Pelham City Middle School

Parent/Student Handbook

2025-2026



Mission Statement: Our mission is to promote learning through encouragement, resources, leadership, and communication.

Vision Statement: Pelham City Middle School will provide a safe and supportive learning environment in which all students are equipped with the skills necessary to become responsible and successful life-long learners.

209 Mathewson Avenue, Pelham, GA 31779 Phone: (229) 294-6063 Fax: (229) 294-6046

Dear Students, Parents, and Guardians:

Welcome to the 2025-2026 school year at Pelham City Middle School!

I'm thrilled to welcome everyone to what promises to be an extraordinary year at Pelham City Middle School! This year, we're embracing the theme: **"Level Up! Every Hornet, Every Day, Every Way"**a daily commitment to growth, excellence, and shared success.

Please join me in welcoming two dynamic additions to our leadership team: **Ms. Frances Ford** and **Mrs. Lynn Arline**. Both bring passion, energy, and a readiness to jump right in as our new part-time assistant principals. We're excited about the positive impact they'll make from day one!

This year, we are committed to leveling up in all areas: academics, relationships, engagement, and leadership. Our success will be built on the connections we make with one another. Whether you're a student, parent, teacher, or community partner, your role is essential. Strong relationships are the foundation of a thriving school, and together, we'll continue creating a positive, inclusive culture where every Hornet feels seen, heard, and valued.

Collaboration and **Relationships (Capturing Kids Hearts)** will be a driving force behind our progress. When students, families, and educators work in unity, we open doors to endless possibilities. We are building a learning environment that is challenging, supportive, inspiring, and a place where students are not only expected to grow but are also empowered to lead and succeed.

As we embark on this journey, I encourage each of you to **stay connected and involved.** Your voice and presence matter. Please review the Parent/Student Handbook, which outlines important routines, policies, and expectations for both parents and students. Handbooks will be available and distributed during our Open House on **Tuesday, July 29, from 4:00 pm to 6:00 pm.** For updates and announcements, please be sure to:

- Sign up for **Remind** and **Parent Portal**
- Follow us on **Facebook**
- Visit our **school website** regularly
- Attend upcoming **school and district parent meetings/conferences**

If you have questions, concerns, or ideas, we are here to listen and partner with you. Don't hesitate to contact us at **229-294-6063** or email me directly at sross@pelham-city.k12.ga.us. Together, we will **Level Up! Every Hornet, Every Day, Every Way**.

I look forward to a school year filled with growth, excitement, and shared success. Let's rise to new heights! As a school, as a community, and as one united Hornet family.

In partnership,

Sakita C. Ross
Principal
Pelham City Middle School

Note:
The administration of Pelham City Middle School reserves the right to make any additions, deletions, or revisions to the rules and guidelines for the well-being of the student body and the educational process.

Dear Students and Parents,

Are you ready to **Level Up**? To **Level Up** means to make a move for the better- and that is exactly our mission at Pelham City Middle School for the 2025-2026 school year. In gaming, to progress to the next level, you need to sharpen your skills, unlock new tools, defeat the obstacles in your way, and take risks. That is exactly what we are asking our students and teachers to do in the upcoming school year. Together, we can **Level Up! Every Hornet, Every Day, Every Way!**

We will **Level Up** our relationships with our students, parents, and community partners. We know that strong, healthy relationships foster trust, enhance student achievement, and promote the mental well-being of both students and staff. At Pelham City Middle School, we are concerned about the whole child. We aim to foster a safe environment where every student feels loved, valued, and motivated to do their best.

We will **Level Up** our instruction and academic support by implementing consistent school-wide routines and procedures. This consistency will help ensure that the needs of **all** students are met. As administrators, we are setting high expectations- not only for our students and teachers, but for ourselves as well. Together, we will reach the next level and beyond.

We will **Level Up** our commitment to excellence in leadership. Our leadership team is ready and prepared to lead the way. We are here to support students and teachers as they sharpen their skills, unlock new tools, and tackle challenges head-on. We will ensure a safe, supportive environment and remain visible and approachable throughout the journey. We know that the success of our students and teachers begins with us- and we are fully committed to that responsibility.

I am honored to officially become a Hornet this school year and look forward to meeting all of our parents and students. If you have any questions or concerns, please don't hesitate to reach out to me or any member of the administrative team. We're excited to work together for a fantastic school year.

Let's get ready to **Level Up! Every Hornet, Every Day, Every Way!**

Sincerely,

Mrs. Lynn Arline
Assistant Principal
Pelham City Middle School

Greetings Hornet Nation,

Welcome to an exciting new school year at Pelham City Middle School, where we are proud to embrace the theme: **"Level Up! Every Hornet, Every Day, Every Way!"** This inspiring message reflects our ongoing commitment to academic excellence, personal growth, and a strong sense of community. We believe that every student matters, and every moment counts- and this year, we are ready to help every Hornet rise to new levels of confidence, achievement, and success.

As we begin the 2025-2026 school year, our focus is clear: instructional excellence, student success, meaningful relationships, and empowered leadership. These guiding priorities will help ensure all students are equipped with the tools, encouragement, and support they need to thrive.

Our dedication to **Capturing Kids' Hearts** remains at the center of our school culture. We believe relationships are the foundation for learning. When students feel connected, respected, and valued, they are more willing to take academic risks, meet high expectations, and pursue their goals with confidence.

This year, we are committed to creating a learning environment where students feel safe, teachers feel supported, and families feel welcomed as active partners. When we work together and believe in our students and they believe in themselves, amazing things happen. Together, we will continue building a school community grounded in trust, care, and shared purpose.

It is an honor to serve alongside such a dedicated team of educators, and I look forward to partnering with you throughout this school year. Let's continue to grow, support one another, and **Level Up- Every Hornet, Every Day, Every Way**.

If you have any questions, need assistance, or would like to connect, please feel free to contact the school at (229) 294-6063 or visit our website at www.pelham-city.k12.ga.us.

With Hornet pride,

Ms. Frances Ford

Assistant Principal
Pelham City Middle School

"Level Up, Every Hornet, Every Day, Every Way!"

Greetings Pelham City School District,

I would like to welcome everyone back for our 2025 - 2026 school year. I am excited about the upcoming new year! As the Achievement Center Administrator, I will be working with the Pelham City Achievement Center for the High School, Middle School, and Elementary School to assist the staff and students in helping the students to reach academic success and to help them to develop an action plan to achieve a higher level of learning! I would like to welcome all of our students and parents back to school and ask for your support to help us to encourage, motivate, and stimulate our students to aim higher and to continue to strive for excellence! I am honored to help lead a team of dedicated staff members and a supportive community that will help ensure that our students are motivated and provided all of the necessary resources they require to remain in the regular school setting. It takes a community to help make this school system the best it can be!

I would like to continue building stronger relationships with our students and parents to establish a collaborative team to inspire our students to achieve their goals and to polish the skill sets they have learned to be successful and productive members in the communities. It is my goal to continue to work with our staff and other stakeholders to provide the highest quality of education for our students, which will help prepare them for future endeavors.

My next goal is to ensure that the students' academic data continues to align with the school's instruction across the board and that the students are given every opportunity to be academically successful!

I look forward to working with your child and thank you for choosing Pelham City Middle School as your School of Choice. Please feel free to contact me at 229-294-6063 or sgardner@pelham-city.k12.ga.us

Sincerely,

Shawana Gardner

Mrs. Shawana Gardner

Achievement Center Administrator

This handbook will be provided in your native language upon request.
Este manual se prestará en su idioma nativoa petición.

PELHAM CITY SCHOOLS CHARTER SYSTEM

SYSTEM ADMINISTRATION

Laron Smith, Superintendent
Vince Frosteg, Director of Teaching and Learning
David McCurry, Director of Operations & Athletics
Robin Stokes, School Nutrition Coordinator
Ashley Adams, Business and Finance Director

BOARD OF EDUCATION

Patti Adams, Chairperson
Neal Hillard, Vice Chairperson
Helen Cody
Kevin Coker
Annette Ervin
Joy Hurst
Patricia Wilkins
Attorney- Justin Adams

PELHAM CITY MIDDLE SCHOOL SCHOOL GOVERNANCE TEAM

Committee Chair: Sakita Ross
Education Rep: Vacant
Education Rep: Vacant
Education Rep: Diana Whitaker
Business Rep: Vacant
Parent Rep: TBA
Parent Rep:TBA
Parent Rep: TBA
Parent Rep: TBA

*** Governance Team elections will be held during PCMS Open House, July 29, 2025**

PELHAM CITY MIDDLE SCHOOL FACULTY AND STAFF

Front Office
Sakita Ross – Principal
Lynn Arline- Asst. Principal
Frances Ford- Asst. Principal
Shawana Gardner – Asst. Principal (PAC)
Danielle Williamson – School Counselor
Markeshia Smith– Registrar
Charisse Jones – Administrative Assistant

6th Grade
Ashley Miller- ELA
Deann Shiver-Math
Wisham-Science/Social Studies
SPED-Marcus Young
Paraprofessional-Fredrick Davis

7th Grade
Shandoria Cooper-ELA
Kristin Neal-Science/Social Studies
Ella Spence-Math
SPED-Robin Brock
Paraprofessional-Sonya Jones

8th Grade
Elaneor Aspinwall- Math
Kendra Drakes – Reading/ELA
Jimel Virges- Science
Willie Lawson-Social Studies
SPED-Frances Ford
Paraprofessional-Erica Hopkins

6th-8th Grade Honors
Jerissa Boyd – Science
Chasity Higdon-Whitaker – Social Studies
D'Ambria Thomas – Math
Diana Whitaker – Reading/ELA

Connections
Keiland Atkins – Band/Music
Kristen Edwards– Ag
Kristina Crimley– P.E./Health
Wanda Ross - RTI-Reading
Arturo Meza- Weightlifting

