



Opportunity becomes reality with a prepared mind!



HANCOCK COUNTY SCHOOLS

Dr. Awanna L. Leslie, Superintendent
Mrs. Bettye H. Richardson, Assistant Superintendent

Parent - Student Handbook Addendum 2010-2011



Hancock County Board of Education

11311 Highway 15 North ♦ P.O. Box 488 ♦ Sparta, Georgia 31087

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Herbert Monroe, Board Chairman

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"Hancock County Schools: Where Everybody Is Somebody"



**Hancock County
School District**



A Message from the Superintendent

July 28, 2010

Dear Parents and Students,

I am pleased that you have selected the Hancock County School System to supply the educational needs of your child. I am certain that you will be happy that you have. As part of the Hancock County Schools family, we will do our best to keep you informed of your child's experiences, progress, and development. To that end, we have developed this addendum to the student handbook.


The Student Handbook Addendum contains information about the school day and policies that are necessary in its day to day operation. The goal of the Hancock County School System is excellence, and striving to reach this goal is a cooperative effort on the part of the students, teachers, administrators, parents and community. We would like parents to become actively involved in school activities.

We will encourage all of our students to strive for academic excellence, good citizenship, and being an active participant in school activities. Students are expected to demonstrate good conduct and to be responsible for completing class work and all homework assignments. Only with parent cooperation can we continually assist your child in obtaining a high quality education.

I encourage parents to take an active role in school activities, to volunteer when possible, and to stay informed about your child's progress at school. We will communicate to you on a regular basis through notices, newsletters, etc.

Please read this addendum and the student handbook carefully with your child(ren). Your knowledge of the material in these documents can help eliminate misunderstandings that could develop during the school year. If you have questions or concerns on the operation of our schools please contact your child's individual school or the Central Office for further clarification. I look forward to working with you and to a great year of learning at Hancock County Schools.

Sincerely,



Dr. Awanna L. Leslie
Superintendent



Our Schools



Mrs. Stephanie Birdsong, Principal
Ms. Felicia Evans, Assistant Principal
Mrs. Kathy Spikes, Principal's Secretary
11145 Hwy 15 North ♦ Sparta, GA 31087
Phone: 706-444-7028
Fax: 706-444-0380



Mr. Willie A. Gibson, Principal
Ms. Debra Johnson, Principal's Secretary
11311 Hwy 15 North ♦ Sparta, GA 31087
Phone: 706-444-6652
Fax: 706-444-5554



Mr. Charles Jones, Principal
Mrs. Tanger Ward, Asst. Principal
Mrs. LaPonza Williams, Principal's Secretary
11311 Hwy 15 North ♦ Sparta, GA 31087
Phone: 706-444-7009
Fax: 706-444-9918



Head Start

Dr. Thomas McCain, Interim Director
Ms. Darlene Holliday, Assistant Director
Mrs. Vernelle Henderson, Bookkeeper
79 Boland Street ♦ P.O. Box 88 ♦ Sparta, GA 31087
Phone: 706-444-6920
Fax: 706-444-8373



**Hancock County
School District**

Hancock County BOE Annex

Parent Connection/CIS, Mr. Tatnall Butts
Technology/ Mr. Ernest Warren
Maintenance, Facilities & Transportation/Mr. W. Elmer Harper

Hancock County Schools Central Office
11311 Hwy. 15 North ◊ P.O. Box 488 ◊ Sparta, GA 31087
Phone: 706-444-5775 FAX: 706-444-7026

Superintendent's Office

Dr. Awanna Leslie
Mrs. Bettye Richardson
Mrs. Yvonne Lester
Ms. Orlene Davis

Superintendent
Assistant Superintendent
Executive Administrative Assistant
Receptionist

**Testing/Curriculum/Instruction/Staff Services,
and Professional Learning**

Mrs. Diane Freeman, Director – Pre-K - 12

School Resource Officers

Mr. Tommy Evans (Chief Police) H.C.H.S.
Mr. Glenn Ingram Systemwide

Custodian

Mr. Willie Hatcher
Central Office

Human Resources/Personnel

Mrs. Tina Behne, Director
Ms. Jamie Johnson, (HR Support (1/2 time))

Exceptional Education

Mrs. Jeanette Giles, Ex. Ed. /Gifted Director
Ms. Mary Cumming
H.C.M.S.

Maintenance/Facilities & Transportation

Mr. W. Elmer Harper, Director
Mr. James Cobb
Mr. Clarence Crayton
Transportation Facility

Family Connection

Mr. Tatnall Butts, Director
Central Office Annex

Food Services/Nutrition

Mr. Linton Ingram, Director
Mrs. Yvonne Lester

Finance

Mrs. Tina Behne, Director of Financial Services
Mr. Alfred Brown, Consultant
Mr. Matthias Jones, Bookkeeper, Asst. Finance Dir.
Mrs. Julie Scales, Payroll
Mrs. Vernelle Henderson, Head Start
Ms. Jamie Johnson, Accounts Payable

Federal Projects

Mrs. Bettye Richardson, Title I, IV, VI and RTI Director-
Mrs. Kathy Spikes, Homeless Education Coord.-
MEL
Mr. Anthony Gilchrist, Parent Community Involvement Coord.-
MEL
Mrs. Priscilla Hill, Parent Liaison for All Schools, HCMS

FTE/Inventory of Support Services/Students

Records

Mrs. Gloridine Walker

Technology

Mr. Ernest Warren, Director
Mr. Jamey Fields

**HANCOCK COUNTY SCHOOL DISTRICT CALENDAR
2010-2011**

July 2010

Jul 5	Mon	Independence Day Observed (Schools & Central Office closed)
Jul 12-13	Mon-Tue	GHS GT Retest
Jul 14	Wed	GHS WT Retest
Jul 15-16	Thu-Fri	GHS GT Retest
Jul 19-22	Mon-Thu	New Teacher Orientation
Jul 21	Wed	1 st Day for 11 month employees 1 st Day for 10½ month employees
Jul 22	Thu	10 hr days for 12 month employees end
Jul 28	Wed	1 st Day for 10 month employees
Jul 28-29	Wed-Thu	Pre-Planning
Jul 30	Fri	Staff Holiday

August 2010

Aug 2	Mon	Staff Holiday
Aug 3	Tue	1 st Day of School

September 2010

Sep 6	Mon	Labor Day (Schools & Central Office closed)
Sep 13-17	Mon-Fri	GHS GT Retest
Sep 29	Wed	GHS WT (First-time test takers)
Sep 30	Thu	GHS WT Make-up

October 2010

Oct 4	Mon	1 st 9 weeks exams (1 st , 3 rd , 5 th and 7 th periods)
Oct 5	Tue	1 st 9 weeks exams (2 nd , 4 th , and 6 th periods) End of 1 st 9 weeks grading period
Oct 6	Wed	All grades due by 4:00 p.m.
Oct 13	Wed	Report Cards Distributed Parent/Teacher Conferences (4:00 pm–7:00 pm)
Oct 14	Thu	Parent/Teacher Conferences (8:00 am–11:30 am) Student Holiday
Oct 15-18	Fri & Mon	Fall Break (Schools & Central Office closed)
Oct 20	Wed	PSAT for 10 th graders

November 2010

Nov 1-5	Mon-Fri	GHSGT Retest
Nov 18	Thu	John McCown Day (Programs at all schools)
Nov 22	Mon	John McCown Birthday Observed (Schools & Central Office closed)
Nov 23-26	Tue-Fri	Thanksgiving Break (Schools & Central Office closed)

December 2010

Dec 13	Mon	EOCT for Economics
Dec 14	Tue	Semester Exams (1 st , 3 rd , 5 th periods) Students released at 1:00 p.m.
Dec 15	Wed	Semester Exams (2 nd , 4 th and 6 th periods) Students released at 1:00 p.m. End of 1 st Semester
Dec 16-Dec 31	Thu-Fri	All grades due by 4:00 p.m. Christmas Holidays (Schools & Central Office closed)

January 2011

Jan 4	Tue	Staff Returns/Students return/1 st day of 2 nd Semester
Jan 13	Thu	Dr. Martin Luther King, Jr. program at all Schools/Report Cards Distributed
Jan 14	Fri	Staff/Student Holiday
Jan 17	Mon	Dr. Martin Luther King, Jr. Day Observed (Schools & Central Office closed)
Jan 19	Wed	8 th Grade Writing Assessment
Jan 20	Thu	8 th Grade Writing Assessment Make-up

February 2011

Feb 14-15	Mon-Tue	Winter Break (Schools & Central Office closed)
Feb 23	Wed	GHSWT Retest
Feb 24	Thu	GHSWT Make-up

March 2011

Mar 2	Wed	5 th Grade Writing Assessment
Mar 3	Thu	5 th Grade Writing Assessment Make-up
Mar 10	Thu	3 rd 9 weeks exams (1 st , 3 rd , 5 th , and 7 th periods)
Mar 11	Fri	3 rd 9 weeks exams (2 nd , 4 th and 6 th periods) End of 3 rd 9 weeks
Mar 14	Mon	All grades due by 4:00 p.m.

Mar 21-25	Mon-Fri	GHSGT Main Administration
Mar 22	Tue	Report Cards Distributed
Mar 28-Apr 1	Mon-Fri	Spring Break (Schools & Central Office closed)
<u>April 2011</u>		
Apr 18-28	Mon-Thu	Hancock County Schools CRCT Administration (1 st – 8 th Grade)
<u>May 2011</u>		
May 2-6	Mon-Fri	Hancock County Schools EOCT Administration
May 12	Thu	Final exams for seniors (1 st , 3 rd and 5 th periods)
May 13	Fri	Final exams for seniors (2 nd , 4 th and 6 th periods)
		Last Day of school for seniors
May 16	Mon	Senior grades due by 12:00 noon
May 19	Thu	2 nd Semester Exams (1 st , 3 rd , 5 th and 7 th periods)
		Students released at 1:00 p.m.
May 20	Fri	2 nd Semester Exams (2 nd , 4 th and 6 th periods)
		Students released at 1:00 p.m.
		Last Day of School
May 21	Sat	HCHS Graduation (Time/Location: TBA)
May 23-May 24	Mon-Tue	Post-Planning
May 24	Tue	All grades due by 4:00 p.m.
May 25	Wed	Last Day for 10 month employees
May 30	Mon	Memorial Day Holiday (Schools & Central Office closed)
May 31	Tue	Report Cards Distributed
<u>June 2011</u>		
Jun 2	Thu	Last Day for 10½ month employees
Jun 6	Mon	Summer School begins
Jun 16	Thu	Last Day for 11 month employees
Jun 17	Fri	Summer School ends
Jun 20	Mon	10 hr days for 12 month employees begin
Jun 20-21	Mon-Tue	CRCT and EOCT Retest

Welcome to Hancock County Schools!

Vision

Hancock County Schools (HCS) envisions an environment where:

- Every student becomes a contributing and responsible citizen in a multi-cultural and multi-technological society.
- Every student reaches his or her potential in reading, writing, math, science, social studies and all academic areas.
- Every teacher provides creative lessons that stimulate and enhance creativity, higher-order thinking skills, and life-long learning.
- Every teacher develops and maintains an on-going professional advancement portfolio.
- Every parent works cooperatively with teacher by reinforcing appropriate behavior for learning.
- Every parent actively participates in school-sponsored academic, emotional and social programs and events.

Mission Statement

The mission of the Hancock County School System is to prepare students to be contributing and responsible citizens in a multi-cultural and multi-technological society.

Belief Statements

We believe that reading, writing and math, with their extensions and expansions, are necessary for our students to reach their full potential. We believe that the development of thinking skills—higher-order and creative—is necessary to raise expectations and performance.

We believe that in our efforts to adequately prepare our students, we must grasp the goals for the upcoming school year and beyond. It is our responsibility to set these objectives in the framework of a community that will assist in providing an environment conducive to learning so that the students will excel in mathematics, reading, language arts, science, social studies, and the arts.

We believe that by creating opportunities for hands-on experiences and transitional learning, we can unlock students' potential and provide them with greater abilities to perform at high performance levels.

A Message from the Hancock County School District

To Hancock County Students:

The Hancock County School System provides a comprehensive program of educational services. Your educational environment must be favorable if you are to take full advantage of these opportunities. Good discipline is essential to a productive and meaningful learning environment.

The best discipline is self-discipline. To perform as a responsible member of the Hancock student body, you will need to be familiar with the discipline program that has been established to ensure equity and fairness to all students.

The general purpose of this handbook is to acquaint you, your fellow students, your parents and citizens of the Hancock County School System with regulations governing student conduct.

The specific purpose of this handbook is to emphasize the importance of:

- Maintaining an atmosphere for learning that is protected from interruption and harassment;
- Providing you, other students and parents with regulations of the school system and with information concerning the possible penalties for violations of these regulations;
- Providing uniformity of approach and disciplinary procedures;
- Encouraging your parents to discuss with you the material contained in this handbook, to help you understand the required behavior in the schools of Hancock County

You will have an opportunity to discuss the details of Hancock County's approach to discipline when you and your classroom teacher (counselor or school administrator) review the contents of this handbook. If you have questions concerning the disciplinary procedures, do not hesitate to ask your teacher, counselor or school administrator.

You and every Hancock student will have a better educational opportunity when we work together to understand and achieve the goals that will enable us to provide you with an excellent learning environment.

Sincerely,

HANCOCK COUNTY SCHOOL DISTRICT

Important Message to Parents and Students

Dear Parents, Guardians, and Students,

On behalf of the entire staff, we would like to welcome you to the 2010-2011 school year. We are looking forward to another outstanding year of academics, activities and enrichment opportunities. Some changes have been made to the content of the current handbook. Please take a moment to review these areas and become familiar with the content therein.

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Please maintain your previous copy of the 2009-2011 Parent – Student Handbook for reference to information and policies that have not been changed or otherwise amended. If you do not have a copy of the handbook please contact the school of your child’s attendance to obtain a copy.



