



Hart County *Charter System*

Welcome to Hart County Elementary Schools

Mission

The mission of the Hart County Charter System is to prepare all individuals to meet tomorrow's challenges by providing quality educational opportunities today.

Vision

Hart County Schools will be recognized for educational excellence.

Guiding Principles/Beliefs

- Schools provide safe, secure, and nurturing environments for all.
- Stakeholders promote a positive atmosphere that fosters confidence and self-worth for all.
- Each individual is valued and treated with respect.
- Each individual has the right to be educated and the responsibility to learn.
- Quality education requires a partnership among the school system, students, parents, and the community.

Purpose of Hart County Charter System Elementary Handbooks

This handbook is an excellent tool for students and parents/guardians and serves the following purposes:

- To provide general information regarding the operation, procedures, and practices of our elementary schools.
- To provide information about Georgia law regarding Discipline, Code of Conduct, and Compulsory Attendance law.

Hart County Charter System does not discriminate on the basis of race, color, national origin, religion, age, disability, or sex in its employment practices. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title VII, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), the Age Discrimination in Employment Act (ADEA), and all accompanying regulations.

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Schools and Contact Information



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Mrs. Lydia Bennett, Assistant Superintendent

Hartwell Elementary School

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Principal

Mrs. Ashley McNeill

Assistant Principal

Mrs. Andrea Gibbs

North Hart Elementary School

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Principal

Mrs. Christina Weir

Assistant Principal

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South Hart Elementary School

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Principal

Mr. Marion Hanahan

Assistant Principal

Mrs. Stephanie McConnell

District Staff

Transportation Office (706) 856-7295

School Social Worker (706) 856-7231

Student Support Services (706) 376-4209

CALENDAR FOR 2026-2027

Date	Event or Holiday
August 3	First Day of School
September 7	Labor Day, Student/Teacher Holiday
September 8	Progress Reports
October 5-9	Fall Break
October 15	Early Release, Report Cards, Parent Conferences
November 16	Progress Reports
November 23-27	Thanksgiving Break
December 18 – January 6	Christmas Break
January 5-6	Teacher Professional Learning, Student Holiday
January 7	First Day of 2 nd Semester/Students Return/Report Cards
January 18	MLK Day, Student & Teacher Holiday
February 11	Progress Reports
February 15-19	Winter Break
March 25	Early Release, Report Cards, Parent Conferences
March 29-April 2	Spring Break
April 29	Progress Reports
May 28	Last Day of School, Graduation

ATTENDANCE AND STUDENT SUCCESS

EVERY DAY COUNTS FOR BULLPUPS!

At Hart County Charter System, we believe regular school attendance is one of the most important parts of student success. In elementary school, students build the academic, social, and behavioral foundations that support future learning and growth.

Students who attend school consistently are more likely to:

- Develop strong reading and math skills
- Build positive friendships and routines
- Stay connected to school and classroom activities
- Feel confident and successful in learning
- Develop positive attendance habits for future success

We understand that families may occasionally experience challenges that impact attendance. Our goal is to partner with families early, provide support when needed, and help students maintain positive attendance habits throughout the school year.

WHY ATTENDANCE MATTERS

Every school day provides important opportunities for:

- Reading and math instruction
- Small group learning and intervention support
- Social and emotional development
- Classroom participation and hands-on activities
- Building routines and school readiness skills

Even missing a small amount of school can make it more difficult for students to keep up academically and socially.

GEORGIA COMPULSORY ATTENDANCE LAW

Georgia law (O.C.G.A. § 20-2-690.1) requires children between the ages of 6 and 16 to attend school regularly. Students enrolled in school are expected to:

- Attend school daily
- Arrive on time
- Remain at school for the full instructional day
- Attend all assigned classes

Attendance concerns may result in school interventions, attendance support meetings, and possible legal consequences when unexcused absences become excessive.

Hart County Schools uses a supportive attendance process designed to identify concerns early, collaborate with families, and provide assistance before attendance issues become more serious.

ATTENDANCE EXPECTATIONS & EXCUSED ABSENCES

WHAT COUNTS AS AN ABSENCE?

A student may be counted absent when he/she misses all or part of the instructional day, including:

- Full-day absences
- Late arrivals (tardies)
- Early check-outs
- Missing class periods without approval

Students arriving late or leaving early miss valuable instructional time and may be subject to attendance interventions.

EXCUSED ABSENCES

Absences may be excused for reasons allowed under Georgia law and district policy, including:

- Personal illness or medical appointments
- Serious illness or death in the immediate family
- Court orders or government agency appointments
- Religious holidays
- Unsafe conditions impacting attendance
- Approved school-sponsored activities
- Other approved circumstances determined by the administration

Parents/guardians must submit attendance documentation within two (2) school days of the student returning to school.

PARENT NOTES

- Up to **three (3)** parent notes per semester may be accepted
- Notes must include:
 - Student name
 - Date(s) of absence
 - Reason for absence
 - Parent/guardian signature or contact information

Additional absences may require medical or official documentation.

Parents/guardians must submit attendance documentation within two (2) school days of the student returning to school.

SCHOOL DAY ATTENDANCE, TARDIES, & EARLY CHECK-OUTS

Regular attendance and full participation throughout the school day are important for student success at Hart County Charter System elementary schools. Students learn best when they arrive on time, attend school consistently, and remain at school for the full instructional day. Missing instructional time due to absences, tardies, or early check-outs may result in missed:

- Reading and math instruction
- Small group learning and intervention time
- Classroom activities and discussions
- Testing and assessments
- Social and emotional learning opportunities

TARDIES / ARRIVING LATE

Students are expected to arrive at school promptly and ready to learn each day. Arriving late may cause students to miss important morning routines, instructional activities, and classroom preparation time. Repeated tardiness may:

- Disrupt classroom learning
- Impact academic progress
- Trigger attendance interventions or parent conferences
- Contribute to chronic absenteeism concerns

Families are encouraged to establish consistent morning routines and allow extra travel time to support on-time arrival.

EARLY CHECK-OUTS / LEAVING SCHOOL EARLY

Students are expected to remain at school for the full instructional day whenever possible. Early check-outs result in missed instructional time and classroom learning opportunities.