Rodney Nahlen-Health
Briana Williams- RTI Reading

Exceptional Student Services
Frances Ford – 8th Grade Inclusion
Robin Brock – 7th Grade Inclusion
Marcus Young – 6th Grade Inclusion
Ashlee Shiver – Self-Contained
Tanya Clark – Speech/Language Impairment

Contributing Professionals
Ashley Marsh – ESOL
Teresa Rackley – Media Center
Sheila Stapleton- Achievement Center
Shawana Gardner- Administrator PAC
Keith Jones –Teacher Achievement Center
Johnetta Brown - School Nurse
Cindy Smith – Title I Parent Involvement Coordinator

Paraprofessionals
Erica Hopkins - 8th Grade
Sonya Jones–7th Grade
Fredrick Davis- 6th Grade
Cheryl Howell-Self-Contained
Kresyln Conine-Self-Contained

Custodians
Melvin Patterson
Gloria McNeil
Lilly Brown
Lavarissa McEntyre
Dewayne Williams

Cafeteria
Latrice Robinson
Kenya Thornton
Sabrina Chester

Pelham City Middle School
School Year 2024-2025

Pelham City Middle School Master Schedule		
	6th grade	**7th grade**
7:15 a.m.	School opens for students	
7:20-7:50	Breakfast	
7:50- 8:00	Homeroom	Homeroom
8-9:30	Period I	Period I
9:30-11	Period II	Connections/Planning
11-11:30	Lunch	Lunch
11:30-12:15	WIN	WIN
12:15-1:45	Connections/Planning	Period II
1:45-3:25	Period III	Period III

Pelham City Middle School Master Schedule	
	8th grade
7:15 a.m.	School opens for students
7:20-7:50	Breakfast
7:50- 8:00	Homeroom
8:00 -9:15	Period I
9:15-10:30	Period II
10-30-11:45	Period III
11:45-12:15	8th Grade WIN
12:15-12:45	8th Grade Lunch
12:45-2:00	Period IV
2:00-3:25	Connections/ Planning

Pelham City Middle School Honor Team Master Schedule			
	6th grade	**7th grade**	**8th grade**
7: 15 a.m.	School opens for students		
7:20-7:50	Breakfast		
7:50-8:00	Homeroom	Homeroom	Homeroom
8:00-9:30	Period I	Period I	Period I
9:30-11:00	Period II	Connections/ Planning	Period II **(9:30-11:45)**
11:00-11:30	Lunch (All 6th/7th) WIN (All 6th/ 7th)		8th grade AC WIN 11:45-12:15 8th grade AC Lunch 12:15-12:45
11:30-12:15			
	Planning/ connections **(12:15-1:45)**	Period II **(12:15-2:00)**	Period III **(12:45-2:00)**
	Period III **(1:45-3:25)**	Period III **(2:00-3:25)**	Connections/Planning **(2:00-3:25)**

School Calendar

2025-2026

Teacher Pre-Planning	Thursday-Thursday	July 25 - August 1
First Day for Students	Friday	August 2
Labor Day Holiday	Monday	September 2
Parent-Teacher Conferences	**Wednesday**	**September 11**
Fall Break for Students	Monday - Friday	October 7 - October 11
Teacher Professional Learning	Monday-Tuesday	October 7 - October 8
Parent-Teacher Conferences	**Wednesday**	**November 13**
Thanksgiving Holidays	Monday - Friday	November 25 - November 29
Last Day of Semester 1	**Thursday**	**December 19**
Christmas Holidays	Friday - Tuesday	December 20 - January 7, 2025
Teacher Professional Learning	Friday - Tuesday	January 3 - January 7
Martin Luther King, Jr. Holiday	Monday	January 20
Parent-Teacher Conferences	**Thursday**	**February 13**
Winter Break	Friday - Monday	February 14 - February 17
Teacher Professional Learning	Friday	March 14
Spring Break	Monday - Friday	March 31 - April 4
Graduation	Saturday	May 17
Last Day for Students	**Wednesday**	**May 21**
Teacher Post-Planning	Thursday - Friday	May 22 - May 23
Memorial Day Holiday	Monday	May 26

Students will be released at 12:00 pm on bolded dates

REPORT CARDS

Report cards will be issued to students at the end of each nine weeks approximately five (5) days after the end of the grading period.

MID-QUARTER/PROGRESS REPORTS

A progress report will be given to each student after four and one-half (4 ½) weeks of each nine (9) week grading period.

Report Card & Progress Report Dates for SY26

1st Grading Period

Begins:	Friday, August 1, 2025
Ends:	Friday, October 3, 2025
Progress Reports:	Thursday, September 4, 2025
Report Cards:	Tuesday, October 14, 2025

2nd Grading Period

Begins:	Monday, October 13, 2025
Ends:	Friday, December 19, 2025
Progress Reports:	Thursday, November 13, 2025
Report Cards:	Tuesday, January 13, 2026

3rd Grading Period

Begins:	Thursday, January 8, 2026
Ends:	Friday, March 13, 2026
Progress Reports:	Thursday, February 12, 2026
Report Cards:	Tuesday, March 17, 2026

4th Grading Period

Begins:	Tuesday, March 17, 2026
Ends:	Wednesday, May 20, 2026
Progress Reports:	Thursday, April 23, 2026
Report Cards:	School Decision-TBA

GRADING SYSTEM

Pelham City Middle School will operate on a nine (9) weeks grading system. There will be four (4) grading periods during the year. The first and second grading period will yield the first semester average. The third and the fourth grading period will yield the second semester average. The final average is the average of the first and second semester.

Letter grades are determined from numerical averages as follows:

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

Grading Weights:

Tests/Quizzes = 50% Classwork = 35% Homework/Participation = 15%

STUDENT AND PARENT RESPONSIBILITY

The rules outlined in this handbook are provided to guide students throughout their middle 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.

Parents: Please be advised that we will release certain student information during the school year unless you specifically tell us not to.

PROMOTION REQUIREMENTS

Promotion or retention of students will be based upon achievement as measured by the teacher and standardized tests. Students will be promoted when they have demonstrated the capability to profitably learn at the next grade level.

Local requirements:

- Students must pass all core classes (Reading, Math, Science, and Social Studies)
- Students must pass one Connections class
- Fifth and Eighth grade students must pass the Reading and Math Georgia Milestones Test

Athletic Eligibility: No Pass/No Participate

- A student wishing to participate in interscholastic competitive activities shall be enrolled full-time in a public school during the semester of participation and/or meet home study requirements under the Dexter Mosley Act as stated in Board Policy IDE(3).
- Retention of students for athletic purposes is prohibited.
- For determining student eligibility, the grading period shall be one semester. The same period shall also be the minimum length of the ineligibility period.
- Students participating in competitive interscholastic activities shall pass a minimum amount of classes carrying credit toward grade promotion in the semester immediately preceding participation. If students have six classes they must pass four to remain eligible for participation in sports. If students have seven classes they must pass five each semester to remain eligible for participation in sports. Students initially enrolling in the first semester of the fifth grade are exempt from this requirement.
- All students who participate in competitive interscholastic athletics or cheerleading shall have an annual physical examination prior to participation in any tryout, practice or conditioning, whichever comes first. The physical examination form shall indicate whether the student is cleared without restriction, cleared with recommendations for further evaluation or treatment, specify whether the student is cleared for certain sports or all sports, and be signed by a doctor of medicine or a doctor of osteopathy. The physical examination form shall also include the date that the exam was performed (month, day, and year), the student's name, gender, age, and date of birth.
- Special education students shall meet the same eligibility requirements as regular students, except that the courses passed must be according to the student's IEP. Special Olympics or other athletic programs designed exclusively for students with disabilities are exempt.

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 attending schools in Pelham City are expected to attend school daily, pass all classes, and exhibit positive behavior. Failure to do so may result in the revocation of the student's right to attend Pelham City Schools by the Superintendent or his designee.

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.

For more information, please refer to Pelham City Schools' Board Policy JBCB Nonresident Students.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students. This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

The PBIS framework utilizes a problem-solving approach that improves the entire school climate by using data to identify the reasons negative behaviors are occurring and implementing changes and interventions that address those reasons. PBIS is a preventative and proactive framework of addressing inappropriate behavior through fair and consistent discipline practices.

The foundation of PBIS at Pelham City Middle School is "Be a Hornet" by following the three building-wide expectations (3 Be's):

- Be Respectful
- Be Responsible
- Be Safe

In addition to our behavior expectations, PBIS has three other components: 1) a behavior matrix which explains behavior expectations in each school setting; 2) direct teaching of the expectations; and 3) PBIS recognition.

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At PCMS, each student will earn points for meeting behavior expectations. When goals are met, students will enjoy the PBIS cart and/or participate in periodic school-wide celebrations.

To be successful, our behavior program needs to be a partnership between home and school. Throughout the school year, the PBIS team will send updates and information about PBIS. We invite your comments, concerns, and ideas to make PBIS work at our school.