Attendance and Truancy

Hancock County School System Truancy Reduction Protocol

Purpose: This document includes a protocol for addressing and decreasing the incidence of truancy in Hancock County in accordance with the below references. The protocol reflects commitments that various local agencies, offices, and individuals have made to promote the educational progress of children and families in Hancock County.

Background: In accordance with O.C.G.A § 20-2-690.2, the chief judge of the superior court of each county shall establish a student attendance protocol committee. The purpose of the committee shall be to ensure coordination and cooperation among officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school. Furthermore, the committee shall adopt a written attendance protocol for its county school system. The protocol shall outline in detail the procedures to be used in identifying, reporting, investigating, and prosecuting cases of alleged violations of Code Section 20-2-690.1, relating to mandatory school attendance. In order to effectively deal with truancy, it is essential that school administrators and teachers strictly and consistently report and maintain attendance pursuant to their duty to do so under O.C.G.A. 20-2-697(a). Any person failing to carry out the duties required by this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be published a fine not to exceed \$100.00. The protocol shall outline in detail methods for determining the causes of failing to comply with compulsory attendance and appropriately address the issue with children and their parents or guardians. The protocol shall also include recommendations for policies relating to tardiness.

School Hours: Beginning school hours for each school is located below unless there is an after hours event. Students are not to loiter outside of the school prior to opening.

M.E. Lewis, Sr. Elementary- 7:15 a.m.

Hancock Central Middle- 7:15 a.m.

Hancock Central High - 7:15 a.m.

School Report times: Students will not be allowed to report to school until 7:15a.m. daily. The school will not be open.

Definitions:

Early Dismissal – a student is dismissed early from class/school when he/she leaves the school premises prior to the end of the scheduled school day.

Excused Absence – the reason for a student being absent meets the established criteria set forth in the school board policy for consideration of excused absences.

Parent – for purposes of this Protocol, the term “Parent” may include any adult who has charge and control over the child, including a biological, adoptive, foster, or step-parent, a guardian or any other person who has control or charge of the child’s attendance at school. In this regard, two parents residing in the same household with the child are equally responsible for the child’s attendance at school.

Tardy to Class – a student is tardy to class when he/she arrives to class after the established start time for the class.

Tardy to School – a student is tardy to school when he/she arrives after the established start time for the school day.

Excused tardy - is a tardy that includes events that are physically out of your control, such as: an accident, road closed due to an accident, power outage, traffic too heavy, delayed at a train crossing, late bus etc.

Truant – any child subject to compulsory attendance who during each semester has more than five days of unexcused absences.

Unexcused Absence – the reason for a student being absent does not meet the established criteria set forth in the school board policy for consideration of excused absences.

Unruly Child - is a child who is habitually and without justification truant from school.

Hancock County School System Procedures:

School Policies: The Hancock County School System will adopt policy and procedures outlining the specific steps to be taken to monitor and address student attendance on a daily basis. Those procedures and policies should include the following:

Notification of Attendance Laws and Consequences: Upon enrollment and registration each school year, parents and guardians will be given notice of State Compulsory Attendance Law pursuant to O.C.G.A. Code 20-2-690.1 and local Board of Education school attendance policy. The school will make reasonable efforts to ensure receipt and comprehension of the policy by requesting signatures from parents/guardians that this notice was received and understood. Students who have reached age ten (10) or above by September 1 of that school year will receive this notice and will provide their signature. In addition, school handbooks will include this information.

Attendance Support Team (AST): An administrator at each school will establish a seven (7) member panel Attendance Support Team (AST). The AST should include the following members: School Nurse, School Counselor, School Attendance Representative, Parent Liaisons (will serve as alternates) and other designated professionals as deemed appropriate by the Principal. Each AST will meet on a weekly basis to review attendance issues. The AST is responsible for implementing and monitoring policy to reduce tardy days, early checkouts, and truancy. Parents/guardians shall be invited to and encouraged to attend these meetings in accordance with established laws and procedures. The AST is directly responsible for reviewing all cases of students with 5 or more unexcused absences and all cases of students with 10 or more total unexcused absences per semester.

Excused Absence: Georgia law allows a student to be excused from school for the following reasons:

- Personal illness
- Whenever attendance will endanger the health of the student or others;
- Illness or death in the immediate family requiring student to miss school;
- Religious holiday which necessitates absence from school;
- Absence mandated by order of governmental agencies, e.g., preinduction physical examination for service in armed forces or a court order,
- Conditions render attendance impossible or hazardous to their health or safety, e.g., hazardous waste spills, power outages, inclement weather, etc.

In addition, students are to be counted as present whenever they are serving as a page in the General Assembly.

Appropriate documentation must be submitted to the school to validate that the absence is an excused absence. The Principal has the authority to require additional proof of the legitimacy of the excuse. For example, the Principal may require doctor's statements justifying the absence of the student, and may require proof that the child's condition rendered the child incapable of attending school. Excuses must be submitted within three (3) school days of the date the student returns to school. The school system will receive any excuses after that period but will not be required to change the absences to excused.

Attendance Goal: Students should not miss more than (20) days of school each school year (10) per semester for grades K – 12. Days not in attendance because of official suspension or expulsion shall not be counted toward this limit. Students placed in hospital/homebound program shall be considered present in accordance with the policies and procedures governing the administration of the hospital/homebound program. Students in grades K – 8 who are absent from the same class more that (20) times during a school year for any reason risk being retained when attendance is considered with other factors outlined in school policy. Students in grades 9 – 12 who are absent (unexcused) from the same class more than ten (10) times per semester will lose course credit. A student must remain in all classes for at least forty (40) minutes to be marked present. If the student is not in the class for at least forty minutes, the student is considered absent for that class period.

Active Steps by School:

1. **Daily** – The school system will incorporate an automatic call system to notify parents/guardian whenever their child has been absent from school. In cases known to involve joint or shared custody or guardianship of a student, efforts should be made to contact all individuals with custodial rights. This standard shall also apply to steps mentioned hereinafter.
2. **Three (3) days absent:** Each school parent liaison will make direct contact with the parent, guardian or other person having control or charge of a child when they have missed three total days of school. This action will be documented in the attendance report.

3. **Five (5) days absent:** Each school counselor/parent liaison will make direct contact with the parent, guardian, or other person having control or charge of a child when they have missed five total days of school. If the child has amassed **five unexcused** days of absences, the case will be referred to the AST for review, and the parent, guardian or other person having control or charge of a child will be notified of the potential consequence and that every unexcused day after these five will constitute a separate offense. If after two reasonable attempts to notify the parent/guardian, the school shall send a notice by certified mail return receipt requested to the parent, guardian or other person having charge of a child.
4. **Seven (7) days absent:** Each school principal will send a letter for a parent conference to the parent, guardian or other person having control or charge of a child who has missed seven days of school. If the child has missed seven (7) unexcused days of absences, school personnel will send a letter inviting the parent, guardian or other person having control or charge of a child to an AST meeting to discuss conditions of an attendance contract to address the continued absences. At the meeting a contract will be developed with the parent, student (if age appropriate), and the school employees. The contract will detail steps for the student and parent to take in order to prevent breaking the contract, repercussions for further absences or court charges being filed. A copy of the contract will be given to all parties present at the meeting. Failure of the parent or guardian to attend this meeting will result in the school's establishing the conditions of the contract and mailing a copy of the contract by certified mail return receipt requested, to notify the parent or guardian of expectations and consequences regarding attendance.
5. **Subsequent Absences:** The chairperson of the AST will notify the School Chief Resource Officer (CRO), Chief Tommie Evans, of further unexcused absences and violation of the contract. The principal will make contact to determine if the absences are due to reasons beyond the parents control such as poverty and lack of parenting skills. If this is the case, the Hancock County Schools parent involvement coordinator and/or the Homeless Liaison will provide necessary services and referrals to the appropriate resources. In any event, if the child accumulates ten (10) or more unexcused absences per semester, the School Resource Officer may file a juvenile complaint and/or coordinate for a warrant.

Court Action: Cases may be sent to the appropriate court once established criteria are met and the student exceeds the standards set forth by the law. Court action may be initiated at any time prior to the start of the next school year.

Tardiness/Early Checkouts: Each school will develop policies and procedures for reducing tardiness and early checkouts. A progressive system should be incorporated in each school whereby appropriate consequences increase based on the number of events. Careful consideration will be made to ensure that the consequences employed are not so stringent as to cause the student to choose to be absent rather than tardy.

Driver's License:

In accordance with subsection (a.1) of Code Section 40-5-22, the instruction permit or driver's license of a minor shall be suspended or not issued, subject to review, if one or more of the following occurs:

1. Has dropped out of school without graduating and has remained out of school for ten school days.
2. Has more than ten school days of unexcused absences in any semester or combination of two consecutive quarters.
3. Has been suspended from school for;
 - Threatening, striking, or causing bodily harm to a teacher or other school personnel;
 - Possession or sale of drugs or alcohol on school property;
 - Possession or use of a weapon on school property;
 - Any sexual offense prohibited under Chapter 6 of Title 16;
 - Causing substantial physical or visible bodily harm to or seriously disfiguring another person, including another student.

School personnel shall use their best efforts to notify any child 14 years of age or older who has only three absences remaining prior to violating the attendance requirements contained in subsection (a.1) of Code Section 40-5-22. Such notification shall be made via certified mail.

The **TADRA** coordinator or **SASI** clerk shall report to the State Board of Education, which shall, in turn, report to the Department of Motor Vehicle Safety any child 14 years of age or older who does not meet the attendance requirements. Such report shall include the child's name, current dates, and social security number, if known.

Extracurricular Activities: The following procedures will be followed regarding school supported extracurricular activities:

1. Students will not participate in activities, rehearsals, practices and/or games on days that they are absent (unexcused) from school.
2. Students who accumulate three (3) or more unexcused absences in any class in a 9 week grading period cannot participate in any extracurricular activities for the following 9 week grading period. This policy will also carry over from the previous school year. Example, if a student accumulates three (3) or more unexcused absences in the last 9 week period of the previous school year, he/she will not be eligible to participate in extracurricular activities during the first 9 week period of the new school year.
3. A student may regain his/her privileges at the end of the next 9 week grading period by meeting the minimum attendance, grade and discipline policy stated below:

- Have three or less unexcused absences in any class
 - Earn a final 9 weeks' grade of 70 or above in all but one class in which he or she is currently enrolled
 - Have less than four discipline referrals
 - Have four or less tardies and/or early check-outs
4. Any individual who has charge of any extracurricular activity will ensure these rules are discussed with students and complied with during their respective activity. Failure to comply with the above guideline may result in loss of privileges or such other discipline as deemed necessary by the administration.

Driving Privileges: The Board of Education will implement a student parking permit process for Hancock Central High School.

1. Students who have the privilege of driving automobiles to school and parking on campus must maintain good attendance. Students shall lose these privileges and parking permit for the following 9 week grading period if they:
 - Have three or more unexcused absences in any class
 - Do not earn a final 9 weeks' grade of 70 or above in 5 of the 6 academic classes in which currently enrolled.
 - Have more than three discipline referrals.
 - Have three or more tardies and/or early check-outs.
2. This policy will also carry-over from the previous school year. Example, if a student accumulates three (3) or more unexcused absences in the last 9 week period of the previous school year they will not be eligible for driving privileges and permits during the first 9 week period of the new school year.
3. A student may regain his/her privileges at the end of the next 9 week grading period by meeting the minimum attendance, grade and discipline policy stated below:
 - Have 3 or less unexcused absences in each class
 - Earn a final 9 weeks' grade of 70 or above in 5 of the 6 academic classes in which currently enrolled.
 - Have less than three office referrals
 - Have three or less tardies/early check-outs.
4. Students who have lost their driving and/or other privileges and who violate the intent of these procedures by driving to school, parking on and off campus, and/or participate in extracurricular activities, **will** be subject to discipline that **will** include permanent loss of parking and other privileges and punishment for insubordination as deemed by the superintendent.

Criminal Prosecution for Violation of School Attendance Law

O.C.G.A § 20-2-690.1 requires any person in this State who has control or charge of a child between the ages 6 and 16 to enroll and send that child to school, including public, private and home schooling.

A child is responsible to attend school and is subject to adjudication in Hancock Juvenile Court as an unruly child for violation of this statute. If a parent, guardian or other person who has control or charge of the child causes the child's absence, then that person, and not the child, is in violation of this statute. Such a violation is a misdemeanor and carries a penalty of up to \$100 fine, 30 days in jail for each violation, community service, or any combination of such penalties. The law specifies that each day's absence constitutes a separate offense.

For purposes of this Protocol, the term "Parent" may include any adult who has charge and control over the child, including a biological, adoptive, foster, or step-parent, a guardian or any other person who has control or charge of the child's attendance at school. In this regard, two parents residing in the same household with the child are equally responsible for the child's attendance at school.

Filing Juvenile Complaints

A juvenile complaint should be filed in the Juvenile Court of Hancock County against a child who is habitually and without justification truant from school. Such a child is "unruly".

For purpose of this Protocol habitual truancy or absence, is defined as 10 or more unexcused absences per semester. At this point, the child's circumstances will be reviewed by the AST as outlined above. At this review, the following options will be discussed, at a minimum:

- Refer the child and/or parent to the appropriate social services.
- Request further medical documentation if appropriate.
- File an "unruly child" complaint with the Juvenile Court in Hancock County.
- Seek a citation and/or criminal warrant for the parent from the Magistrate Court of Hancock County for Deprivation or other authority as prescribed.

Juvenile Justice Procedures

- Intake Process for Juvenile Complaints
- All complaints for truancy will be forwarded to the Juvenile Justice office. The Intake Officer will process all complaints.
- Complaints will be entered into the Juvenile Tracking System and any past history will be assessed.
- The Intake Officer may contact the School Counselors for any further pertinent information.
- The complaint will be immediately forwarded to the District Attorney's Office, accompanied by any legal history and brief summary of involvement with the Department of Juvenile Justice. This may include offense history, placement history, a summary of any past or current interventions, as well as current worker information.

- Truancy complaints will receive **immediate** attention and be placed on the most current Juvenile Court Calendar for arraignment.

