

# CARROLLTON ELEMENTARY SCHOOL

Welcome to the 2020-2021 school year at Carrollton Elementary School! We are excited about the upcoming year and look forward to providing the Gold Standard at CES. We believe all students should take pride in being a Trojan, while developing a life-long love of learning at Carrollton Elementary School. We understand that every child is unique, and we maintain high expectations for all students.

This handbook is a resource to provide information about Carrollton Elementary School and support you in partnering with us to help your child be both happy and successful at school and beyond. Included are details regarding policies and procedures for daily routines within the school. At CES, we value the school and parent partnership, and communication is vital. We encourage each of you to be actively involved at CES, and we welcome your time, talents, and support.

Thank you for taking time to read the information within this handbook and discuss specific components with your child. We are honored to serve you and your family at Carrollton Elementary School, and we are committed to making this year positive and memorable.

Sincerely,

Kylie Carroll  
Principal

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## CARROLLTON CITY SCHOOL ORGANIZATION

The Carrollton Schools form an independent city system, which is owned by the citizens of Carrollton. The Carrollton City School System operates under many regulations of federal, state, and local agencies. Locally Carrollton City Schools are under the general direction of the Board of Education composed of six elected members. The Board of Education selects a superintendent who serves as the administrative head of our system. The Board holds meetings in the Board of Education office on the second Tuesday of each month at 6:00 PM. The meetings are open to the public.

Our Superintendent of Schools is Dr. Mark Albertus. School Board members are: Dr. David Godwin, Dr. Jason Mount, Ms. Melanie McLendon, Mr. Gil O’Neal, Mr. Greg Schulenburg and Ms. Katie Williams.

### Contact Information:

Dr. Mark Albertus	Superintendent	(770) 832-9633
Mrs. Kylie Carroll	Principal	(770) 832-2120
Mr. Ryan McKinnon	ELC Assistant Principal	(770) 832-2120
Mrs. Danielle Carter	1 <sup>st</sup> Grade Assistant Principal	(770) 832-2120
Mrs. Caroline Norton	2 <sup>nd</sup> Grade Assistant Principal	(770) 832-2120
Mrs. Kimberly Cooper	3 <sup>rd</sup> Grade Assistant Principal	(770) 832-2120
Mr. Leonard Cochran	Assistant Principal	(770) 832-2120

## PARENT INVOLVEMENT

You can influence the success of your child in school in countless ways. As a parent, you can help support your child’s learning by:

Monitoring attendance.

Making sure that homework is completed.

Volunteering in your child’s classroom or serving on parent advisory group.

Staying informed about your child's education and communicating with the school by promptly reading all notices from the school or the school district and responding, as appropriate.

## CLASSROOM OBSERVATIONS

Parents are welcome to visit classrooms at CES with prior scheduled approval from both teacher and grade level administrator. Administrators will accompany parents for observations to ensure confidentiality and preserve instructional time. Teachers are not available to conference with parents during instructional time; however, parents are welcome to schedule parent/teacher conferences to discuss specific concerns or progress updates.

## TITLE I RESOURCE AND HELPFUL LINKS

Parent Resource Center: The Parent Resource Center is located in the school's media center. In this center, you will find materials and resources available to parents for checkout on family topics and educational needs of your child. The center is available for parent use Monday through Friday from 8:00 AM. to 3:30 PM.

Georgia Department of Education's Parent Guide: The Georgia Department of Education's Parent Guide offers up-to-date information about education in Georgia as well as resources designed to serve parents throughout their child's education. <http://www.gadoe.org/parents.aspx>

Title I Complaint Procedures or to report fraud, waste and abuse: If you have a Title I or parent involvement complaints, compliments, suggestions or concerns, please contact Ginger Harper, Title I Director, at (770) 834-7077, or the Department of Education at [http://www.gadoe.org/title\\_complaint.aspx](http://www.gadoe.org/title_complaint.aspx)

CARROLLTON ELEMENTARY SCHOOL  
INSTRUCTIONAL CALENDAR  
2020 – 2021

September 8, 2020	First Day of School All Grades
October 12-14, 2020	Fall Break
November 3, 2020	End of 1st Quarter
November 6, 2020	Student Holiday –PDD for Staff
November 23-27, 2020	Thanksgiving Holiday
December 18, 2020	System-Wide Early Release
December 21, 2020	Holiday Break begins for All Grades
January 4, 2021	Students and Staff Return
January 18, 2021	MLK Holiday – Students and Staff
January 22, 2021	End of 2 <sup>nd</sup> Quarter
February 15- 17, 2021	Winter Break
March 24, 2021	End of 3 <sup>rd</sup> Quarter
April 5-9, 2021	Spring Break
May 28, 2021	Last Day of School- System-Wide Early Release

*System Wide Early Release at Winter Break and End of the Year CES will release at 11:15 am.*

You may access the Carrollton City School System Calendar using this direct link:

<https://www.carrolltoncityschools.net/about-us/system-calendar>

### COVID-19 Mask Policy

For the 2020-21 school year, students at Carrollton City Schools will be required to wear face coverings (i.e. masks, face shields, gaiters, etc. that cover the nose and mouth) in accordance with suggested COVID-19 health and safety practices. Masks may not contain images considered profane, disruptive or offensive when being worn on Carrollton City Schools campus.