Please support PBIS at PCMS by:

- Reviewing behavior expectations with your child
- Using the three expectations at home
- Providing positive reinforcement (acknowledging good choices with compliments or quality time) at home
- Sharing comments with or asking questions of PBIS team members
- Participating in school events

PCMS Behavior Expectations

	Locations							
	Classroom	Hallway	Media Center/ Computer Lab	Cafeteria	Restroom	Break	Auditorium/ Assemblies	Bus
Be Responsible	Be in your seat with all materials when your teacher begins class (Use only your materials)	Be at the right place at the right time doing the right thing	Leave equipment/ resources as they were when you started	Keep your eating area clean and use food and utensils properly	Hush, flush, and wash	Stay within designated areas Place trash in the garbage cans Line up on time when signal is given	Leave food and drinks out of the Auditorium/ Assembly Raise and Wait Keep your area clean	Arrive at bus stop on time Keep track of personal belongings Leave food and drinks off of the bus and/or in bookbags Keep your area clean
Be Respectful	Raise your hand and wait for permission to speak Keep hands, feet, and objects to yourself	Whisper during transitions (Voice Level 1)	Whisper (Voice Level 1)	Keep your hands, feet, and objects to yourself	Give others privacy	Use appropriate language Include others Follow directions of adults	Be a whole body listener (Voice Level 0) Participate when appropriate	Follow directions of driver and other adults Use appropriate language
Be Safe *Covid-19 Precautions listed at the bottom should be used in all locations	Stay seated until given permission	Walk on the right side of the hallway	Visit authorized and appropriate sites/programs Push in chairs	Stay seated until given permission	Keep the stall and sink area clean	Keep hands, feet, and objects to yourself Walk Use equipment for its intended purpose	Enter/Exit quietly and calmly in a single file line Keep hands, feet, and objects to yourself	Remain seated (Covid-19 precautions may require designated seating and masks) Keep aisle clear Keep hands, feet, and objects to yourself Whisper (Voice Level 1) Voice Level 0 at Railroad Crossings

* Covid-19 Precautions: Sanitize Frequently and Practice Physical Distancing

Attendance Regulations

BOARD POLICY **DESCRIPTOR CODE: JB**

Student Attendance

In responding to student attendance issues, the school system shall comply with all requirements of state law, State Board of Education rule, and the Student Attendance Protocol that has been developed by the county's MAST Student Attendance Protocol Committee.

Excused Absences

It is the policy of the Board to excuse students from school for the following reasons:

1. Personal illness or attendance in school that endangers a student's health or the health of others.
2. A serious illness or death in a student's immediate family necessitating absence from school.
3. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
4. The observance of religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. A student whose parent or legal guardian is in military service in the U. S. Armed Forces or National Guard, and such parent has been called to duty or is on leave from overseas deployment to a combat zone or combat support posting will be granted up to 5 days of excused absences per school year to visit with his or her parent prior to the parent's deployment or during the parent's leave.

The Board authorizes high school administrators to allow for eligible students a period not to exceed one day for registering to vote or voting in a public election.

Students shall be counted present when they are serving as pages of the Georgia General Assembly.

The principal may in certain circumstances require students to present appropriate medical or other documentation upon return to school for the purpose of validating that absences are excused.

Grades and Absences

Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.
2. Make up work for an excused absence was completed satisfactorily.

Policies and Procedures to Reduce Unexcused Absences: Notification

1. The school system requires its schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person having control or charge of such student will be asked to sign a statement indicating receipt of such written statement of possible consequences and penalties. In addition, students age ten or older by September 1 must sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local board policy; and
2. The school system will notify the parent, guardian or other person who has control or charge of the student when such student has five unexcused absences. The notice will outline the penalty and consequences of such absences and that each subsequent absence will constitute a separate offense. After two reasonable attempts to notify the parent, guardian or other person who has charge of the student, the school system will send written notice via certified mail with return receipt requested.
3. The School System will use its best efforts including first class mail to notify a student age 14 and older when the student has only three absences remaining before violating the state's attendance requirements pursuant to O.C.G.A. 40-5-2 regarding the denial of driver's permits and licenses.

Students shall be notified through the student codes of conduct of the definition of truancy and a summary of possible consequences and penalties for truancy, including possible dispositions for unruly children in accordance with O.C.G.A. 15-11-67 and the possible denial of or suspension of a driver's license.

PERFECT ATTENDANCE

To receive an award for perfect attendance, a student may not be absent from school or tardy to school, nor may he/she be dismissed before the end of the instructional day.

Pelham City Middle School Attendance Protocol

MITCHELL COUNTY ATTENDANCE SUPPORT TEAM (MAST) PROTOCOL

PURPOSE:
The overall objective of this team is to improve attendance and graduation rates of youth in Mitchell County. The purpose of the MAST is:

- Define procedure for determining the cause of absence and/or tardiness;
- Review attendance records of students who have been referred for chronic absenteeism and tardiness;
- Identify and remove barriers that may be prohibiting successful school attendance;
- Create public awareness of the importance of school attendance for the benefit and well being of the entire community.
- Provide a summary of possible consequences for students and parents in violation of the compulsory attendance law.

GUIDELINES:

Absences: Anytime a student is absent from school, be it part of a day or a whole day, a guardian written note or doctor/dentist/appt.'s excuse should be turned into the front office on the first day of their return to school. Failure to turn in a note will result in absence becoming unexcused. This applies to early leave and tardy to school. See PCMS master schedule for tardy times.

Absences/Tardies:

1. **At 3 unexcused absences or 5 total absences and/or 4 tardies/early releases** the principal or his or her designee will make contact with parents informing of days and Compulsory School Attendance Law. - Loss of privileges can occur for unexcused tardies at the discretion of administration

2. **At 5 total unexcused absences or 5 tardies/early releases,** a parent conference will be held to discuss on-going attendance concerns and a school-level attendance contract will be signed. Failure to attend a meeting can result in immediate referral to the community MAST team at the courthouse. Loss of privileges can occur for excessive unexcused absences/ tardies at the discretion of administration

3. If parent(s) do not attend the meeting, the school designee will convene a meeting of the MAST and will summon, by mail,, the parent and the student Loss of privileges can occur for excessive unexcused absences/ tardies at the discretion of administration

4. If the student's attendance does not improve after the parent conference, the school designee will convene a meeting of the Mitchell County level MAST and will summon, by registered mail, the parent and the student.

5. If parent(s) do not attend the MAST meeting,and/or break the MAST contract, the school designee will file a petition in Juvenile Court and/or State Court requesting court intervention.

****Please do not send your child to school sick.**

GENERAL STUDENT INFORMATION

AFTER SCHOOL TUTORING

Teachers will notify parents of the days/times when additional academic support will be offered to students after school. Students are expected to behave during this time, and parents are expected to pick up their child by **4:30 p.m**. Students who stay after school for tutoring and are not picked up by the designated time may not be allowed to continue to stay for extra help please note: There is no bus transportation available after tutoring.

ALTERNATIVE SCHOOL/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 City Schools. Students placed in the Achievement Center by a tribunal or through parent waiver are not allowed to attend any activities and events held at Pelham City Schools. Students returning to PCMS from the Achievement Center will do so under contract. Students may be sent back to the Achievement Center if attendance, behavior, or grades become an issue.

ARRIVAL/DEPARTURE

Students should not arrive on campus more than 30 minutes before the first bell and should leave campus not later than 30 minutes after the last bell unless participating in a school-supervised activity approved by the principal or designee of the principal. **Pick-up and drop-off will be at the bell tower. No student is to be picked up or dropped off in the bus route or behind the school.**

BICYCLES

Students who ride bicycles to school should park and lock them in the designated area immediately upon arrival. Students should not secure more than one bike with one lock. (Do not lock two bikes together). The school is at no time responsible for damage or loss of a bicycle. Students who ride bicycles to school should obey state laws for their safety.

BULLYING

BULLYING WILL NOT BE TOLERATED AT PELHAM CITY MIDDLE SCHOOL.

Bullying is defined as:

1. **Any willful attempt to threaten or inflict injury on another person, when accompanied by an apparent ability to do so; or**
2. **Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or**
3. **Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:**
   a. **Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;**
   b. **Has the effect of substantially interfering with a student's education;**
   c. **Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or**
   d. **Has the effect of substantially disrupting the orderly operation of the school.**

Discipline for any act of bullying shall be within the discretion of the principal, which may range from a reprimand to out-of-school suspension. However, upon a finding that a student has committed the offense of bullying for the third time in a school year, at the minimum the student shall be assigned to an alternative education program.

The Superintendent shall develop rules and procedures that carry out the provisions of this policy. In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each middle and high school and by ensuring inclusion of such information in student and parent handbooks.

BOARD POLICY **DESCRIPTOR CODE: JCDAG**

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.

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 alternative school 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.

Sexual Harassment Section

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.

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.

Complaints Against Educators Section

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.

CELL PHONES/ELECTRONIC DEVICES

Realizing the role cell phones have come to play in everyday life, possession of a cell phone by a student on school campus is acceptable provided the student complies with PCMS restrictions. To avoid disruptions and distractions during the school day, cell phones will be collected during homeroom and returned at the end of the day. Cell phones and any other electronic devices seen during the school day may result in these items being taken up from the student. PCMS is NOT responsible for items brought to school by students. Students who do not follow the simple guidelines set forth in the PCMS cell phone policy will be subject to the consequences below and please review the new statewidepoicy that directly affect students in grades Kindergarten through 12th grade.

Violation of Cell Phone Policy

1st Offense
- A. Confiscate Phone
- B. Warning and only the legal guardian may pick up the phone.

2nd Offense
- A. Confiscate Phone
- B. $25.00 fine and only the legal guardian may pick up the phone.

3rd Offense
- A. Confiscate Phone
- B. $50.00 fine and only the legal guardian may pick up the phone.

4th Offense (And All Subsequent Offenses)
- C. Confiscate Phone
- D. $75.00 fine and only the legal guardian may pick up the phone.

Unpaid fines will result in withholding report cards and non-participation in extracurricular activities.

PELHAM CITY SCHOOLS CHARTER SYSTEM

Laron Smith, Ed. S. 203
Superintendent
lsmith@pelham-city.k12.ga.us

Mathewson Ave.
Pelham, Georgia 31779
229-294-8715
Fax 229-294-2760
www.pelham-city.k12.ga.us

Dear Parents and Guardians,

We hope this message finds you and your family well. We are writing to inform you of a new statewide policy that directly affects our students in grades Kindergarten through 12th grade. On May 9, 2025, Governor Brian Kemp signed legislation banning the use of cell phones and similar personal electronic devices during the school day for students in grades K–8 across Georgia public schools. This decision was made in an effort to promote more focused learning environments, reduce distractions, and support students' mental health and social development.

What This Means for Our School:
Effective at the start of the 2026 school year, students in grades K–12 will not be permitted to use cell phones or personal electronic devices during school hours, including during lunch and recess. Devices will be collected at the start of the school day and returned to the student at the end of the school day. The devices will be stored in a secure area during the school day. This policy has been in effect at the middle school for the last two years.
This policy does not apply to:

- Emergency situations as determined by school staff,
- Devices that are part of an approved Individualized Education Program (IEP) or 504 Plan,
- School-issued devices used for instructional purposes under teacher supervision.