Adjudication and Disposition

A youth may be placed on probation for Truancy by the Juvenile Court Judge upon adjudication of a Truancy charge. At this time, the District Attorney and/or the Department of Juvenile Justice may request a Protective Order to ensure that the parent(s)/guardian(s) actively assist in the youth's compliance with Conditions of Probation and the youth's attendance at school.

The Probation Officer will monitor the youth's attendance, at a minimum, on a weekly basis. Further unexcused absences from school by youth will result in immediate sanction by the Department of Juvenile Justice, including possible Violation of Probation. Upon adjudication for Truancy-related Violation of Probation, the Juvenile Court Judge will determine what further action or intervention is appropriate.

1. Judicial Truancy reviews will be held on a monthly basis from the date of the initial Probation Order for Truancy-related Probation cases. These reviews will assess the youth's attendance at school and effectiveness of any services that may be involved to assist youth and/or family. All parties involved should be prepared to report on youth's progress at these reviews.
2. A probation order may be determined by the Juvenile Court Judge prior to the two-year expiration date of youth's attendance and/or progress has reached a level satisfactory to all parties involved.

Prosecution in Magistrate Court

When it is clear that the parent is the direct cause of the child's absence, a citation or warrant for violation of O.C.G.A § 20-2-690.1 should be sought against the parent. In other circumstances, the AST may, but is not required to, take into account the following considerations when recommending a criminal citation or warrant

- The child is under the age of 13 years of age.
- The child has an illness for which the parent has not been diligent in pursuing medical attention or in seeking financial assistance to procure the proper medical attention, as determined by competent authority.
- The parent has not actively sought assistance from community social services and resources to assist in getting the child to school.
- The parent is absent from the home or neglectful to an extent that it hinders the child's willingness or ability to attend school.
- The child is a deprived child.

The child and parent must comply with the AST's recommendations. Failure of the child or parent to comply with the recommendations, including further unexcused absences from school, will result in juvenile adjudication of the child and/or criminal prosecution of the parent. In any event, if the child accumulates 10 or more unexcused absences **per semester**, the School

Counselors will file a juvenile complaint and/or apply for a criminal warrant for violation of mandatory school attendance laws. When a parent is prosecuted, regular school attendance will be assigned.

Law Enforcement

The law enforcement agencies within the jurisdiction of Hancock County will immediately institute pro-active patrols of businesses, streets and other areas within their jurisdiction to identify truant students. Students who have no legal excuse for being out of school will be transported to the appropriate school and delivered to the school administration for appropriate actions. Incident reports and/or juvenile complaints will be completed as necessary.

Student Discipline

The Hancock County Board of Education recognizes that self-discipline promotes learning and that a safe, secure learning environment is an essential component of effective schooling. The Code of Student Conduct is critical to providing and maintaining a positive school environment that allows for expression of values. The school system's primary goal is to educate, not to discipline; however, when the behavior of an individual student conflicts with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. In this regard, a system-wide Discipline Code has been established. This code is applicable in each school, on school grounds, on property being used by the school, on the school bus, at-school-sponsored activities away from school, and on the way to or from school.

The Hancock County Schools **does not** employ the use of corporal punishment. The use of corporal punishment by any employee of the district is prohibited and will not be allowed or tolerated. The accepted disciplinary practices and options for student misconduct are detailed below. However, the Hancock County Board of Education does employ a Zero Tolerance for the following offenses: Possession or Use of Illegal Substances/Drugs, Possession of weapons or explosives, Gang-Related activities (includes but is not limited to; wearing gang colors and other paraphernalia, engaging in fights and/or criminal activity, etc.) and Fighting and Assault of a faculty or staff member.

By Zero Tolerance the Hancock County Board of Education means that it will not condone or allow such undesirable behavior to continue and any student engaging in such behaviors will be immediately referred to law enforcement personnel. For these offenses, the student shall be immediately removed from the premises until a Tribunal Hearing can be scheduled. During this time, the tribunal committee may recommend that the student be expelled from the Hancock County School District.

Zero Tolerance Offenses: Possession or Use of Illegal Drugs/ Possession of Weapons or Explosives

Students in Grades K-12

Penalty Range:	Recommendation to Tribunal Hearing Expulsion for up to 1 school year
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Zero Tolerance Offenses: Gang-Related Activities/ Assault of a Faculty or Staff Member

Students in Grades K-12

Penalty Range:	Recommendation to Tribunal Hearing Expulsion for up to 1 school year Criminal Warrant Charges will be filed
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Tobacco (any product)

Students in Grades K-12

Penalty Range:	
1 st Offense:	5 day suspension

	Parent Conference
2 nd Offense:	10 day Suspension Social Services Referral
3 rd Offense:	Tribunal Hearing Expulsion Social Services Referral

Any student who is under the age of 18 found in possession of any type of tobacco product will automatically receive a misdemeanor charge.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Electronic Devices (any paging devices, bluetooths, cellular phones, iPods, MP3 players, etc.) are prohibited on campus during the school day or during instruction including in the cafeteria, hallways, restrooms, etc.

Students in Grades K-12

Penalty Range:

1 st Offense:	\$5.00 Confiscation fee Parent Conference Administrator will confiscate device until Parent Conference.
2 nd Offense:	\$10.00 Confiscation fee 1 day suspension Placed on probation with a contract Administrator will confiscate device until Parent Conference.
3 rd Offense:	\$15.00 Confiscation fee 3 day suspension Device returned at the end of the semester

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Weapons and/or Explosive Devices

A student shall not use, possess or transfer on school property or at any school function or activity non-facsimile water pistols, knives, matches, lighters, firecrackers, stink bombs, explosive devices, laser pointers, or any objects that emit smoke.

Students in Grades K-12

Penalty Range:

Weapons/Firearms	Referral to Law Enforcement Tribunal Hearing Expulsion
Bomb Threat:	Referral to Law Enforcement Tribunal Hearing Expulsion
False Alarm:	Referral to Law Enforcement
Pulling Fire Alarm:	Tribunal Hearing Expulsion

Student violators and/or his/her parent will be required to pay fines related to false alarms. Suspended students are prohibited from returning back on campus. If violated, the following will occur: verbal reprimand, additional days or law enforcement referral.

Threatening Person or Property of Faculty Member/ or Staff Member, or School Visitor and/or Causing Inappropriate Bodily Contact including Sexual Contact.

Students in Grades K-12

Penalty Range:	Law Enforcement Referral 10 Day Suspension Pending Tribunal Hearing – Suspension or Expulsion
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Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Alcohol/Drug Substances

*****Use of alcohol and other drugs by minors is illegal and harmful*****

For the purpose of the handbook, the term drug shall mean all substances including, but not limited to, alcohol and alcoholic beverages, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, and all other legal and/or illegal drugs or substances. Any student required to take medication while at school will follow the procedures provided by a school administrator prior to possessing and using medication on school property. Students may not possess prescription medication except with a physician's order clearly covering an emergency situation, and prescription medication must be stored in the pharmacy container labeled with the student's name, date, name of medication, name of prescribing physician, time(s) medication is to be taken, and the name of the pharmacy filling the prescription.

Possession/ Use/Intent/Attempt to Sell/Distribute Drugs: A student is in violation of this section if he/she sells or attempts or intends to sell and/or distribute drugs or substances represented to be drugs by the seller or distributor and/or thought to be drugs by the student.

The Hancock County Board of Education employs a Zero Tolerance for the offenses of possession, use, and intent or attempt to sell or distribute drugs. For these offenses, the student shall be immediately removed from the premises until a Tribunal Hearing can be scheduled. Within 10 business days, a tribunal hearing shall be scheduled. During this time, the tribunal committee will recommend that the student be expelled from the Hancock County School District.

Under the Influence of Drugs: A student is in violation of this section if under the influence of drugs or alcohol, or any another substance intended to alter the brain's normal functions.

Penalty Range:

1st Offense: 5 day suspension
Parent Conference
Law Enforcement Referral

2nd Offense: 10 day suspension
Referral to Social Services
Law Enforcement Referral

3rd Offense: Tribunal Hearing
Expulsion
Social Services Referral
Law Enforcement Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Possession or Distribution of Drug-Related Paraphernalia: Drug-related Paraphernalia includes, but is not limited to, pipes, water pipes, clips, rolling papers, etc., and other items used or related to drug use. Also included is drug-related attire such as earrings, jackets and shirts bearing drugs such as marijuana or other drug related logos.

Students in Grades K-5

Penalty Range:

1st Offense: 5 day suspension
Parent Conference
Behavior Contract

2nd Offense: 10 day suspension
Referral to social services

3rd Offense: Documents will be referred to the Juvenile Department of Justice
Social Services referral

Students will be referred to law enforcement for investigation. Students along with their parents will be required to enroll in a mandatory drug-free program.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Students in Grades 6-12

Penalty Range:

1st Offense: 5 day suspension
Parent Conference
Behavior Contract
Law Enforcement Referral

2nd Offense: Alternative school placement (90 days)
Formal hearing
Referral to outside resources
Referral to social services
Law Enforcement Referral

3rd Offense: Expulsion pending Tribunal Hearing
Documents will be referred to the court system
Law Enforcement Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Property Destruction/Damage/Attempts/Threats/Vandalism: Destruction of and/or threats to destroy or damage or deface school, private, or public real or personal property which includes, but is not limited to, willful or malicious damage, setting fires, attempts to destroy, damage, marking or defacing public or private property and/or other acts of vandalism.

Grades K-12

Penalty Range:

1st Offense: Pay for replacement within 30 days.
Out of school suspension for 5-8 days
Small claims court referral if the item is worth \$5000 or less and repayment is not received.

- 2nd Offense: Pay for replacement within 30 days.
Out of school suspension for 8-10 days
- 3rd Offense: Long-Term suspension and/or Alternative School Placement for 90 days
Referral to Small Claims Court for Debt Retrieval if item is worth \$5000
or less.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Please note all unpaid fees will be added to student accounts. Fees will be collected prior to graduation. No records will be released if all fees are not cleared.

Robbery/Theft/Attempt/Possession: Theft and/or attempted theft or theft by deception of public or private property; extortion or attempted extortion; possession of stolen property or counterfeit items or missing items.

Students in Grades K-12

Penalty Range:

- 1st Offense: Suspension (5) Days
Student Behavior Contract
Return monies/items
- 2nd Offense: 10 days Suspension
Law enforcement Referral
Return monies if applicable and return items
- 3rd Offense: In addition to the penalties outlined for the 2nd Offense, the offender will be recommended for expulsion from the Hancock County School District pending a Tribunal Hearing.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Textbooks, Media Center Materials, Computer Equipment: Destruction, defacement, and/or inappropriate use of textbooks, media center materials, or computer and computer-related equipment and materials. Restitution will be made after assessment of damage. ***Loss of textbooks, media center materials, and computer equipment require reimbursement of costs to replace items.***

Students in Grades K-12

Penalty Range:

- 1st Offense: Suspension up to 5 days
Student Behavior Contract
- 2nd Offense: 10 days suspension
Social Services Referral
Law enforcement Referral
- 3rd Offense: Tribunal Hearing referral
Expulsion
Social Services Referral
Law enforcement Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Intranet/Internet Unacceptable Use Guidelines: Students shall observe the standards of courtesy and behavior consistent with the practices of the Hancock County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet/Internet

Students will not be allowed to use any school computer if the internet policy agreement has not been signed by parents and students and returned to the school of the student's enrollment.

- Students shall not send or receive offensive messages or pictures from any source. For example, students shall not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or ethnically offensive, sexist or illegal material.
- Posting messages and attributing them to another user is prohibited.
- Students are violating network security if they enter the system under a user ID other than their own, share their IDs, passwords, or user accounts with others. They must make all efforts to safeguard any information from unauthorized users. (Once ID/Passwords have been assigned)
- Students shall not use the system for any purpose if in violation of copyright laws.
- Students shall use the system for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students disconnecting network components, altering program data, or purposely infecting any computer with a virus shall be guilty of harming network integrity and/or security.

- Students in grades Pre-K-12 will be assigned individual passwords to access computers in Hancock County Schools.

Students in Grades K-12

Penalty Range:

1st Offense: Loss of computer privileges for 90 days
 Parent Conference
 Counselor Referral
 Social Services Referral

2nd Offense: ISS or Suspension for (3) Days
 Parent Conference
 Counselor Referral
 Social Services Referral

3rd Offense: Suspension (5) Days
 Parent Conference
 Counselor Referral
 Social Services Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Intranet/Internet Acceptable Use Guidelines Regarding system applications such as ODYSSEY WARE, ONLINE ASSESSMENT SYSTEM (OAS), PARENT PORTAL, ETC.

Students in Grades K-12

Penalty Range:

1st Offense: Suspension for 8-10 days
 Law enforcement referral

2nd Offense: Expulsion from School district pending Tribunal Hearing

3rd Offense: Permanent expulsion from School District pending Tribunal Hearing
 Student/parent is required to pay any fines associated with disciplinary actions

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Bullying

The term “*bullying*”, as defined by section 20-2-751.4 of Title 20 of the Georgia Code, means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

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

Bullying further encompasses; systematically and chronically inflicting physical hurt or psychological distress on one or more students. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or child, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying may involve, but is not limited to:

- Unwanted teasing
- Threatening
- Intimidating
- Stalking
- Cyberstalking
- Cyberbullying
- Physical violence
- Theft
- Sexual, religious, or racial harassment
- Public humiliation
- Destruction of personal property

- Social exclusion, including incitement and/or coercion
- Rumor or spreading of falsehoods

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student that:

- Places a student in reasonable fear of harm to his or her person or damage to his or her property;
- Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
- Has the effect of substantially negatively impacting a student's emotional or mental well-being; or
- Has the effect of substantially disrupting the orderly operation of the classroom or school.

Cyberstalking, means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

Cyberbullying is defined as the willful and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social websites (e.g., MySpace, Facebook), chat rooms, and instant messaging.

