Pelham Elementary School

Parent/Student Handbook
2025 - 2026



Name Grade Teacher

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 Director
Ashley Adams, Finance Director
Karen Mobley, School Psychologist
Charlie Maison, Director of Technology
Justin Sealy, Director of Facilities

BOARD OF EDUCATION

Patti Adams, Chairperson
Neal Hilliard, Vice Chairperson
Helen Cody
Kevin Coker
Annette Ervin
Joy Hurst
Patricia Wilkins

The agenda for Pelham City Schools Board of Education meetings is published a minimum of two days prior to the meeting and can be accessed at https://simbli.eboardsolutions.com/SB_Meetings/SB_MeetingListing.aspx?S=4127 .

Greetings PES Families,

It is my extreme privilege and honor to welcome you back to Pelham Elementary School for the 2025-2026 academic year. I am excited to enter the role of principal as "Brick by Brick at PES We Build the Road to Lifelong Success!" We will continue to Work Hard, Dream Big, and Shine Bright. Those are core values that we believe in and will exemplify in our continuous effort to build strong readers and determined problem solvers. We are grateful to continue with our Rollins Center partnership and Pelham City Schools' extraordinary District Literacy Coordinator, Ms. Wilkins, to provide our teachers with the instructional components needed to move the needle of literacy for our scholars. This year Mrs. Walton

will lend her expertise to diligently work with our teachers as Pelham City School's District Math Coordinator, further deepening the implementation and execution of our math standards to build strong mathematicians. Our Hornets in third through fifth grade will also benefit from music classes this year and we can't wait to see how our students continue to grow socially and emotionally resilient through our renewed commitment to Capturing Kids Hearts as a National Model Showcase school for the third year in a row. There are so many new and upcoming things this year, but our dedication to educating our PES Hornets remains steadfast and strong! Thank you for the trust in allowing our teachers, faculty, and staff to work with you. Please know that I am here to support, serve, and help our students succeed. You can reach me, Dr. Bruton - Principal, via email at cbruton@pelham-city.k12.ga.us or phone at (229) 294-8170. Let's journey down the road to success together this year!
Onward and Upward,

Dr. Chantrell Bruton

Dr. Chantrell Bruton
PES Principal

Hello PES Families,

It is my pleasure to serve as the Assistant Principal at Pelham Elementary School for the 2025-2026 academic year. I look forward to getting back into the swing of all things that encompass Pelham Elementary School. This year I look forward to supporting with the continued implementation of the Rollins Center and our Capturing Kids Hearts initiative. I deeply believe that the continued use of different techniques and strategies to help PES be a positive learning environment for our students is at the top of my list and I will work diligently to help make this possible. As the 2025-2026 school year starts I look forward to supporting our students and families in any way possible. I, Jamie Davis - Assistant Principal, can be reached at jdavis@pelham-city.k12.ga.us or (229) 294-8170. Here's to a great year together!
With Gratitude,

James E Davis

Jamie Davis
PES Assistant Principal

Pelham Elementary School Beliefs

- ★ We believe that a safe and orderly environment is necessary for teaching and learning to occur.
- ★ We believe that our students are our future and have the right to learn.
- ★ We believe that educators, parents, and students should have a positive attitude toward learning.
- ★ We believe that students must be in good attendance to reach their fullest potential as students and productive citizens.
- ★ We believe that hard work results in success.

Vision Statement

To be the school of choice in Southwest Georgia by empowering our students to be empathetic, scholarly, problem solvers.

PCS Mission Statement

A Commitment to Educational Excellence
Every Day in Every Way

BUILDING THE ROAD TO SUCCESS

Knowledge
Hope
Courage
Heart

PELHAM ELEMENTARY SCHOOL

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School Calendar
2025-2026

Teacher Pre-Planning..... July 24-July 31, 2025
First Day of School.....August 1, 2025
Labor Day Holiday.....September 1, 2025
***Early Release (Parent conferences)**.....September 10, 2025
End of 1st Nine Weeks.....October 3, 2025
Fall Break..... .October 6-10, 2025
Teacher In-Service Days (Professional Learning)..... .October 6-7, 2025
2nd Nine Weeks Begins.....October 13, 2025
***Early Release (Parent conferences)**.....November 12, 2025
Thanksgiving Holidays.....November 24-28, 2025
***End of 2nd Nine Weeks/Early Release**.....December 19, 2025
Christmas Holidays.....December 22, 2025 -January 7, 2025
Teacher In-Service Days (Professional Learning).....January 5-7, 2026
3rd Nine Weeks Begins.....January 8, 2026
Dr.Martin Luther King, Jr. Holiday.....January 19, 2026
Early Release Day (Parent Conferences).....February 12, 2026
Winter Break.....February 13-16, 2026
Teacher In-Service Day..... March 16, 2026
3rd Nine Weeks Ends.....March 13, 2026
Teacher In -Service Day.....March 16, 2026
4th Nine Weeks Begins.....March 17, 2026
Spring Break.....March 30-April 3, 2026
Graduation.....May 16, 2026
***Last Day of School/Early Release**.....May 20, 2026
Teacher In-Service Days.....May 21-22, 2026

***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.

Progress Report/Report Card Schedule 2025-2026

First Nine Weeks: Progress Reports: Thursday, September 4, 2025
First Nine Weeks: Report Cards: Tuesday, October 14, 2025
Second Nine Weeks: Progress Reports: Thursday, November 13, 2025
Second Nine Weeks: Report Cards: Tuesday, January 13, 2026
Third Nine Weeks: Progress Reports: Thursday, February 12, 2026
Third Nine Weeks: Report Cards: Tuesday, March 17, 2026
Fourth Nine Weeks: Progress Reports: Thursday, April 23, 2026
Fourth Nine Weeks Report Card: School Decision

PES SCHOOL HOURS

School hours are from 7:45am. to 3:25pm. Doors will open for student entry at 7:30 A.M. Students may not be dropped off unattended before school staff are on post. Leaving a student unattended could result in the involvement of outside agencies. Students will dismiss at 12:00 P.M. on half-days.

DISMISSAL

3:00 P.M.	1st Bus Load
3:10 P.M.	Walkers/Car Riders
3:15 P.M.	2nd Bus Load

If it becomes necessary to change the way your child gets home, it will be your responsibility to contact the school *BEFORE 2:00 p.m.* or write a note to the child's teacher. 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. You may be called to verify the transportation change. **Any emergency transportation changes which need to be made after 2:00pm MUST be approved by an administrator individually. This will only be done on an emergency basis.** As many of

our bus routes are at full capacity, the transportation department **MUST** approve and communicate ANY changes that affect buses. The school cannot accept any bus transportation changes from parents. The transportation department can be reached at (229) 294-8715. **STUDENTS SHOULD MAKE ARRANGEMENTS FOR AFTERNOON TRANSPORTATION BEFORE ARRIVING AT SCHOOL EACH DAY!**

PARENT/STUDENT RESPONSIBILITIES

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

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.

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.

Pelham City Schools' Out of District policy can be found in the appendix.