Supporting Your Child:
We understand this is a change for many students and families. We encourage you to speak with your child about the importance of focusing on learning while at school and using technology responsibly. If you need to reach your child during the day, please contact the school office directly.

Enforcement and Consequences:
Violation of this policy will result in disciplinary action consistent with our school's code of conduct, including temporary confiscation of the device and communication with parents or guardians. We appreciate your partnership in creating a school environment that is safe, respectful, and focused on learning. Additional information about the new policy will be sent out in the near future.

Thank you for your continued support.

Sincerely,

Laron Smith, Superintendent
Pelham City Schools Charter System
lsmith@pelham-city.k12.ga.us
229-294-8715

CHANGE OF NAME/ADDRESS/PHONE NUMBER

Parents must inform the school office if there is a change of address or telephone number. A legal document is required before the name of a student is changed on student records. The following student information is released to the public at the discretion of the principal: name, address, home phone number, grade level, Honors/Awards.

CHARACTER EDUCATION

In an effort to foster the development of critical thinking, ethical and lawful behavior, and responsible citizenship, a framework for the teaching of Character Education shall be developed in all grade levels.

Using the framework, instructional staff members at each school shall provide opportunities for student growth in responsibility, independence and leadership. These opportunities shall be extended to staff members and parents. Parental input shall be used to establish the expected outcomes of this program.

Each school shall foster and maintain a safe and orderly environment that emphasizes honesty, integrity, trustworthiness, responsibility, good citizenship and self-discipline. Capturing Kids Hearts will be continued this school year, more information will be provided regarding this district initiative.

CHECKING IN AND 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 administrative assistant. Students must not leave school without the permission of a school official. 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.)

Dismissal Precaution:
Students must be in attendance more than one half of the school day to be counted present. Therefore, parents should not ask that a student be allowed to leave school before 11:30 p.m., unless there is an emergency. If such a need arises, parents and/or guardians should come to school to pick up the student. **No early checkouts will be allowed after 3:00 p.m.** For a student to be excused for a dental or medical appointment, an excuse from the appointment may be required by the principal. A student will not be released to anyone other than his parent or guardian unless approval of parent or guardian has been confirmed.

If a student must be sent home for any reason during school hours, it is the responsibility of the school to notify an adult in the home before the student leaves school.

CHRONIC DISCIPLINARY PROBLEMS

Students who are chronic disciplinary problems will not be tolerated at Pelham City Middle 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 City Middle School.

COMPUTER/INTERNET USER POLICY

All computers in Pelham City Middle 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 PCMS. Any student that is found using computers or software in a non-educational setting will be subject to discipline procedures. If you log into a computer with another student's username or password you will be held responsible. It will be a violation of the computer policy and consequences will be enforced. (Refer to Board Policy IFBGA).

CONFERENCES

PCMS welcomes all opportunities to meet with parents/guardians about their children. Thursdays have been set aside for parent-teacher conferences; however, parents may request conferences on another day, if needed. Conferences with teachers, counselors, or administrators should be scheduled in advance to make sure they are available to meet with parents. Teachers, counselors, or administrators may be off campus or have other meetings scheduled during the day. **Please call the office to schedule your conference in advance.**

DRESS CODE

The following guidelines identify the uniform standards for Pelham City Middle School and Pelham Elementary School. These guidelines will be strictly enforced and interpreted by the school administration. School uniforms may be purchased through any vendor as long as the attached guidelines are followed.

Dress Code Guidelines

Dress Code Styles/Color:

The following clothing styles will be considered appropriate:

1. Solid navy blue or khaki bottoms (pants, skirts, capris, jumpers/dresses, shorts – no more than three inches above the kneecap);
2. Solid white, blue, or yellow/gold collared polo style shirts or any school spirit shirt.

Uniform Appearance:

1. Polo style shirts may have a school insignia.
2. No cleavage should be visible.
3. No denim, knit pants, jogging/sweatpants or wind suit pants, or leggings/tights will be worn;
4. Tight or clinging clothes will not be worn;
5. Uniforms must be worn at the natural waist. They cannot be poorly fitted or oversized and baggy, so as to allow sagging of the pants. Belts must be worn, if needed. If belts have buckles, they must not be oversized or have any writing that is considered offensive.

Accessories:

1. Shoes or other appropriate footwear will be worn. No flip-flops, bedroom/shower shoes, sports sandals, slides or backless shoes will be allowed.
2. No manner of clothing, jewelry, button, or pin may display drugs, cigarettes, sexually suggestive items, alcohol, profanity, gang related logos or messages, or pictures or words that are determined to be distracting or demeaning to others by the school's administrators;
3. Hats, caps, sweatbands, bandannas, sunglasses, and other head coverings are not permitted inside the building, unless approved by administration;
4. Tattoos and body piercings are not permitted to be visible at school. At school, students may not wear items such as nose rings, nose pins, tongue rings, tongue pins, or any jewelry to accessorize facial or body piercing (this excludes earrings);
5. Extreme color/hairstyles, make-up, etc. must not be distracting, immodest, inflammatory, or offensive. The hairstyle must not cover the eyes or face;
6. Chains, wallet chains, and spiked jewelry are not allowed on campus or school related activities;
7. A student shall not wear or use emblems, insignias, badges, or symbols which are likely to distract the attention of other students in the classroom, cause disruptions or interference with the operation of the school, or violate health and safety standards of the school. No clothing shall be worn which displays messages that are profane, vulgar, lewd, indecent or sexually suggestive, or which contains alcohol, tobacco or drug advertisements, or which advocates criminal activity.

Dress Down Days:

School administrators will be permitted to allow "Dress Down Days" for incentive purposes. The following guidelines apply:

1. When designated by the school administration, students may wear any appropriate clothing of their choice (as long as it is in accordance with 1-13 of the district dress code—listed below).
2. Clothes with deep slits, cuts, and/or tears, will not be worn.
3. Students may wear blue jeans **without** slits or holes (no skin showing);

District Dress Code Guidelines (Dress Down Days for PCMS Students)

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
3. No midriff will be shown.
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 will not be allowed on campus unless approved by an administrator.
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 three (3) inches above the kneecap.
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.
12. Pants or shorts will not be allowed to sag. Belts, when worn, will be kept fastened at all times. Underwear will not be visible.
13. Leggings **may not** be worn.

All of the above standards are subject to interpretation of the administration. Students not adhering to the above will be required to make necessary changes. The administration and faculty of the Pelham City Schools desire to provide a pleasant learning atmosphere for all students. The above standards will help prevent unnecessary and unreasonable distractions from classroom instruction.

The above referenced standards will also be applicable to the uniform policy.

****Athletic wear, to include but not limited to, joggers, sweat pants, yoga pants, gym shorts, tank tops, etc., will not be worn on dress down days. Hoodies, beanies, bandanas, and other head coverings are not allowed to be worn in the building.**

The Board of Education authorizes the superintendent to address non-compliance of the dress code policy by implementing consequences at the school level through the student code of conduct.

DROP/ADD CLASS POLICY

Students are discouraged from changing schedules after classes begin. A parent-student-teacher conference is required to change a schedule. **Schedule changes will not be considered after the first week of school.**

EMERGENCY DRILLS

Every precaution is made to ensure the safety of your child during school activities. Periodic fire and tornado drills are executed to ensure students learn proper safety procedures and adhere to all safety guidelines.
When the alarm is sounded, students should follow the direction of school personnel quickly, quietly, and in an orderly manner. Other emergency drills including lockdowns and/or building evacuations may occur during the year.

FIRE/TORNADO DRILLS

Fire and tornado drills at regular intervals are required by law and are an important safety precaution. The fire alarm is a long uninterrupted buzzing alarm. The tornado alarm is three short bells. It is essential that everyone obey and follow the procedures for exiting the building as soon as possible. Students are to remain silent throughout the procedure. Teachers will be asked to take roll to ensure that all children are safe and accounted for.

A tornado watch: conditions are favorable for a tornado or severe weather.
A tornado warning: a tornado has been sighted.
If a tornado warning is issued, bus dismissal may be delayed.

ENROLLMENT REQUIREMENTS

When a student initially enrolls in the Pelham City School System, parents are responsible for providing the following documents:

Birth Certificate (Grades K and 1)	At enrollment
Immunization Record (Georgia Form 3231)	At enrollment
Hepatitis B Vaccination	30 days
Ear, Eye, Dental Screening (Georgia Form 3300)	At enrollment
Guardianship Papers (if student does not live with natural parents)	At enrollment
Records from Previous School (school will make a direct request to the previous school, but the responsibility rests with the parent)	30 days

Proof of Residence	At enrollment
Social Security Number or Waiver or an Application for Social Security Number	At enrollment
Medical Information which will impact instruction	At enrollment
Meningococcal Vaccination	At enrollment
TDAP Booster Vaccination	At enrollment (By 7th Grade)

NOTE: Parents who object to the state immunization policy for religious reasons may complete a notarized waiver.

Georgia law requires that every student enrolled in a Georgia public school must be immunized according to the rules and regulations established by the Georgia Department of Human Resources.

A **Certificate of Immunization (Form 3231)** must be on file. A Georgia physician or health clinic must complete the certificate. Students who do not provide the school with an approved certificate will not be allowed to remain in school.

A child enrolling in a Georgia school for the first time AT ANY GRADE LEVEL must be age-appropriately immunized with all required vaccines. In addition, those students entering a Georgia public school for the first time must provide a **Certificate of Eye, Ear and Dental Examination (Form 3300)** at enrollment.

Sixth Grade Requirements
All currently enrolled children entering sixth grade on or after July 1, 2007, must meet the following requirements:

1. Two doses of Measles vaccine, two doses of Mumps vaccine, one dose of Rubella vaccine, or laboratory proof of immunity against each of these three diseases.
2. Two doses of Varicella (chicken pox) vaccine or documentation of disease or laboratory proof of immunity. At the time your child entered school, only one dose of this vaccine was required.