Frequent early check-outs may:

- Affect academic performance
- Interrupt classroom instruction
- Trigger attendance interventions or support meetings
- Contribute to chronic absenteeism concerns

All students leaving school early must be signed out through the school office by a parent, guardian, or approved emergency contact. A valid government-issued physical photo ID is required for student check-out.

Important Reminder!

Elementary students are not permitted to sign out after 2:30 PM except for emergencies or with administrative approval.

SUBMITTING ATTENDANCE NOTES & DOCUMENTATION

To help maintain accurate attendance records, parents/guardians should submit attendance documentation within 2 school days of the student returning to school.

Documentation may include:

- Parent/guardian notes
- Medical excuses
- Court or agency documentation
- Other approved attendance documentation

Attendance documentation may be submitted:

- In person at the school office
- By email
- Through the SchoolStatus text or message communication
- By a written note sent to the school

UNDERSTANDING CHRONIC ABSENTEEISM VS. TRUANCY

In Hart County , we want families to clearly understand that chronic absenteeism and truancy are not the same thing.

Both can negatively affect student learning and success, but they are measured differently and may lead to different levels of support or intervention.

CHRONIC ABSENTEEISM

A student is considered chronically absent when he/she misses 10% or more of enrolled school days for ANY reason. This includes:

- *Excused absences*
- *Unexcused absences*
- *Excessive tardies*
- *Excessive early check-outs*
- *Partial days missed*

WHY CHRONIC ABSENTEEISM MATTERS

Even when absences are excused, missing too much instructional time can:

- Impact on academic performance
- Make it harder to stay connected socially
- Increase stress and anxiety about schoolwork
- Cause students to fall behind
- Increase risk for long-term attendance concerns

Because of this, schools may provide attendance support and intervention planning even

when absences are excused.

CHRONIC ABSENTEEISM SUPPORTS:

The goal of chronic absenteeism interventions is prevention, support, and early problem-solving. Chronic absenteeism supports may include:

- Parent communication and attendance check-ins
- Attendance Support Team (AST) meetings
- Problem-solving conversations with families
- Social worker or counselor support
- Attendance improvement plans
- Community resource referrals
- Academic support planning

TRUANCY

Truancy specifically refers to unexcused absences under the Georgia compulsory attendance law. A student may be considered truant when he/she accumulates excessive unexcused absences, including:

- Absences without documentation
- Absences not approved under district policy
- Failure to submit excuses within the required timeline
- Excessive parent notes beyond district limits

Under Georgia law, schools are required to intervene and provide notices when students accumulate unexcused absences.

Truancy May Include:

- Required attendance letters
- Parent conferences
- Attendance contracts
- Attendance review meetings
- Referral to attendance support services
- Referral to Juvenile Court or legal intervention when required

Legal consequences are generally considered only after multiple interventions and outreach efforts have occurred.

Quick Attendance Facts!

- ✓ Up to 3 parent notes per semester may be accepted.
- ✓ Attendance documentation should be submitted within 2 school days of returning to school.
- ✓ Excessive tardies and early check-outs may contribute to attendance concerns.
- ✓ Missing 10% or more of enrolled school days may result in chronic absenteeism concerns.
- ✓ Early attendance support is designed to help students stay successful and connected to school.
- ✓ Our goal is always to partner with families to support positive attendance habits and student success.

IMPORTANT DIFFERENCES

Chronic Absenteeism	VS.	Truancy
Includes ALL absences		Includes ONLY unexcused absences
Focuses on missed instructional time		Focuses on compulsory attendance law
May include excused medical absences		Involves absences without approved excuses
Primarily prevention and support-focused		May involve legal intervention requirements
Measured at 10% or more missed days		Triggered by excessive unexcused absences

A student can:

- *Be chronically absent without being truant*
- *Be truant without being chronically absent*
- *Or meet criteria for both*

ATTENDANCE SUPPORT & INTERVENTION TRIGGERS

The following attendance triggers are designed to provide early communication, support, and intervention as attendance concerns develop. Attendance support may be provided for both chronic absenteeism and unexcused absences/truancy. Our goal is always to partner with families early, identify barriers, and support positive attendance habits before concerns become more serious.

I. Early Attendance Concern

Attendance Patterns Begin OR 3 Unexcused Absences

At this stage, the school may:

- Contact the parent/guardian by phone, email, text, SchoolStatus, or letter
- Review attendance expectations and excuse procedures
- Encourage submission of missing attendance documentation
- Monitor patterns of tardies, early check-outs, or repeated absences
- Discuss possible barriers impacting attendance
- Provide early attendance support and intervention strategies
- This level of support is intended to increase awareness and prevent continued attendance concern

II. Attendance Support Intervention

5 Unexcused Absences OR Signs of Chronic Absenteeism

At this stage, the school may:

- Send the required attendance notification letter
- Review Georgia's compulsory attendance requirements
- Schedule a parent conference or Attendance Support Team (AST) meeting
- Review attendance data and missed instructional time
- Discuss academic impact and student engagement concerns
- Develop an attendance improvement plan
- Identify barriers such as illness, transportation concerns, anxiety, housing instability, or family challenges.
- Connect families with school-based or community support resources

Students with excessive excused absences, repeated tardies, excessive early check-outs, or chronic absenteeism patterns may also receive interventions and attendance support planning.

III. Intensive Attendance Support

Continued Chronic Absenteeism, Ongoing Attendance Concerns, or 6–9 Unexcused Absences

At this stage, the school may:

- Refer the student to the district social worker or attendance support personnel
- Conduct individualized problem-solving meetings with the family
- Create attendance contracts or intervention plans
- Increase attendance monitoring and follow-up communication
- Refer concerns to school support teams or attendance review teams
- Connect families with outside agencies or wraparound services
- Review academic concerns and possible support interventions

The focus remains on identifying root causes, supporting the student, and improving school engagement and attendance consistency.

IV. Serious Attendance Concern

Ongoing Chronic Absenteeism OR 10+ Unexcused Absences

At this stage, the student may be considered truant under Georgia law.