Bullying, Cyberbullying, and/or Harassment also encompass:

- Retaliation against a student by another student for asserting or alleging an act of bullying, harassment, or discrimination.
- Retaliation also includes reporting a baseless act of bullying, harassment, or discrimination that is not made in good faith.
- Perpetuation of conduct listed in the definition of bullying, harassment, and/or discrimination by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student by incitement or coercion.

Bullying, Cyberbullying, Harassment, and Discrimination also encompass, but are not limited to, unwanted harm towards a student in regard to their real or perceived: sex, race, color, religion, national origin, age, disability (physical, mental, or educational), socioeconomic background, ancestry, ethnicity, linguistic preference, or social/family background or being viewed as different in its education programs or admissions to education programs and therefore prohibits bullying of any student by any, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events.

Bullying Policy

The Hancock County School District is committed to protecting its students from bullying, harassment, or discrimination for any reason and of any type. The Hancock County School District believes that all students are entitled to a safe, equitable, and harassment free learning environment. Bullying, harassment, or discrimination will not be tolerated and shall be just cause

for disciplinary action. Conduct that constitutes bullying, harassment or discrimination is prohibited.

1. No student shall commit act(s) of bullying against other student(s) that is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or has the effect of substantially disrupting the orderly operation of the school.
2. No student shall threaten, intimidate, harass or bully another with or without physical contact on or off school grounds or at school related functions or by use of data or software that is accessed through a computer, computer system or computer network or through other electronic technology of the local school system.
3. Any teacher or other school employee who has reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the school principal. Once a report of bullying has been received an immediate investigation of the matter will be undertaken to determine whether an incident of bullying has occurred. Every effort will be made to ensure that the bullying behavior or threats of bullying are stopped quickly.
4. All incidents of bullying will be recorded and then investigated by school staff (i.e. the principal, counselor, etc.). In all cases parents of both the accused bully and the bullied child will be notified of the incident. If deemed necessary, the parents will be asked to come in to a meeting to discuss the problem. If possible, the pupils will be reconciled. An attempt will be made to help the bully (bullies) change their behavior. In serious cases, suspension or even expulsion will be considered. If necessary and appropriate, police will be consulted. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Any person who reports an incident of bullying in good faith shall be immune from civil liability for any damages caused by such reporting and any and all forms of retaliation. The Hancock County School District will not tolerate retaliation or threat of retaliation against those who make good faith disclosures of actual or perceived acts of bullying. "Good faith" means that the person making the disclosure believes it to be true and that a reasonable person could believe the disclosure to be true on the basis of the factual information provided.

Bullying Protocol

The Hancock County School District will follow the established guidelines to ensure a safe and productive learning environment for all of its students:

1. All reports of bullying made to staff members will be documented to establish a record of documentation
2. When an incident of bullying occurs letters will be sent home to parents of both the alleged bully and the alleged victim to inform them of the incident
3. In severe cases parents will be asked to come in to a meeting to discuss the problem

4. If necessary and appropriate, outside agencies such as police, social services and counselors will be brought in to assist if needed
5. Behavioral contracts will be instituted to monitor behavior and discourage repeat offenses
6. Follow-up letters will be sent to victims of bullying to ensure that parents/guardians and students are aware of the avenues available to them should the bullying continue.
7. Counseling referrals will be offered to both bullies, victims of bullying, and their families

Students in Grades K-12

Penalty Range:

- 1st Offense: Written Warning
 3 day suspension
 Parent Conference
 Behavior contract
 Counseling Referral for both bullies and their victims
- 2nd Offense: Written Warning
 Suspension (5 days)
 Parent Conference
 Social Services Referral
 Law Enforcement Referral
- 3rd Offense: Penalty ranges from 10 day suspension to expulsion
 Tribunal Hearing Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Violence

Hancock County School District does not tolerate threatening or physically violent behavior of any kind. This includes all forms of fighting, battery, assault and instigation. Persons engaging in episodes of fighting will be dealt with as outlined below. Persons involved in instigating fights will receive the same penalty.

Simple Battery: Fighting, intentionally making physical contact with or an insulting, offensive or provoking nature with another student or causing physical harm to another.

Battery: Intentionally causing substantial or visible bodily harm, such as substantially blackened eyes, substantially swollen lips or other facial or body part(s), substantial bruises to body parts or other substantial injury.

**Aggravated Assault:* An assault made with a deadly weapon or with an object or device which, when used offensively, is likely to or actually does result in serious bodily harm.

**Aggravated Battery:* A person commits the offense of aggravated battery when (s)he maliciously causes bodily harm to another by depriving him/her of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

Bystander Battery: A student who does not start a fight but ends up in it will be charged with Bystander Batter if (s)he could have avoided the fight.

Instigators: Person proved to be responsible for instigating a fight will receive the same penalty as the students involved in the fight.

Students in Grades K – 5

Fighting

Penalty Range:

- 1st Offense: Suspension (2 days)
Parent Conference
Behavior contract
Counselor referral
Referral to SST Committee

- 2nd Offense: Suspension (3 days) pending Formal Hearing
Counselor referral
Referral to SST Committee

- 3rd Offense: Suspension (6- 10 days)
Tribunal Hearing Referral

Persons instigating the fight will receive the same penalty.

Students in Grades 6 - 12

- 1st Offense: Suspension (5 days)
Parent Conference
Behavior contract
Counselor referral
Referral to campus police and/or law enforcement agency

- 2nd Offense: Suspension (10 days)
Tribunal Hearing Referral
Counselor referral
Referral to law enforcement agency and Judicial court

- 3rd Offense: Law Enforcement Referral
Suspension (10 days)
Tribunal Hearing which may result in a recommendation for Alternative Program Placement for a minimum of 90 days.

Penalties for fighting will be enforced no matter the location of the fight. (i.e. games, school bus, field trip etc.)

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Physical Violence against a Teacher, Bus Driver or other School Official or Employee. State Law prohibits students from engaging in acts of physical violence. Physical violence is defined as:

1. Making physical contact of an insulting or provoking nature with the person of another; or
2. Making physical contact which causes physical harm to another unless such physical contact or physical harms were in defense of him or her.

Students alleged to have engaged in acts of physical harm to another shall be disciplined according to the procedures set forth in Board Policy JDD and JDE.

Consequences: Students shall be immediately suspended pending a hearing in front of a tribunal. A student found by a tribunal to have committed an act of physical violence, by making physical contact which causes physical harm to a teacher, school bus driver, or other school official or employee shall be expelled from the public school system. The expulsion shall be for the remainder of the student's eligibility to attend public school. The Board, at its discretion, may permit the student to attend an alternative education program for the period of the student's expulsion. The student shall also be referred to juvenile court with a request for a petition alleging delinquent behavior.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Rude or Disrespectful Behavior and/or Refusal to Carry Out Instructions of Faculty or Staff Member: Includes but is not limited to; discourteous or inappropriate language, including use of profane or vulgar language), and/or behavior or gestures toward a faculty or staff member. Rude or disrespectful behavior includes the refusal to follow the instructions of teachers, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior, etc.).

Students in Grades K-12

Penalty Range:

- | | |
|--------------------------|--|
| 1 st Offense: | Suspension (3 days)
Parent contact (verbal/written) |
| 2 nd Offense: | Suspension (5 days)
Parent Conference |

Behavior Contract

3rd Offense: Suspension (10 days)
Tribunal Hearing

Furthermore, students will be required to attend 3 consecutive, one hour sessions with the counselor after school on character education.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Unlawful Absences, Violations of Compulsory Attendance Law and/or Truancy

Lawful absences are defined by Georgia Law as follow: Illness, death in the family, religious holiday, instances in which attendance could be hazardous as determined by the Hancock County School System, service as a Page in legislature.

***Note:** (1) Academic work missed due to lawful absences may be made up when the student returns to school; (2) Academic work missed due to unlawful absences may not be made up when the student returns to school unless permission is granted by the principal prior to the absence; (3) Make-up work in cases of suspension or expulsion is covered in the Glossary Section of this handbook.*

Skipping Class or Required Activities: Not reporting to classes or required school activities, not returning to class or required school activities, not returning to class or school, etc. Leaving school property, which indicates an extreme case, will result in suspension for up to 10 days and referral to a Tribunal Committee.

Students in Grades K-12

Penalty Range:

1st Offense: 3 day suspension
Parent Conference
Referral to AST Coordinator
Behavior Contract

2nd Offense: 5 day suspension
Parent Conference
Adherence to terms in behavior contract

3rd Offense: 10 day suspension

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Unauthorized Leave: Leaving school property without written and signed documentation from legal parent/guardian.

Students in Grades K-12

Penalty Range:

1st Offense: 5 day suspension
Parent Conference

2nd Offense: 10 day suspension
Parent Conference

3rd Offense: Recommendation to the alternative school pending tribunal hearing

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Classroom Disturbance: Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, creates a dangerous or fearful situation for students and/or teachers, etc.

Students in Grades K-12

Penalty Range:

1st Offense: 5 day suspension
Parent Conference

2nd Offense: 10 day suspension
Parent Conference
Behavior contract

3rd Offense: 10 day suspension
Tribunal Hearing/Alternative School
Social Services Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

School Disturbance: Acts which cause substantial disruption of the school environment and/or threaten the safety or well-being of other students, which may include, but not be limited to, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, actual violence during period of disruption, water balloon fights, food fights, etc.

Students in Grades K-12

Penalty Range: 10 day suspension up to expulsion from school
Misdemeanor to felony charges will be filed
Fines will be assessed for damages

Any student involved with school disturbance will be responsible for any and all damages and /or costs affiliated with the disturbance. Failure to comply will result in civil charges.

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Profanity/Vulgarity/Obscenity/Racial or Ethnic Outbursts: Such infractions include, but are not limited to racial slurs, profane, vulgar, obscene words or gestures, and vulgar or obscene material.

Students in Grades K-12

Penalty Range:

- 1st Offense: 3 day suspension
Parent Conference
Referral to Counselor

- 2nd Offense: 5 day suspension
Parent Conference
Behavior Contract

- 3rd Offense: 10 day suspension
Tribunal Hearing Referral
Alternative School Placement

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Failure to accept disciplinary action will result in removal from property by campus police or law enforcement agency and/or trespass or loitering charges.

Students in Grades K-12

Penalty Range:

- 1st Offense: Removal from property by campus police or law enforcement agency
Parent Conference

- 2nd Offense: 5 day Suspension
Refer to Trespassing/ Loitering Offense penalties

3rd Offense: 10 day Suspension
Refer to Trespassing/ Loitering Offense penalties

Chronic Tardiness: Late to school, or to class, or to a school activity at least 3 times without an excuse.

Students in Grades K-12

Penalty Range:

- 1st Offense: Suspension (1 day)
Parent Contact
- 2nd Offense: Suspension (3 days)
Parent Contact
Behavior Contract
- 3rd Offense: Suspension (5 days)
Parent Contact
Behavior Contract
Social Services Referral

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Bus Misbehavior: Any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus.

Students in Grades K-12

Penalty Range:

- 1st Offense: 5 day suspension from riding the bus.
- 2nd Offense: 10 day suspension from riding the bus.
- 3rd Offense: Suspension from riding the bus for the remainder of the academic school year.

School Bus Fighting: Students who engage in fights while on the bus will receive the same penalties as those outlined for Fighting on School premises or during school related activities. Please refer to the penalties for Fighting.

****Please note that riding the school bus is a privilege not a right. ****

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Conduct Outside of School Hours or Away from School: Any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students, teachers, or other employees of the school system; including behavior that may result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

Students in Grades K-12

Penalty Range:

- 1st Offense: Field trip opportunities denied for the rest of the year.
5 day suspension

- 2nd Offense: 8 day suspension
Parent Conference
Referral to School Counselor

- 3rd Offense: 10 day suspension
Parent Conference
Referral to School Counselor
Possible referral to Tribunal Hearing
Possible recommendation for placement in Alternative School

**Incidents that occur outside of school but are not school related will be referred to the counselor and investigated to prevent school infractions.*

Gambling: Acts such as betting money or items on card games, dice games, the outcome of games or activities and/or possession of gambling materials or paraphernalia.

Students in Grades K-12

Penalty Range:

- 1st Offense: 3 day suspension
Parent Conference
Confiscation of all assets and materials involved in offense

- 2nd Offense: 5 day suspension
Parent Conference
Confiscation of all assets and materials involved in offense

- 3rd Offense: 10 day suspension
Confiscation of all assets and materials involved in offense
Tribunal Hearing Referral and possible placement in Alternative School

Suspended students are prohibited from returning to campus. If violated, the following will occur: campus security or other law enforcement will escort student off school grounds/or student will receive trespass or loitering charges.

Repeated Violations/Chronic Misbehavior/Violation of Probation

Repeated Violations/Chronic Misbehavior: Behavior that repeatedly or chronically disrupts the educational process, the orderly operation of school or school activities, school bus, etc., including willful or persistent violations of the Code of Conduct.

Students in Grades K-12

Penalty Range:

1 st Offense:	SST Referral Behavior Contract Parent Conference	Suspension for 10 days Tribunal Hearing Referral Social Services Referral
2 nd Offense:	SST Referral Behavior Contract Parent Conference	Social Services Referral Tribunal Hearing Referral Alternative Program Placement (90 days minimum)
3 rd Offense:	SST Referral Behavior Contract Parent Conference	Social Services Referral Tribunal Hearing Referral Alternative Program Placement (180 days minimum)

Violation of Local School and/or System-wide Probation: Committing any offense preceded by an asterisk in this handbook, or repeated violations while on local school and/or system-wide probation, or violation of conditional enrollment in the school system. Before a student is readmitted to school after a disciplinary action, consequences related to violation of probation must be explained to the student and parent/guardian.

Penalty may range from short-term suspension to a referral to the Tribunal Hearing Committee, which may result in Alternative Program Placement or expulsion.

Parking and Traffic Violations

Parking on school property without a permit; reckless or careless operation of a vehicle on or near school property or near a bus, etc. Each student who chooses to park a vehicle on school property **must purchase a parking permit for \$30.00 per year. Replacement permits are available at a cost of \$15.00.** Students who purchase a parking permit will be given a decal sticker and assigned a parking space. Parking and traffic regulations will be issued to each student at the time of registration. Parking permits must be renewed upon expiration. All fees are non-refundable. A valid driver's license and proof of insurance must be presented to obtain a parking decal.