Seventh Grade Requirements
Beginning in the 2014-2015 school year, seventh grade students will be required to have the tetanus, diphtheria, and pertussis (Tdap) and meningococcal (meningitis) vaccines prior to entering school. Students newly enrolled in Georgia schools in grades 8 through 12 must have the same immunizations as seventh grade students. Proof of Tdap immunization and meningitis vaccination must be documented on the Georgia immunization certificate or Form 3231.

For more information about Georgia's immunization program or the immunization requirements for school entry and attendance, please click on the following link to the Georgia Department of Human Resources: health.state.ga.us/programs/immunization/index.asp.

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: 229-294-6063, 229-294-8715.

FIELD TRIPS

Field trips and planned educational trips are important to the instructional program. In the event of a field trip, your child will receive a permission slip which the parent or guardian is required to sign. In signing, you give permission for your child to participate. There is a waiver of liability clause included. Students will not be denied field trips due to owed fees.

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. Students who are clearly attacked without immediate provocation and who do not engage in offensive combat in return will not be charged with fighting. It is the responsibility of the school principal 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.

GANG RELATED ACTIVITY

A gang is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind (OCGA 16-15-3), whether on or off school campuses or school property.

HEALTH SERVICES/NURSE

In order for the nurse to dispense medication or administer treatment to a student, there must be an authorization form on file. Parents are required to complete a medical authorization form and may obtain a form from the school nurse. All medication must be presented in its original prescription bottle. No medication will be dispensed from containers other than the original container.

LOCKERS

Lockers will not be used at PCMS in SY25.

LOST AND FOUND

All lost and found items will be turned in to the office. Items not claimed within a few months will be donated to community organizations.

MAKE-UP WORK

Students will be allowed one day for each day absent to make-up work missed due to short-term absence, provided that the absence(s) is excused. The teacher may use his/her discretion to allow longer make-up periods for excused absences of a week or longer. There are no provisions for allowing students to make up work for days absent while suspended from school. If a teacher assigns and grades homework, class work, labs or tests during a student's unexcused absence or suspension, that student may be given a grade of zero (0) for the work he/she missed.

MEDIA CENTER

The media center's primary function is to support the curriculum at PCMS. The media center is open daily from 7:30 a.m.-3:30 p.m. and is accessible for all students and parents throughout the school day (students must have a pass from their teacher to go to the media center during instructional time). Students select books to check out for a two week period. Students also use the media center for research, reports, and special projects. A well-equipped computer lab is available for students' use.

If students lose or damage books while the item is checked out in their name, they must pay the cost of the book/item. If a lost book is found and returned during the school year, the cost of the book, minus fines, will be refunded.

MEDICATION

BOARD POLICY **DESCRIPTOR CODE:**
JGCD
Medication

All medications other than the exceptions listed in this policy, whether prescription or over the counter, may be administered only in accordance with the guidelines set forth by the Principal of each school. All medications must be taken by the student, parent or guardian to the school office immediately upon arrival at school and must be in original pharmaceutical containers, clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the times for dosage. Any student possessing prescription or over the counter medication not in accordance with these guidelines will be considered in violation of Pelham City School District's drug policy and shall be subject to the discipline set forth in the student code of conduct and/or the student/parent handbook.

A student for whom the school has on file supporting medical documentation may carry at all times with parental/guardian permission inhalers for asthma, auto injectable epinephrine (epipens) for allergic reactions and medical needs for diabetes. Student authorized to self administer such medications shall be instructed not to permit any other student to handle, possess, or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the student code of conduct.

In order for the student to carry and self administer such medications, or in order for the school to store and administer the medication for students who are unable to self administer because of age or any other reason, parents must provide a written statement from a licensed physician confirming that the student is able to self administer the medication, if applicable, and written permission from the parent for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication. Such permission shall release the school district and

its employees and agents from civil liability for administering such medication to students, or if the self-administering student suffers an adverse reaction as a result of self administration of such medication.

Parents are encouraged to provide to the schools duplicate medication and supplies in the event a student is unable to self administer or fails to bring the medication or equipment to school.

Nurses or other school employees are authorized to administer an epipen, if available, to a student who is having an actual or perceived anaphylactic adverse (allergic) reaction, regardless of whether the student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer an epipen to a student in such circumstances shall be immune from civil liability.

MOMENT OF SILENCE

PCMS will conduct a brief period of quiet reflection for no more than 60 seconds for all pupils assembled. This will occur daily during morning announcements.

NUTRITION

BREAKFAST AND LUNCH ARE FREE TO ALL STUDENTS THAT ATTEND PELHAM CITY SCHOOLS.

1. **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.
2. **WATER**: Water is available in the cafeteria.

OFFICE HOURS

The front office is open each day from 7:30 a.m. until 4:00 p.m, except during holidays. The school phone number is 229-294-6063.

PERSONAL POSSESSIONS

Students are discouraged from bringing expensive items or large amounts of cash to school. Cameras, MP3 players, IPods, etc. are not required for school. Students bring these and other like items at their own risk. It is suggested that students label jackets, sweaters and shoes. Pelham City Middle School is not responsible for valuables that are lost or stolen.

SCHOOL PROPERTY

Students are responsible for the care of all books, chromebooks, 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 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 any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, any stun gun or taser as defined in subsection

(a) of Code Section 16-11-106. This paragraph excludes any of these instruments used for classroom work authorized by the teacher. 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)

SKIPPING

Any student who is more than five (5) minutes late to a class without a hall pass or admittance slip from the office is considered skipping. Any student found out of class without a timed, dated, and signed hall pass will be considered skipping.

HALL PASS, DON'T LEAVE CLASS WITHOUT ONE!

TARDIES TO CLASS

Students who are tardy to class will report to class and receive a tardy slip. The following procedure will be used for excessive tardies:

1. The student will be given a tardy slip and warning for the first offense.
2. The second tardy to class will result in a tardy slip and a parent contact will be made notifying the parent that the next tardy to class will result in detention.
3. The third tardy to class will result in spending the remainder of class in the Opportunity Room or ISS followed by a referral .
4. After the third tardy to class, the student will be assigned to After School Detention. Failure to report to detention may result in In School Suspension (ISS).

STUDENT COMPLAINTS AND GRIEVANCES

PCMS acknowledges the rights of students and has established a policy for which students can file a grievance. The student should follow the steps below (Refer to Board Policy JCE):

1) Try to settle the issue first with the teacher.
2) If relief is not granted, then appeal should be taken to the school 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 FINES

Any student that owes monies to Pelham City Middle School (i.e. lunchroom charges, athletics fees, fundraiser funds, library fines, or damaged books), **of $5.00 or more**, will not be allowed to participate in any extracurricular activities (i.e. sports, clubs, or dances). 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 test results for students who owe fines.

STUDENT INSURANCE

Insurance for students will be available. Claim forms will be available in the main office.

TRANSPORTATION

Transportation is provided for students living more than 1 ½ miles from the school. The times and routing schedules are issued by the Transportation Department. Students are required to obey rules or forfeit their transportation privileges.

Consistent transportation from school should be established for safety. **If it becomes necessary to change the way your child gets home, it will be your responsibility to contact the school** or write a note to the office. If you write a note to the school for a transportation or bus change, be sure to include a phone number where you can be reached in order to confirm changes.

STUDENTS SHOULD MAKE ARRANGEMENTS FOR AFTERNOON TRANSPORTATION BEFORE ARRIVING TO SCHOOL EACH DAY.

VIDEO SURVEILLANCE

Video surveillance cameras monitor our building 24 hours a day, seven days a week. Video cameras have been provided to increase the safety and security of our school while enhancing our school climate.

VISITORS/VOLUNTEERS

Visitors are welcome but should report to the main office upon arrival to receive a visitor's pass. **All volunteers in the school system must complete an annual orientation and background check. This process can be completed by contacting the Parent Involvement Coordinator.**

WITHDRAWAL FROM SCHOOL

Information pertaining to the withdrawal of a student from school may be obtained from the front office by contacting the registrar.

CODE OF CONDUCT

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.**

PROGRESSIVE DISCIPLINE PROCEDURES

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, the age of the student, 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 (Opportunity Room)
- Warning and/or Counseling with a School Administrator or Counselor
- Parent Conference
- Detention
- Short-term Suspension (I.S.S.)
- Out- of- School Suspension (O.S.S.)
- 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 specific 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 misappropriating 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.

BEHAVIOR THAT WILL RESULT IN DISCIPLINARY PROCEDURES

The degree of discipline imposed will be in accordance with the progressive discipline process unless otherwise stated.

Possession, sale, use in any amount, distribution, or being under the influence of any narcotic drug, hallucinogenic drugs, amphetamines, barbiturates, marijuana, drug paraphernalia or alcoholic beverage or other intoxicant.

Possession, distribution, attempted sale or sale of substances represented as drugs or alcohol.

Sale, attempted sale distribution, or being under the influence of a prescription or over-the-counter drug.
Possession or use of a weapon or dangerous instrument: A student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon. Students who possess firearms on campus will be subject to a minimum of one calendar year suspension and will be referred to law enforcement officials. (See JCDAE)

Assault, including threats of bodily harm and/or sexual assault, of teachers, administrators, other school personnel, other students, or persons attending school-related functions: Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon a teacher or other school personnel; possible referral to a disciplinary tribunal if a student is alleged to have committed an assault upon another student or a person attending a school-related function.

Battery, including sexual battery, of teachers, administrators, other school personnel, other students, or persons attending school-related functions: Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon a teacher or other school personnel; possible referral to a disciplinary tribunal if a student is alleged to have committed an assault upon another student or a person attending a school-related function.

Disrespectful conduct toward teachers, administrators, other school personnel, other students or persons attending school-related functions.

