement, to remove possible barriers to parent participation, and to revise its Parent and Family Engagement Plans.

Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the Parent and Family Engagement Coordinator will communicate and collaborate with the Special Education and ESOL Departments 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.

Mark Your Calendars

For Parents

Title 1 Annual Meetings
For PES, PCMS, PHS
August-October 2025

Community Work Session
Date(s) to be determined

Annual Parent Survey
April 2026

System Parent Chat
December 2025 & March 2026

Parent Power Hour
August 2025- April 2026

PCS Family & Stakeholder Meetings
April & May 2026

For Schools

Welcoming Schools Training
Pre-Planning for Teachers & Staff July 24, 2025

Principal and Directors Meetings
Second Tuesday of each month

Staff Leadership Summit
May 2026

Adoption

This district-wide Parent and Family Engagement Plan 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, community stakeholders and district personnel through input meetings, online feedback.
This plan was adopted by the Pelham City School Charter System on May 29, 2025 and will be in effect for the 2025-2026 academic school year. The school district will distribute this plan in multiple ways to all parents of Title I, Part A children during the first two weeks of the fall semester.

PELHAM CITY BOARD OF EDUCATION

NON-DISCRIMINATION POLICY

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990); or disability (Section 504 of the Rehabilitation Act of 1973 and the Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance.

Employees, students, and the general public are hereby notified that the Pelham City Board of Education and the Pelham City Charter School System do not discriminate in any educational program or activities or in employment practices. Inquiries concerning any of these matters may be addressed to Mr. Laron Smith at 203 Mathewson Avenue, Pelham, Georgia 31779, telephone 229-294-8715 or to the following individuals:

Title I Coordinator **Title II Coordinator** **Section 504 Coordinator**	**Vincent Frosteg** **Federal Programs Coordinator** **203 Mathewson Avenue** **Pelham, Georgia 31779** **229-294-8715**
Title IX Coordinator **Equity in Sports Coordinator**	**Director of Operations & Athletics** **203 Mathewson Avenue** **Pelham, Georgia 31779** **229-294-715**
Title VI-B Coordinator **ADA Coordinator**	**Director of Exceptional Student Services** **203 Mathewson Avenue** **Pelham, Georgia 31779** **229-294-8715**

Inquiries concerning any of these matters may also be addressed to the Regional Office for Civil Rights, Atlanta, Georgia, 30323, or to the Director, Office for Civil Rights, Education Department, Washington, DC 20201.

NOTA DE NO DISCRIMINACION

Es la política de la Junta Educacional del Condado de Decatur de no discriminar en función a raza, color, origen nacional, sexo, edad, estatus de veterano, o condición de discapacidad en sus programas educacionales, actividades, y prácticas de empleo. La Junta cumplirá con todos los aspectos del Título IX de las Enmiendas de Educación de 1972, Título VI de la Ley de los Derechos Civiles de 1964 (modificado, 1973), Título VII de la Ley de los Derechos Civiles de 1964, (modificado, 1974), Título XXIX del la Ley de Discriminación por Edad de 1967, y sección 504 de la Ley de Rehabilitación de 1973, y Título II de la Ley de Educación Profesional Carl D. Perkins de 1984. Para información de conformidad contactar al **Mr. Laron Smith, 203 Mathewson Avenue, Pelham, Georgia 31779, 229-294-8715.**

Georgia's Multi-Tiered Systems of Support: Response to Intervention (RTI) and Student Support Team (SST)

MTSS is a data-driven prevention framework that uses assessment (screening and progress monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.

Under the framework of Georgia's Tiered System of Supports for Students, RTI and SST are a part of the MTSS process. Response to Intervention (RTI) is a process within the system of an MTSS framework. RTI is part of the data-based decision-making process within progress monitoring where team members review data to determine how students are responding to the interventions in place. It is a process to observe and adjust (intensify, select, new, or continue) an intervention based on a student's progress toward a goal.

Child Abuse or Neglect: Mandated Reporter

All employees of the Board of Education, including all teachers, administrators, guidance counselors and visiting teachers, as well as all school social workers and school psychologists employed by the Board, who have reason or cause to believe that a child is being or has been abused shall report that abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused, in accordance with Georgia law and the protocol for handling child abuse cases for Mitchell County, Georgia.
Under no circumstances shall the principal or designee to whom a report of child abuse has been made exercise any control, restraint, modification or make other change to the information provided by a mandated reporter, although the reporter may be consulted prior to the making of a report and may provide any additional, relevant and necessary information when making the report.