Students are responsible for their vehicle contents. Vehicles on school property are subject to search at any time. Students will be assigned parking spaces. **Students must turn in all car keys daily.**

Entering and Exiting without Authorization: All persons, including visitors, students, faculty and staff, will use the main entrance when entering or exiting the building between the hours of 8:30 a.m. – 3:30 p.m.

Side and back doors **SHOULD NOT** be used by students between 8:15 a.m. and 3:30 p.m. unless authorized by the school administrator. All doors will be accessible for immediate exit of the building in cases of safety drills or actual emergency situations, per the administrator's instructions.

Visitors:

Penalty range:

1st Offense: Warning (verbal) asked to leave/ non compliance local law

2nd Offense Local Law Officer will be contacted

Loitering/Trespassing: A student is not allowed to enter the premises of a school other than his/her school, unless prior permission is received from an administrator of the school to be visited, or unless the school being visited is hosting a school-related function, such as an academic or athletic activity. A student may not enter or remain in any school on weekends or after school hours without authorization or permission.

Note: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section, and the matter will be referred to law enforcement.

Students in Grades K-12

Penalty Range:

1st Offense: Removal from property by Campus Police or other Law Enforcement Agency
Parent Conference

2nd Offense: Up to 5 day additional Suspension at the discretion of the principal

3rd Offense: Up to 10 day Suspension at the discretion of the principal
Referral to Tribunal Hearing

Providing False Information/ Academic Dishonesty: This offense includes, but is not limited to, acts such as falsifying school records, forging signatures, making or providing statements, bribery, using an unauthorized computer user ID or password, etc. Academic dishonesty includes cheating, copying, and plagiarism. Extreme cases will result in referral for a Tribunal Hearing and/or referral to a Law Enforcement Agency.

Students in Grades K-12

Penalty Range:

1st Offense: Parent Conference
Suspension for 5 days

Failing grade on assignment

2nd Offense: Suspension for 8 days
Referral to Counselor
Social Services Referral
Behavior Contract
Failing grade on assignment

3rd Offense: Suspension 10 days
Tribunal Hearing Referral
Failing grade on assignment

Sexual Harassment or Inappropriate Bodily Contact of a Sexual Nature Between or Among Students: Sexual misconduct between or among students on school property or at any school activity or event. Behavior of this nature away from school is prohibited when such behavior adversely affects the educational process or endangers the health, safety, morals, reputation, or well-being of other students, teachers, or other employees of the school system. Sexual harassment includes, but is not limited to, any verbal or physical behavior constituting sexual harassment under Title IX, including un-welcomed sexual advances or comments, requests for sexual favors, stalking, etc.

Students in Grades K-12

Penalty Range:

1st Offense: Suspension for 5-10 days
Parent Conference
Behavior Contract
Referral to Counselor/ Social Services

2nd Offense: Suspension for 10 days
Tribunal Hearing Referral

3rd Offense: Suspension for 10 days from current placement
Law Enforcement Referral
Tribunal Hearing Referral
Expulsion from School District

Inciting, advising or counseling of others to engage in prohibited acts, including violation of any of the rules listed above or any other behavior subversive of good order.

Penalty may range from short-term to long-term suspension to a recommendation that the student be referred to the Tribunal Hearing Committee, which may result in suspension or expulsion.

Public Displays of Affection: A public display of affection (sometimes also referred to as a PDA) is the physical demonstration of affection for another person while in the view of others. Public displays of affection can include but are not limited to such behaviors as:

- Kissing
- Cuddling
- Petting in public
- Sitting on another's lap
- Licking
- Hugging/holding from behind (front to back)
- Touching in sexual ways either under or through clothing

Students should remember that the school campus is a public environment and a public facility. Students and staff members are offended when exposed to certain behaviors. Students are to refrain from any public display of affection that would offend others. Kissing, hugging, and other intimate acts, is not permitted during the school day or at extra-curricular events. Teachers will inform students of actions that are inappropriate and will communicate concerns to the parents and/or administration.

Students in Grades K-12

Penalty Range:

- 1st Offense: Written Warning
 Parent Contact

- 2nd Offense: 3 day Suspension
 Parent Conference

- 3rd Offense: 5 day Suspension
 Parent Conference

Soliciting on School Grounds: This includes resale of candy, potato chips, sodas, juice, and other food and non-food items.

Students in Grades K-12

Penalty Range:

- 1st Offense: 5 day suspension
 Parent Conference
 Confiscation of items with no return

- 2nd Offense: 8 day suspension
 Parent Conference
 Confiscation of items with no return

- 3rd Offense: 10 day suspension
 Referral to Tribunal Hearing
 Confiscation of items with no return

Students under suspension may request missed assignments within 3 days of their return to school.

Student Dress Code

Policy Statement

Standards for student attire shall be established by the school system in grades K through 12. These standards will be included in the Student Code of Conduct. A student shall not dress, groom, wear or use emblems, insignias, badges or other symbols where the effect thereof is to distract unreasonably the attention of the other students or otherwise to cause interruption and/or interference with the operation of the school. If school authorities have a reason to question the appropriateness of a student's clothing or appearance, parents or guardians will be contacted and informed of such. The school principal/site administrator will make the final determination on whether a student's dress or appearance conflicts with these standards.

Dress Code Amendments

1. If sneakers are the shoes of choice, then the sneakers must have either a majority white background or a majority black background. No colored sneakers are allowed. Oxfords, and loafers must be brown, white or black (one shade tint or hue only). No other colors of sneakers are allowed.
2. Solid jackets without logo. (Any color).

Slacks must be worn with a belt at the natural (naval) waistline. Also, slacks must be worn to the ankle, no stuffing of pant legs in socks or shoes. Undershirts must be one of the school colors (maroon, gold, or white). Shorts, Capri shorts and skirts should be worn at the knee. For Hancock Central High and Hancock Central Middle, skirts are to be worn at the knee.

Impact Statement

To provide a safe and nurturing school environment within the parameters set for student dress or appearance by the school system.

Procedure Statement

With the understanding that a student's behavior is influenced by the way the student is dressed and with the understanding that no student should dress in a manner that is disruptive or has an adverse effect on school activities, these minimum standards for student attire have been developed. Students are expected to dress appropriately for school and school related activities. Individual school dress codes may exceed these requirements. The school principal/site administrator will make the final determination of whether a student's attire or appearance conflicts with these standards.

1. Students must not wear hats, caps or sunglasses in the school building.
2. Body piercings that cause a disruption, or interferes with the learning environment will not be allowed to be visibly displayed.
3. If tights are worn, then a skirt or dress which conforms to the length requirements for skirts and dresses must also be worn.

4. Pants must be of appropriate body size (no loose fitting pants or busting slack), be worn at the natural waist, and not drag the floor. Belts must be buckled.
5. Undergarments must not be visible.
6. For all students, thong footwear or flip-flops, house shoes, and athletic flip-flops are not permitted. Shoes designed for laces must be laced and tied. Shoes with Velcro straps must be firmly strapped at all times. High heel shoes may be worn with special permission from the principal during school functions, events and etc. Sandals, boots (Polos, Timberlands, snow boots, cowboy boots and etc.) are not permitted.
7. Articles of apparel, including patches on clothing, or jewelry, must not contain alcohol, tobacco, and other drug advertisements, obscene or inappropriate words or designs. The wearing of gang related styles/symbols is prohibited.

The principal/site administrator has the authority to interpret the dress code and make case by case determinations of appropriateness of dress and appearance which is not covered in this procedure.

Impact Statement

The Hancock county school system will promote all efforts to provide additional opportunities for increased school safety minimize disruption, easily identify trespassers on campuses, and to promote improvement in student behavior and academic excellence.

The Hancock County Public School District **REQUIRES ALL** students in K through 12 to wear a school uniform as identified by the school in which they attend or will attend.

All students in K through 12 (except those deemed exempt) MUST adhere to the MANDATORY School Uniform Policy with the following dress code being applied in all schools.

Procedures for Exemption

Parents/legal guardians may request an exemption from a mandatory school uniform program for medical, religious or other justifiable reasons. A request for an exemption must be made within ten (10) school days of the beginning of the school year. Medical exemption request must be signed by a medical doctor. Religious exemptions must be documented by providing a copy of the official doctrine of the church which prohibits the wearing of uniforms.

A written request for an exemption must be submitted to the school principal using the Application for Exemption form that can be obtained from the school. The request must be completed truthfully and correctly and signed by a physician, if the request is for medical reasons.

The school principal or his designee must meet with the parents/legal guardians within five (5) school days. The principal will discuss the School Uniform Policy and verify the accuracy of the information on the Exemption Form.

The parents/legal guardians will be notified in writing of the outcome of the conference within three (3) school days. The principal will note the finding to grant or deny the request on the application, sign off on the application and forward a copy to the Superintendent or his/her designee.

The Superintendent or his/her designee will affirm or deny the principal's decision. If the parent/legal guardian does not agree with the decision, they have a right to appeal to the Board within five (5) school days. Consideration for exemption will be reviewed on a case by case basis.

No student will be considered non-compliant for the following reasons:

- An exemption has been established or is being appealed.
- The principal has established "non-uniform" day.
- A student is on campus outside of normal school hours.
- A student wears a button, armband or other accoutrement (accessories) to exercise a constitutionally protected right to freedom of expression.
- A student wears the uniform of a nationally recognized youth organization such as the Boy Scouts or the Girl Scouts on regular meeting days.

Required School Uniform – Discipline Chart

On the first Day of School (only) students not in uniform attire will be sent home via school bus for non-compliance. Students may return to school dressed in the appropriate school uniform attire.

The discipline plan below has been established to address incidents of non-compliance to the Student Dress Code – Policy. Non-compliance, as outlined in the plan below, interferes with the operation of school and such interference will not be tolerated. Any incident, occurrence or display that disrupts the delivery of instruction or other school activities is considered interference with school operation.

If a student comes to school out of uniform the following measures will be taken:

- Step I: Students will be sent home and a parent conference will be held.
- Step II: Students will be suspended for 3 days and a parent conference will be held.
- Step III: Students will be suspended for 5 days and a parent conference will be held.

Required School Uniforms – K through 5 at M.E. Lewis Senior Elementary

- Solid navy blue, black or khaki shorts, skirts, skorts, jumpers, Capri pants or pants/slacks. *No hospital scrubs, knit pants, leggings, jogging/sweatpants; no cargo pants or pants with zippers and/or pockets on pant legs will be allowed.*
- Uniforms must be worn and belted at the natural waist and made of standard uniform material (cotton and/or twill).
- Belt buckles must be 2 inches or less with no designs or graffiti i.e. skulls, drugs paraphernalia etc.
- Belts can be worn in the colors of black, white, navy blue or brown. No exceptions.
- No denim jeans, skirts, etc.
- Shorts, skirts, skorts, dresses, and jumpers must be knee length.
- Solid white, solid maroon or solid gold, tops may be collar style shirts, collared blouses or turtlenecks, may have the school insignia, if one is available, but no other ornamentation is permitted.
- T-shirts, tank tops and thermal undergarments may be worn UNDER the uniform top in the colors of solid white, solid maroon or solid gold, if this color is the same as the outward top. No other colors will be permitted.
- All shirts must be tucked in for girls and boys.
- Solid white, solid black or solid navy blue socks and/or tights will be permitted. No exceptions.
- Solid colored sweaters and vests in the colors of solid navy blue and solid white may be worn over uniform shirts. No sweatshirts of any kind are allowed.
- Jackets and coats may be worn in the colors of solid white and solid navy blue. No designs, graffiti and etc. are permitted. **NO EXCEPTIONS.**
- No hats, caps or sunglasses may be worn in the building.
- Extreme hair color/style that causes a disruption or interferes with the learning environment will not be allowed.
- Athletic shoes may be solid white and solid black in color. No athletic shoes of any other color will be permitted.
- Closed toe shoes may be worn in the colors of solid black, solid brown and solid white.

Required School Uniforms – Grades 6 – 12

- Solid black, solid navy blue, or khaki shorts, skirts, Capri pants or pants/slacks. *No hospital scrubs, knit pants, leggings, jogging/sweatpants; no cargo pants or pants with zippers and/or pockets on pant legs will be allowed.*
- Uniforms must be worn and belted at the natural waist and made of standard uniform material (cotton and/or twill).
- Belt buckles must be 2 inches or less with no designs or graffiti i.e. skulls, drugs paraphernalia etc.
- Belts can be worn in the colors of black, white, navy blue or brown. No exceptions.
- No denim jeans, skirts, etc.
- Shorts, skirts, skorts, dresses, and jumpers must be knee length.
- Solid white, solid gold and solid maroon tops may be collar style shirts, collared blouses or turtlenecks, may have the school insignia, if one is available, but no other ornamentation is permitted.
- T-shirts, tank tops and thermal undergarments may be worn UNDER the uniform top in the colors of solid white, solid gold, and solid maroon, if this color is the same as the outward top. No other colors will be permitted.
- Solid white, solid maroon, solid gold, tops may be collar style shirts, collared blouses or turtlenecks may have the school insignia, if one is available, but no other ornamentation is permitted.
- All shirts must be tucked in for girls and boys.
- Solid white, solid black or solid navy blue socks and/or tights will be permitted. No exceptions.
- Solid colored sweaters and vests in the colors of solid maroon, solid gold and solid white may be worn over uniform shirts. No sweatshirts of any kind are allowed.
- Jackets and coats may be worn in the colors of solid white, solid black, solid maroon and solid gold. No designs, graffiti and etc. are permitted. NO EXCEPTIONS.
- No hats, caps or sunglasses may be worn in the building.
- Extreme hair color/style that causes a disruption or interferes with the learning environment will not be allowed.

- Athletic shoes may be solid white and solid black in color. No athletic shoes of any other color will be permitted.
- Closed toe shoes may be worn in the colors of solid black, solid brown and solid white.