Possible actions may include:

- Formal attendance review
- Referral to attendance intervention or diversion programs
- Referral to Juvenile Court when required by law
- Additional parent conferences and intervention planning
- Review of compulsory attendance requirements and legal obligations
- Coordination with community agencies or support services when appropriate

Legal intervention is considered a last resort after supportive outreach and intervention efforts have been attempted.

IMPORTANT ATTENDANCE REMINDERS

While Hart County Schools follow a general attendance intervention timeline, the district reserves the right to adjust, combine, accelerate, or modify interventions based on:

- Individual student circumstances
- Chronic absenteeism patterns
- Excessive tardiness or early check-outs
- Student safety or welfare concerns
- Lack of response to interventions
- Academic concerns or other school factors

Attendance concerns may be addressed earlier when significant patterns or barriers are identified.

Our shared goal is to help every student attend regularly, stay connected, and succeed in school.

HOSPITAL/HOMEBOUND (HHB) SERVICES

Hospital/Homebound (HHB) Services provide temporary instructional support for students whose medical or psychiatric condition prevents them from attending school for a limited period. HHB services are designed to help students maintain educational continuity during extended absences due to documented health conditions.

To be considered for HHB services:

- The student must be enrolled in the Hart County Charter System.
- The student must be expected to miss at least ten (10) consecutive or intermittent school days due to a medical or psychiatric condition.
- Medical documentation must be completed by the licensed physician or licensed psychiatrist currently treating the student for the condition presented.
- HHB services are temporary and are not intended to replace regular school

attendance on a long-term basis.

Students approved for intermittent HHB services must generally be absent for three (3) consecutive school days before services begin for each occurrence.

Each school has an administrator assigned to assist with HHB coordination. For additional information regarding Hospital/Homebound Services, families should contact the elementary school or the Hart County Board of Education.

CUSTODY AND GUARDIANSHIP

The Hart County Charter System works to support all families while following applicable state and federal laws regarding student custody, guardianship, and educational rights. To help ensure student safety and appropriate communication, families should provide the school with current and accurate custody or guardianship information.

STUDENT RECORDS (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Unless the school has received a court order or other legal documentation to the contrary, both custodial and noncustodial parents generally have the right to access their child's educational records and school information.

LEGAL CUSTODY DOCUMENTATION

If there is a court order, custody agreement, protective order, or other legal document that affects a student at school, a certified copy must be provided to the school for review and placement in the student's file. This may include documents related to custody, visitation, restraining orders, guardianship, or restrictions involving student pickup or access to records.

It is the responsibility of the parent or legal guardian to notify the school of any changes to custody or guardianship arrangements and to provide updated legal documentation as needed. Without current court documentation on file, the school will follow standard district procedures and applicable law regarding parent and guardian access.

BUS SAFETY

Students being transported by school bus are expected, regardless of the type of weather, to be at their designated bus stop before the bus arrives. Drivers will not wait for students. To maintain the privilege of riding the bus, students must follow the rules below. Bus drivers will make any discipline referrals to the home school in accordance with the system's code of conduct.

1. Follow the system code of conduct for behavior.

2. Be courteous and refrain from using profane language.
3. Do not eat or drink on the bus.
4. Cooperate with the driver. Disrespectful conduct toward the driver or others will not be tolerated.
5. Do not smoke or vape.
6. Do not be destructive.
7. Stay in your seat and face the front with your feet on the floor.
8. Keep your head, hands, and feet inside the bus and to yourself.
9. Sit in the assigned seat if appointed by the bus driver.
10. Do not engage in any disruptive behavior.
11. Electronic devices are allowed with headphones only. (Use of external speakers is not allowed.)
12. Do not use 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 bus.

School Counseling and Student Support Services

Each school within the Hart County Charter System provides access to school counseling and student support services designed to support students academically, socially, emotionally, and behaviorally. School counselors work collaboratively with students, families, teachers, administrators, and community agencies to help remove barriers to learning and promote student success.

Services may include:

- Classroom counseling and student support lessons
- Small-group counseling and support
- Short-term individual counseling for school-related concerns
- Academic planning and problem-solving
- Attendance support and intervention
- Peer relationship and social-emotional support
- Crisis response and student wellness support
- Coordination with parents, school staff, and community agencies
- Referrals to school and community-based resources and services

Parents/guardians who are interested in learning more about available counseling or student support services are encouraged to contact their child's school counselor, principal, assistant principal, or the district social worker for additional information or assistance.

Social Work Services

The Hart County Charter System is committed to supporting the academic success, emotional well-being, safety, and overall needs of every student. School Social Work Services help connect

students and families with resources and supports that remove barriers to learning and improve school attendance, engagement, and success.

School social workers collaborate with students, families, school staff, and community agencies to provide support in a caring, respectful, and solution-focused manner. Services may include consultation, crisis response, attendance intervention, resource coordination, and family support.

School social workers may assist families with:

- Attendance concerns and school engagement
- Homeless and McKinney-Vento services
- Foster care support and school stability
- Enrollment and residency assistance
- Community resource referrals
- Mental health and behavioral support connections
- Crisis intervention and safety planning
- Hospital/Homebound coordination
- Family transitions or hardships impacting school performance
- Coordination with community agencies and support programs

Students or parents/guardians may request assistance through the school counselor, administrator, attendance office, or directly through the district social worker.

The Hart County Charter System values strong family-school partnerships and encourages families to reach out whenever support may be needed. Early communication allows schools and families to work together to help students stay connected, supported, and successful.

Additional information regarding student support services may be found on the Hart County Charter System website.

CURRICULUM

The Hart County Charter System implements the State Board of Education (SBOE) approved curriculum and standards of excellence. Schools, along with system personnel, work together to ensure that the curriculum used for instruction is up to date and helps prepare students for their future. The state curriculum can be located at www.georgiastandards.org.

Effective implementation of Georgia's K-12 Standards requires support on multiple fronts, including strengthening teachers' content knowledge and pedagogical skills, and using contextualized tasks that engage all learners. The standards create a foundation for collaborative work across states and districts, pooling resources and expertise to develop curricular tools, professional development, common assessments, and other instructional materials.

DISCIPLINE

Board Policy: Student Behavior Code

Descriptor Code: JCDA

It is the desire of the Hart County Charter System and the Hart County Board of Education that all students have every possible opportunity to take advantage of instructional programs that allow them access to the best possible education. Any distractions from a favorable teaching and learning environment lessen this opportunity. Students are expected to adhere to standards of behavior that facilitate a positive learning environment for themselves and other students.