### PARENT-TEACHER-VOLUNTEER ORGANIZATION

The PTVO is a voluntary organization whose membership is open to parents, grandparents, teachers, and school staff. Volunteers are encouraged and appreciated at our school. They work with children and our school in many ways including tutoring, reading, and assisting in the Media Center. PTVO meetings are held during the school year and activities include fundraising, room helpers, spirit wear, and supporting school events. Anyone interested in joining may send dues of \$10.00, in a sealed envelope to your child's teacher. To learn more or to become involved, contact one of the individuals on the PTVO Board.

Kristin Gill	President
Melina Douthit	Vice President
Emily Jiles	Treasurer
Tara Thorne	Secretary
Lindsey Faricloth	Social Media
Libby Carter	Fundraising
Yvonne Haley	Volunteer Coordinator/ Timesaver
Danielle Powell	Membership
Jessica Varney & Emily Meherg	Yearbook
Kirby Butler, Kristi Kuntz & Crystal Lovvorn	Jingle Bell Jog
Susana Velez	Spanish Family Liaison

### CITY RESIDENTS

CES serves all kindergarten through third grade students residing within the city limits of Carrollton. Documents showing proof of residency are required during your initial registration process. If you move during the school year, please be sure and provide the school with your new address. Proof of residency may be requested during the school year.

### SCHOOL HOURS OF OPERATION

School begins at 7:40 AM, and dismissal begins at 2:20 PM. Students who need to arrive early may enter the building at 7:00 AM. Students must stay in the gym or cafeteria area until 7:20 AM. No students are allowed into the classroom wings until the first bell rings at 7:20 AM. Students should be picked up when dismissed unless participating in a supervised after-school activity. Parents are asked to call the school if they will be late picking up their child. Should inclement weather cause a delay in start times for the school day dismissal times will not change.

### TROJAN AFTER CARE (TAC)

The CES After School Program is available to Carrollton Elementary School students in grades PreK–3, who have spent a portion of their day attending school. There is a charge for this service. Parents must complete an enrollment form/tuition agreement and receive the Parent Handbook before a student may begin. **Guest or Emergency Enrollment:** Students not enrolled may participate in the program only if contact is made with the school by a parent. Emergency contact information must be provided to TAC personnel. Please be aware the individual picking the child up from TAC must be on the student's checkout list. Tuition should be paid at the time the child(ren) are signed out of the program. Fees must be kept current for a student to continue to attend TAC. Students are provided a snack, may complete homework, or participate in various activities. Trojan After Care closes at 6:00 PM. For more information, please contact Whitney Crowder, TAC Director, at (770) 838-0261.

## NON-NEGOTIABLE EXPECTATIONS FOR CARROLLTON ELEMENTARY SCHOOL

Attendance—Regular attendance is vital to learning. Students are expected to be at school every day, except in the case of personal illness, death in the family, or religious holiday. A written note from the parent or guardian must be sent to excuse the absence.

Tardiness—Teachers begin class promptly at 7:50 AM. When students are late, important work and instruction are missed. Therefore, students should be at school no later than 7:40 AM. Students will be marked tardy after 7:40 AM.

Homework—Homework is assigned to reinforce skills and to build responsibility. Homework must be completed and returned to school on time. Reading is often a part of the assigned work, and parents/guardians should take an active role in seeing that their child reads in addition to completing other written tasks. Twenty to thirty minutes of reading time is suggested each night.

Respect—all students must conduct themselves in class, so as to not interfere with any classmate's right to learn. Misbehavior that prohibits another student's right to learn may cause the offender to be removed from the classroom. Administrators will decide on the appropriate consequences.

## SAFETY & SECURITY VISITORS

For the safety of all students, all school visitors, including parents, must first report to the front office or the office in the Early Learning Center and receive a visitor's badge when visiting the school. **Photo IDs are required for all who sign in.** At no time may any visitor go to a classroom to see a student or teachers without signing in at the office. Visitor parking is extremely limited. You may park in one of the spaces in the front of the school or in a space along the front drive. If visiting the ELC you may park in one of the parking spaces in either parking lot or along the spaces on the back drive. **The curb is for drop off and pick up only.**

## AUTOMATIC EXTERNAL DEFIBRILLATORS (AED)

Several of these machines are available for use in the event of an emergency. They are strategically distributed throughout the building.

## INCLEMENT WEATHER

Occasional severe weather conditions may make it necessary to close school. In the event that this decision is necessary, announcements will be made on Social Media, the District Website, and through our School Messenger. Local radio stations and major Atlanta television stations will report school closings.

## MEDICATION AT SCHOOL

Students who are ill should remain at home until they are well, for their benefit as well as their classmates. **Children should be fever free and no vomiting without using medicines for 24 hours before returning to school.** All medications should be given at home if possible. If a student must receive medication at school, please follow the guidelines listed below.