Administrative Conferences

Our administrators spend a majority of their time in instructional meetings, observations, and interacting with students. However we would love to meet with you to discuss any concerns you may have regarding your student. If you would like to speak with

our principal, Dr. Chantrell Bruton or our assistant principal, Mr. Jamie Davis, please call (229) 294-8170 or speak with the front office secretary to make an appointment.

Attendance

(Board Policy)

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 for 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.

Students in foster care shall be counted present when they attend court proceedings relating to their foster care.

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 excused absences 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. 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.

Last Revised: 9/20/2016

ATTENDANCE/M.A.S.T

Children need to attend school consistently to learn. PES has a school-wide approach to ensuring successful attendance. If your child is sick, he/she should be kept at home, and you should notify the school of the reason for your child's absence either by a telephone call to the office or a signed note when your child returns. (Please refer to Board Policy JB).

MAST- The Mitchell County Attendance Support Team

The objective of MAST is to improve attendance and graduation rates of youth in Mitchell County. The purposes of this team are:

- To review attendance records of students who have been referred for chronic absenteeism and tardiness.
- To identify and remove barriers that may be prohibiting successful school attendance.
- To create public awareness of the importance of school attendance and its impact on academic achievement.

Our attendance program includes monitoring, intervention, and prevention. School personnel will use a record keeping system that identifies students with attendance problems quickly, and intervention will include telephone calls and/or home visits to parents/guardians.

Guidelines:

- **At 3 unexcused absences or 5 total absences,** the principal or his designee will make a phone contact with the parent.
- After the next absence (**6 total absences**), the principal or his designee will send a letter along with a copy of the Compulsory School Attendance Law to the parents and refer the name of the child and the parent to the school counselor for follow up.
- **After 5 unexcused absences or 7 total absences,** the parent may be summoned by registered mail to appear before the MAST and attendance tribunal.
- If the parent refuses to attend the MAST proceedings, their name is forwarded to the system social worker or school designee by the chairperson of the school's MAST. The social worker or designee will convene a meeting of the MAST and will summon by registered mail the parents and the students.
- If the contract is broken, the name of the student is forwarded to the system social worker or school designee by the chairperson of the school's MAST. The social worker or designee will convene a meeting of the system level MAST and will summon by registered mail the parents and the student.
- If they fail to appear, the social worker or school designee will file a petition in juvenile court and/or state court requesting court intervention.

Awards

HONOR ROLL

Honor Roll recognition only includes academic subjects. Honor Roll eligibility is based on a student's semester average. Honor Roll awards are based on a student's final grade.

"A" Honor Roll - includes a student who received all A's in all his/her academic subjects.

"A/B" Honor Roll - includes any student who has received all A's and B's in all his/her academic subjects.

"Student of the Month" - includes those students who have been selected as demonstrating the Capturing Kids' Heart Leadworthy trait for a specific month.

"Hornet Award" - is awarded to specific students who exemplify the characteristics of being a PES Hornet.

BREAK TIME (STUDENTS)

Students in Kindergarten through fifth grade will be allowed a minimum of one twenty minute break each instructional day. Certified personnel and support personnel will be responsible for the supervision of the students. Break time may not be withheld for disciplinary or academic reasons.

CHECKING IN AND OUT OF SCHOOL

Before a student can check out of school, his/her parents or legal guardian must be contacted by a school official if the person checking the student out is not listed on the contact card. Parents requesting permission for their son/daughter to check out of school will go through the secretary. A photo I.D. may be required for students to be checked out by any individual. Students must not leave school without the permission of a school official. Any student checking in after school begins must report to the office with a parent and sign in. Students signing in late will be considered absent and/or tardy for those classes affected.

COMPUTER/INTERNET USE

Each child will be required to sign an Internet user agreement, which will be kept on file at the school. Signature on this agreement binds the user to proper use of the computer and Internet while at school. Please refer to Pelham City Schools' Board Policy IFBG.

Board Policy Descriptor Code: IFBG
Internet Acceptable Use
Computer/Internet User Policy IFBGA 6-17-1997

All computers in Pelham Elementary 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 PES. Any student that is found using computers or software in a non-educational setting will be subject to discipline procedures. Misuse of technology will result in disciplinary action and possible restitution.

DELIVERIES

In order to protect student's instructional time, all deliveries (birthday flowers, cupcakes, class party snacks, balloons, forgotten homework, extra clothes, etc.) must be dropped off in the front office to the school secretary. All items must be labeled with the student's name, grade, and homeroom teacher. Please remember that glass vases and balloons are not permitted on the school buses. If a student receives a gift that is not permitted, parents are responsible for picking their student (and item) up personally during car-rider time. Unfortunately we will be unable to accept any holiday deliveries this school year. Individual gifts for any holiday with the exception of a child's birthday will not be accepted. Birthday snacks must be brought from the store, prepackaged and sealed. Homemade cakes, cookies, and other items are not allowed due to student dietary restrictions and sensitivities.

DOCUMENT REQUESTS

All document requests may be made in person at Pelham Elementary School by speaking with the school registrar. Please allow 3 days to process and copy any school records. Copies of documents that are not part of the official student record may be subject a minimal processing fee.

DRESS CODE FOR 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. Bedroom shoes are not allowed.

3. No midriff will be shown. Undershirts should be worn with short shirts.

4. Tank tops and see-through blouses or shirts are not authorized. Sleeveless blouses may be born as long as the armpit area is well fitted.

5. Appropriate foundation garments will be worn.

6. Clothing will not display offensive pictures or slogans. Clothing including buttons, stickers, etc., will not advertise nor advocate the use of drugs or alcohol.

7. Hats and other headgear will not be allowed on campus unless approved by an administrator. Hoodies may be worn as long as the hood is not worn on the head.

8. Sunglasses are not to be worn except prescription glasses when ordered by a doctor.

9. Students are permitted to wear walking shorts which come no shorter than four (4) inches above the kneecap. Biker shorts are not allowed.

10. Mini-skirts will not be worn. Mini-skirts are defined as those skirts that go to mid-thigh when the student is seated.

11. Tight or clinging clothing or clothing with deep splits, cuts, or tears that reveal the body or undergarments will not be worn. Pants with holes above the knees are not allowed.

12. Pants or shorts will not be allowed to sag. Belts, when worn, will be fastened at all times. Underwear will not be visible.

13. Sweatpants and joggers may be worn. Leggings and pajama pants are not allowed.

The administration has the discretion to limit any other dress and grooming that is deemed inappropriate or distracting to the educational process.

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.

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.
No cleavage should be visible.

Pelham City Schools
K – 8 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 denim**, knit pants, jogging/sweatpants, wind suit pants, or leggings will be worn;
3. Tight or clinging clothes will not be worn;
4. 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 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 items 1-12 of the district dress code).
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);

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.

Dress Code Violations

1st Offense - Parent Letter sent home and returned signed

2nd Offense - Administrative/Administrative Staff Parent Phone Call

3rd Offense - Parent may bring a change of clothes for the student or work will be completed in an
alternative setting.

Dress Down Days

There are many days throughout the school year designated as dress down days. A calendar of these days can be found in your beginning of the year packet. They include but are not limited to:
First Friday PTO Dress Down Days (Dressing down on these days requires a minimal donation to PTO), Homecoming Week, Black History Month Celebration Week, Career Week, All half days and a student may dress down on their birthday as well.