Disrespectful conduct toward teachers, administrators, other school personnel, other students or persons on any type of social media.

Any behavior based on a student's race, national origin, sex, or disability that is unwelcome, unwanted and/or uninvited by the recipient is prohibited, including verbal or nonverbal taunting, physical contact, unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

Possession or use of tobacco in any form.

Possession or use of e-cigarettes.

Damaging or defacing personal property or school property (vandalism).

Theft.

Extortion or attempted extortion.

Possession and/or use of fireworks or any explosive.

Activating a fire alarm under false pretenses or making a bomb threat.

Insubordination, disorderly conduct, disobeying school rules, regulations, or directives;

Disobeying directives given by teachers, administrators, or other school staff.

Classroom and school disturbances.

Violation of school dress code.

Use of profane, vulgar, or obscene words or indecent exposure.

Misuse of cell phone or electronic communication device, except for health or other unusual reasons approved by the Board of Education.

Inappropriate public displays of affection.

Gambling or possession of gambling devices.

Moving and nonmoving driving violations.

Giving false information to school officials.

Cheating on school assignments.

Gang related activity-- The solicitation of others for gang membership, the defacing of school or personal property with gang related symbols or slogans, threatening or intimidating on behalf of a gang, or the requirement of payment for protection or insurance through a gang. Includes wearing or possessing gang related apparel or communicating verbally/ nonverbally to convey membership or affiliation with a gang.

Unexcused absence, chronic tardiness, skipping class, leaving campus without permission.

Bullying: Georgia law mandates that upon a finding that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school (pending referral to a disciplinary tribunal).

Criminal law violations: A student who has committed a violation of the criminal laws and whose presence on the school campus may endanger the safety of other students or cause substantial disruption to the school operation may be subject to disciplinary action, including in-school suspension, short-term suspension and referral to a disciplinary tribunal.

POSSIBLE CONSEQUENCES FOR VIOLATION OF THE CODE OF CONDUCT

DETENTION

The detention program is designed as a consequence for poor behavior and excessive tardies. It serves as an alternative to suspension. Students assigned detention will serve their detention as assigned by school personnel. **If a student fails to show for detention, the student may be assigned ISS.**

OPPORTUNITY ROOM

The opportunity room is the temporary removal of a student from class or an activity to a location to reflect upon their behavior and discuss their actions with another adult, before returning to class. Students will spend no more than 90 minutes at a time in the opportunity room.

IN-SCHOOL SUSPENSION (I.S.S.)

I.S.S. 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 I.S.S. Parents will be notified by phone or letter and **must sign their student in** when assigned I.S.S. Students are counted present for school attendance and are provided individualized assignments from their regular classroom teachers. Students who fail to abide by the rules and regulations of I.S.S. will receive additional I.S.S. days or be suspended from school. This suspension will be separate from, and in addition to, days already assigned to I.S.S.

OUT-OF-SCHOOL SUSPENSION (O.S.S.)

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 unexcused absences for these days and will receive a grade of zero (0) for any work missed. Any student who accumulates ten (10) or more days of O.S.S. may be recommended for expulsion.

STUDENTS ASSIGNED TO O.S.S. 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.

LONG-TERM SUSPENSION

A student shall be subject to suspension for any period in excess of ten (10) school days for any conduct referred to in this policy, only by action of a disciplinary tribunal or the Pelham City Board of Education after the student has been afforded notice, opportunity for hearing, and the other procedural rights hereinafter prescribed prior to such expulsion or suspension becoming effective. Such suspension may be administered by the disciplinary tribunal or the Pelham City Board of Education notwithstanding that the student was previously suspended by the superintendent or other official under short-term suspension. Where long-term suspension is proposed to be administered, the Board of Education or its superintendent or other authorized official shall cause a notice to be given to the student and his parents (or other person standing in loco parentis), either in person or by United States mail directed to their last known address.

RULES GOVERNING STUDENT CONDUCT

Aggressive Behavior Verbal assault of other student(s); threatening or intimidating another student. ➢ **Without Physical Contact** ➢ **With Physical Contact** ➢ **Verbal Assault of Staff With/Without Physical Contact** 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 or other adult 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.	**Without Physical Contact** 1st: 1-3 days ISS 2nd: 3-5 days ISS 3rd: 5-10 days ISS or OSS, possible referral to tribunal and/or law enforcement **With Physical Contact** 1st: 3-10 days OSS, parent/guardian notice, mandatory parent conference, possible recommendation for tribunal 2nd: 10 days OSS, tribunal **Verbal Assault of Staff With/Without Physical Contact** 1st: 1-10 days OSS, parent/guardian notice, mandatory parent conference, possible referral to tribunal and/or police or sheriff's department 2nd: 10 days OSS, tribunal, possible referral to police or sheriff's department
Alcohol (Possession) 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.	10 days OSS, parent/guardian notice, recommendation for tribunal, and possible notification of law enforcement
Bullying Bullying behavior is defined as any willful attempt to threaten or inflict injury on another person, when accompanied by an apparent ability to do so; or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate. (O.C.G.A. 20-2-751.4)	1st: 3 days ISS, parent/guardian notice, mandatory parent conference. 2nd: 3-5 days OSS, parent shadowing upon return. 3rd: 10 days OSS and recommendation for tribunal. Georgia law mandates that upon a finding that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school (pending referral to a disciplinary tribunal).
Bus Misbehavior All rules and regulations in the Student Code of Conduct are applicable to the transportation of students (Bus Conduct Policy JCDAD). The age of the child and the severity of the offense will be taken into consideration in the administration of disciplinary action.	1st: Warning by administrator. 2nd: 1-3 day Bus Suspension, parent/guardian notice 3rd: 3-5 days Bus Suspension, parent/guardian notice 4th: 5-10 days Bus Suspension, parent/guardian notice 5th: Revoke bus riding privileges for the remainder of semester, or 10 days whichever is greater. Major offenses will result in consequences listed in the Code of Conduct in addition to Bus Suspension (Ex. bullying; fighting; possession of alcohol, drugs, weapons/dangerous objects; profanity, etc).
Cell Phone/Electronic Devices Cell phones can be used before and after school. These items may not be accessible to students (kept in lockers) during the school day unless being used for teacher-directed instructional use and/or as a PBIS recognition/celebration. Cell phones can NOT be out when a student enters a classroom. Teachers at PCMS may allow cell phone use in some instances but students will only take out the phones at the direction of the teacher. Cell phones and any other electronic devices seen during the school	**All offenses will result in phone being confiscated.** + 2nd: Confiscate phone. $25.00 fine and only the legal guardian may pick up the phone. 3rd: Confiscate phone. $50.00 fine and only the legal guardian may pick up the phone. 4th and All Subsequent: Confiscate phone. $75.00 fine and only the legal guardian may pick up the phone.

day may result in these items being taken up from the student.	Unpaid fines will result in withholding report cards and non-participation in extracurricular activities.
Cheating/Plagiarism ➢ **Cheating:** Includes taking unauthorized information of any form into a test situation; taking test questions to provide assistance in later situations or the theft of a test, or any other instructional material; copying the work of others including, but not limited to, homework; giving or taking information concerning a test after one individual has taken a test and the same form of the test is to be given later; and taking of unauthorized information from a computer. ➢ **Plagiarism:** Includes using a writer's ideas without giving due credit through documentation.	1st: Mandatory parent conference and discipline measure will be at administrations' discretion 2nd: 1 day ISS 3rd: 3 days ISS 4th: 5 days ISS Student may receive a zero for the assignment.
Chronic Misbehavior Students who willfully and persistently violate the student discipline code for the same or a variety of offenses will be placed on a Behavior Intervention Plan (BIP) or may be recommended for Tribunal.	At any point in the discipline process, administrators and teachers will meet to review the considered behaviors and make recommendations for appropriate disciplinary action. (Legal reference: O.C.GA.20-2-764, 1995)
Classroom Disruption Includes intentionally making noise or acting in any manner so as to interfere with a teacher's ability to conduct class or another student's ability to learn.	1st: 1 day ISS, parent/guardian notice, mandatory parent conference 2nd: 3 days ISS 3rd: 5 days ISS and Behavior Intervention Plan (BIP) 4th: 3-5 days OSS
Criminal Law Violations/Conduct Off Campus A student who has committed a violation of the criminal laws and whose presence on the school campus may endanger the safety of other students or cause substantial disruption to the school operation may be subject to disciplinary action, including in-school suspension, short-term suspension and referral to a disciplinary tribunal.	Student will not be allowed to attend school and/or school-related functions, possible recommendation for tribunal.
Destruction, Damage, and/or Defacing School or Private Property/Vandalism A student shall not willfully and/or maliciously destroy, damage, or deface public or private property, real or personal.	1st: Restitution, 3-10 days ISS, mandatory parent conference 2nd: Restitution, 10 days OSS, recommendation for tribunal Possible referral to law enforcement.
Disrespectful/Rude Behavior/Defiance ➢ **Toward Adults:** Includes arguing with, "talking back," "sassing," walking away from, raising their voice, interrupting, being offensive in manner, intimidating, threatening, and/or any other action that is deemed to not be polite. ➢ **Toward Students:** Includes an unwillingness to consider others' ideas and opinions; having no regard for others' feelings, well-being, and safety; speaking inappropriately to others; and destruction of others' property.	**Toward Adults:** 1st: 1 day ISS, parent/guardian notice, mandatory parent conference 2nd: 3 days ISS 3rd: 5 days ISS and Behavior Intervention Plan (BIP) 4th: 3-5 days OSS **Toward Students:** 1st: 1 day ISS 2nd: 3 days ISS 3rd: 5 days ISS
Dress Code Violation Students must adhere to the uniform standards for Pelham City Middle School and Dress Down Days guidelines for select days.	1st-3rd: Warning and change clothes within a reasonable amount of time or spend the remainder of the day in Opportunity Room.

	Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct including loss of dress down privileges.
Drugs and Drug Paraphernalia (Possession) 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 such student). This includes lighters, rolling papers, pipes, baggies, or any other drug paraphernalia. Prescription and over-the-counter medication must be taken to the school nurse.	10 days OSS, parent/guardian notice, recommendation for tribunal, and possible notification of law enforcement
False Reports No student shall knowingly and willfully make false reports or statements whether orally or in writing; falsely accuse other students or school staff of wrong actions; falsify school records; or forge signatures.	1st: 1-3 days ISS 2nd: 3-5 days ISS 3rd: 1-5 days OSS ****Does not include False Accusation of an Educator HB1321**
Fighting or Instigating a Fight/Videoing a Fight 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. Students who are clearly attacked without immediate provocation and who do not engage in offensive combat in return will not be charged with fighting. No student shall videotape a fight or any other form of physical aggression that creates a hostile educational environment.	**Fighting or Instigating a Fight** 1st: 3-5 days OSS, possible recommendation for tribunal (subject to administrative discretion) 2nd: 10 days OSS and recommendation for tribunal and possible notification of law enforcement **Videoing a Fight** 10 days ISS or OSS; possible referral to tribunal and/or law enforcement
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.	**All offenses will result in confiscation of proceeds and paraphernalia** 1st: 3 days ISS 2nd: 5 days ISS 3rd : 3 days OSS
Gang Activity Includes the solicitation of others for gang membership, the defacing of school or personal property with gang related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement of payment for protection or insurance through a gang, wearing or possessing gang related apparel, or communicating verbally/ nonverbally to convey membership or affiliation with a gang.	1st: 1-10 days ISS, parent/guardian notice, possible notification of law enforcement (OCGA 20-8-6) 2nd: 10 days OSS, tribunal
Physical Offenses Principals or designees will continue to exercise professional discretion in determining incidents of horseplay, physical altercation, fighting or physical bullying. Principals or designees will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case by case basis. ➢ **Horseplay:** Includes rough or rowdy play, pranks, physical contact, playing around, racing, grabbing, and social pressure to participate in unsafe acts. ➢ **Battery**: Includes physically attacking another student,	**Horseplay** 1st: 1 day ISS, parent/guardian notice 2nd: 3 days ISS 3rd: 5 days ISS and Behavior Intervention Plan (BIP) 4th: 1-5 days OSS **Battery** 10 days OSS, parent/guardian notice, notification of law enforcement, and tribunal **Fighting**

teacher, staff member or administrator. ➢ **Fighting**: Includes participating in any type of fighting, physical altercation, or physical harassment. ➢ **Ganging Up:** Includes students ganging up with any other student or students and physically attacking another student or other persons.	1st: 3-5 days OSS, possible recommendation for tribunal (subject to administrative discretion) 2nd: 10 days OSS and recommendation for tribunal, and possible notification of law enforcement **Ganging Up** 10 days OSS, parent/guardian notice, tribunal, and possible notification of law enforcement
Profanity, Vulgarity, Obscene Language/Writing ➢ **Toward Adults**: Includes hand signs, ethnically offensive language, suggestive initials or jargon commonly known to mean something disrespectful. This includes profanity not directly aimed at, but in the presence of an adult and any threatened violence. ➢ **Toward Students:** Includes any type of profane, ethnically offensive language, vulgar, obscene, abusive or offensive language (written or oral) or gestures in reference to another student and/or that maybe overheard by an administrator, teacher, adult, faculty/staff, guest on school property or at a school sponsored event. ➢ **In General Conversation with Students**	**Towards Adults:** 1st: 1-5 days OSS 2nd: 5-10 days OSS 3rd: Referral to tribunal **Toward Students:** 1st: 1 – 3 days ISS 2nd: 3– 5 days ISS 3rd: 1 -5 days OSS **In General Conversation with Students**: Minor: Teacher Managed
Refusal to Follow Instructions/Insubordination/Defiance Includes failing 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. (Ex. turning over to authority cell phones/electronic equipment, going where they were instructed to go, disregarding directives, and failure to identify oneself when asked)	1st: 1 day ISS, parent/guardian notice, mandatory parent conference 2nd: 3 days ISS 3rd: 5 days ISS and Behavior Intervention Plan (BIP) 4th: 1-5 days OSS
School Disruption: Includes use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption or obstruction of any such lawful mission, process, or function (Ex. participating in a riot, false fire alarm, arson, encouraging other students to misbehave, etc.)	1st: 1-3 days OSS 2nd: 3-5 days OSS and Behavior Intervention Plan 3rd: 1-10 days OSS and possible recommendation for tribunal and referral to law enforcement Administrative discretion based on severity of offense.
Sexual Offenses ➢ **Public Displays of Affection (PDA)** ➢ **Sexual Harassment:** Includes 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 (including pornography of any kind). ➢ **Sexual Misconduct:** Includes participating in any form of sexual activity; exposing one's intimate body parts or in public; committing any act of verbal, written, gesture-oriented, or physical sexual misconduct; and/or purposefully touching another student on either their skin, hair, outside clothing, and/or body parts.	**PDA** 1st: Warning 2nd: 1–3 days ISS 3rd: 1–5 days ISS or OSS **Sexual Harassment** 1st: 3 days ISS, parent/guardian notice, mandatory parent conference 2nd: 5-10 days ISS and Behavior Intervention Plan 3rd: 10 days OSS **Sexual Misconduct** 1-10 days OSS, possible referral to tribunal and law enforcement

Skipping Class/Unauthorized Area/Leaving Campus ➢ **Skipping:** No student shall miss or be tardy to any class/activity for which he/she is enrolled without a valid excuse from a teacher or administrator. ➢ **Unauthorized Area:** Includes any location a student is not given specific permission to go (gym, restroom, locker, hallways, media center, offices, etc.). ➢ **Leaving Campus:** Includes leaving campus without checking out through the office.	1st: Break Detention or 1 day ISS or Block in Opportunity Room, parent/guardian notice 2nd: 1-3 days ISS 3rd: 3-5 days ISS 4th: 1-5 days OSS Administrative discretion based on severity of offense.
Tardiness Students who are late for class are tardy.	1st: Warning 2nd: Parent contact 3rd: Rest of block in Opportunity Room or ISS (follow by a referral). 4th and Subsequent: After School detention for each tardy **(4th tardy to school requires parent escort to school)**
Technology Fraud, Abuse, or Misuse School technology cannot be used for purposes that are not school related. Misuse of school technology may result in computer privileges being revoked. 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. Includes hacking; looking for security problems; damaging technology; attempting to steal technology; altering backgrounds/settings; and attempting to search, visit, and/or view unapproved websites/apps.	1-10 days ISS or OSS and possible recommendation for tribunal and/or referral to law enforcement Administrative discretion based on severity of offense.
Terroristic Threats A threat to commit any crime of violence, to release any hazardous substance, or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, or facility of public transportation or otherwise causing serious public inconvenience or in reckless disregard of the risk of causing such terror or inconvenience. Includes bomb threats, shootings, etc.	10 days OSS, parent/guardian notice, recommendation for tribunal, and possible notification of law enforcement
Theft of School or Private Property/Trespassing ➢ **Theft--**A student 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. ➢ **Trespassing--**No student shall enter or remain on school campus or a school board facility without authorization.	1st: Restitution and 3 days ISS, mandatory parent conference; possible notification of law enforcement 2nd: Restitution and 5 days ISS; possible notification of law enforcement 3rd: 1-10 days OSS, recommendation for tribunal, possible notification of law enforcement Administrative discretion will be used in assignment of consequences for theft and trespassing.
Threatening Staff or Students No student shall issue a verbal, written, or electronic threat directed toward another student, a staff member, or Pelham City Schools facility.	1-10 days ISS or OSS and possible recommendation for tribunal and/or law enforcement Administrative discretion based on severity of offense.
Tobacco and Paraphernalia **Possession** and/or use of tobacco products in any form is	1st: 1 day ISS, Mandatory *InDepth* Interventions and parent conference

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)**	2nd: 3 days ISS 3rd: 3 days OSS 4th: Mandatory parent conference. 1–10 day(s) ISS/OSS and/or referral to tribunal and/or police or sheriff's department
Truancy A student shall be truant by failing to attend school in compliance with the Georgia Compulsory Attendance Laws.	Refer to Mitchell County Attendance Support Team Protocol (MAST)
Weapons and Dangerous Objects (Possession) ➢ **Weapons** ○ 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. ○ 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. ➢ **Dangerous Objects** ○ 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 6-11-127 that is not used in a threatening or aggressive manner.	**Weapons** 10 days OSS, parent/guardian notice, recommendation for tribunal, and possible notification of law enforcement **Dangerous Objects** 3-10 days ISS or OSS, mandatory parent conference, possible recommendation for tribunal
Other Behaviors No student shall participate in any activity that is subversive to the good order and discipline of the school not specifically addressed in any other sections of this Code of Conduct.	Administrative discretion based on severity of offense.

DISCIPLINARY TRIBUNALS

BOARD POLICY **DESCRIPTOR CODE: JCEB**
Student Hearing Procedure

For the purpose of conducting certain student discipline hearings, as defined below, rendering a decision and imposing punishment, the Board of Education hereby adopts the following procedures:

1. The Superintendent shall convene a hearing in the following cases:

a. Where a student has committed an alleged assault or battery upon a teacher, other school official or employee, if such teacher or other school official or employee so requests;

b. Where a student has violated any school or system rule or engaged in any other act of misconduct or insubordination for which the student's principal recommends a suspension or expulsion longer than ten school days.

2. The Board of Education hereby designates its administrative staff to serve as members of hearing tribunals. When the principal of a school or his or her designee refers a student to the Superintendent or his or her designee for a hearing as described in paragraph 1, the Superintendent or his staff shall choose three of these members to serve as the hearing tribunal. No member of the hearing tribunal shall be a member of the staff at the school which the student attends.