1. All medication must be brought to school by a parent or guardian. Prescriptions and over the counter medicines must be in the original container and properly labeled.
2. Medication forms are available in the clinic and must be completed before any medication can be given at school. Prescription medications require a doctor's order.
3. Except for specific emergency medication, all medication will be kept locked in the school clinic.
4. All medication will need to be picked up at the end of the school year. Parents will need to come in the school and claim the medication on file for their child.

## BEHAVIOR EXPECTATIONS

Carrollton Elementary School uses a school-wide Positive Behavior Support plan. It is based on a problem-solving model and aims to prevent inappropriate behavior through positively reinforcing appropriate behaviors. CES is Trojan GOLD. GOLD was designed to help create a climate of cooperation, academic excellence, respect, and safety at CES. Trojan GOLD is based on four school-wide expectations: Give respect, Own your behavior, Listen and learn, and Do your best. We believe these expectations will create a positive learning environment for all students.

Any student who disturbs the instructional process and/or learning of others will receive consequences in the classroom. If misbehavior continues a disciplinary referral to an administrator may be completed.

## TARDIES

It is very important to be at school and ready to begin at 7:40 AM. A student is tardy who is not in his or her seat when the bell sounds to begin class. If a student is tardy more than three times, parents will be contacted. **Any child arriving after 7:40 AM, must be escorted to the appropriate office area by a parent for the purpose of checking the child in for the school day.** Students with excessive tardies will be referred to the system's school social workers. Students that are non-residents may be withdrawn from the system for excessive tardies.

## CHECKING STUDENTS IN/OUT

Daily attendance for a full school day is important. Unless there is a necessary medical appointment, legal obligation, or the occasional family emergency, students should not be checked in or out during the instructional day. To be counted present, a student must check in before 11:30 AM. Any student checked out prior to 11:30 AM, will be counted absent. **If a student must be checked out early, a parent/guardian or any person checking out a student must be listed on that student's contact list and present photo identification.** Students should not be checked out after 1:45 PM, unless it is an emergency.

## INTERNET APPROPRIATE USE BY STUDENTS

Carrollton City Schools strongly promote the use of information technologies across grade levels and curricular areas. All classrooms are equipped with modern computers and other technology tools, and teachers are expected to utilize instructional technology resources where appropriate in the learning process. The ability to use technology for communication, research, creativity, and other endeavors has become a fundamental skill. Because technology has become such a pervasive part of our world and of the instructional climate of Carrollton City Schools, all students are given network accounts that include access to the Internet. Parents/guardians who do not want their student provided access to the Internet are required to complete a Denial of Internet Access form. Students whose parents/guardians submit the Denial of Internet Access form will be provided alternative instructional activities.

## SAFE ROUTES TO SCHOOL

The Carrollton Board of Education, in partnership with Tanner Health System and the Carrollton Greenbelt, supports Safe Routes to School, a national initiative encouraging safe walking and bicycling to and from schools, and in daily life, to improve the health and well-being of America's children. Contact the front office to learn more about Safe Routes to School and how your family can participate in the program.

## TRANSPORTATION

### BUS

Transportation on buses is provided to students for locations within the city limits. Each bus runs two separate routes at different times. CES and CMS students ride the same bus. CJHS and CHS are on a different route. Bus forms are available at the school and should be completed and signed by the parent/guardian. Students must ride on their assigned bus.

Students who ride the bus have certain responsibilities for the comfort and safety of other students as well as themselves. It is imperative that students conduct themselves in an orderly manner at the bus stop and on the bus. The bus driver has complete authority over any circumstance arising on the bus. Habitual misbehavior shall result in the loss of privilege to ride the bus. Students are asked to remain still as the bus approaches and until it comes to a complete stop. The parent is responsible for supervision at the bus stop and for transportation if the student misses the bus.

Students returned to school in the afternoon due to not having an adult at the stop to receive them will be sent to Trojan After Care **at the expense of the parent/guardian**. The adult receiving the child at the bus stop must be on the student's check out list. **Excessive returns will result in suspension from the bus.**

### PRIVATE VEHICLES

All who are eligible to ride the school bus are urged to do so. The traffic flow at the school complex will be much lighter if all resident students ride the bus. We ask that private vehicles not arrive prior to 7:00 AM, for drop-off and not before 2:10 PM, for pick-up. Students should not be left at school after 2:30 PM, unless they are engaged in an organized activity at school or enrolled in the ASP.

### PICK-UP & DROP-OFF

Designated areas: Grades PreK & K—Parking lot behind the school at PreK/K wing, Grades 1 and 2—Front of school, and Grade 3—Parking lot behind the 3<sup>rd</sup> grade wing. Nursery vans will pick up and drop in the front of the school.

### PICK UP PROCEDURES

There are two lanes for afternoon pick up. Parents/guardians will be given a card to display in the right front window of the vehicle picking up the student in the afternoon. If the card is not displayed, you will be asked to come inside with identification to be cleared for pick up. The first car in each lane will pull all the way up to the white line and others will pull in directly behind the cars in front. Do not stop in front of your child's class. There will be staff members to put your child in your car and staff to direct both lanes of traffic. Do not change lanes, but move as directed. Please remain in your car. Dismissal will begin at 2:20 PM.