ELECTRONIC DEVICES BY STUDENTS

The use of personal electronic communication devices, including cell phones, during classroom instructional time is prohibited. A student requiring the use of such a device shall have on file in the principal's office a statement from a licensed physician that such a device is necessary for the health of the student. Violations of this policy shall be handled in accordance with the student code of conduct. Please refer to Pelham City Schools' Board Policy JCDAF.

Due to major disruption caused by cell phones at school, Pelham City Schools are now a Cellphone Free school system. Policy is included at the end of the handbook on page 56.

EMERGENCY DRILLS

The first month of school students are taught how to participate in all Emergency Drills. Drills in the month of August are teaching experiences and are announced. In order to help teach your child the importance of these drills, please talk with your child on or before August 25th regarding the following drills: Fire, Severe Weather, Lock-Down

SEVERE WEATHER DRILLS

Every precaution is made to ensure the safety of your child during school activities. Periodic drills are executed to ensure students learn proper safety procedures and adhere to all safety guidelines. When a tornado watch (Conditions are favorable for a tornado) is in effect an announcement is made over the intercom and movement in the building is limited. When a tornado warning (a tornado has been spotted in the area) is issued an announcement is made and students move to a safe location and adopt a protective stance (kneeling and covering their heads).

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution. The fire alarm is a long uninterrupted buzzing alarm and in some areas of the building the alarm has a spoken emergency message. Students and teachers are to exit the building in a quiet, orderly fashion. Students are to remain silent throughout the procedures. Teachers will be asked to take roll to ensure that all children are safe and accounted for.

FEES AND FINES

Any student who owes money to Pelham Elementary School (i.e. library fines, or damaged books) will not be allowed to receive his/her report card or participate in end of the year activities (FIELD DAY). 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.

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. **Parents who wish to attend field trips as chaperones must complete the Volunteer Training through the parent coordinator (Mrs. Cindy Smith) prior to the field trip**. Only parents who have completed this training will be permitted to chaperone. This training is offered at limited times during the year. Chaperone availability is limited based on the needs and parameters of each trip.

GIFTED EDUCATION

GIFTED ELIGIBILITY AND TESTING POLICY/PROCEDURES

A student is eligible for placement in the Gifted Education Program if he/she meets eligibility requirements through multiple criteria in either A or B.

A. Achievement:90% minimum on an achievement test in total reading or total math or total battery(composite).

Mental Ability: 96% minimum on a mental ability test; total composite or component score.

Creativity:90% minimum on a standardized creativity test.

Motivation:3.5 grade point average during the last two years for students in 4-12 or 90% minimum on standardized motivational characteristics rating scale for students in K-3.
*Requirements must be met in three out of four categories above.

B. Achievement:90% minimum on achievement test in total reading or total math or total battery (composite).

Mental Ability: 99% composite on a mental ability test in grades K-2 or 96% minimum on composite in grades 3-12.
*Requirements must be met in both categories above.

GIFTED: TESTING POLICY AND PROCEDURE

1. **A.** The referral process begins at the student's school with a request for gifted evaluation. The request may be made by the teacher, peer, or by the parent based on demonstration of gifted behavioral characteristics, classroom performance, and achievement test scores. The coordinator of the gifted program will consider all information collected during the nomination process to determine whether it is appropriate to proceed with further assessment.
   B. Automatic referrals are made each spring from data received through standardized achievement testing. The coordinator of the gifted program considers all information, including test scores, grades, motivation, and previous evaluations to determine whether it is appropriate to proceed with further assessments.
2. A permission form must be signed by a parent in order to administer tests to the student for gifted evaluation.
3. Testing for placement consideration will take place on several different days over a period of weeks. Test results and gifted placement status will be reported to the parents in writing at the end of the evaluation process.
4. Students who transfer from other Georgia public school gifted programs are eligible for placement.

Please refer to the Pelham City Schools' Board Policy IDDD.

GRADING POLICY

KINDERGARTEN

The report card for kindergarten students will indicate mastery or non-mastery of each given criteria. Numerical grades are not used for kindergarten until the end of the school year. These numeric grades are based on the percentage of readiness skills that are completed. Conduct grades will be given as **S-** satisfactory; **N-** needs improvement, **I-** improving, and **U-** unsatisfactory.

FIRST THROUGH FIFTH GRADES

Each student will receive numerical grades in each area including the resource/specials classes as follows:

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

Students will receive report cards every nine weeks. Progress reports will be sent home at the midpoint of each nine weeks.

HEALTH / IMMUNIZATIONS

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-Up to date (Georgia Form 3231) At enrollment
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 30 days to the previous school, but the responsibility rests with the parent)
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

NOTE: Parents who object to the state immunization policy for religious reasons may complete a notarized waiver. * If there is an outbreak your child will be immediately sent home for the duration of the event.
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.

HELPING YOUR CHILD LEARN

- Start each day right; a calm beginning at home makes the school day easier.
- Encourage your child to have a good breakfast and lunch. Make certain that your child sleeps at least eight hours.
- Praise your child each day for something he/she has done. Have a special place to put your child's school work or whatever is brought home.

- Laugh and talk with your child about school experiences and listen attentively to what is said about your child's school day.
- Attendance is vital. If your child is ill, home is the best place. Otherwise, your child needs to take advantage of every school day.
- Keep the lines of communication open between yourself and your child's teacher. Inform the teacher of any family situation, which could influence your child's behavior. Also, if he/she is reluctant to go to school, let the teacher know, so the both of you can work out a solution.
- Take your child to the library; encourage him/her to read.
- Stress organization of school notebooks, materials, etc.
- Provide supplies such as pencils, glue, scissors, paper, etc. for your child to use.
- Work at home with skills taught at school.

MAKE-UP WORK

See above policy. 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 SERVICES

The school media center is open daily from 7:30-3:30 and is accessible for all students and parents throughout the school day. 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, and every class utilizes it on a regular basis.

LIBRARY AND TEXTBOOK POLICY

Children are encouraged to enjoy the books provided by the library. The cost of replacing lost or damaged library books will be the original cost of the book. Each child is responsible for the library books he/she uses. Books should be returned at the end of the school year in the same condition in which they are issued. Students will be expected to pay for books damaged while in their possession. **If a child owes money for a lost or damaged book, the debt must be paid before their report card will be issued and participation is allowed at Field Day and other end of the year activities. Children who owe money for books will not be permitted to check out any books until their debt has been paid.**

MEDIA CENTER RULES

- Quiet listening is necessary so that everyone can hear and enjoy a story or instruction.
- Walk and do not crowd when entering and leaving the Media Center.
- Books should be handled with proper care.
- After handling books, please return them to their proper places.
- Keep books neat and clean. Do not use pencils, pens, or crayons in your library book.
- Have a safe place to put your book when you get home.
- Please help us take care of our library furniture; all chairs should be kept on four legs. No writing on the tables.
- Quietly select a book when you are browsing.
- Students may check out one book. It is due on their next visit to the Media Center with your class, or you may come in individually and check your book in.
- If a book is lost while it is in the student's care, he/she must pay for it, or he/she will not be able to check out another book from the Media Center.
- If a book is lost damaged accidentally while checked out by a student, do not mend it. Bring it back to the Media Center to be repaired.
- Student will assume a share of the responsibility for the appearance and orderliness of the Media Center.