3. Whenever a principal or his or her designee refers a student discipline matter to the Superintendent or his or her designee, the Superintendent or his or her designee shall send a letter by regular or certified mail to the student and his or her parents or guardians containing a statement of the time, place and nature of the hearing, a short and plain statement of the matters asserted and charges against the student, a list of potential witnesses, a statement setting forth the right of the student to present evidence, cross-examine witnesses and be represented by legal counsel. The hearing must be held no later than ten school days after the beginning of the suspension unless the school system and parents or guardians mutually agree to an extension.

4. The school principal or his or her designee shall be responsible for presenting evidence in support of the charges against the student and all parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on any and all issues. Any teacher who is called as a witness by the school system shall be given notice no later than three days prior to the hearing. The hearing tribunal shall have made a verbatim electronic or written record of the hearing. This record shall be available to all parties but the cost of transcribing such record shall be borne by the party requesting the transcript.

5. The hearing tribunal shall render a decision finding whether the student committed the offense and, if so, the appropriate punishment. The decision of the hearing tribunal shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate punishment to be imposed. The hearing tribunal shall render a decision in writing within ten days of the close of the record and shall furnish a copy of the decision to the student, his or her parents or legal guardians, the principal or his or her designee and the Superintendent. The decision of the hearing tribunal shall be final and shall constitute the decision of the Board of Education unless either party should appeal the decision to the Board of Education. In any case where the tribunal finds that the student has committed an act of physical violence as that term is used in O.C.G.A. 20-2-751.6, any recommendation of the tribunal as to when and whether the student may return to school in accordance with the code section shall constitute the decision of the Board of Education unless there should be an appeal of the decision to the Board.

6. In the event a student or his/her parent does not wish to contest the charge(s) of violation(s) of the discipline rules of the school's code of conduct for which a tribunal has been requested, the student and parent may

voluntarily accept the consequences prescribed by the school by signing a Waiver of Disciplinary Tribunal Hearing form. Such waiver shall specify the rule violation, the date and description of the incident, the prescribed consequences, and an agreement to waive the opportunity to participate in a tribunal hearing, present evidence, cross examine witnesses, and be represented by an attorney. The decision to waive the tribunal shall be final and cannot be appealed by the school or family. The waiver must be signed by the student, a parent, a school administrator and a district level administrator from the Superintendent's office, who shall act as hearing officer with authority to approve the disciplinary consequences set forth in the waiver.

7. Any party may appeal the decision of the hearing tribunal to the Board of Education by filing with the Superintendent a written notice of appeal within twenty days from the date the decision is rendered. Such notice of appeal shall set forth the decision of the hearing tribunal and the basis of the appeal. Any decision of the hearing tribunal not appealed in this manner shall be final. The Superintendent may suspend the disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.

8. The Board of Education shall review the record of the hearing before the hearing tribunal, the decision of the hearing tribunal and the notice of appeal and shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the Board of Education shall be based solely on the record before the hearing tribunal and the Board shall not consider any other evidence in ruling on the appeal. The Board may find the facts to be different than those found by the hearing tribunal and the Board may change the punishment, in accordance with state law. Any decision of the local Board may be appealed to the State Board of Education by filing an appeal, in writing, within thirty (30) days after the local Board renders its decision.

9. Any student subject to a disciplinary hearing who withdraws from the school system prior to the hearing must appear before a Disciplinary Hearing Tribunal to determine the student's eligibility to return to the school system in the event the student ever seeks to return to the system. Alternatively, the school district may, in its discretion, proceed with the tribunal in accordance with Board policy despite the student's withdrawal from school.

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. Shown 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. 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 principal and the school resource officer will begin to investigate the accusation the day the written statement is received, keeping the teacher, parent/guardian, the Superintendent, and law enforcement appraised 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 up to ten days.

PCMS School Sponsored Clubs SY25-26

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. The following is a list of clubs offered at Pelham City Middle School.

Fellowship of Christian Athletes (FCA)

Mission: The purpose of FCA is 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. (Advisor: TBA)
Activities: Monthly meetings; fellowship outings (i.e. bowling, eating out); FCA youth rallies; and fundraising for summer camps.

Future Farmers of America (FFA)

Mission: The mission of FFA is 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. (Advisor: Mrs. K Edwards/Ag Teacher)
Activities: Livestock exhibition, community service learning opportunities, land judging, forestry, public speaking, parliamentary procedure, floriculture, wildlife, and agriculture mechanic contests

Junior Beta Club

Mission: The Jr. Beta Club's purpose is to encourage and reward academic achievement, and to promote those qualities of character that make for good citizenship. Our members learn to lead others by serving others. This organization is dedicated to developing leadership and citizenship in the entire student body and aims to prepare its individual members to be productive in a democratic world.
(Advisors: Mr. J Virges/Science Teacher & Mrs. D Williamson/Counselor)
Activities: Members participate in service projects.

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.
(Advisor: Mitchell County Extension office representative)
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.

Student Government Association (HUGAR)

Mission: The purpose of the Student Government Association is to be the voice of the student body, to serve as a model government, and foster leadership development.(Advisor: Mrs. S Ross/Principal)
Activities: Monthly SGA meetings, participate in school governance/board and local government/council meetings, speak at assemblies, sponsor school activities/initiatives, promote school spirit and pride.

Yearbook Club

Mission: The Yearbook Club has been designed to provide students with the skills and the ability to apply those skills to the actual production of the PCMS Yearbook. Students will learn about teamwork, responsibility, brainstorming, content, writing, headlines, captions, editing, photography, design, graphics, advertising and distribution. (Advisor: Mrs. D Whitaker/Honors ELA Teacher)
Activities: Monthly meetings, selling advertisements, and producing yearbook.

RELEASE OF STUDENT PHOTOS

During the year, Pelham City Middle School often has the opportunity to photograph students in a variety of school-related activities. Student recognition programs, athletics, academic and fine arts programs are a few examples of these activities.

As such, these photographs may be used in communication tools such as the district newsletter and calendar, posted on the district website, and in communications with the media such as allowing interviews or photographs with students. **The district reserves the right to deny media requests for student interviews at any time.**

Highlighting achievements in our schools is an integral part of reporting responsibly to our community and is a way of sharing in the success of our schools and students. For this reason, the district has designated student photographs as "directory information." **However, it is our primary goal to respect your privacy.**

Parents have the right to submit a written request to the office of Pelham City Middle School directing the school not to release directory information, including the information as listed above. The written request or any questions should be directed to:

Pelham City Middle School
Attn: Sakita C. Ross, Principal
209 Mathewson Avenue
Pelham, Georgia 31779
229-294-6063

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

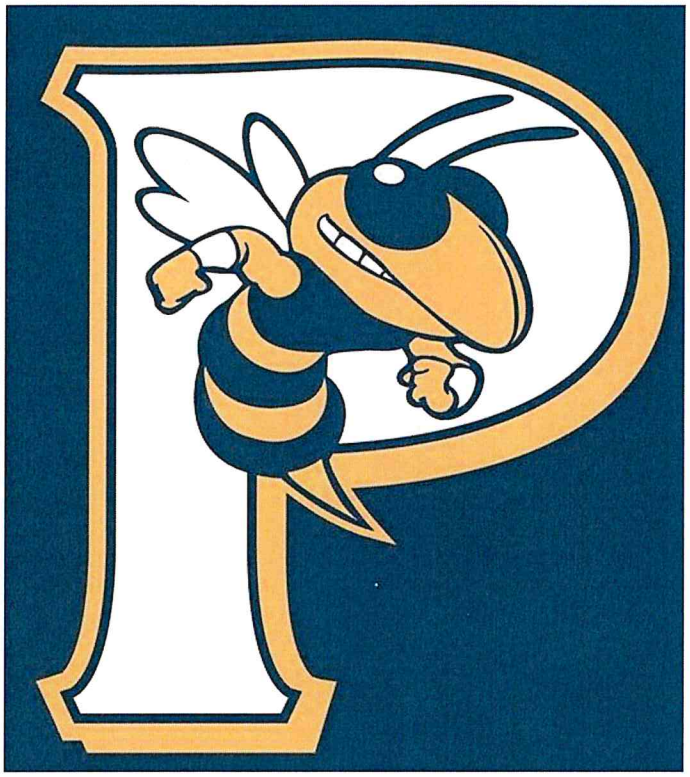
Parent participation is encouraged at each of our schools. We encourage parents to participate in their student's school life. An orientation for volunteers is held in the fall of each school year. If you are interested in volunteering in your child's school, please contact the Parent & Family Engagement 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.

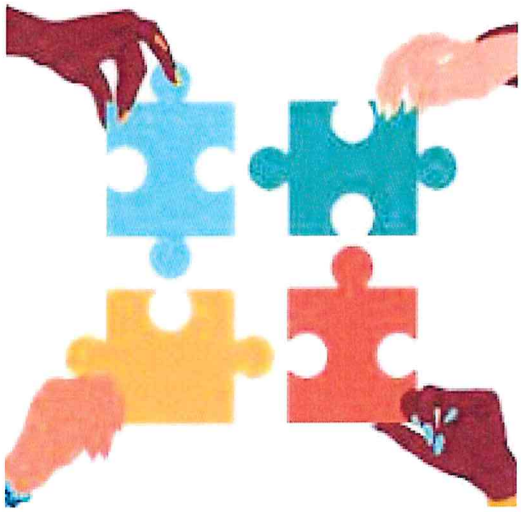
Jointly Developed

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.

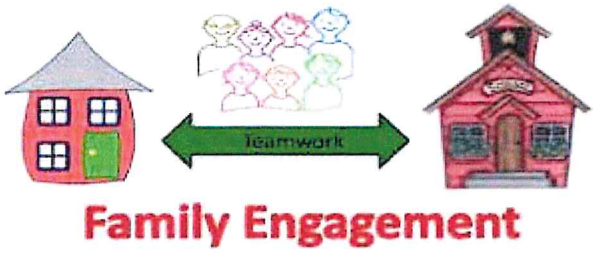
Reservation of Funds

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.);

Updated 7/8/25

- 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:

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