### LATE PICK-UP

Parents should plan to be at their child's pick up area no later than 2:45 PM, each day. Students left beyond this time will be brought into the building, and parents will be required to enter the school and sign out the student. If students are not picked up by 2:45 PM, they will be sent to CES' Trojan After Care **at the expense of the parent/guardian**. Excessive late pickups will result in a referral to the school system's social worker.

### TRANSPORTATION CHANGES

Parents should establish the method of transportation for their child(ren) at the beginning of the school year. If a change in normal transportation is necessary, a **written** note should be sent to the teacher in advance. Changes can also be faxed to the office at (770) 214-2079 or emailed to the teacher. All alterations for a student's transportation arrangement must be submitted in writing. No transportation changes will be accepted after 1:45 PM, except in an emergency situation.



## CES INSTRUCTIONAL PROGRAMS

Carrollton Elementary School makes a positive impact on student achievement through effective teamwork. This includes a strong staff, great students, and a supportive community. Students in every grade level receive a quality education in the four academic areas of Language Arts, Mathematics, Science, and Social Studies. All instruction is implemented and guided by the Georgia Standards of Excellence. Best practices, such as prioritizing curriculum, differentiated instruction, integrating technology, and reading and writing across the curriculum are also pervasive. Teachers continually assess instruction and student performance through the use of benchmark assessments, Universal Screeners in Reading and Math, DIBELS, and Georgia Online Assessment. A variety of texts, manipulatives, and instructional materials/programs are utilized in day-to-day instruction.

## ACADEMIES OF CARROLLTON ELEMENTARY

Academies will include first grade, second grade, and third grade students. This program includes four unique Academies and provides an opportunity for every student to experience each Academy within their grade level.

- The STEM Academy will provide expanded opportunities to participate in STEM experiences such as project-based learning, problem-based learning, gardening, aeroponics, Farm to Table concepts, and much more.
- The Performing Arts Academy will offer drama, visual, and choral performance opportunities to students. In addition, teachers will incorporate music and movement along with Reader's Theater.
- The focus of the Dual Language Academy will be Spanish. Students will learn foundational Spanish. Teachers will develop opportunities for students to practice and apply the language, develop basic vocabulary, and increase cultural awareness.
- The Citizenship Academy will foster pride, ownership, and service. Students will grow as contributing members of our school, community, and world. Teachers will develop opportunities for students to actively engage through place-based learning, community compassion projects, and digital citizenship.

## EARLY LEARNING CENTER

To institute a strong foundation, our early learning program comprised of PreK and Kindergarten supports the needs of learners who are beginning their educational journey. CES' Early Learning Center focuses on a global approach to ensure that the 'whole child' can experience success by building upon their social, cognitive, adaptive, and motor development. This small and cohesive learning community provides a caring, nurturing, and welcoming atmosphere in a facility on CES' campus which boasts of a rich program of study facilitated by the use of age-appropriate multi-media technology. With an emphasis on inquiry-based learning, students will experience an integrated instructional program designed to provide them with the necessary skills to build a strong foundation for learning.

### SPECIAL EDUCATION PROGRAMS

Special Education programs are provided for students who qualify as individuals with disabilities. A committee of teachers, administrators, and parents collaborate to write Individual Education Plans for students served by the special education program.

### ENGLISH LANGUAGE LEARNERS (ELL)

Students who are limited in English proficiency are provided with daily instruction to support the development of English language skills. Staff members are available to provide translation services to parents of ELL students.

### GIFTED PROGRAM

The gifted program is provided for students in kindergarten through third grade who qualify for gifted education services. Students receive instruction based on a differentiated curriculum in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students through a cluster model and resource pull out model.

### EARLY INTERVENTION PROGRAM (EIP)

The Early Intervention Program is designed to serve students who are at risk of not reaching or maintaining academic grade level proficiency. All identified students will receive Early Intervention Program assistance until they reach grade level performance.

### STEM

All students in kindergarten through third grade participate in the STEM program providing students with opportunities to apply principles of science, technology, engineering, mathematics, interpersonal communication, and teamwork to the solutions of technological problems. The STEM initiative has provided interdisciplinary, hands-on, inquiry-based learning which is aligned to the Georgia Standard of Excellence.

### SCHOOL/HOME COMMUNICATIONS

CES seeks to communicate well with all stakeholders. Each grade level team will send home a weekly newsletter. Agendas will be used to establish a communication routine between home and school. They will be utilized on a daily basis in kindergarten through third grade. Teachers will sign agendas each day, share assessment or homework information, remind individuals of upcoming events/meetings, or report any additional information. Students in upper grades should write assignments, tests, projects, etc., in the agenda daily. Parents should view and sign the agenda each night. It is preferred that notes to the teacher be communicated by way of this tool as well. In order to promote communication, students and parents may access information and upcoming events from our website at [ces.carrolltoncityschools.net](http://ces.carrolltoncityschools.net). Please check the website regularly for updates.