Exceptional Children's Education

The Pelham City Schools Exceptional Children Department offers services for children who have been identified as having a disability. A child with a disability is a child evaluated and determined to be eligible for special education services for intellectual disabilities, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability. Exceptional education is specially designed instruction provided at no cost to parents that meets the unique needs of each student that is identified with a disability. Related services are services such as transportation and developmental, corrective, and other supportive services as are required to assist a child with a disability to fully benefit from exceptional education. Decisions regarding eligibility, least restrictive environment, and services are made by a committee of individuals that work directly with the child and the child's parents or guardian.

Seclusion and Restraint Policy

As part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself or others may be physically restrained by school staff in accordance with Pelham Board of Education policies. This restrain could occur along with other emergency actions such as contacting law enforcement. Significant violations of the law including assaults on students and staff will be reported to law enforcement. With a reasonable time, not to exceed one school day, parents or guardians will be informed in writing when any of these actions occur.

Parental Rights under Family Educational Rights and Privacy Act (FERPA)
For Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

A. FERPA afford parents and students who are 18 years of age or older "eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Pelham City Schools receives a request for access.
2. The right to request the amendment of the student's education record that the parent or eligible student have believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Pelham City Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

B. The Georgia Student Data Privacy, Accessibility, and Transparency Act afford parents and students who are 18 year of age or older ("eligible students") the right to file a complaint with their local school system regarding a possible violation of rights under O.C.G.A. 20-2-667 or under other federal or state student data privacy and security laws.

   Pelham City Schools
   Vincent Frosteg
   203 Mathewson Ave.
   Pelham, GA 31779

C. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in (34 CFR § 99.31) of the FERPA regulations. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student-

   1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that conditions listed in § 99.31(a) (1) (i) (B) (1)-(a) (1) (i) (B) (2) are met. [§ 99.31(a) (1)]

   2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. [§ 99.31(a) (2)]

   3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

   4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

   5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

   6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

   7. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

   8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

   9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

   10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)

   11. Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

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

(a) Student's name, address and telephone number;
(b) Student's date and place of birth;
(c) Student's participation in official school clubs and sports;
(d) Weight and height of student if he/she is a member of an athletic team;
(e) Dates of attendance at schools within the school district;
(f) Honors and awards received during the time enrolled in the district's schools;
(g) Photograph; and
(h) Grade level.

If you do not wish for some or all of your child's information to be designated as directory information, the parent/guardian or eligible student must notify the principal or designee in writing by August 31 of each school year or within 30 days of enrollment.

Updated 7/8/25

Procedures for the Education of Homeless Children and Youth
Pelham City Schools

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

The McKinney-Vento Act defines "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
  - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up)
  - living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
  - living in emergency or transitional shelters
  - abandoned in hospitals
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because they are living in circumstances described above

Program Procedures

- The district is responsible for identifying a homeless liaison.
- Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act and via a numeric code in the district's student information system. All staff in the district will be trained in the identification and recruitment of homeless students.
- The homeless liaison will provide annual training for all district level and school staff having contact with homeless students.
- The homeless liaison will provide training and or meetings with community stakeholders, parents, students, and school personnel.
- All schools will display flyers, brochures, and posters that identify the Homeless Liaison contact information.
- The homeless liaison will distribute posters that identify Homeless Liaison with contact information and description of homelessness in various community locations.
- Services for homeless students (tutoring, etc.) will be evaluated based on student academic achievement.
- Pelham City Schools will review annually and follow the Pelham Board of Education's Homeless Students Policy.

Identification

Pelham City Schools' homeless liaison works very closely with registrars, school guidance counselors, other school and community personnel, including coordinating with DFACS and other agencies, to assure homeless children and youth are identified and receive needed services.

The Homeless Liaison will also instruct school registrars, secretaries, and guidance counselors to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.

The liaison will keep data on the number of homeless children and youth in the district, where they are living, their academic achievement (including performance on state- and district-wide assessments), and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Homeless children and youth have the right to remain at their school of origin, or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.