NURSE/FIRST AID

In order for the nurse to dispense medication or administer medication 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 by an adult to the nurse. No medication will be dispensed from containers other than the original container. Clinic forms will be sent home in the initial enrollment packet. This form is vital to the safety of your child. Please make sure it is filled out and updated as necessary.

NUTRITION

Listed below are a few items of interest that all parents should be aware of:

BREAKFAST and LUNCH WILL BE FREE TO ALL STUDENTS THAT ATTEND PELHAM ELEMENTARY SCHOOL.

- **FOOD ALLERGIES:** We take the safety of the students very seriously at Pelham City Schools. 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.

PARENT COMMUNICATION

We strive to keep parents informed about every aspect of their child's learning experience. Parents should expect to be informed about the positive as well as the negative aspects of their child's participation in school activities. Your permission and notification will be secured in order for your child to participate in any off-campus or extra-curricular activities. With all of us working together, your child will have an enriching experience. We would like to communicate in a timely manner. Teachers are available at select times throughout the day from 7:30 am -3:30 pm. Please use Class Dojo, email, or call the school at 229-294-8170 to arrange a time to speak. **A working phone number must be on file. If there is a change in your phone number, notify the school immediately. Failure to provide a working contact number to the school may result in a referral to an outside agency.**

Other Forms of Communication

Class DoJo - This user-friendly app and website will allow your teacher to send you texts and messages specifically related to your child. A classroom feed is available so teachers can share pictures from their classroom as well. Students' positive behavior is also documented through this program.

PES Facebook - PES has a facebook page where we share important information about school happenings and celebrate the achievements of our students and teachers.

PES Website - You can access the PES website through the PES Charter System Web page. Here you will find general information about school and contact information for our school employees.

PARENT VISITS

We love welcoming our parents to our campus as often as possible. In trying to balance the safety and security of our students as well as having a welcoming campus, we have several times and events in which parents and family members are invited to visit the school. Parent events held monthly on our campus and may include: Donuts with Dudes, Goodies with Gals, Grandparents Brag Night, Title 1 Game Night, Literacy Night, Math Fest, STEM Prep Night and our Spring Health Fair. Parents and family members are invited to attend these events with their students. This year three specific dates have been scheduled for parent conferences in September, November, and February. Teachers or

Parents may need to meet additionally and conferences with your child's teacher may be set up before or after school or during the teacher's planning on Monday, Wednesday, and possibly Firsdays. Awards Days are held in January and May and families are welcome to attend to support and celebrate your student. If you are interested in volunteering, Mrs. Cindy Smith the parent liaison for our school holds volunteer trainings. Please join us during these times so that we can continue to keep a safe and secure campus. Parents, if you have any changes to your child's legal custodial rights, please notify the office immediately. We are not able to restrict parent rights for any parent listed on a child's birth certificate without court documentation. Any parent appearing on the sex offender's list may call to speak with Dr. Bruton in order to make alternate arrangements to meet with their child's teacher, as they are not be allowed on campus.

PARKING/TRAFFIC

PES CAMPUS

Safety is always a major concern. Parents who come to the school after the beginning bell must park in a **designated visitor parking spot** and stop by the office to **sign-in and receive a visitor's pass**. Please do not leave your car parked unattended in the lanes out front or in the back of the school building.

Parents may drive and park in the front drive between 8:00-2:30 for student checkin and checkout. **Reminder: All early check outs should be done prior to the last half hour of school. Students may not be picked up from the office after 2:30. Parents will be redirected to the car-rider line at that time.**

Anyone who does not comply with the traffic and safety rules may be issued a citation by the police department.

PERSONAL BELONGINGS

BOOK BAGS

Due to safety reasons, rolling book bags are not allowed. If you have a medical authorization that necessitates a rolling book bag, please see the administration for approval. All students are no required to bring clear bookbags/backpacks to school.

MONEY

Students should not bring any unnecessary money to school. Any large sums of money should be given to the teacher or office personnel for safekeeping.

LOST AND FOUND

Property that is found should be turned in to the front office where it may be claimed by identifying it. A student's name on a label in a coat, jacket, etc. will help the school return lost items to the rightful owner.

POSITIVE BEHAVIOR 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 practices.

The foundation of PBIS at Pelham Elementary School is following the **"Hornet Powers"!**

- **Be Safe**
- **Be Respectful**
- **Be Responsible**

Acknowledging and reinforcing positive behavior is one of the best ways to change inappropriate behavior and encourage appropriate behavior. At PES, each student will be rewarded for meeting behavior expectations. When goals are met, students will earn rewards and celebrations.

To be successful, our behavior program needs to be a partnership between home and school. Please help support PBIS by:

- Reviewing behavior expectations with your child
- Using the three expectations at home
- Providing positive reinforcement (acknowledge good choices)
- Participating in school events

In addition to the **"Hornet Power's"**, 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.

Pelham Elementary School Behavior Matrix			
Environment	**Be Safe**	**Be Respectful**	**Be Responsible**
Arrival & Dismissal	• Walk • Hands and Feet to Self • Stay in line • Maintain Social Distancing	• Quiet lines • Listen to & Follow patrol instructions • Use Kind Words	• Stay in assigned area • Walk • Follow in Line • Sanitize hands when entering the school
Buses	• bottom to bottom, back to back • Keep hands, feet, and belongings to self • Watch for cars when exiting • Stay seated • Maintain social distancing	• Speak only to elbow partners at a Level 1 • Food Zone Free • Listen and Follow Bus Driver's Directions	• Keep book bag in assigned area • Sit at assigned seat • Keep face coverings on
Hallway / Transitions	• Walk to the right • Walk in a line • When Stopped, Look down for brown square	• Hands Down • Use appropriate voice level • Stand Tall off the Wall	• 6 feet when you meet
Playground	• Social distancing • Wash hands before going outside and entering building • Keep hands and feet to self while playing • Stay in assigned area	• Social distancing • Include others • Take turns	• Social distancing • Line up six feet apart • Throw trash in trash can • Use equipment properly • Line up quickly at Level 0
Bathrooms	• Wash hands for 20 seconds • Appropriate number of students in the bathroom at one time	• Hush • Flush	• Rush- Use restroom in timely manner.
Lunchroom/Classroom	• Wipe off desks before and after lunch • Keep food on desk and no sharing with others • Only take off mask while eating	• Talk only with face and elbow partners only • Use appropriate voice level • Stay in seat during lunch time	• Keep area clean, put all trash in bag • Raise and Wait • Wash hands before and after eating
Library	• Walk • Gel in, Gel out • 6 ft Apart • Push chair in	• Enter and exit quietly • Listen and follow directions the first time	• Handle books properly • Choose appropriate books • Visit safe websites

PROMOTION AND RETENTION OF STUDENTS

Policy

Descriptor Code: IHE

Promotion and Retention

Promotion Requirements for Grades One Through Five

In order to be promoted to the next grade, students in grade one (1) through five (5) are required to achieve the following criteria.