Respect for each other, system employees, and school property is required of all students. They are also expected to comply with student behavior policies adopted by the Board of Education and to obey student behavior rules established by the school.

Parent/Guardian involvement is the most desirable avenue for correcting behavioral problems. Conferences may be used in conjunction with other forms of discipline.

School systems are required to have progressive discipline policies. Therefore, consequences for the same offense may vary from student to student under the progressive discipline policy. Students accused of violating this code should be advised of the violation and given a reasonable opportunity to present their position.

The Student Code of Conduct shall be available to each student and parent in the district, including newly enrolled students. Parents shall sign an acknowledgment of receipt of the Code. This Code shall be available online, and a printed copy will be provided upon request.

Federal and state laws and regulations that conflict with this Code or its application shall take precedence.

Positive Behavior Intervention Support PBIS

Hart County Charter System elementary schools implement Positive Behavioral Interventions and Supports (PBIS) to support student growth. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. The implementation of PBIS is saving countless instructional hours that would otherwise be lost to discipline. The premise of PBIS is that continual teaching,

combined with acknowledgment or feedback of positive student behavior, will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students. The Hart County Charter System has four behavioral expectations for its elementary schools: Helpful, Accountable, Respectful, and Teachable (HART). Each school has created a behavior matrix that outlines major and minor behavioral occurrences. The major and minor will follow discipline procedures that are designed to teach two very important concepts:

- Certain behaviors are undesirable and should be avoided.
- Certain behaviors are desirable and should be repeated.

The foundation of this plan is a set of school-wide classroom rules and consequences developed by a committee of a parent, a teacher, and an administrator. The superintendent supports the authority of the principal and teachers to remove a student from a classroom pursuant to O.C.G.A. 20-2-738. Please be on the lookout for additional information about PBIS throughout the school year.

ELEMENTARY DRESS CODE

Every student is expected to maintain the level of personal hygiene necessary to ensure a healthy school environment. Students are encouraged to observe grooming and dress code standards appropriate to the level of formality of the school situation. By school board policy, the administration reserves the right to determine the appropriateness of dress in cases not covered by the dress code.

1. All jeans/slacks must fit snugly at the waist or small of the back and may not be worn so they sag below the waistline. In the event the student DOES NOT comply, he/she will be required to tuck in the shirt.
2. Jeans/slacks/shorts with writing on the buttocks area or with holes are inappropriate and may not be worn at school.
3. Leggings and jeggings may be worn only when an accompanying top is at the appropriate length (the end of the fingers when the arms are held to the side should not touch the leggings/jeggings, only garment material).
4. Shoes should cover the feet and must have shoestrings tied.

- a. Flip-flops and high-heeled shoes hinder safe student transition at school; therefore, these shoes are discouraged.
- b. Tennis shoes should be worn by students for physical education classes. Tennis shoes provide safe movement in class, allowing students to participate.
- 5. Shorts must be an appropriate length (the ends of the fingers when the arms are held to the sides should not touch the skin, only the short material). Bermuda shorts, capris, or shorts of similar length may be worn.
- 6. All sleeveless tops must have straps that pass the THREE-finger test.
- 7. All shirts and t-shirts must be long enough to cover the midriff completely. Back and skin should not show.
- 8. Clothing with gang/cult-related symbols, offensive messages, vulgar language, or advertisements for alcohol, tobacco, or drugs is inappropriate and shall NOT be worn.
- 9. Hats, skullcaps, bandanas, and similar items are not appropriate and may not be worn at school. Special occasions or school-sponsored fundraisers may allow for specific hats to be worn.
- 10. When extremes with hair color and/or jewelry are determined to be disruptive to classroom instruction, administration will contact the parent/guardian.

EMERGENCY SCHOOL CLOSINGS – SEVERE WEATHER DRILLS

In the case of severe weather (e.g., snow, ice, severe cold), the official announcement for school closing will be via SchoolStatus calling system, Hart County Schools Facebook, Hart County Schools Website, and through the following media outlets: WKLY 980AM, WLHR 92.1FM, and television stations, WYFF TV4, and WSPA TV7. **Please check these outlets instead of calling school officials. It is the responsibility of students' families to keep contact information up to date at each school. When contact information changes, it is the parent's responsibility to notify the school of the necessary changes.** If announcements are not made before 7:30 AM, you should assume school will be in session as usual. If the weather becomes severe during the school day and school is going to be dismissed early, announcements of the school's closing will be made through the aforementioned communications.

If you are not at home, your child must know an alternate place to go in the event of an emergency school closing. (Remember, like any other day, buses run normal daily routes and cannot provide special transportation services on emergency closing days.) Please be sure to discuss emergency closing directions with your child. The child should know what you expect in these situations.

FIELD TRIP EXPERIENCES

Our school faculty and staff support and encourage field trips that are educationally tied to the curriculum. Field trips are grade-level specific. Students not enrolled in the school or the particular grade level for which the trip is planned shall not attend. If your child is scheduled for a field trip, the parent or legal guardian must sign a slip granting permission to participate. These permission slips are maintained on file at the school. Teachers planning field trips may request a monetary donation to help defray the cost. In addition, other support from parents may be requested, including parent attendance on the trip. Field trip experiences will not be denied to a student whose parents do not contribute to the cost. Note that the district's policy does not allow anyone other than the enrolled child and employees to ride the bus during a field trip. All students and school staff are provided transportation to and from field trip destinations in county-approved vehicles unless prior written approval has been obtained. Children may be signed out only by their own parent/legal guardian. Smoking by staff or chaperones is prohibited while on field trips. Field trips are non-refundable.

FIT GEORGIA ASSESSMENT

According to state board rule 160-4-2.12, each local board of education must administer a fitness assessment approved by GaDOE. Fit Georgia is a state-developed fitness assessment that measures various aspects of physical health, including Healthy Body Ranges, Aerobic Capacity, Flexibility, Muscular Strength, and Muscular Endurance. For more information, see <https://fitgeorgia.gadoe.org/About/>.