Therefore, in selecting a school, homeless children and youth shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes. Students may remain at their schools of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

The placement determination should be a student-centered, individualized determination. Potential feasibility considerations include:

- Age of the child or youth
- Distance of a commute and the impact it may have on the student's education
- Safety of the student
- Continuity of instruction and need for special instruction
- Anticipated length of stay in temporary living situation
- Time remaining in the academic year

Services that are required to be provided, including transportation to and from the school of origin (see below) and services under federal and other programs, shall not be considered in determining feasibility.

The Intradistrict Transfer Rights, also known as HB251, does not apply to districts with only one school at each level (i.e., one, primary school, one elementary school, one middle school, one high school, or one combination school); therefore, this option is not available within Pelham City Schools.

Enrollment

Consistent, uninterrupted education is vital for academic achievement; therefore, Pelham City Schools must immediately enroll any homeless child or youth. Enrollment of homeless students occurs at the appropriate school to which they are assigned based on their grade level. School registrars are trained and attentive to the identification of homeless students during the enrollment process.

Due to the realities of homelessness and mobility, homeless children and youth may not have school enrollment documents readily available. Enrollment may not be denied or delayed due to lack of any document normally required for enrollment, including:

- Proof of residency;
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.);

- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.);
- Proof of guardianship;
- Birth certificate;
- Any other document requirements;
- Unpaid school fees;
- Lack of uniforms or clothing that conforms to dress codes; and
- Any factor related to the student's living situation.

Names of prospective homeless children and youth are immediately submitted to the Homeless Liaison for further investigation. The Homeless Liaison will assist in the gathering of enrollment documentation.

Transportation
Pelham City Schools will provide transportation services for homeless children and youth comparable to those offered to non-homeless students, in accordance with the McKinney-Vento Act.

Services
Homeless children and youth shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation (as described above);
- Title I (as described below);
- Educational services for which the student meets eligibility criteria, including exceptional education and related services and programs for English learners;
- Career and technical education programs;
- Gifted and talented programs;
- School nutrition programs; and
- Before and after school programs.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this procedure must be provided in a form, manner and language understandable to each parent.

Disputes
If a dispute arises, the homeless student shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights to all appropriate educational services, transportation, and Title I services while the dispute is pending. The parent/guardian or unaccompanied youth shall follow Pelham City Schools' Complaint Procedures to initiate a dispute/complaint.

Free meals
Hunger and poor nutrition are obvious barriers to learning. To help ensure that homeless children and youth are available for learning, the U.S. Department of Agriculture has determined that all homeless children and youth are automatically eligible for free meals. On the day a homeless child or youth enrolls in school, the enrolling school must submit the student's name to the district nutrition office for immediate processing (During the 2018-2019 school year, all students eat free breakfast and lunch).

Title I
Homeless children and youth are automatically eligible for Title I services, regardless of what school they attend (All schools in Pelham City Schools are school-wide Title I schools). The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The district shall reserve such funds as are necessary to provide services comparable to those provided to Title I students to homeless children and youths attending non-participating schools. The amount reserved shall be determined by a formula based upon the per-pupil Title I expenditure and developed jointly by the liaison and the Title I director. Reserved funds will be used to provide educationally related support services to homeless children and youths, both in school and outside of school, and to remove barriers that prevent regular attendance.

Our district's Title I plan will be coordinated with our McKinney-Vento services, through collaboration between the Title I director and the liaison. Homeless children and youths shall be assessed, reported on and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

Training
The liaison will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, transportation coordinator, bus drivers, custodians, cafeteria workers, school nurses, teachers, and paraprofessionals. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with these procedures, and increase sensitivity to homeless children and youth.

The liaison shall also obtain from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their schools' compliance with the district's policy and these procedures and will receive training from the district liaison annually.

Coordination
The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youths, public and private service providers in the community, housing and placement agencies, the transportation department, liaisons in neighboring districts and other organizations and agencies. Coordination will include conducting outreach and training to those agencies and participating in the local continuum of care. Both public and private agencies will be encouraged to support the liaison and our schools in implementing these procedures.

Preschool
Preschool education is a very important element of later academic success. Homeless children have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of these procedures will apply to preschools. Our district will ensure that homeless children receive priority enrollment in preschool programs operated by the district, including exempting homeless children from waiting lists.

Homeless children with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Homeless children under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that homeless children can access those programs.