Students assigned to the Cross Roads Alternative Program will wear the following:

- Black pants, Capri pants, or skirts.
- Black or White button down or collar shirts/bow-ties
- Black/White tennis shoes.
- No hospital scrubs, knit pants, leggings, jogging pants or cargo pant; no zippers or pockets on pants legs.

Students are expected to dress in the school uniform during the school day. The school principal/site administrator will make the final determination of whether a student's attire or appearance conflicts with these standards.

Acceptable Dress For Dress Down Days Will Be Consistent With The Dress Code Outlined Below.

- School uniforms must be worn while attending all school sponsored field trips and activities (grades K – 5).
- Body piercing that causes disruption, or interferes with the learning environment will not be allowed to be visibly displayed.
- Tops must not expose any of the midriffs or lower back. Fishnet tops, halter tops, tube tops, strapless tops, tank tops, spaghetti straps and other forms of transparent or revealing clothing are prohibited and should not be visible at any time.
- Belts must be buckled.
- Shorts, skirts, jumpers and dresses must have a finished hem and must be knee length.
- Undergarments must not be visible.

Other Information/Codes/Policies

Graduation Protocol

Education is an ongoing process, and the graduation ceremony is a continuation of our commitment to teach our students not only academics, but also the expectations of behavior at a formal and solemn occasion. Please join us in observing the following code of conduct for guests during a formal graduation ceremony:

- The audience will rise as graduates and faculty enter and remains standing until all graduates are seated.
- The audience remains seated and quiet during the ceremony.
- The audience will hold applause until all graduates have been presented their diplomas. The audience will please refrain from hooting, hollering, or cheering for individual students.
- A picture taking area will be designated for the taking of personal photographs. A professional photographer will be on hand to take a photograph of each graduate to be made available for the graduate to pick up.
- The audience will rise and remain standing at the conclusion of the ceremony until all graduates and faculty have exited.

Your cooperation with our protocol will make this milestone event in the lives of our young people more memorable for all involved.

Hancock County School System Title I Plan

Revised August 5, 2010

Describe the use of high quality student academic assessment, if any to be used in addition to the academic assessment as mandated by the state of Georgia.

- In addition to the State mandated assessments, the Hancock County School System will use Developmental Reading Assessments (DRA), S.T.A.R. assessments, Running Records, and Early Intervention Check Lists to determine the success of children served under Title-I in achieving State academic achievement standards. The DRA is designed to be used in kindergarten through eighth grade classrooms with rich literate environments. The assessments are conducted during a one-to-one reading conference as children read specially selected assessments texts. DRAs will be used during the fall and spring to document progress in each student's reading fluency, comprehension, and vocabulary. It also allows teachers to systematically observe, record, and evaluate changes in student reading performance and to plan for and teach what each student needs to learn next.
- DRA K-3 evaluates oral reading skills while the DRA 4-8 evaluates students' written reading comprehension skills. The DRA suggests that teachers note the level of support needed by students for reading familiar texts, and new genres during guided and independent reading. The DRA assesses the student's ability to preview text and predict what might happen or to identify topics and information presented in graphic formats. As a part of DRA, teachers note observable reading behaviors such as pausing, rereading, searching the pictures, appealing for help, sounding out clusters of letters, self-correcting, and so on as evidence of students' use of various strategies. Teachers are asked to analyze the students' miscues on the running record or record of oral reading. To assess the student's level of comprehension, students are asked to retell recently read passages in their own words and are often prompted with questions. The questions about reading preferences on the DRA help teachers become aware of students' preferences and allows teachers to identify passive readers. The use of the student's profile of reading behaviors on the DRA 4-8 Continuums enables teachers to quickly identify the student's strengths and weaknesses. Teachers are then able to use these needs to direct teaching and instruction.
- The young reader learns to follow the directional conventions of written language and until he learns something about how to move across print, he is unlikely to make much progress in learning to read.
- Running Records are taken in a systematic way to provide evidence of how well children are directing their knowledge of letters, sounds and words to understanding the messages in the text. Running Records examine the difficulty of the text, and counts the child's errors and self-corrections (SC). The record provides evidence of the kinds of things that an individual child can do with the information he gets from print. Running Records capture what the readers said and did while reading books or texts. Using the Running Record, teachers can review what happened immediately, leading to a teaching decision on the spot, or at a later time as they plan for the next lessons. They can judge what the

reader already knows, what the reader attended to, and what the reader overlooked. They can assess how well each reader is pulling together what he or she already knows about letters, sounds and words in order to get to the messages. This kind of information allows teachers to prompt, support and challenge individual learners. Running records may be used to assess the level of difficulty of specific material. The consistent use of running records ensure that students are using the appropriate level of reading materials to ensure that reading is fun and challenging without reaching the child's level of frustration. Running Records serve as an assessment tool for reading fluency and are designed to be administered as the child reads orally from any text. The successful early reader brings his speech to bear on the interpretation of print. His vocabulary, sentence patterns and pronunciation of words provide indispensable clues for recognizing printed words.

- The S.T.A.R. reading assessment evaluates a child's reading strengths to provide prescriptive measures that teachers can use to make decision about future reading lessons. Additional information about students' performance is gained through the use of the *Achiever Math* software that identifies students' weakness in math according to NCTM core standards. All diagnostic materials are used as tools to plan and develop appropriate instruction to ensure that all students meet the State's challenging academic standards.

Describe any other indicators that will be used in addition to academic indicators to determine the success of children served under Title-I in achieving State academic achievement standards.

- Hancock County Schools will use other indicators such as attendance rates and the graduation rates to determine the success of children served under this program in achieving State academic achievement standards.

Describe how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.

- Students needing additional educational assistance in meeting the State's challenging student academic achievement standards are provided extended learning time via before school, after-school, and during the summer programs. During the regular school day, students are provided additional assistance through exploratory math and/or exploratory reading blocks.

Describe the strategies that will be used by the LEA to coordinate the Title-I program with the Title-II program to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA staff in accordance with section 1118 and 1119.

- The Hancock County School System recognizes the need for a professional development program that meets the needs of its teachers, paraprofessionals, pupil service personnel, administrators, parents, and other staff. To this end, the Hancock County Board of Education endeavors to have the professional development program be an essential part of the system's total plan for education and excellence. The goals and objectives are directly related to the No Child Left Behind Act of 2001 and are essential to achieving effective teaching and professional conduct.

- Parent workshops to assist parents in helping their children prepare for upcoming standardized assessments are held annually to provide parents with the technical skills to participate in their children’s education.
- The local professional development plan provides that:
 - All professional development needs addressed by certification renewal activities must be determined by local student needs and teacher competency in accordance with local board policy as stated above and in accordance with the identification of “Highly qualified” as determined by NCLB. Annually the Hancock County School System develops a staff development plan that incorporates opportunities for professional staff members to participate in staff development activities that are based on needs determined through the system’s evaluation of personnel and students and needs assessments for each school which are forwarded in the Spring to the staff development office for implementation in the following year. Staff development in pre service and postgraduate work is a continuous series of experiences focusing on knowledge, skills, and professional growth in content area/areas of certification. The Hancock County Board of Education offers opportunities for staff development in the belief that it is the responsibility of all employees of the county to continue their professional growth and development. To that end, partial tuition assistance is available for professional staff that is enrolled in 2–4 year post secondary programs of study in colleges or universities.
 - The Title II Coordinator works with the principals and teachers at each school to identify student needs and weaknesses. Professional development courses are then offered based on the identified needs. Examples of such professional development include Reading Endorsements, Math Endorsements, and Gifted Endorsements.
 - The Hancock County Leadership Team, which is representative of all school and professional staff, meets monthly to identify needs for both professional development and program improvement and other needs. Committee members communicate with the staff development coordinator to address needs, in which the Title II Coordinator determines whether these needs are best handled via RESA, college staff members, or other resource people. The Title II Coordinator makes recommendations for locations, times, and course offerings for certification renewal activities. The committee also reviews ongoing activities and recommends changes to the Title II Coordinator. Funds to support professional development are coordinated through collaboration between the Title II Coordinator and the Title I Director to ensure that High Quality professional development is provided throughout the district.
 - In accordance with NCLB, paraprofessionals must also be “Highly Qualified.” To this end, a number of professional development opportunities have been made available to assist to increase content area knowledge. To date, 97% of the paraprofessionals in Hancock County meet the definition of “Highly

Qualified” as defined by NCLB. Those paraprofessionals that do not meet the “Highly Qualified” status are currently enrolled in degree programs to meet this criterion.

Describe how the LEA will coordinate and integrate services provided under Title-I with other educational services at the LEA or individual school level such as: Even Start, Head Start, Reading First, Early Reading First, and other preschool programs. Services for students with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

- Students that are identified by school counselors, teachers, and the court system as LEP, disabled, migratory, homeless, or immigrant children, neglected or delinquent youth; and youth at risk of dropping out of school will receive instruction through the Title-I Program, Head Start, SIA, and other appropriate instructional programs, including Summer School/After-School and Alternative Program. More than fifty school students in Hancock County fall under the category of neglected children. The system’s social workers, in collaboration with local health, welfare, and other human resource agencies, provide medical care, clothing, and other resources needed to help the children in this category. Homeless students are served through regular school academic programs, the EIP program, and Summer/After-School. Additional needs are met through Title-I Set-Asides. A Homeless Education Grant also provides equitable participation of all the students, regardless of their service needs.
- A smooth transition for all segments within the instructional program is currently in place. Activities for smooth transition from Head Start to Pre-K, from Pre-K to Kindergarten, from Kindergarten to 1st grade, from 5th grade to Middle School, and from the middle school to the high school will be held to ensure a smooth transition.
- The classroom teachers will:
 1. Talk to children about going to a new classroom.
 2. Explain the differences in instruction.
 3. Explain the increase in the level of expectations.
 4. Inform parents of student expectations.
 5. Arrange visits to the receiving classrooms and schools.
 6. Head Start and Pre-K children will read and discuss Annabelle Swift’s book, Kindergarten.
- The parents will:
 1. Receive a letter from the teacher explaining what can be expected in the next segment/grade.
 2. Receive a welcome letter from the receiving teacher.

The greatest retention rate of students comes in the ninth grade. Students who are retained at this level are students who have not made an adequate transition from the middle school segment into High school. These students’ names will be given to the counselor, parent

involvement coordinator, and transitionist specialist for further evaluation. The Hancock County School System has employed a K-12 Transition Specialist to assist in achieving this goal.

Collaboration of Title-I, Remedial Education, ISS, and Alternative Education programs will be assessed and evaluated to determine their effectiveness and to develop new strategies for working with at risk youth. Collaboration with other federal and state programs will be aggressive and ongoing. The use of consultant services in training and program design will assist in addressing the needs of a diverse population.

Assure that the LEA will participate if selected in the State National Assessment of Educational Progress in the 4th and 8th grade reading and mathematics under section 411 (b) (2) of the National Education Statistics Act of 1964.

- Hancock County schools have participated in the NAEP test and will continue its participation when selected.

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

- The poverty criteria used to identify school attendance participants in the Title-I program shall be Free and Reduced lunch data.

Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in target assistance schools under section 1115, will identify the eligible children most in need of services under Title-I. Although Hancock County Schools does not currently have any target assistance schools,

- Preschool - Grade Two - Students in these grades will be selected by teacher referral, the principal's observations, and interviews with parents, EIP checklists, and other appropriate developmental delay measurements.
- Grade Three- Grade Eight – Students in these grades will be identified through teacher referrals, EIP checklist, standardized tests, teacher-made tests, parent conferences, pupil performance in classroom, and retention history.

Describe the nature of the programs to be conducted by such agency's schools under section 114 and 115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school program.

- Students who have been placed in institutions for neglected or delinquent are under self-contained models. To date, there are no neglected or delinquent intuitions located within our county.
- Homeless students are identified upon registration by the counselors, and DFAC. They are served through regular school Academic Programs, EIP Programs and Summer/After-School Programs.

Describe how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive services on the same basis as other children who are selected to receive services under the part.

- We took into account the needs of migratory children. Hancock County School does not have any migratory children. New students enrolling in the school would be given placement tests to determine their reading level. The Developmental Reading Assessment (DRA) would be used to identify strengths and weaknesses in comprehension, accuracy of oral reading and reading behaviors.
- An Observational Survey (Clay) would be given to students to assess their knowledge and understanding of letter/sound relationships, basic sight words, sentence dictation, and story development. Running Records (Clay) will be used to provide teachers with pertinent information about the errors (GWL) are an assessment that determines the approximate reading level (Pre-primer, Primer, First Grade, and est.). The Concepts about Print (CPA) checklist will be used to gain further information for grouping and remediation purposes.
- Informal assessments as well as sample CRCT materials, and the Achiever software program in math would help determine proficiency in computing, problem solving, estimating, data analysis, geometry, and measurement concepts, algebraic relations and patterns. Migratory children will be selected on the same basis as all other students. Migratory students would also be given the opportunity to participate in extended time learning via after school and summer programs.

Describe if appropriate how the LEA will use funds under this part to support preschool programs.

- Preschool programs are sufficiently supported and shall receive no Title-I funds. These programs are state-funded.

Describe what actions the LEA will take to assist its low-achieving schools identified under section 116 as in need of improvement.

- Hancock County Schools will provide district level support to its low-achieving schools identified as in needs of improvement by:
 - Providing schools with an overview of the School Improvement planning process and requirements as mandated by NCLB.
 - Providing a format and timeline for School Improvement Planning.
 - Assisting schools in analyzing their data, qualitative and quantitative, selecting researched based strategies, allocating resources, and planning professional learning.
 - Making provisions for technical assistance with implementation using system, state, RESA, private or higher education resources.
 - Accepting and approving, through a peer review process, each schools' Improvement or Corrective Action Plan (if required).

Describe what actions the LEA will take to implement Public School Choice and Supplemental Services in consistent with the requirements of section 116.