GRADING PRACTICES

The following charts outline the grading practices of the Hart County Charter System. Progress reports are sent home in the middle of each nine weeks, and report cards are sent home at the end of each nine weeks to notify parents of their child's current academic and social development. Teachers may schedule conferences during the school year or on specially scheduled school conference days to discuss a child's progress with their parents. Other conferences may also be requested. Please make every effort to attend conferences requested by school

personnel. Your child's academic and social growth depend upon strong support and encouragement from you!

Grading System for Grades 3-5

A = 90-100

B = 80-89

C = 70-79

F = Below 70

Grading System for Grades K-2

The Hart County Charter System utilizes a standards-based reporting for kindergarten, first, and second grades. For each grading period, parents will receive a report that lists the standards to be covered and their child's level of mastery. Please note that while all standards are listed, some will not be taught and/or mastered until later in the year.

Training and additional information about the reporting process will be provided throughout the school year.

The student exceeds the standard.	The student consistently and independently meets the standard.	The student is making progress towards the standard.	The student needs extensive support at school and at home to meet the standard.
4	3	2	1

HEALTH SERVICES

Hart County School nurses may make contact with parents regarding health issues. The nurse will NOT take responsibility for evaluating signs of illness or injury that have occurred at home. These should be referred to your family doctor or an emergency room. Nursing services will be provided if a medical release has been signed, completed, and returned to school.

Judgment in such cases is at the discretion of school authorities, and parents assume financial responsibility.

Parents will be contacted immediately should a situation warrant it when their child becomes ill or has an accident at school. In serious situations when a parent cannot be contacted, the Principal or Principal's designee will request the assistance of local emergency medical personnel. Please keep your current telephone number and the name of a contact person for emergencies on file in the office. Please be sure to return the emergency authorization form at the beginning of the year to your child's teacher.

Medications

All students will receive a form entitled “Consent for School Nurse Services” to be completed and signed by parents. No student will be able to receive medicine or be ‘treated” by the school nurse without this consent form. Medicine(s) should be brought to the school office or to the nurse by the parent/guardian **ONLY** if the medication **MUST** be given during school hours. All medication(s) must be in the original prescription/pharmaceutical container(s), clearly labeled with the student’s name, the medication name, the appropriate dosage, and the dosing times. Prescription medication will be administered in accordance with Hart County Board of Education policy. As long as prescribed and/or over-the-counter medicine is administered in accordance with the schedule/directions as described by the parent/guardian, the Hart County Charter System is released from any liability in the event of injury or adverse effects to the child as a result of the administering of such medication. Any student possessing prescription or over-the-counter medication not in accordance with these guidelines will be considered in violation of the system’s drug policy and shall be subject to the discipline outlined in the student code of conduct and/or student/parent handbook.

A student with supporting medical documentation may, with parental/guardian permission, carry at all times inhalers for asthma, auto-injectable epinephrine for allergic reactions, and diabetes-related medical needs. Students authorized to self-administer medications shall not allow any other student to handle, possess, or attempt to use his/her medication. Violations of such instructions will be dealt with in accordance with the student code of conduct. Parents of students with such conditions must provide an “action plan” or plan of care from the diagnosing physician.

For a student to carry and self-administer medications, parents may be requested to provide a written statement from a licensed physician confirming the student can self-administer the medication. Written permission from the parent for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication may be requested. The permission releases the school system and its employees and agents from civil liability for administering such medication to students, or for any adverse reaction resulting from a student’s self-administration of such medication. Parents are encouraged to provide duplicate medication and supplies to the school in the event a student is unable to self-administer or fails to bring the medication or equipment to school.

Nurses or other school employees are authorized to administer an auto-injectable epinephrine, if available, to a student who is having an actual or perceived

anaphylactic adverse (allergic) reaction, regardless of whether the student has a prescription for epinephrine. Any school employee who, in good faith, administers or chooses not to administer an auto-injectable epinephrine to a student in such circumstances shall be immune from civil liability.

Communicable Diseases

Children having any contagious or infectious disease should not return to school unless cleared by the family physician or the Health Department. A written note from a physician and/or the Health Department must accompany the child upon return to school.

Head Lice

Students who have head lice (pediculosis) will be sent home from school. Before re-entering school, parents must obtain a statement from a physician, the Hart County Health Department, or the school nurse confirming that the student is free of ALL infestation and any remnants, including dead nits. When the student's head is still suspect, he/she will not be allowed to re-enter school. However, if your child has not been cleared to re-enter by the second school day after being sent home, the absences will be marked as unexcused. Referrals will be made to the School Social Worker for repeated cases of head lice.

Immunizations

The Hart County Charter System, in accordance with the Georgia Department of Public Health, requires all students entering a Georgia public school to have up-to-date immunizations. A certificate of immunization must be submitted to the school. The immunization record must be on a form provided by the Department of Public Health (Form 3231). Should a parent not have the immunization record, or the student not have completed the required immunizations for age, the school may grant a 30-calendar-day waiver for a justified reason. The waiver may be extended up to 90 calendar days when documentation is provided by a physician or local health department confirming that the sequence has been started and that the required immunizations can be completed within 90 calendar days. The waiver may not extend past the 90 calendar days. The student shall not be permitted to attend school when either the 30-day or 90-day waiver expires.

Exceptions:

1. When the school is presented with a certificate from a physician or local board of health that has examined a child and found that the child has a

physical disability, the school may deem vaccination undesirable. (See last column on Form 3231)

2. When parents present a notarized affidavit (Department of Public Health Form 2208) swearing or affirming that the required immunization conflicts with the religious beliefs of the parent or guardian.

Legal ramifications:

1. Any reasonable official permitting a child to remain in a school or facility in violation of the law requiring immunizations could be found guilty of a misdemeanor.
2. Any parent or guardian who intentionally fails to comply with the law requiring immunizations could be found guilty of a misdemeanor.

HONOR ROLL/MERIT LIST

Third, fourth, and fifth-grade students are eligible for Honor Roll/Merit List recognition at the end of each quarter. The **Honor Roll** contains the names of students who have achieved a grade of “A” in all academic subjects. The **Merit List** contains the names of students who have achieved letter grades of “A” and “B”. To qualify for the Merit List, at least three academic A’s must be earned. Students in kindergarten, first, and second grades are recognized for their individual achievements on an ongoing basis rather than through an Honor Roll listing. The system believes that young children should not be placed in situations that promote undesirable competitive stress. Early childhood is a time to support a child’s academic, social, and emotional development. The development of strong self-esteem is of primary importance during these years.