All students shall meet all attendance requirements as specified by Pelham City Board of Education Policy JB.

Schools, including home schools, shall be determined by the placement procedures described in Pelham City Board of Education Policy JBC(4).

All students shall earn a yearly average of 70 or above to pass any subject area. Two semester grades will be used to obtain a yearly average.

To be promoted, a student shall pass reading and math and two other major subjects such as social studies and science.

A student will be allowed three (3) days to make up work missed due to short-term absences, provided that the absence(s) are excused. The principal may use his or her discretion to allow longer make-up periods for excused absences of a week or longer, provided that all make-up work be

completed within fourteen (14) days after the close of each semester and provided this opportunity is available to all students.

Education promotion requirements which are specified in the Individual Educational Plan (IEP) shall establish the promotion standards for students with disabilities. Any academic requirements for promotion stated in this policy which are not modified in the IEP for a student with disabilities shall remain as a requirement for promotion.

Promotion Requirements for Grades Six Through Eight. In order to be promoted to the next grade, students in grades six (6) through eight (8) are required to achieve the following: All students shall meet all attendance requirements as specified by Pelham City Board of Education Policy JB. Schools, including home schools, shall be determined by the placement procedures described in Pelham City Board of Education Policy JBC (4).
□All students shall earn a yearly average of 70 or above to pass any subject area. Two semester grades within will school year will be averaged to obtain the yearly average for a course.

To be promoted, a student must pass reading, language arts, math, science and social studies. A student will be allowed three (3) days to make up work missed due to short term absences, provided the absences are excused. The Principal may use his/her discretion to allow longer make up periods for excused absences of one week or longer provided that all make up work is completed within 14 days after the close of each semester.

Education promotion requirements specified in the Individual Educational Plan (IEP) shall establish the promotion standards for students with disabilities. Any academic requirements for promotion stated in this policy which are not modified in the IEP for a student with disabilities shall remain as a requirement for promotion.

PROMOTION REQUIREMENTS FOR GRADES ONE THROUGH EIGHT

Each school principal shall distribute student data from the Georgia Student Assessment Program to teachers prior to the beginning of each school year. Each teacher shall use data to focus instruction on identified student academic performance in grades 1-8.

Students shall be tested in accordance with requirements specified in State Board Rule 160-3-I-.07 Testing Programs - Student Assessment.

The school principal or designee shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student in accordance with State Board Rules and other criteria established in this policy.

The Board of Education ("the Board") shall require all schools governed by its authority to abide by the State Board of Education Rule 160-4-2-.11, which specifies how the state-adopted assessments administered in grades 3, 5, and 8 will be used in making promotion, placement and retention decisions for students.

The Board hereby authorizes each school to develop procedures or regulations that specify how the state-adopted assessments and what local promotion criteria will be used in making decisions concerning promotion, placement or retention of students in Grades 1, 2, 4, 6, and 7, (and for students in grades 3, 5, and 8 in years when reliance on state-adopted assessments has been waived). Such procedures or regulations must be approved by the Superintendent or designee(s) and shall provide for the following:

1. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.

2. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.

3. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.

4. Prior to a student's retention, the student's parents must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter.

5. School level promotion and retention decisions may be appealed to the Superintendent or designee, whose decision shall be final.

SCHOOL STORE

Students will be made aware when special snack sale days will happen at school. Prices will be made public and students will be able to purchase items including, but not limited to Nachos, Freeze Pops, pickles, Meat sticks, Snowcones on specific days. These items are not available everyday.

STUDENT CONDUCT AND DISCIPLINE

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, en route to and from school whether walking or in a private vehicle, or 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. **Be in the right place, at the right time, doing the right thing.**

The General Assembly of Georgia requires that this code of conduct include language encouraging parents and guardians to inform their children on the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

RULES GOVERNING STUDENT CONDUCT

Rule 1

DISRUPTION AND INTERFERENCE WITH SCHOOL

No student shall:

a. Block any entrance, occupy any school building, prevent any class or function from taking place, prevent any student, guest, or employee from using any normal pedestrian vehicular traffic path or otherwise deprive others of free access to, or use of, any facility, program, or activity associated with the Pelham City Schools.	1st offense: ½ day ISS 2nd offense: 1-3 days ISS or suspension 3rd offense: 3-5 days suspension and possible referral to police and/or sheriff's dept.
b. Set fire to or in any school building or property. b-1. Cause false fire alarm.	Mandatory 10 day suspension and possible tribunal. Possible referral to police and/or sheriff's dept. Mandatory parent conference and discipline measure will be at administrations' discretion
c. Discharge, display, or otherwise threateningly use any firearms or explosives (1) on the school grounds at any time; (2) at any school activity, function, or event; (3) in route to and from school functions	For all firearms and explosives: Mandatory 10 day suspension and possible tribunal. Possible referral to police and/or sheriff's dept.

d. Continuously or intentionally make noise or act in a manner that interferes seriously with the teacher's ability to conduct class.	1st offense: ½ day ISS 2nd offense: 1 day ISS 3rd offense: 1-2 days ISS or suspension
e. In any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, social media postings, or any other conduct, that intentionally causes the disruption of any lawful mission, process, or function of the school.	1st offense: 1-5 days ISS or suspension 2nd offense: 3-5 days suspension 3rd offense: 5-10 days suspension
f. Refuse to identify oneself or give false identity upon request of any teacher, principal, superintendent, school bus driver, or other authorized school personnel.	1st offense: ½ day ISS 2nd offense: 1 day ISS or suspension 3rd offense: 2 days ISS or suspension
g. Urge, encourage, or counsel other students to violate any of the preceding paragraphs of this rule.	1st offense: ½ day ISS 2nd offense: 1-3 days ISS or suspension 3rd offense: 3-5 days ISS or suspension
h. Fail to go to the assigned classes or leave the school without permission of the principal or designee.	1st offense: ½ day ISS 2nd offense: 1 day ISS or suspension 3rd offense: 2 days ISS or suspension
i. Possession of toys that are representations of weapons. This includes but is not limited to nerf guns, water guns, toy knives, etc.	1st offense: items confiscated, mandatory 3 days OSS.

Rule 2

VANDALISM, TRESPASSING, DAMAGE, OR DESTRUCTION OF PROPERTY

A student shall not willfully and/or maliciously destroy, damage, or deface public or private property, real or personal. No student shall enter or remain on school campus or school board facility without authorization.	1-10 day (s) ISS or suspension and possible tribunal. Possible referral to tribunal and/or police and/or sheriff's dept. Restitution in all cases.

Rule 3

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

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

Rule 4

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

a. A student shall not threaten to cause physical injury or behave in such a way as could reasonably cause physical injury to a school employee on the school grounds or while the school employee is engaged in the performance of his/her official duties at a school related function. This includes touching, striking, pushing or threatening bodily or psychological harm to any school employee.	1-10 day (s) ISS or suspension and possible tribunal. Possible referral to police and/or sheriff's dept. 1-5 days suspension and possible tribunal. Possible

b. A student shall not threaten to bring a weapon to school nor threaten harmful actions to any school employee.	referral to police and/or sheriff's dept.
b. A student shall not commit any act of physical violence against a teacher, school bus driver, or other school official or employee while the school employee is engaged in the performance of his/her official duties at a school related function.	1-10 day (s) suspension and possible tribunal. Possible referral to police and/or sheriff's dept.