## Carrollton Elementary School 2020-2021 Cafeteria Policies and Procedures

Our cafeteria is under the direction of the School Nutrition Director and the Cafeteria Manager. Weekly menus are posted in the cafeteria, in each classroom and on the Carrollton City School home page Internet address at [www.carrolltoncityschools.net](http://www.carrolltoncityschools.net) and the Meal viewer smart phone application. The daily menu, which includes a variety of hot entrée choices with additional salad/sandwich choices, is displayed in the cafeteria on menu boards. Only approved foods and milk products may be sold to students in the cafeteria that meet the USDA Smart Snack regulations. **Restaurant foods and class celebration foods are strictly prohibited in the school cafeteria. Also, carbonated beverages of all kinds are prohibited. These restrictions are set forth by the Georgia Department of Education and the State Board of Education.**

Carrollton City Schools is committed to our students' health and well-being. In an effort to meet the requirements of USDA's Nutrition Standards and respect safety for our students with food allergies the Carrollton City School System is requiring all food being brought into the schools be pre-packaged healthy items rather than food items cooked at home, or purchased candy and soft drinks.

The cafeteria operates on a non-profit basis. Student lunch prices are \$2.10 and breakfast prices are \$1.10. Adult lunch prices are \$3.50 and breakfast prices are \$1.75. Extra cartons of milk may be purchased for .55 cents each. Lactose Free Milk is available as a milk substitute at no additional cost for students providing a medical excuse from their doctor or approved healthcare provider

At the beginning of the school year, each student and staff member will be issued a personal identification number. This number will enable students and staff to pay for their meals by the day, week, month, or year. Students finding themselves without lunch money may charge their lunch up to an amount equivalent to 5 lunches for a total charge limit of \$10.50 per paid student, \$3.50 for reduced student and no charges for free students. The student will receive a charge slip showing their account balance. If the meal charge limit is exceeded, no further charges will be allowed and an alternate lunch will be served. All charges must be paid in full before a new charge is allowed. Meal accounts may be maintained by depositing cash, checks or online payments through [www.ezschooldpay.com](http://www.ezschooldpay.com).

Free and reduced lunches are available to qualifying students. Applications are distributed to all students at the beginning of the year and are also available online through <https://ccs.rocketscanapps.com>, in the school office, school cafeteria and at the School Board of Education. The criteria for receiving free/reduced breakfast and lunch are based on USDA Federal Guidelines. The application must be completely filled out by the parent or guardian and approved by the Carrollton City Schools' School Nutrition Director. Meal applications will be processed within 10 school days and notification of results will be provided in writing. Parents are responsible for the cost of meals served prior to application approval. Online applications are available on our website.

### **EZ School Pay:**

Go to EZSchoolPay.com, the easy, convenient and secure way to track and/or pay for school meals. Please have your student identification number (not PIN) available when registering for account.

Easy -Simply register and you're ready to go. Already a member? Just sign in!

Convenient- Available anywhere, anytime you have a computer with internet access. Avoid lost checks, negative balances and trips to school by paying online. You can still use the account to track your child's daily expenses and balance. You can also receive an email from EZ School Pay when your child's balance reaches an amount you select.

Secure -We take extra caution to be sure your experience with EZSchool Pay is safe. Plus, we never sell or share your information.

This institution is an equal opportunity provider.

## **Student Attendance Protocol**

Amended May 2019

### **Purpose**

This student attendance protocol is written as a cooperative effort in coordination with appropriate Carroll County and Carrollton City agencies for the purpose of commitment to improving student attendance through utilization of targeted strategies and interventions for reduction of unexcused absences and truancy (O.C.G.A. 20-2-690-2).

### **Student Attendance Protocol Committee**

Representatives from the following agencies comprise membership of the Student Attendance Protocol Committee and participated in preparing this Student Attendance Protocol:

- Carroll County Superior Court
- Carroll County Juvenile Court
- Carroll County Office of the District Attorney
- Georgia Department of Juvenile Justice
- Carroll County Board of Education
- Carrollton City Board of Education
- Carroll County Sheriff's Office
- Carroll County Department of Family and Children Services
- Carroll County Health Department
- Carroll County Family Connection Authority
- Carroll County Youth Connection
- Carroll County Mental Health
- City Chiefs of Police: Bowdon, Carrollton, Mt. Zion, Temple, Whitesburg, Villa Rica

### **Operational Authority**

The Student Attendance Protocol Committee is operational under authority of the chief superior court judge as defined in O.C.G.A. 20-2-6902. Following adoption of this written protocol and filing with the Georgia Department of Education (GADOE), the committee will meet quarterly during its first year and twice annually thereafter for the purpose of evaluating compliance and effectiveness, and to modify protocol as appropriate.

## **Tardies and Early Checkouts**

### **Definition of Terms**

**Tardy to School:** Any student arriving at school following the ringing bell, chime, or other available signal established by the Principal and intended to indicate the start of the school day. Any student who is on school property but is not in his or her assigned classroom or authorized area following the bell, chime, or other audible signal will be considered tardy to school.