Year-End Recognition

The following awards are for third, fourth, and fifth-grade students who meet the criteria at the end of the school year. The Principal’s Award requires a student to earn 95%-100% in each subject on the final report card. The Academic Excellence, Award of Achievement, and Award of Merit combine all subjects to create a cumulative average. The Perfect Attendance Award requires students to be present from the first day of school through the last day of school, with no absences, tardies, or early departures. Administration will verify all averages, attendance, and the grade-level teacher submitting the information.

Principal's Award	Students who have a 95-100 in ALL subject areas at the end of the year.
Academic Excellence	Students who have a year-end average that results in a cumulative average of 95 or higher.
Award of Achievement	Students who have a year-end average that results in a cumulative average of 90-94.
Award of Merit	Students who have a year-end average that results in a cumulative average of 85-89.
Perfect Attendance	Students must be present 100% of the time, with no absences, tardies, or early departures.

MAIL, TELEPHONE CALLS, & GIFTS

To maintain a school climate focused on learning, the school discourages disruptions of any kind. Disruptions at school and safety concerns on the bus are the reasons why receiving or distributing items is prohibited. Mail, telephone calls, or gifts (e.g., flowers, balloons) for students will not be accepted at school. Gifts sent to the school will be returned to the sender at that individual's expense. Phone calls to teachers during the day will only be forwarded to teachers during planning times.

PARENT INVOLVEMENT TIPS

Parents may assist teachers in ensuring that their child experiences success and happiness in school by following the suggestions listed below:

- Attend parent-teacher conferences and communicate often with your child's teacher.
- Limit screen time and establish regular work/study times.
- Listen to your child. Encourage your child to read, discuss, and tell stories.
- Play educational games with your child.
- Read to and with your child each day.
- Become familiar with school procedures and how to address your concerns.

- Volunteer time at school, assist with school activities, and/or join the PTO.
- Let the teacher know in writing, by 12:00 PM, if your child will be going to a different address in the afternoon.
- Check in at the office first before visiting anywhere in the school.
- Return papers (medical authorization, pupil information, progress reports, attendance notes, etc.) to the school in a prompt manner.
- Be positive in communication to and about school and school personnel.

PARENT-TEACHER CONFERENCES

Twice a year, your child's teacher may contact you to come to school for a conference. Please make every effort to attend these conference appointments. Your child's success in school greatly depends upon your involvement and concern. We look forward to meeting with you during these conference periods. School administrators and teachers are also available throughout the year for additional conferences. Please call or email ahead for an appointment.

PREPARATION FOR THE SCHOOL DAY

Before the student leaves home each day, please ensure he/she has all necessary instructional materials. This will avoid undue disruption of instruction. If an emergency arises and you need to notify your child, leave a message with the school secretary. The office staff will relay the message to your child's teacher at the appropriate time.

Should it become necessary to change your child's regular daily transportation or destination, please contact the school no later than 12:00 PM that day. When the change is known in advance, parents must provide the school with written contact information (phone number), the name of the adult responsible for their child (with contact information), and the address where the child will go after school. Emergencies do arise; however, for student safety, we must verify who is making the transportation change request. Everyone involved in transporting the child must cooperate and communicate effectively.

STUDENT SUPPORT PROGRAMS

Gifted Education

The Hart County Charter System offers educational services for identified gifted and highly talented students through a gifted resource pullout class. Teachers

and/or parents may refer students for consideration for gifted testing. However, highly talented students are identified using a rubric that includes various benchmark assessments and student performance data.

Special Education

The Special Education Department provides a complete range of programs and services for students with identified special needs. Special services are available from kindergarten through fifth grade for eligible students with disabilities of an emotional, and/or intellectual, and/or physical nature. Eligibility procedures include initial screening and additional educational or psychological testing to determine program eligibility and the type and amount of help needed, if eligible.

Title I Program

Title I is a federally funded program that provides additional educational services to students. The school will provide, upon request, the professional qualifications of your child's teachers. Questions regarding Title I program services may be directed to the school Principal or Assistant Principal. Each school's Title I documents (e.g., Schoolwide Improvement Plan, Parent Family Engagement Plan, Grade Level Compacts) are on the school's website and in a binder located in the front foyer/entrance and the media center.

Early Intervention Program

The Early Intervention Program (EIP) is a state-funded program for students in kindergarten through fifth grade. This program is designed to help young learners who need additional instruction in academic areas, especially reading and mathematics. Teacher checklists and test scores are used to determine a student's need for early intervention. The goal of the program is to bring the student up to or beyond grade level as quickly as possible.

PROMOTION/RETENTION POLICY

The Hart County Board of Education adopts this policy in accordance with O.C.G.A. 20-2-282 through 20-2-285 (Georgia Academic Placement and Promotion Policy) that basis the placement or promotion of a student into a grade, class, or program on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive instruction and other services needed to succeed and progress to the next higher level of academic achievement.

The Superintendent and appropriate staff shall develop procedures and regulations

governing promotion, placement, and retention of students in grades K-12. More information can be found in Board Policy [IHE](#).

FOOD SERVICES

School Food Services

Educational research has shown that students can learn more effectively when they are properly nourished. Nutritious breakfasts and lunches that meet USDA nutritional requirements are served each day at the school. This year, the district qualifies for the Community Eligibility Provision (CEP), which will allow all students to be served breakfast and lunch each day at no cost. Breakfast will be served from 7:30–8:00 each day.

For your convenience, menus are on the school's website, including <https://www.hart.k12.ga.us/departments/school-nutrition>. Though meals are offered at no cost, some students may choose to purchase additional meals or a la carte items. Parents are encouraged to pre-pay their child's meals. Prepaid amounts are listed below. As an additional pre-payment option, parents may make online payments at www.myschoolbucks.com for their convenience. This online system allows parents/guardians to make deposits to a student's meal account or view meal purchases. A \$2.75 transaction fee covers the cost of processing online transactions. This fee goes directly to the payment processor, not to the school district.