At the present time, two Hancock County Schools have met the state requirements for making system wide AYP for the 2010-2011 school term. We are waiting for the second reporting of the elementary school. Thus, as it presently stands, the LEA is not required to offer Public School Choice or Supplemental Educational Services for those schools that have met the state requirements. In the event that a school is placed in Needs Improvement in the coming years, Public School Choice and Supplemental Services will be offered to students enrolled in school designated as in need of improvement. Procedures are in place to ensure that parents are notified via all available means via newspaper, letters, flyers, and the Internet of their options to select a public school within the district to transfer status or to receive Supplemental Educational Services. Every effort will be made to explore outer district transfers if possible for parents wishing to transfer their student to a school outside of the district if choice is not available within the district. Parents who wish to receive supplemental services are asked to complete an SES application and return it to the Title-I office. Parents who are eligible (that meet the income and academic requirement) are notified and given the opportunity to select a provider from the State approved SES provider list. The information for all eligible providers is provided to parents. In the event that more parents apply for Public School Choice or Supplemental Services than funds can support; requests will be ranked and selections will be made based on greatest academic and economic need.

Describe how the LEA will meet the requirements of section 1119.

- To ensure that all staff in core academic areas are “Highly Qualified” as defined by qualifications NCLB, many opportunities are provided for professional staff to improve their via tuition assistance programs to colleges for 2 year and 4 year degree programs and partial tuition assistance for those recommended by their principals and high quality professional development.

School Year	% Highly Qualified	% Receiving Quality Professional Development
2004 – 2005	91%	100%
2005 – 2006	94% (target)	100%
2006– 2007	97% (target)	100%
2007 – 2008	98% (target)	100%
2008-2009	99% (target)	100%
2009-2010	100%	100%

- In accordance with NCLB, paraprofessionals must also be “Highly Qualified”. To this end, a number of professional development opportunities have been made available such as tuition assistance to obtain Associate or college degrees and workshops to increase content area knowledge. To date, 97% of the paraprofessionals in Hancock County meet the definition of “Highly Qualified” as defined by NCLB. Those paraprofessionals that do not meet the “Highly Qualified” status are currently enrolled in degree programs to meet these criteria.

Describe the services the LEA will provide homeless children, including services provided with funds reserved under section 1113 (e) (3) (A).

- Services will be coordinated with Title-I and the children and youth in the Transition Council to provide for the needs of each homeless student and parent.
- The children and youth liaison will notify the Title I Director when children and youth in transition enter school. The Title I Director will follow up on student needs. Assessments for Title-I services will be administered in a timely manner. Students will be provided services through regular academic programs before school, during school, after-school, and during any other programs offered.
- Parent involvement funds will be coordinated to maximize services to benefit parents in the education of their children.
- Homeless children and youth are usually eligible for Title I services. The trauma and instability of homelessness puts students at sufficient risk of regression to warrant Title I services.
- The children and youth council will work with the Title-I Parent Coordinator to provide all parent services and needs.

Describe the strategy the LEA will use to implement effective parent involvement under section 1118.

- Parent Involvement will be planned and scheduled by each school parent liaison.
- Parents will be invited to participate in all school activities.

Describe, where appropriate, how the LEA will use funds under this part to support after school (before school and summer school) and school-year extension programs.

- Title-I funds will be used to support summer school programs for those students identified as failing to meet local and/or state academic standards.

Title I LEA Parent Plan/Policy

Revised August 5, 2010

Development and Distribution of Policy Under Section 1112

HCS D Title I District Plan/Policy: Data from HCS D Title I Parent Involvement Committee and the results of the fall 2007-2008 HCS D Title I Parent Survey provided the information that was used in the development of this policy. The policy is kept on file in the central office of each school and is available to any interested persons. A copy of the revised plan is also housed at the Hancock County Schools Title I Office.

Parent Involvement in the Development of the LEA Plan Under Section 1112 and Section 1116

Parents were involved in the joint development and revision of the LEA Plan and in the process of School review and improvement through the use of parent surveys, membership on committees, school wide planning teams, school council, and membership on school improvement teams.

Provide Coordination and Technical Assistance

Title I identified schools will be provided the coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement. Title I Director or Support Specialists provide support to school personnel and parents in methods for increasing parental involvement and student achievement. The Title I Department works in collaboration with other parenting programs that exists in the school district to provide information and resources to assist parents in an effort to help their children improve academically and socially in school.

Build Strong Capacity for Parent Involvement

Build strong capacity for Parent Involvement Title I eligible schools have planned programs designed to improve high quality parent involvement. Each school has parent involvement committees, parent involvement liaisons, or school counselors to plan activities to work toward increasing parental involvement. Parent involvement strategies are included in school Title I plans and school improvement plans.

Coordination with other programs

HEADSTART: Title I school level Parenting Personnel will meet with parenting personnel from Head Start to collaborate while planning workshops when feasible. During the meeting, they will share information that will facilitate a smooth transition from Head Start to elementary school.

Pre-Kindergarten: In schools where there are state funded Pre-K Programs, parenting workshops are combined with Title I parent efforts. Many of the same parents will be in both programs, so joint scheduling will serve both groups.

Parents as Teachers Program

Title I eligible schools will work with community services, school based programs and other programs in schools when feasible to improve student achievement, promote parental involvement, promote family literacy and provide a smooth transition to the school.

Annual Evaluation

Annually schools will survey parents to ascertain the effectiveness and appropriateness of the parent policy. Areas to be evaluated include identifying barriers to participation of low income families, families with no transportation, disabled, limited literacy, LEP, or other racial or ethnic considerations. The findings of this evaluation will be used to design strategies for school improvement to redesign LEA

policies. Schools did a parental involvement needs assessment for evaluation purposes to identify areas of strength and weaknesses.

The goal of HCSD Title I parenting is to increase student achievement through parental involvement. Title I schools plan various school activities to include parents in school activities. The activities are documented in two ways. Each Title I eligible school submits a Record of Parent Contacts Form annually. This goal is 90% of parents will be contacted by the school five or more times during the school year. Schools submit an annual Parenting Activities Form that consists of documentation of parenting activities for the school year. These records are kept at the school and in the district Title I Office.

Involve Parents in School Activities

Title I eligible schools involve parents in school activities in a variety of ways. Some examples include parent workshops providing materials to help with academic areas, distribution of newsletters, and websites which include tips for working with children at home. The Title I District Parent Involvement Committee will meet monthly to disseminate helpful information to parent representatives who will disseminate it to parents in their schools and/or school personnel in their schools. Parents serve on school improvement plan teams, PTA committees, and other school organizations.

Allocation

The LEA will allocate funds based on guidelines detailed in the No Child Left Behind (NCLB) Act of 2001. The No Child Left Behind Act specifies that “the LEA shall reserve not less than 1 percent” of its allocation for parent involvement activities.

Parental Input

Parent input is welcomed concerning parenting activities and school improvement. The LEA allocates funds based on established needs identified in needs assessments.

Distribution of Funds

The LEA will distribute funds based on regulations identified in the law. Schools submit a budget to the Title I office based on identified needs stated in the school’s Title I Plan. Funds are distributed based on the budgeted items submitted that fall within predetermined allocated amounts.

HCSD Title I School Parental Involvement Policy/Plan

Each Title I eligible school has a plan for parent involvement. The parent involvement plan is developed by each school with input from parents serving on school planning committees. Strategies for parent involvement are included as part of the school’s Title I Plan. The policy is updated annually or as needed due to the changing needs of the school. Schools receive technical assistance from Title I Support Specialist to update the parental involvement policy.

Special Rule

The school parental involvement policy may be reviewed and updated based on the changing needs of the school. The policy is available for parents’ review upon request and is updated and reviewed as needed.

Amendment

The LEA parental involvement policy may be reviewed and amended based on the changing needs of Title I eligible schools and the needs of parents.

Parental Comments

If the parent involvement plan is not satisfactory to parents of participating children, the LEA shall submit any parent comments with the LEA plan. Parental comments are kept on file (if applicable) in the Title I Office.

Annual Meeting

In the fall of each year, the school district will hold an Open House at a convenient time for parents, to which all parents of participating children will be invited and encouraged to attend. Parents will be informed of the nature of the Title I Program, its requirements, why their children are participating, and the parents' rights to be involved in decisions made about their children's education.

Flexible Meetings

Flexible numbers and times of parent meetings will be planned for parents' involvement purposes. If available, funds may be provided for transportation, child care, and/or home visits to involve parents in the education of their children.

Involving Parents in Planning and Review

At the Spring Title I Parenting Coordinators Meeting the requirements for updating the School Parental Involvement Policy will be discussed. Schools receive technical assistance from Title I Director or Support Specialists to develop the policy. Parents serve on planning teams to help in the development of the policy. Parent input is obtained through surveys and input during meetings. The policy is available for parent review upon request and is updated and reviewed as needed.

Timely Information to Parents

Parents will be provided timely information about school programs, a description and explanation of the curriculum, and the forms of academic assessment used to measure student progress and proficiency levels. If requested, opportunities will be provided for parents to meet with school personnel to formulate suggestions, participate in discussions and decisions regarding the education of the children, and parent concerns.

Description and Explanation of the Curriculum

A description and explanation of the curriculum is explained to parents at the annual Open House meeting, during parent meetings, and during parent-teacher conferences throughout the school year. This information is also provided in parent handbooks and in parent guides.

Strategies for School Improvement

When a school is identified for School Improvement, a team of teachers, administrators, consultants, and parents will be assembled to research the current program and seek ways to improve it. Parents will be included in the process of looking for strategies to better serve their children and raise the level of academic achievement.

Opportunities for Regular Parent Meetings

Inclusion of parents in all educational areas that affect their children is a goal of Title I. Interested parents will be assisted in obtaining literacy skills and parenting skills in order to help their children. Parents are surveyed to determine the most appropriate times and days for parent meeting. Meetings are scheduled morning and evenings to accommodate varied parent work schedules.

Schoolwide Plan Not Satisfactory to Parents

If the parental involvement plan is not satisfactory to parents of the participating children, the school may submit the parent comments on the plan to the LEA.

Shared Responsibilities for High Student Achievement

School plans will address the school's commitment to provide high quality curriculum and instruction in a supportive and effective environment so that children can meet the state's student academic achievement standards. Each school has a school-parent compact on file in the Title I Office. The school-parent compact provides opportunities for positive and meaningful communication between parents and school

personnel. The compact is learning oriented and consists of a plan of action that details responsibilities by the school, the student, and the parent for the purpose of achieving high student achievement.

Communications between Home and School and Frequent Reports to Parents about Progress

Parents will be informed of the schools' activities through a variety of ways. These ways may include newsletters, letters, agenda books, telephone contact, mailings, and conferences. Frequent reports will be made to parents through progress reports, report cards, computer generated reports, etc. to inform parents of student progress. Parents will be given reasonable access to school staff by use of conferences, school visits, opportunities to volunteer, and opportunities to observe and participate in classroom activities.

Ways Parents Can Monitor Their Children's Progress and Work with Educators to Improve the Performance of Their Children

Parents will be encouraged to attend meetings, workshops and conferences to learn how they can help their children improve their academic performance. Many of these activities are provided locally as in kind services to the community. Parents are encouraged to visit their child's school, volunteer at the school, and participate in school activities. Parents can monitor and support their child's learning by keeping abreast of homework/classwork requirements, and working with schools to schedule conferences to help children improve academically in school.

Ways Parents Can Participate in Decisions Relating to the Education of Their Children

Parents can participate in decisions relating to the education of their children by serving on school planning teams, attending PTA, attending parent meetings, and participation in parent-teacher conferences. Other opportunities exist for parent participation in decision making on newly formed school councils and by responding to surveys.

School's Responsibility to High Quality Curriculum

Schools will include in the school improvement plan strategies to teach a high quality curriculum. The curriculum will include strategies that are scientifically research based with proven programs for success for students of similar populations.

Building Capacity Involvement

Assistance is provided to parents on ways to monitor and support student progress at home. Material is available to parents for parent checkout in school parenting areas and in the Title I Office to assist with strategies to work with children at home. Information includes information books, family literacy sets, instructional packets, internet resources, computer equipment, and leveled books. Training sessions are provided on a monthly basis to assist parents with ways to help their children do better in school. Parents are provided with names of resource persons and programs in the community to utilize to help give their children additional academic support. Resource persons and programs include Adult Education Programs to assist parents in GED preparation, family literacy programs, and programs that focus on the use of technology for learning. Parent involvement workshops are provided through staff development for teachers and other school personnel.

Opportunities will be provided to parents at parent meetings to learn about the following:

National Education Goals (NCLB Act of 2001)

Parents were notified about the components of the NCLB Act of 2001 in the local media, through letters, conferences, and parent meetings. Options were explained, sent home by letter, and communicated through the local news media to parents about new guidelines for schools in need of improvement.

State's Content Standards and Student Performance Standards

Georgia Performance Standards will be used in the LEA until such time as new standards are adopted. Parents will be made aware of these objectives and at what level their child is expected to perform to meet the state standards. Parents will be informed of their child's school's ranking in the district and the district's ranking in the state. Scores will be printed in the local newspaper and opportunities will be provided for parents to discuss test data with school personnel. Parents may also access information about standards and student performance via of the internet at the GDOE and USDOE websites.

School Improvement Process and Corrective Action Process

If a school does not show achievement gains for two consecutive years it will be placed in school improvement. When a school is placed in school improvement, an extensive process of review and evaluation of the instructional program is made by the teachers, administrators and parents. Parents' input will be sought to help discover why the program as designed at that school is not being successful. With the help of research, a revised instructional program will be designed to better meet the needs of the particular school's population.

Components of a School Wide Program

When a school is eligible for school-wide status, a team of teachers, administrators and parents will be formed to evaluate the current instructional program and to decide if the school will apply for school-wide status. Appropriate components of the plan will be developed with parent participation. A planned program for parenting will be carried out at each School-wide Program School. All schools in the Hancock County School District have met the requirements for being considered school wide programs.

State and Local Assessments

On a timely basis, parents will be provided information concerning the results of the annual review including school performance profiles, individual student assessment results and interpretation of those results, a description and explanation of the school curriculum and the assessment used to measure student progress and the proficiency levels the students are expected to meet.