**Tardy to Class:** A student is "tardy to class" when he/she arrives to class following the ringing bell, chime, or other audible signal indicating the beginning or instructional time.

**Excused tardy:** A tardy resulting from events beyond a student's control, such as an accident, road closed due to an accident, area power outage, late bus, or other excuses determined by the Principal or designee as acceptable. Documentation is required to excuse a tardy.

**Unexcused tardy:** Incidents including over-sleeping, heavy traffic, errands, delays at train crossing, or similar excuses determined by the Principal or designee as unacceptable are unexcused. Documentation will not obligate the Principal or designee to excuse and unexcused tardy.

**Early Checkout-** Leaving school prior to the end of instructional time and/or the end of the official school day.

- Excused: Early checkouts for emergency, illness or other reasons that the Principal deems necessary or reasonable. Documentation is required to excuse an early dismissal. Records will be kept at each school to document the number of days a student misses due to early checkouts. Excessive incidents of unexcused early checkout may result in disciplinary action or referral to SST as the Principal deems necessary.
- Unexcused: Early checkouts for reasons other than those approved by the Principal. Excessive incidents of unexcused early checkout may result in disciplinary action or referral to SST as the Principal deems necessary.

**Official School Start/End Time:** The time designated by the principal and advertised to student and parents as the official start or end of the school day. Correct time will be the time as determined accurate by the school principal, indicated on a designated school clock, and displayed in a prominent public location.

**Responses to Intervention(RTI):** A multi-tiered, incremental structure for targeted provision of services and interventions based on a student's progress as measured by the data analysis, teacher observation, or other appropriate monitoring.

**Student Support Team (SST):** An interdisciplinary group that uses a systematic process to specifically address attendance problems of K-12 students in a school.

**Attendance Team Committee (ATM):** An interdisciplinary group that uses a systematic process to specifically address attendance problems of K-12 students in a school.

### **Unexcused Tardies and Early Checkouts**

Students accumulating three (3) days of unexcused tardies will receive a referral to the Principal or Principal's designee for violation of Board Policy JCDA: Student Code of Conduct.

At the school system's discretion, students establishing a pattern of early checkouts maybe referred to the Principal or Principal's designee for disciplinary or other appropriate action.

Students leaving early or arriving late to class may be counted absent from the class or classes missed if they are not present for the entire instructional period.

### **Consequences and Penalties for Unexcused Tardies/Early Checkouts**

The Principal or Principal's designee may assign consequences and penalties for unexcused tardies and/or early checkouts.

### **Definition of Terms**

Truant – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

### **Exception for suspension**

School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy

### **Excused Absences**

Local boards of education shall adopt policies and procedures excusing students from school under the following circumstances, as a minimum.

- Personal illness:  
The school will allow a maximum of five absences per year to be excused on the authority of written parent notes. The principal can exercise discretion in extreme cases of hardship to accept written parent notes in excess of the standard five per year. Additional absences will be excused only with an original medical excuse signed by a health care professional.
- Circumstances where attendance in school endangers a student's health or the health of others.
- Serious illness in a student's immediate family.
- A court order or an order by a governmental agency, including pre-induction physical examinations for services in the armed forces, mandating absence from school.
- Observing religious holidays, necessitating absence from school.
- Conditions rendering attendance impossible or hazardous to student health or safety.
- Local boards of education may allow a period not to exceed one day for registering to vote or voting in public election.
- Local boards of education shall count students present when they are serving as pages of the Georgia General Assembly.

- When a student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, a student shall be granted excused absences up to a maximum of five school days per school year for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

All other absences are considered unlawful.

### **ABSENCES**

The importance of punctual and regular attendance for every student cannot be over emphasized. A good attendance record had a direct effect on grades. Please make every effort to see that your child is in school on time and remains at the school for the entire school day.

- Students arriving after or leaving before 11:30 A.M. are considered absent.
- Students who are checked out of class for unexcused reasons may be subject to zeros for missed work and loss of participation credit. **Parents are strongly discouraged from checking students out of school to take them to lunch or to celebrate birthdays.**
- Students who have been absent for any reason must, upon returning to school, bring with them a note from a parent or guardian explaining the reason for the absence. The student should present this note to each teacher. Students will have a reasonable length of time to make up work that was missed due to the lawful absences. Before and after school hours may be used for this purpose. It is the student's responsibility to come to the teacher and arrange details necessary for make-up work. Parents are urged- when at all possible- to make dental, medical, and other appointments for their children after school hours, on Saturdays, teacher work days, or holidays. It is expected that all work will be made up regardless of the reason; however, grade may not be earned for unlawful absences. The only exception to this will be the nine weeks' exams. Grades based on in-class activities are difficult to make up.
- Students on field trips or school related or school approved activities are to be counted present and allowed to make up all class work without reduction in grade.
- An excused absence is an absence permitted by the policies and regulations of the Carrollton City Board of Education, which are in accordance with authority granted by the Compulsory School Attendance Law and State Board of Education.
- Unexcused absences are those absences not permitted by the policies and regulations of the local Board Of Education.
- An excused absence becomes unexcused when the student fails to bring an excuse from the parent within three (3) days of return to school.
- Parents are requested to call the school to report their son's/daughter's absence. The office will make an effort each day to contact parent(s) of those students who are absent.