Parents who have children with a special nutritional or feeding need due to a disability must have their child's physician complete the EATING AND FEEDING EVALUATION CHILDREN WITH SPECIAL NEEDS form. This must be completed and filed with the School Nutrition Manager at each school before any modifications are made. This is a separate form from the one given to the school nurse and must be completed each year. The form may be picked up from the Nutrition Manager or printed from <https://www.hart.k12.ga.us/departments/school-nutrition>.

2026 - 2027 Meal Prices

All students will receive meals at no cost throughout this school year.

The cost of additional meals is listed below.

- Additional Student Breakfast - \$2.00
- Additional Student Lunch - \$4.00
- Adult Breakfast \$3.00
- Adult Lunch \$5.00

SAFETY DRILLS

Fire, tornado, and lockdown drills are held during the year according to the school's safety plan. Teachers will instruct their students on the procedures to be followed during fire, emergency lockdown, and tornado drills. Students are carefully evacuated from the building during a fire drill. Students are escorted to a designated place during a tornado drill. Students will remain in rooms with their teacher during the emergency lockdown drill.

SCHOOL GOVERNANCE

The Hart County Charter System has local school governance teams at each school. Each school's team includes teachers, parents, and business members. The purpose of the school governance team is to facilitate collaboration among parents, the community, and the school on decisions related to budget, instruction, and resources. More information about governance teams can be found on the system website <https://www.hart.k12.ga.us/domain/27>

STUDENT ASSESSMENT

Students in the Hart County Charter System participate in various forms of standardized tests and district/common assessments. Discuss the importance of the testing with your child, and how teachers, parents, and administration will use the information from the assessments to make educational decisions. The State of Georgia has a mandatory testing program for all students in grades 3-12 called the Georgia Milestones Assessment System (GMAS). Kindergarten children are tested using the Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0), an ongoing performance assessment aligned with the Georgia Performance Standards for kindergarten. Elementary students in grades kindergarten through five take part in multiple assessments: Measures of Academic Progress (MAP), common assessments created by all schools, and progress monitoring that help determine present levels of performance and annual academic achievement in specific content areas.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a joint effort of regular education and special education to identify and plan alternative instructional strategies for children before or instead of a special education referral. Each building-level team is composed of administrators, classroom teachers, the requesting teacher, a special education teacher, a counselor, a school psychologist, a school social worker, or central office personnel. Parental involvement is also a critical part of the SST process.

The SST plans for modification in a student's education program and includes a six-step process: (1) identification of needs, (2) assessment, if necessary, (3) educational plan, (4) implementation, (5) follow-up and support, and (6) continuous monitoring and evaluation. The SST functions under the auspices of regular education curriculum services and is based upon the child study team concept.

MULTI-TIERED SYSTEM OF SUPPORTS

The Hart County Charter System utilizes a process to align appropriate assessment with purposeful instruction for all students. The instruction is based in the general education classroom where teachers routinely implement a strong and rigorous, standards-based learning environment. Students needing additional support require a school-wide common understanding of the Georgia Standards of Excellence, assessment practices, and instructional pedagogy. These Multi-Tiered Systems of Supports (MTSS) include: Screening, Progress Monitoring, Multi-Level Prevention System, Data-Based Decision Making and Infrastructure.

- [Screening](#)
 - The purpose of screening is to identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or poor behavior outcomes. Screening also provides an indicator of system effectiveness.
- [Progress Monitoring](#)
 - The purpose of progress monitoring is to monitor students' response to primary, secondary, or tertiary interventions to estimate rates of improvement, identify students who are demonstrating adequate progress, and compare the efficacy of different forms of academic and/or behavior instruction.
- [Multi-Level Prevention System](#)
 - A Multi-Level Prevention System is a framework designed to provide support matched to student need to maximize student achievement and reduce behavior problems. The Tiered System of Supports for Students includes schoolwide implementation that focuses on the “what and how of instruction” and the provision of services and supports to students that meet their unique, whole-child needs.
- [Data-Based Decision Making](#)
 - Data-Based Decision Making is a process for making informed decisions about instructional needs, the effectiveness of instruction, and level of intensity needed within a multi-level prevention system. The data-based decision process consists of using data to identify the needs of all students, selecting and implementing evidence-based practices and interventions, monitoring the progress of students' responsiveness to an

intervention, and making adjustments based on progress monitoring data, as needed.

- [Infrastructure](#)
 - Infrastructure is the organizational structure necessary to fully operate all components of Georgia's Tiered System of Supports for Students in a unified system to meet the established goals.

SECTION 504

No otherwise qualified individual with a disability in the United States, as defined in Section 7(20), shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. Additionally, Title II prohibits discrimination on the basis of disability by public entities, including public elementary, secondary, and postsecondary schools, regardless of whether they receive federal financial assistance.

Any parent, teacher, or administrator may request an evaluation of their child to determine eligibility for accommodations under Section 504. Requests are to be made to the school-based 504 coordinator or the school system coordinator. Initial evaluations may not be conducted unless the parent has given permission. Evaluations are to be conducted by a team of individuals who know the student, and eligibility determination is to be a team decision. Parents are to be informed of the team's decision.

Any student, parent, or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing form. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents under Section 504 may be picked up at the central office or any school office.

TEXTBOOKS

Textbooks are supplemental resources that may be issued to each student or can be requested by parents. All books, including library books, should be treated as borrowed school property and given the appropriate respect. In the event of loss or damage to textbooks or library books, the parent/guardian is responsible for the cost of replacement or repair. If a lost book is found, the money paid will be refunded.

TECHNOLOGY

All technology provided and used by the Hart County Charter System falls under Board Policy IFBG for Acceptable Use and IFBGE for Internet Safety. All students and parents must sign a technology user agreement form each year. In addition, video is used frequently in all schools and classrooms for safety and instructional purposes. Parents may opt out of their child's use of video through a media waiver sent home each year.

Cell Phones, Smartwatches, & Georgia House Bill 1009

The Hart County Board of Education believes that all students will achieve academically better in a learning environment free from distractions caused by the use of personal electronic devices. The Hart County Board of Education intends to promote a distraction-free learning environment, meaning one in which access to personal electronic devices is restricted to minimize distractions, improve academic outcomes, and increase meaningful interactions and focused learning experiences. This policy outlines the access and use of personal electronic devices for students in kindergarten through eighth grade while on school premises during school hours.