Credit for full or partial coursework
Homeless children and youth who have completed full or partial coursework in other educational institutions shall be awarded full or partial credit in accordance with Pelham City Schools' Board Policy JBC(4) Awarding Units and Transferring Credit.

Updated 7/8/25

Procedures for English Learners and Immigrant Enrollment and Identification

The Pelham City School system has the following procedures in place to enroll, identify, serve, assess, and monitor English Learners (ELs) and immigrant students.

1. The Federal Programs Coordinator (Title III Coordinator) will disseminate the Home Language Survey to each school registrar to include in the enrollment packets for the school year.
2. The school registrar will ensure that the Home Language Survey is part of the student enrollment packet.
3. Each year, parents will complete the Home Language Survey for each student enrolled in Pelham City Schools.
4. The Home Language Survey is collected and reviewed by the school registrar. Any student who answers anything other than "English" on any of the three questions, will be referred to the school's EL teacher and a copy of the survey will be sent to the Federal Programs Coordinator.
5. The EL teacher at the school will test the student using the appropriate screener, if not previously identified as EL, to determine eligibility for ESOL services.
6. If the student qualifies for ESOL services based on the screener, the teacher will notify the parent and begin services immediately. Parents have the right to remove their child from the ESOL program or decline ESOL services by requesting a waiver of services.
7. English Learners are assessed annually on the state-adopted English proficiency measure, ACCESS (Assessing Comprehension and Communication in English State-to-State) to determine continued eligibility.

Procedures for Parent Notification of Eligibility for ESOL Services/Parent Waiver

The Pelham City School system has the following procedures in place to notify parents of eligibility of ESOL services/Parent Waiver:

1. If the student qualifies for ESOL services based on the W-APT, the teacher will notify the parent and begin services immediately (Parent Notification of Initial Eligibility for English for Speakers of Other Languages (ESOL) Services). Parents have the right to remove their child from the ESOL program or decline ESOL services by requesting a waiver of services (see Waiver Form).
2. English Learners are assessed annually on the state-adopted English proficiency measure, ACCESS (Assessing Comprehension and Communication in English State-to-State) to determine continued eligibility.
3. Once ACCESS scores are received, the ESOL teacher schedules a meeting with the parent to review results. If a face-to-face meeting is not attended, the ESOL teacher will mail assessment results. If the student achieves an overall score of 5.0 or greater, the student must be exited from the EL status and the ESOL language Program. LEAs have the flexibility to consider EL students for exit using an EL Exit Criterion that falls within the state approved 4.3-4.9 range. This criterion should be established in writing. When exiting EL students within the 4.3-4.9 range, LEAs must use the English Learner Reclassification Form provided by the state.
4. At the beginning of each school year, the ESOL teacher will send the Parent Notification of Continuation of Student Eligibility for English for Speakers of Other Languages (ESOL) Services or Exit Letter, if applicable, to inform parents of student services.
5. For ESOL students receiving supplemental services (T-I or T-III), the ESOL teacher will send the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services to parents no later than 30 days from the beginning of school or within 10 days of supplemental language support services beginning.

EL and Migrant Parent Involvement Opportunities

The Pelham City School system invites ALL parents, including parents of EL and Migrant students, to participate in ALL parent involvement activities. In addition to regular parent involvement activities, additional EL Parent Meetings will be scheduled for parents of EL students served in ESOL. Information will be given to parents in their native language when available and upon request.

Section 20: Title I, Part C—Education of Migratory Children (MEP) Services

The Migrant Education Program (MEP) is a federally-funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

The Pelham City School District currently operates as a member of the Georgia Migrant Education program Consortium. In partnership with Abraham Baldwin Agricultural College (ABAC) in Tifton, ABAC's Migrant Education Consortium Program currently serves eligible migrant students (ages 3 – 22) in Georgia's non-direct funded districts. Pelham City Schools sends home the Parent Occupational Survey during registration and at the beginning of each year to assist in the identification of migrant students.

The purpose of the MEP in Georgia (and the United States) is to ensure that migrant children fully benefit from the same free public education provided to all children and that the unmet education-related needs resulting from their migrant lifestyle are met. Students identified as being migrant are offered supplemental instructional support services based upon their educational needs, as identified in the Priority for Services (PFS) report.

Pelham City Schools currently has a very small migrant student population and is unable to disaggregate data for this subgroup.