Local policy recognizes only the reasons listed above as acceptable excuses for absences from school. Out of town trips are unexcused absences and will result in no credit unless there are extenuating circumstances.

Such circumstances must receive prior written approval by the principal.

**\*Parent notes may be used to excuse up to five (5) absences for their children. Beyond the fifth absence, students will be required to have medical or judicial documentation to excuse the absence**

## Grades and Absences

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

1. Absences are justified and validated for excusable reasons.
2. Make up work for excused absences was completed satisfactorily. Local boards of education are not required to provide make-up work for unexcused absences.

### Absence Reduction Plan

The Board of Education adopts the following policies and/or procedures to reduce unexcused absences:

### Parental Notification Statement of Receipt

- The school system will provide the parent(s), guardian(s), or other person(s) having control or charge of each student enrolled in public school with a written summary **in the student handbook** of possible consequences and penalties for failing to comply with compulsory attendance.
- By September 1 of each school year or within 30 days of a student's enrollment in the school system, the parent(s), guardian(s), or other person(s) having control or charge of such student must sign a statement indicating receipt of possible consequences and penalties.
- Students age ten or older by September 1 must sign a statement indicating receipt of the written statement of possible consequences for the non-compliance with local school compulsory attendance policy and protocol.

### Consequences and Penalties for Violation of Compulsory Attendance

*The Principal or Principal's designee may assign consequences and penalties for unexcused absences and/or early checkouts at any time if he/she deems necessary. Consequences and penalties may include but are not limited to the following:*

**Third Unexcused Absence in the School Calendar Year:** Contact with the student's parent(s), guardian(s), or other person(s) who has control of the student will be made and documented by the Principal or the Principal's designee. The Principal or Principal's designee may refer the student for RTI, SST, or other appropriate support.

### **Five Unexcused Absences in the School Calendar Year:**

- Schools **will document and** notify the parent(s), guardian(s) or other person(s) who has control or charge of the student when such student has accumulated five unexcused absences in the school calendar year.
- Notice of five accumulated absences will include notification of the penalties and consequences of such Absences, including but not limited to RTI, SST referral, or other appropriate action.

### **Notification**

- Schools will make two reasonable attempt by phone, conference, letter, email, or other appropriate means to notify the parent(s), guardian(s) or other person(s) who has control or charge of the student when five unexcused absences in an academic year have occurred and of the penalties and consequences for violation of compulsory attendance. Students accumulating (5) days of unexcused absences in the school calendar year will receive a referral to the Principal or administrative designee for violation of Board Policy JCDA: Student Code of Conduct.

**Eight Unexcused Absences:** Upon a student's accumulation of eight (8) unexcused absences in the school calendar year, a referral will be made to the school's Attendance Team Committee (ATM) to set up an attendance meeting at the local school.

The school social worker will assist the ATM. At the attendance meeting school staff will work together with the parent and student to develop interventions and strategies for improvement of the student's school attendance. At this time a referral to outside support agency may be considered. Also, discussed will be a referral to CHINS truancy committee at ten (10) unexcused days.

Prior to filing complaints and petitions the school must first show the district sought to resolve the problem through available educational approaches, and the school made efforts to engage the parent without success. When a student is eligible or suspected to be eligible under IDEA or 504 the school must also show that the IEP has been reviewed and modified as necessary.

**Ten Unexcused Absences:** Upon a student's accumulation of ten (10) unexcused absences in the school calendar year, the school social worker will refer the student and parent to Carroll County Children in Need of Services (CHINS) committee. The committee will determine possible services and/or sanctions, which will serve to coordinate efforts between the school and CHINS committee in monitoring attendance.

**In a situation where the student has less than ten unexcused absences; however, he/she has developed a pattern of unexcused absences from one year to the next, the Social Worker may use their discretion to make an early referral to CHINS.**

Violation of CHINS Truancy Contract or refusal to participate in the CHINS truancy diversion program may result in immediate referral to Juvenile Court.

### **Student Withdrawals**

The school system is authorized to withdraw a student for the following reasons when the student:

- Has missed more than 10 consecutive days of the unexcused absences
- Is not subject to compulsory school attendance; and
- Is not receiving instructional services from the local school system through homebound instruction or instructional services required by the federal Individuals with Disabilities Act (IDEA)

### **Parental Notification of Student Withdrawal**

The Superintendent or the superintendent's designee shall use his or her best efforts to notify the parent(s)guardian(s), or other person(s) having control or charge of a student if the school system plans to withdraw such student who is younger than 18 years of age and is not subject to compulsory school attendance. The principal or designee will make a reasonable attempt to hold a conference with the student and parent or guardian to share the educational options available pursuant to O.C.G.A 20-2-690.1(e)

The school system is authorized to withdraw a student subject to compulsory attendance only if the local Superintendent or the superintendent's designee has determined the student is no longer a resident of the local school system or is enrolled in a private school or home study program.