Rule 5

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

a. No student shall threaten, intimidate, harass or bully another with or without physical contact on or off school grounds or at a school related function or by use of data or software that is accessed through a computer, computer system, or computer network or through other electronic technology of a local school system, or other means of technology including social media, writings, and drawings.	2-5 days suspension; possible referral to tribunal and/or police or sheriff's department
b. A student shall not threaten to bring a weapon to school nor threaten harmful actions to any school employee.	1-5 days suspension; possible referral to tribunal and/or police or sheriff's department
c. No student shall fight, or cause physical abuse or injury to any person on school grounds during, immediately before, or immediately after school hours or at any other time when the school is being used for a school function.	1-5 days suspension and possible tribunal. Possible referral to police and/or sheriff's department

d. No student shall videotape a fight or any other form of physical aggression that creates a hostile educational environment. e. No student engage in rough horseplay which includes tripping, pushing, shoving, slapping,etc. f. No student shall pull at or off another person's clothing either in a violent or playful manner.	1-10 days ISS or suspension; possible referral to police or sheriff's department ½ day - 5 days of ISS ½ day - 5 days of ISS

Rule 6A

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

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

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

Rule 6B

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

A student shall not carry, possess, or have under control, any dangerous object on school property, at a school function, on a bus or any other transportation furnished by the school.	3-10 days ISS or suspension; possible referral to tribunal and mandatory parent conference

The term "dangerous object" means any object listed in 6A, OCGA 16-11-127 that is not used in a threatening or aggressive manner.

Rule 7

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

a. A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any product containing CBD with or without THC, 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.	Mandatory parent conference. 1 - 10 day(s) ISS or suspension possible and/or referral to tribunal and/or police or sheriff's department
b. A student shall not possess, sell, use, transmit, or be under the influence of any alcoholic beverage or intoxicant of any kind, nor shall any student possess, sell, or transmit any substance, represented to be one of such prohibited substances while on school grounds or during a school activity, function, or event off school grounds or while under school supervision.	

c. A parent / student shall deposit in the nurse's station (or other location determined by the principal) all lawfully prescribed drugs when he/she arrives at school. A student shall not sell, use, or transmit any medication, prescription or non-prescription to another student while on school grounds or during a school activity, function, or event off school grounds or while under school supervision. Parents must fill out a permission from with the nurse for all medications.	

Rule 8

DISREGARD OF DIRECTIONS OR COMMANDS

a. A student shall not fail to comply with reasonable directions or commands of teachers, paraprofessionals, principals, school bus drivers, or other authorized personnel when on school grounds or during a school activity, function, or event off school grounds or while under school supervision.	1st offense: ½ day ISS 2nd offense: 1-3 day ISS or suspension 3rd offense: 1-5 days ISS or suspension Mandatory parent conference and discipline measure will be at administrations' discretion.

Rule 9

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

a. Directed toward a staff member, bus driver, or any other school or school-related employee.	1 - 10 day(s) ISS or suspension possible referral to tribunal and/or police or sheriff's department.
b) Directed toward a student.	1 - 10 day(s) ISS or suspension possible referral to tribunal

c) In general conversation with other students. d.) Distribution, physically or through the use of technology, of profane, vulgar, or obscene material which disrupts the school day.	and/or police or sheriff's department.

Rule 10

GAMBLING ON SCHOOL PROPERTY OR AT A SCHOOL FUNCTION

Gambling on school property or at a school function is prohibited	Confiscation of proceeds and paraphernalia, suspension permissible

Rule 11

MISBEHAVIOR ON BUS (policy JCDAD/EDCB)

In view of the fact that a bus is an extension of the classroom, the Board shall require all students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. On the school bus, students are subject to all rules under this policy. (See School Board 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: Admin. warning or bus suspension 1-3 days 2nd: Bus suspension 1-3 days 3rd: Bus suspension 3-5 days 4th: Bus suspension 5-10 days- Possible revoking of bus riding privileges for the remainder of semester, or 10 days, whichever is greater 5th: Revoke bus riding privileges for the remainder of semester, or 10 days, whichever is greater

Rule 12

CRIMINAL LAW VIOLATIONS

A student who could be and/or has been formally charged with violation of the criminal law off campus and whose presence on the school campus may endanger the safety of other students and/or cause substantial disruption to school operations	Student will not be allowed to attend Pelham Elementary School in regular classes and an alternative educational setting will be found.

Rule 13

RUDE AND DEFIANT BEHAVIOR

No student shall curse, talk back, "sass" or intentionally argue in a demanding or disruptive manner with any school system employee or another student.	1st offense: ½ day ISS 2nd offense: 1-3 days ISS 3rd offense: 1-3 days ISS or suspension

Rule 14

USE OR POSSESSION OF TOBACCO

Possession and/or use of tobacco in any form is prohibited on campus, on school buses, and at school activities and functions. This includes lighters, matches, and any tobacco paraphernalia including e-cigarettes (vapes).**(confiscation for all offenses)**	Mandatory parent conference and discipline measures will be at administrations' discretion.

Rule 15A

CHEATING	Mandatory parent conference and discipline measures will be at administrations' discretion. Students may receive a zero for the assignment.
Rule 15B **FORGERY**	1st: Administrative time-out 2nd: 1 day ISS 3rd: mandatory parent conference

Rule 16

SEXUAL HARASSMENT/MISCONDUCT

a. Sexual harassment may include teasing, jokes, remarks, questions, pressures for dates, exposing one's intimate body parts, 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. This inclused distribution of photographs or vidoes of intimate body parts.	1 -10 days ISS or suspension; mandatory parent conference, possible referral to tribunal and/or police or sheriff's department.
b.. Public Display of Affection	1st: warning with parent notification 2nd: 1 day ISS and parent notification 3rd: 1– 5 days ISS or suspension and parent notification

Rule 17

RACIAL HARASSMENT	Mandatory parent conference. 1-10 day(s) suspension and/or referral to tribunal and/or the police or sheriff's department

Rule 18

CUMULATIVE OFFENSES

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

Rule 19

VIOLATIONS OF STRICT PROBATION

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

Rule 20

TECHNOLOGY FRAUD, ABUSE, OR MISUSE

a. Willful or intentional unauthorized access to alter, damage, destroy or attempt to destroy any computer, computer system, computer network software, program, or data. The transmission of any material by e-mail or file transfer that violates state or federal regulations (or which is obscene/vulgar) is prohibited.	1-10 day(s) ISS or suspension possible and/or referral to tribunal and/or police or sheriff's department
b. Inappropriate use of technology such as searches/uses that do not apply to the classroom such as but are not limited to inappropriate searches and/or games.	1st offense: Conference with administrative team

	2nd offense: ½ day of ISS 3rd offense: 1-3 days of ISS

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

DISTRICT DISCIPLINE POLICIES

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.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner when warranted.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.

- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

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

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

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other stakeholders may report incidents of bullying to an administrator, teacher, counselor or other staff member by using the school district's complaint procedures or by calling the Georgia Department of Education's 1-877 SAY-STOP (1-877-729-7867) School Safety Hotline. Please note: Any form of electronic bullying (cyberbullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

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

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

The following actions will be taken when bullying is reported:

1. **Investigate**
   Upon receipt of any report of bullying, the principal or his/her designee will have discretion on whether or not further investigation is warranted. If the principal or his/her designees 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 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.

Pelham City Schools

Date Adopted: 2/15/2011

FIGHTING

Students will be deemed to be fighting if they are actively engaged in physical combat with other student(s) or staff. It is the responsibility of the school principal to determine the degree of involvement of each person involved in a fight. Student(s) may be subject to out-of-school suspension, opportunity room, disciplinary hearing, or expulsion. Police may be called to fights.

CORPORAL PUNISHMENT

The Pelham Board of Education has authorized the use of corporal punishment. All students are subject to corporal punishment except any student whose parents on the day of enrollment has filed a statement with the superintendent and/or principal against its use on the grounds that it is detrimental to the student's mental or emotional stability. It shall not be used as a first line of punishment unless the student was informed beforehand that specific behavior could occasion its use (See PCS Board Policy: Descriptor Code: JDA Corporal Punishment).

CHRONIC DISCIPLINARY PROBLEMS

Students who are chronic disciplinary problems will not be tolerated at PES. Disciplinary action will be taken to correct the student's behavior which will include parent conferences, disciplinary and behavioral correction plans, 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 PES.

SCHOOL SAFETY ZONE/WEAPONS NOTICE

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

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

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

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.

STUDENT REPORTING OF SEXUAL ABUSE OR MISCONDUCT

Sexual Harassment is a form of discrimiation 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 Elementary 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.

"20-2-751.7.(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator,

or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct

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

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

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

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

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

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

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

FALSE ACCUSATION OF AN EDUCATOR-HB 1321

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

1. Students 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 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 for up to ten days.

TARDIES / EARLY CHECK-OUTS

Student academic success is directly related to student attendance. It is vital that students are at school whenever possible. Class begins promptly at 8:00am and any interruptions to the learning environment steal instructional minutes from our students. When calculating attendance for a student **3 tardies or 3 early withdrawals will constitute one absence**. Students with consistent tardies or withdrawals will be required to meet with school personnel to develop a plan to make up time lost. An excess amount of tardies / early check outs may result in the violation of the out of district contract or may be used for a referral to the Mitchell County Attendance Support Team.

TEACHER CONFERENCES

Teachers welcome all opportunities to meet with parents/guardians about their children. Parents may request conferences as needed or desired. Appointments are necessary. Conferences may be scheduled during planning time or after school.

Please call the office to schedule an appointment with your child's teacher. You can expect to discuss the following items at a Pelham Elementary parent conference:

- Academic Progress (Grades)
- Socialization & Behavior Issues
- The child's current reading and math levels
- Standardized Test Scores
- Intervention Strategies
- Child's strengths/weaknesses

This year the Board of Education has graciously added three ½ days to the school calendar in order to allow time for regularly scheduled parent conferences. For the 2025-2026 school year these dates will be: September 10th, November 12th, and February 12th.

TRANSPORTATION

Transportation is provided for students living more than 1 ½ miles from the school if space allows. 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 (car ride and walker changes) or the transportation department (bus changes)** BEFORE 2:00 p.m. If you write a note to the school for a car rider or walker transportation change be sure to include a phone number where you can be reached. You will be called to verify the transportation change.

Transportation arrangements should be made before arriving to school each day!

TRANSPORTATION: RULES AND REGULATIONS

RULES FOR STUDENT RIDING BUSES

Policy
Bus Conduct

Descriptor Code: JCDAD

1. Purpose: This policy establishes the school bus code of conduct for students in Pelham City Schools.

2. The Superintendent of Schools will insure that all bus drivers know and understand their responsibilities for establishing and maintaining appropriate student behavior on school buses. The administrative procedure for School Bus Conduct will be provided for each driver on an annual basis.

3. Proper behavior on school buses is expected and most important. Students are expected to follow safety procedures concerning loading, unloading, seating and emergency evacuation as directed by their driver, teacher and principal. Students who misbehave on buses will be disciplined. Repeated, or serious violations will result in short or long term loss of bus privileges. Options for discipline are not limited to, but include, detention, ISS, bus suspension, suspension from school, or expulsion.

4. Transportation rules and pupil responsibilities will be published for the safety, health and welfare of all students who are transported. School bus drivers will confirm that the students have received a copy of the rules at the beginning of each school year. Students will be instructed to give these to parents. Parents are requested to review and impress on their children to obey these rules. A copy of school bus safety rules and regulations will be posted in each bus.

5. All drivers will emphasize safety instructions and emergency evacuation procedures during the first week of school. At least one emergency evaluation drill will be conducted during the school year.

6. Drivers shall be responsible for keeping order on their bus. Problems/misbehavior must be reported to the administration of the school, which the pupil attends. It shall be the duty of the driver to report such problems/misbehavior personally, in the presence of the student, to the administration. Each school will notify parents of incidents and discipline involving their child on the bus.

7. School Bus Rules and Pupil Responsibilities:

A. Students shall be prohibited from acts of physical violence (20-2-751.6) such as bullying (20-2-751.4), physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior.

B. Students shall be prohibited from using any electronic devices during the operation of a school bus, including, but not limited to, cell phones, pagers, audible radios, tape or compact disc players without headphones, or other electronic devices that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus.

C. Students shall be prohibited from using mirrors, lasers, flash cameras or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

D. All rules and regulations in the Student Code of Conduct (JCDA and JCDA-E) are applicable to the transportation of students.

TRANSPORTATION RULES AND PUPIL RESPONSIBILITIES

- The driver is in charge of the bus and all pupils aboard. Obey the driver promptly and cheerfully.
- Be on time; the driver cannot wait beyond his or her regular schedule for those who are tardy.
- Wait in an orderly line off the street or road..
- Cross in front of the bus only when the road is clear and at a safe distance in front of the bus in order to be seen by the driver. (Minimum: 10 Feet)
- Do not run toward a school bus while it is in motion.
- Ride only the bus assigned by school officials.
- Do not try to get on or off the bus or move about within the bus while it is in motion.
- Pupil must remain seated while the bus is moving. Ride two in a seat, if necessary, and do not exchange seats unless given permission by the driver while the bus is stopped.
- Behave on the bus as you are expected to behave in the classroom. Insolence, disobedience, vulgarity, foul language, fighting, pushing, and similar offensive acts will not be tolerated.
- Students are prohibited from acts of physical violence, bullying, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, and other unruly behavior.
- Students are prohibited from using any electronic devices during the operation of a school bus including but not limited to cell phones, pagers, audible radios, tape or compact discs without headphones, or any other devices in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
- Students are prohibited from using mirrors, lasers, flash cameras, or any other reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.
- Do not engage in any activity which might divert the driver's attention and cause an accident such as:(a) Loud talking or laughing, or unnecessary confusion.(b) Unnecessary conversation with the driver;(c) Extending any part of the body out of the bus windows or doors.