Students in grades K-12 are not permitted to access personal electronic devices while on school premises during school hours, including but not limited to cell phones, smartwatches, tablets, e-readers, headphones, earbuds, and other devices with functionalities such as wireless communication, internet access, messaging, video recording, gaming, social media access, or data transmission during school hours. Any student found in violation of this policy and/or its procedures during the school day shall be subject to progressive discipline consequences as outlined in the Student Code of Conduct.

This policy applies to students in grades K-12 on school premises during school hours. School activities such as trips, athletic events, and extracurricular activities may be used in accordance with the appropriate use guidelines in the Student Code of Conduct. A student whose Individualized Education Plan (IEP), Section 504 Plan, or medical plan explicitly mandates the use of a personal electronic device shall be permitted access to the device as necessary to fulfill

the requirements of the respective program or plan. Parents wishing to reach their child during school hours should contact the front office.

The district or individual schools within the district shall not assume any responsibility or liability for the theft, loss, or damage to a personal electronic device.

- 1st offense- The teacher will give the student a warning, give the cell phone to the principal, and the parent will have to come and pick it up.
- 2nd offense- The teacher will give the cell phone to the principal, and the parent will have to come and pick it up. Additionally, a behavior referral will be submitted to the administration.
- 3rd offense and beyond- The teacher will give the cell phone to the principal, and the parent will have to come and pick it up. A behavior referral will be submitted to the administration. Consequences assigned by the school administration will be in accordance with Hart County's Progressive Discipline Policy.

*Please refer to the information provided on the next page in regards to Georgia House Bill 1009.

HART COUNTY CHARTER SYSTEM

PERSONAL ELECTRONIC DEVICE (PED) PROCEDURE



IN COMPLIANCE WITH GEORGIA HOUSE BILL 1009



GOAL:

To provide a safe, focused, and distraction-free learning environment where students can fully engage in learning, build relationships, and achieve academic success.

1

WHAT IS A PERSONAL ELECTRONIC DEVICE (PED)?

PEDs include, but are not limited to:



Cell Phones



Smart Watches



Earbuds / AirPods / Headphones



Tablets



Smart Glasses



Gaming Devices



Any personal device capable of communication, internet access, recording, messaging, gaming, or media playback

School-issued instructional devices are not considered PEDs.

2

MEDICAL CONDITIONS:



Students with serious medical conditions will be allowed to possess and use a cellular telephone or other PED that is determined by a licensed physician to be essential for the health of the student. Use of the device during the school day shall be restricted to the immediate health concerns of the student.

3

STUDENT EXPECTATIONS:



Device-Free Environment

All personal electronic devices must be powered off or silenced and out of sight throughout the school day.

4

DEVICES MUST BE:



Powered Off or Silenced



Stored in a Backpack or Approved Storage Area



Out of Sight Throughout the School Day, Including Lunch and Instructional Breaks

5

ARRIVAL & DISMISSAL:

Students May Use Devices:



Before exiting their vehicle upon arrival



After entering their vehicle at dismissal

Once students enter the school building, devices must remain secured and inaccessible until dismissal.

6

NEED TO CONTACT YOUR CHILD?



Parents/Guardians should contact the school office.



Students may use a school phone with staff permission when necessary.



Thank you for helping us maintain a safe, focused, and successful learning environment for all students! **#OneHartBeat**

VISITORS

Metal Detectors

Visitors are required to walk through metal detectors before entering the school for security purposes. To help expedite the process, please leave all unnecessary items in your car, such as bags, electronics, and other personal belongings. This ensures a smoother and faster entry into the building.

Driver's License and Visitor's Badge

Adult visitors and small children accompanied by an adult are welcome in the school during announced times that do not disrupt the instructional day. For the safety of all, visitors are required to come by the school office for a visitor's pass upon entering the school building and must present their driver's license upon arrival. The administration respectfully requests appropriate supervision of small children visiting the building to prevent disruption in instruction.

REMEMBER... when visiting the building, please PROUDLY display your visitor's pass on the upper body so it is easily seen by all, to ensure safety protocols are in place.

When visiting at lunch, please eat only at the designated tables for your child at each school. For the safety and confidentiality of all students, friends are not permitted to eat with you and your child. No outside commercialized food should be brought into the school cafeteria.

Withdrawal / No-Show Procedures

In accordance with Georgia law, State Board Rule, Senate Bill 123 (2025), and Hart County Board Policy JB, student withdrawals and enrollment status will be monitored to ensure accurate attendance reporting and timely intervention for students who stop attending school.

- A student who is expected to return based on prior year enrollment but is not in attendance on the first day of school shall be classified as a no-show and withdrawn after ten (10) consecutive school days if the student has not enrolled or attended. The student shall not be included in enrollment or attendance counts after withdrawal.
- When a parent or guardian officially withdraws a student, the withdrawal date will be recorded as the student's last day of attendance. If the student is under suspension at the time of withdrawal and the receiving school is known, the receiving school may be notified of the terms of the suspension.
- If a parent or guardian does not complete formal withdrawal procedures, but the school system receives documentation that the student has enrolled in another educational program or school system, the withdrawal date shall be the student's last date of attendance.
- Students who stop attending without official withdrawal or verified enrollment elsewhere may be withdrawn after ten (10) consecutive

unexcused absences in accordance with local attendance procedures and compulsory attendance requirements.

- If the school system obtains documentation confirming that a student no longer resides within the school attendance zone or district, the student may be withdrawn based on the date residency documentation is verified, in accordance with Board Policy JB and Policy JBCD.
- In alignment with Georgia law and HB 268, students absent for thirty (30) consecutive calendar days without enrollment verification or official withdrawal may be referred to the appropriate agencies, including DFCS and the Regional Educational Service Agency (RESA) Student Affairs Officer, for wellness and compulsory attendance follow-up.

This process supports accurate student records, promotes student safety and wellbeing, and ensures compliance with Georgia compulsory attendance laws and Senate Bill 123 attendance expectations.