Value and Utility of Contribution of Parents

Professional development will be provided to school personnel through conferences, workshops, publications, etc. to educate teachers, pupil services personnel, principals and other staff, in the value and utility of contributions of parents as partners in education. Each school will have a parent involvement policy that will coordinate all education. Each school will have a parent involvement policy that will coordinate all parenting programs. The school will reach out and develop ways for parents to help at and away from school so that all may feel involved. The parent policy, will extend where practicable, be explained and/or sent home to parents in language that parents can understand. The LEA may pay reasonable and necessary expenses to support parent involvement. Such expenses when feasible may consist of transportation, childcare, etc. to ensure parent attendance at school-related meeting.

Interested parents will be referred to community and adult literacy programs such as Adult Education, and Sandersville Technical College. Assistance will be provided to parents to support them as they obtain literacy skills. Assistance will be provided to parents to support them as they obtain literacy skills. Some school computer labs are available after school hours for parents to learn or enhance basic skills in order to better help their children at home. Literacy material and GED preparation material is available for parent checkout in the district Title I Office and in some schools. Parents may be used to assist in training of other parents in parent involvement efforts.

Meetings and Conferences

School parenting personnel work in coordination with other parenting programs in the school. Parenting meetings are scheduled at flexible and convenient times to accommodate schedules of working parents.

Surveys are distributed to identify meeting times, locations, and days that are most convenient for parent participation. A principal or administrative representative's presence will be requested for all meetings.

Model Approaches

The LEA and schools may adopt and implement model approaches to improve parent involvement efforts. There is an abundance of research proven strategies and programs that are available for implementation. Parents on Board, Active Parenting, I Care, Parents Are Teachers Too, the National Family Literacy Center, and Parent University are a few programs that the Hancock County Schools model. Additional resources are provided through internet resources from the Georgia Department of Education and the U. S. Department of Education.

District Wide Parent Advisory Council

At the present time there is an active district advisory council. Schools involve parents on planning teams, PTA, and on school councils to provide input to school programs. This is a parent group that meets monthly to create ways to help children perform better in school.

Roles for Community-Based Organizations

Title I will work with the Partners in Education Program (school-business partners) to provide information about opportunities for organizations and businesses to work together with parents and schools. Each school will develop appropriate roles for community-based organizations, businesses in school, and parent involvement activities.

Schools work with local community groups and businesses through the Partners in Education Program. These groups are an excellent resource to schools, providing instructional support to events such as career day, family reading night, It Takes a Village Program, reading to classes, mentoring, and other roles as identified by schools.

Reasonable Support

The LEA shall provide reasonable support for parent involvement activities. The parental involvement goal for HCSD Title I is to increase achievement through parental involvement. Reasonable efforts will be made to support this goal.

Provision for LEP and Disabled Parents

To the extent possible, information related to schools, meetings, and other activities will be sent to the homes of participating children in the language used in such homes. In carrying out the parent involvement requirements, schools, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is easily understood by parents. ESOL and special education services will be used as resources as needed to carry out this process.

Accessibility

To the extent possible, information related to school, meetings, and other activities will be sent to the homes of participating children in the language used in such homes. In carrying out the parent involvement requirements, schools, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is easily understood by parents.

Parent Resource Center/Rooms

A District Parent Resource Center for all schools will be expanded to provide opportunities and/or information for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children. Parenting

areas are available at several school sites and additional resources are available on the district level (Title I Office) for parents to obtain materials to help their children perform better in school.

Review

The state shall review the LEA policies and practices to determine if they meet specified requirements. An annual audit is held to meet this requirement.

M.E. Lewis, Sr. Elementary School Parent Plan/Policy

Revised August 5, 2010

M.E. Lewis, Sr. Elementary School is committed to providing a quality education for all students. This can be accomplished through increased family involvement. Therefore, the following policy for parental and family involvement for M.E. Lewis, Sr. Elementary School has been adopted in accordance with Section 1118 of the NCLB Act.

M.E. Lewis, Sr. Elementary School acknowledges that value and utility of the contributions of parents, of reaching out to and communicating with parents, of working with parents as equal partners, and implementing and coordinating parent programs. Building ties between home and school are valued components of a quality educational program at M.E. Lewis, Sr. Elementary School. Regular attention is given to the school system's vision statement, mission statement, and guiding principles, all of which emphasize the contributions of parents and other community members to student achievement. A document continuing these statements is distributed to all stakeholders, including employees, students, and parents. It is posted in a prominent place in the building. Additionally, all school goals and school improvement plans are aligned with these statements.

Involvement in joint development, review, and revision of the Title I Plan for M.E. Lewis, Sr. Elementary School is reviewed each year by the School Advisory Council which includes a representative sample of parents, teachers and community members and administrators. The School Advisory Council meets quarterly. Suggestions from all reviewers are considered for inclusion in the final plan. This includes development of program components and suggestions to increase parental involvement. The parental involvement policy is made available to parents each year to the extent feasible, in a manner and language which they can understand.

Coordination of Resources and Technical Assistance the system Title I Coordinator, curriculum coordinators, other program directors, and external consultants provide technical assistance to M.E. Lewis, Sr. Elementary School as parent involvement programs are developed, implemented, and revised.

The Title I Coordinator, Parent Involvement Liaison, and Principal coordinate parent involvement activities for the school with the assistance of the School Advisory Council, Parent-Teacher Student Organization (PTSO), school improvement Parent Involvement Liaison and other personnel agencies involved in homeless or migratory children. The Parent Involvement Liaison also assists staff members by providing family literacy activities through workshops and consultations, and coordinating family literacy events in the community. Input from the local Department of Family and Children's Services (DFACS) and school counselors are gathered. Collaborative arrangements with Oconee Regional Educational Agency (RESA), Hancock County Family Connection, and the Department of Family and Children's Services are utilized.

Various activities to encourage family literacy are offered each year. The Parent Involvement Liaison provides information to parents who wish to complete their GED. Early intervention and early literacy activities are designed and delivered to encourage and empower parents to develop early learning skills in children. The Parent Resource Center is made available at the front of the school with pamphlets for the parents to take and read. School counselors facilitate communication and parent involvement through the regular Student Support Team meetings. Other parenting activities and parenting and workshops are offered through the school and the Pre-Kindergarten program personnel.

Training is also provided on a variety of needed topics as determined by parental input. Family Literacy nights are also held to help parents learn strategies to improve their children's reading performance and

academic achievement. These may be conducted by teachers for parents of their individual classes, or for larger groups of parents in the school. As individual families whose primary language is not English need assistance in understanding information and communications, that assistance is provided through interpreters and written materials translated into their native language. Access and assistance are also available to identified parents with disabilities as needed, through the utilization of school and system specialists.

Technology linking both home and school gives parents access to school resources and provides another avenue for home school communication.

Appropriate roles have been and will continue to be developed for community organizations and businesses in partnership with the school system. For example, businesses, are asked to provide families with incentives to help improve reading and math. Volunteers are solicited from community organizations to act as mentors and tutors for children expecting difficulty in reading and math progress.

Parental Involvement

Parents are kept current with activities and the focus of classroom instruction through weekly newsletters sent home by each classroom teacher. Parents are invited to volunteer in their child's classroom, and participate in school meetings and events through this medium as well as through flyers sent home. Parents are encouraged to volunteer in numerous roles in the school, including tutoring, assisting with reading or literacy and math centers in the classroom, working in the media center, chaperoning field trips and special events, and helping the Parent-Teacher Student Organization support the school. Fathers are asked to be involved by participating in the Real Men/Real Fathers celebration, where they are asked to come to the school with their children for a day.

Parents are presented with reports on their children's expected and actual progress at the end of each nine weeks grading period. Parents are invited and encouraged to attend parent-teacher conferences. Parents choose times that are most convenient. At least 90% participation is expected. Parent-teacher conference logs are submitted to the principal. Teachers are available to parents during resource periods and after school for phone calls, conferences, or school visits to observe or participate in classroom activities.

Parent input in the School Improvement Planning process is a comprehensive school-wide process that has been implemented for developing school improvement plans. Participants in the process include school personnel, community leaders, parents business and professional leaders, and other stakeholders. School improvement plans are also developed with the input of the School Council and reviewed and revised annually. At M.E. Lewis, Sr. Elementary School, progress toward school improvement goals is measured and reported to all school staff. School Improvement Plans are available for public reviewing upon request.

Timely Information to Parents

Parents are provided timely information about school programs, a description and explanation of the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet. Results of annual school review including performance profiles are made available to parents. Parents are provided with written materials on a regular basis to assist them in understanding and assisting their child with classroom assignments. Parent's non satisfactory comments will be submitted with the LEA plan if possible.

Annual Meeting

In the fall of each school year M.E. Lewis, Sr. Elementary School holds an Open House, encouraging all parents to attend. Parents who are unable to attend are offered a brochure explaining the meeting and expectations for their children. Parents may also request a conference with a school administrator or

teacher. Parents are informed of the nature of the Title I Program, its requirements, why the school is participating , and the parents' right to be involved in decisions about their children's education. The Parent Involvement Policy is available for review and is update as needed.

Hancock Central Middle School Parent Plan/Policy

Revised August 5, 2010

The Hancock Central Middle School community recognizes the importance of parent involvement to reach and achieve individual student goals for successful completion of middle school requirements. Educational research clearly shows that parents who are actively involved in their child's learning at home help their children to become more successful learners in and out of school. In our efforts to improve student achievement, Hancock Central Middle School has established objectives and will implement strategies to increase parent and community involvement within our school (NCLB Act of 2001 Section 118-1-16).

Hancock Central Middle School has an open door policy that encourages parents to visit the school. Our parent involvement meetings are designed to provide parents and resources and materials they need to become more effective and actively involved in their child's education. We will continue to provide information to our parents and community through various forms of communication, such as the parent-student handbook, newsletters, flyers, PTSO, parent nights out, phone calls, and parent-teacher conferences (NCLB Act of 2001 Section 118-1-16).

Meetings will be conducted yearly to allow parents the opportunity to be included in the planning process for the school programs and the revision of the school/parent contract. In addition, an initial meeting will inform parents of the school's Title I Plan, its requirements and their right to be involved in the program. Additional meetings will also be conducted to inform parents of their child's progress and plan for intervention when needed. Hancock Central Middle School will assist parents in the understanding of the state's academic content standards. Information on state and local assessments is used to measure student progress. Furthermore, the proficiency levels the students are expected to meet are shared with parents. Title I funds will be provided for transportation, childcare, and home visits as needed (NCLB Act of 2001 Section 118-1-2).

The school community will provide a Parent Resource Room within the Hancock Central Middle/High School to facilitate parent and community involvement in the school program. The Parent Center will also provide parents with information, materials, resources and training in order to help their children with their academic success. Literacy and technology training will be provided, as appropriate, to foster parental involvement and increased student achievement. Through regular meetings the center will provide the opportunity to volunteer and participate in the decision-making by offering suggestions and receiving timely feedback to their suggestions (NCLB Act of 2001 Section 1118-10-12 and 13).

Workshops will be conducted to train parents in ways they can contribute to their children's progress. Ideas will be shared for monitoring attendance and television viewing, completing homework, and opportunities provided for volunteering at Hancock Central Middle School. Efforts will be made to provide a supportive and effective learning environment. Parents and students with disabilities will also be accommodated with collaboration of the Exceptional Education Department at the school and county levels. An annual survey will be sent to parents of Title I students, the data will be collected, and submitted including all unsatisfactory comments regarding the school plan to the LEA (NCLB Act of 2001 Section 1118-8-10, 13 and 15).

Hancock Central Middle School will implement and coordinate parent programs to establish a positive relationship between home and school. In addition, formal contracts between parents, school, and students will be employed to specify everyone's contributing role in reaching the individual student's goals. The child's academic progress will be available for parents every four weeks, and a formal progress report will be sent home every nine weeks. Parents will also be encouraged to participate in their child's classes,

observe classroom activities, and be given the opportunity to suggest other activities that would provide additional parental support (NCLB Act of 2001 Section 1118-16-7).

Hancock Central High School Parent Plan/Policy

Revised August 5, 2010

The Hancock Central High School (HCHS) community recognizes the importance of parent involvement to reach and achieve individual student goals for successful completion of high school requirements. Educational research clearly shows that parents who are actively involved in their child's learning at home help their children to become more successful learners in and out of school. In our efforts to improve student achievement, Hancock Central High School has established objectives and will implement strategies to increase parent and community involvement within our school.

Hancock Central High School has an open door policy that encourages parents to visit the school. Our parent involvement meetings are designed to provide parents and resources and materials they need to become more effective and actively involved in their child's education. We will continue to provide information to our parents and community through various forms of communication, such as the "It Takes a Village to Raise a Child" program, the parent-student handbook, newsletters, flyers, senior convocation, local assembly programs, PTSO, parent night out programs, grandparents' programs, phone calls, and parent-teacher conferences (NCLB Act of 2001 Section 118-1-16).

Hancock Central High School implements and coordinates a parent program to establish a positive relationship between home and school. Parents and students with disabilities will also be accommodated with collaboration of the Special Education Department at the school and county levels. At the end of the school year, an annual survey will be sent to all of the parents of Hancock Central High School Title I students. The data from the survey will be collected and submitted, including all unsatisfactory comments regarding the school plan to the LEA (NCLB Act of 2001 Section 1118-8-10, 13 and 15).

Hancock Central High School will implement and coordinate parent programs to establish a positive relationship between home and school. Some examples of these programs include the Senior Convocation, Senior Night Out, Junior Night Out, Sophomore Night Out, Freshman Night Out, Financial Parent Workshop, and Title I Annual Systemwide Parent Meeting. In addition, formal contracts between parents, school, and students will be employed to specify everyone's contributing role in reaching the individual student's goals. The child's academic progress will be available for parents every three weeks, and a formal progress report will be sent home every nine weeks. Parents will also be encouraged to participate in their child's classes, observe classroom activities, and be given the opportunity to suggest other activities that would provide additional parental support (NCLB Act of 2001 Section 1118-16-7). Parent feedback is obtained in annual surveys and periodic responses during PTSO meetings.