PELHAM CITY SCHOOLS
COMPLAINT PROCEDURES

Section 9304 – General Applicability of State Educational Agency Assurances
Section 9503 – Complaint Process for Participation of Private School Children

A. Grounds for a Complaint

Any individual, organization or agency (complainant) may file a complaint with Pelham City Schools (PCS) if that individual, organization or agency believes and alleges that Pelham City Schools is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged.
2. Title I, Part A: Academic Achievement Awards.
3. Title I, Part A: Foster Care Program.
4. Title I, Part A: Family-School Partnership Program.
5. Title I, Part C: Education of Migratory Children.
6. Title I, Part D: Programs for Neglected or Delinquent Children.
7. Title II, Part A: Supporting Effective Instruction.
8. Title III, Part A: Language Instruction for English Learners and Immigrant Students.
9. Title IV, Part A: Student Support and Academic Enrichment.
10. Title IV, Part B: 21st Century Community Learning Centers.
11. Title V, Part B: Rural Education Initiative.
12. Title IX, Part A – McKinney-Vento Homeless Assistance Act.

C. Complaints Originating at the Local Level

As part of its Assurances within ESEA program grant applications and pursuant to Section 9306 within the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) an LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints originating at the local level, a complaint should not be filed with the GaDOE until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the GaDOE with written proof of their attempt to resolve the issue at the local level.

D. Filing a Complaint

A complaint must be made in writing or submitted via Pelham City Schools' online web complaint form (http://www.pelham-city.k12.ga.us) to the Pelham City School superintendent's designee, and must be signed by the complainant. The complaint must include the following:

1. A statement that the LEA (Pelham City Schools) has violated a requirement of a federal statute or regulation that applies to an applicable program.
2. The date on which the violation occurred.

3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the federal statute or regulation).
4. A list of the names and telephone numbers of individuals who can provide additional information.
5. Whether a complaint has been filed with any other government agency, and if so, which agency.
6. Copies of all applicable documents supporting the complainant's position.
7. The address of the complainant.

The complaint must be addressed to:

Vincent Frosteg
Director of Teaching & Learning
Pelham City Schools
203 Mathewson Avenue
Pelham, GA 31779

Once the complaint is received by the Federal Programs Division, it will be copied and forwarded to the appropriate Federal Program Manager.

E. Investigation of Complaint

Within ten days of receipt of the complaint, the Superintendent or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date Pelham City Schools received the complaint.
2. How the complainant may provide additional information.
3. A statement of the ways in which Pelham City Schools may investigate or address the complaint.
4. Any other pertinent information.

If additional information or an investigation is necessary, Pelham City Schools will have sixty (60) days from receipt of the information to complete the investigation and issue a Letter of Findings.

If the Letter of Findings indicates that a violation has been found, a timeline for corrective action will be included.

The sixty (60) day timeline may be extended if exceptional circumstances exist.

The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

F. Right of Appeal

If an individual, organization or agency is aggrieved by the final decision of Pelham City Schools, that individual, organization or agency has the right to request review of the decision by the Georgia Department of Education.

For complaints filed pursuant to Title IX, Part E, Subpart 1, Section 9503 (20 U.S.C. §7883, complaint process for participation of private school children), a complainant may appeal the Pelham City School System's decision to the Georgia Department of Education no later than 30 days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the Pelham City Schools' decision and include a complete statement of the reasons supporting the appeal.

Pelham City Schools Charter System

Complaint Form for Federal Programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)
Please Print

Name of (Complainant):
Mailing Address:
Phone Number (home): Phone Number (work):
Person/department complaint is being filed against:
Date on which violation occurred:
Statement that the Pelham City School System has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):
List the names and telephone numbers of individuals who can provide additional information
****Please attach/enclose copies of all applicable documents supporting your position.****
Signature of Complainant: Date:
Mail or deliver this form to: Vincent Frosteg, Director of Teaching & Learning Pelham City Schools 203 Mathewson Avenue Pelham, GA 31779
Date Received:
Date of Response to Claimant:

Updated 7/8/25

Notice of Rights of Students and Parents Under Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address:

Address 1	Vincent Frosteg
Address 2	203 Mathewson Avenue
City, GA Zip	Pelham GA 31779
Phone	229-294-8715
Email	vfrosteg@pelham-city.k12.ga.us

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

Updated 7/8/25