- Pupils are not to open or close doors at any time nor shall they regulate or operate any part of the bus.

- Do not engage in any activity which might damage, cause excessive wear or litter to the bus or other property. The following activities are prohibited at all times:(a) Smoking, eating, possession or use of alcoholic beverages on the bus.(b) Spitting or throwing anything in or from the bus.(c) Bringing animals on the bus.

- Pupils will not leave the bus on the way to school or home without permission of the driver. Driver will not give permission except in case of personal emergency, or upon request of the principal or pupil's parents. A written request is required.

- Pupils must be courteous to drivers, to fellow students, and to passersby at all times.

- Report promptly to the driver any damage done to the bus. The person causing damage shall be expected to defray its full cost.

- All School Board Policies governing Student Discipline and Conduct will be observed. Misconduct on the bus is subject to the same disciplinary measures as misconduct at school.

- When necessary, the principal, or other responsible school system administrators may suspend or revoke riding privileges.

THE AGE OF THE CHILD AND THE SEVERITY OF THE OFFENSE WILL BE TAKEN INTO CONSIDERATION IN THE ADMINISTRATION OF THE RULES.

VISITORS

All visitors **must report to the main office** and register with the receptionist. **All visitors must visibly wear a visitor's tag** while in the building. While we welcome your visit, and support your involvement, we must ensure that instruction and student confidentiality is protected at all times. . Parents and visitors should not proceed to their child's classroom without a **scheduled conference** or **preplanned activity** without prior approval from the administration.

***Forgotten books or other materials (including birthday snacks) that you wish to have delivered to your child must be left at the front office.**

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 **203 Mathewson Avenue, Pelham, Georgia 31779, 229-294-8715.**

Appendix

• Pelham City Charter System Out of District Contract

PELHAM CITY SCHOOLS CHARTER SYSTEM

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

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

Pelham City Schools Charter System welcomes students who live outside our attendance area. Since your family has chosen Pelham City Schools Charter System as your system of choice, students must meet the following criteria in order to remain enrolled in Pelham City Schools.

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

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

If any of the following occurs, the student may be withdrawn from Pelham City Schools Charter System:

- The student misses more than 6 days in a school year.
- Fails 2 or more classes for the year (PES & PCMS) or the semester (PHS)
- The student commits any of the following major disciplinary violations:
    - possesses or is under the influence of drugs or alcohol.
    - possesses a weapon.
    - possesses a dangerous instrument with intent to cause harm.
    - involved in a fight, an assault, or commits verbal or physical battery.
    - commits an assault on a school employee.
- The student receives 2 major disciplinary violations for any reason during the school year.

- The student is **scheduled** for a disciplinary tribunal.

A student handbook is provided at the beginning of each academic year and upon initial enrollment. Each school's handbook details the policies and procedures of each school in Pelham City Schools Charter System.

This contract is binding as long as the student resides at an address outside of the Pelham City Schools Charter System attendance zone. If a change of address occurs, the school where the student is enrolled must be notified within ten (10) school days of the change.

Residence Address_____

*Parent Signature*_____*Date*_____

*Student Signature*_____*Date*_____

*Administrator During Initial Enrollment*_____*Date*_____

PELHAM CITY SCHOOLS CHARTER SYSTEM

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

203 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 2025-2026 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

AN EQUAL OPPORTUNITY EMPLOYER AND PROGRAM PROVIDER
"A Commitment to Educational Excellence, Every Day in Every Way"

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

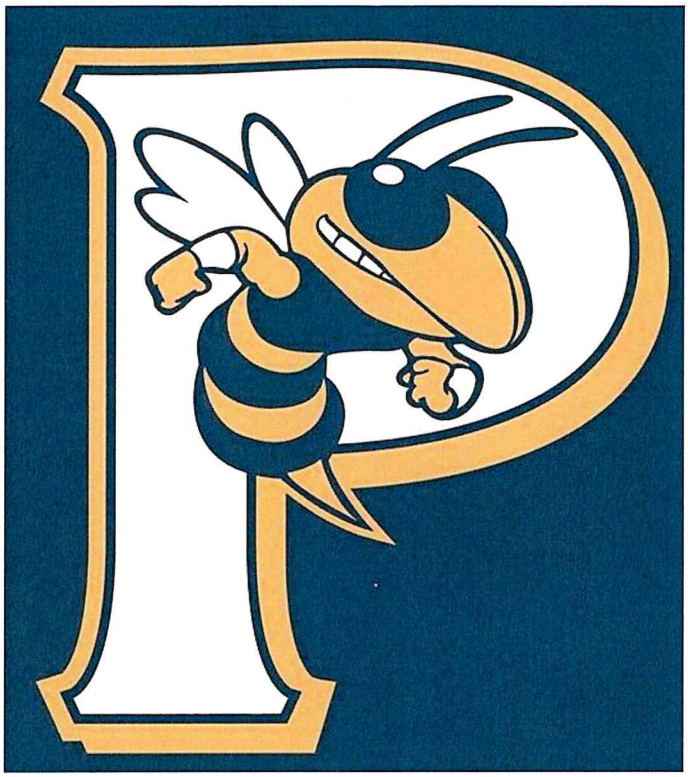
Parent participation is encouraged at each of our schools. We encourage parents to participate in their student's school life. An orientation for volunteers is held in the fall of each school year. If you are interested in volunteering in your child's school, please contact the Parent & Family Engagement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

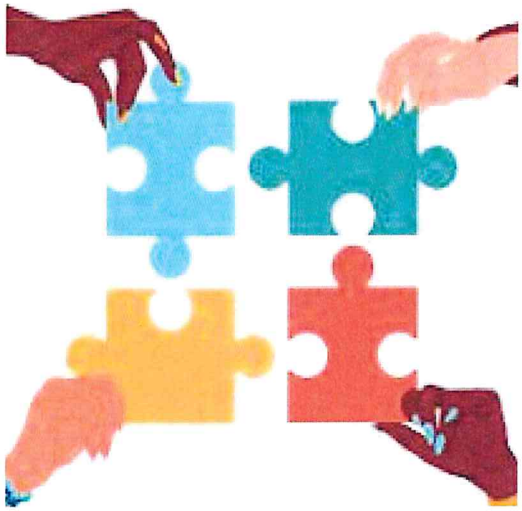
Jointly Developed

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.

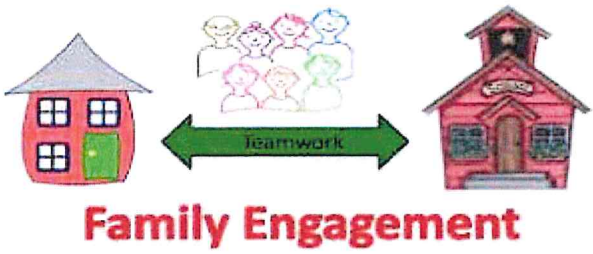
Reservation of Funds

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.);

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- 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.

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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:

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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.

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