Monitoring The Principal will review attendance records at the end of each school year for the purpose of identifying students for attendance monitoring at the start of the next school year. Students referred to Attendance Team Committee for violation of compulsory attendance during a school year will be considered as an active referral for continued monitoring at the beginning of the next school year.



The following documents are included in this portion of the digital handbook. If you would like a hard copy of any of these policies, please notify your child's teacher.

- Board Policy JAA-R (2): Notice of Rights of Students and Parents Under Section 504/ Section 504 Procedural Safeguards
  - Complaint procedures and form for federal programs
  - Enrollment/Withdrawal Policy
  - Hospital/Homebound Services
  - McKinney-Vento Homeless Assistance Act
  - Multi-Tiered System of Supports/ Student Support Team
  - Notification of Rights Under the Family Educational and Privacy Act (FERPA)
  - Gifted Education Program
  - Non Discrimination Policy
  - Non-Resident Policy
  - Notice for Directory Information
  - Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)
  - Title I/Instructional Staff Qualifications/Parent Right to Know
- 
- Each student has a hard copy of the student handbook with the attendance protocol and cafeteria policies in their agenda.

The following Section 504 Procedural Safeguards shall be applied in the Carrollton City Schools:

### **Section 504 Procedural Safeguards**

**1. Overview:** Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

**2. Hearing Request:** The Request for the Hearing must include the following:

- a. The name of the student.
- b. The address of the residence of the student.
- c. The name of the school the student is attending.
- d. The decision that is the subject of the hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

**3. Mediation:** The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

### **4. Hearing Procedures:**

- a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new

hearing date. The request for a continuance must be in writing and copied to the other party.

- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- h. The hearing shall be closed to the public.
- i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
- j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- k. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
- l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

**5. Decision:** The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review

official shall not include any monetary damages or the award of any attorney's fees.

**6. Review:** If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

### **Notice of Section 504 Procedural Safeguards**

The foregoing Section 504 Procedural Safeguards shall be published at least annually in the Student Handbooks distributed to the students of the Carrollton City Schools and shall be accessible on the website of the Carrollton City Schools to the students of the Carrollton City Schools and their parents or guardians at all times

### **Notice of Rights of Students and Parents under Section 504**

The following notice shall be published at least annually in the Student Handbooks distributed to the students of the Carrollton City Schools and shall be accessible on the website of the Carrollton City Schools to the students of the Carrollton City Schools and their parents or guardians at all times:

### **Notice of Rights of Students and Parents under Section 504**

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

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

Mrs. Mary Raburn, Director of Special Education

288 Tom Reeve Drive

Carrollton, Georgia 30117

(770) 834-7077

mary.raburn@carrolltoncityschools.net

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

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

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

## **FEDERAL PROGRAM COMPLAINT PROCEDURES**

### **Carrollton City Schools**

If you have a complaint regarding any federal program or if you suspect waste, fraud, abuse or corruption, please contact Ginger Harper, Director of Federal Programs, in writing at 288 Tom Reeve Drive, Carrollton, Georgia, 30117, or by email at [ginger.harper@carrolltoncityschools.net](mailto:ginger.harper@carrolltoncityschools.net) to access detailed information on how to proceed.

#### **Grounds for a complaint**

Any individual, organization, or agency may file a complaint with the Carrollton City school system if that individual, organization or agency believes and alleges that the district is violating a federal law or regulation that applies to a program under Title I, Part A of the Elementary and Secondary education of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date received the complaint unless a longer period is reasonable because the violation is considered ongoing.

#### **Federal Programs for Which a Complaint Can be Filed and Program Director or Coordinator:**

Title I, Part A - Improving Academic Achievement of Disadvantaged Students: **Ginger Harper**

Title I, Part C - Education of Migratory Children: **Ginger Harper**

Title II, Part A - Supporting Effective Instruction: **Karen Wild**

Title III - Language Instruction for English Learners and Immigrant Students: **Ginger Harper**

Title IX, Part A - McKinney Vento Homeless Assistance Act: **Ginger Harper**

Title IV, Part A - Student Support and Academic Enrichment: **Ginger Harper**

Title IV, Part B - 21<sup>st</sup> Century Community Learning Centers: **Ashleigh Paulk**

Special Education Flowthrough/ Federal & State Preschool Handicapped: **Mary Raburn**

#### **Complaints Originating at the Local Level**

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

provide the GaDOE with written proof of their attempt to resolve the issue with Carrollton City Schools.

### **Filing a complaint**

Complaints and claims will be handled and resolved as close to their source as possible and through the proper channels using the following procedures. A complaint must be in writing and signed by the applicant. The complaint must include:

- A statement that schools in the city of Carrollton have violated a requirement of a Federal statute or regulation that applies to an applicable program;
- The date the violation occurred;
- The facts on which the statement and the specific requirements that allegedly violated is based;
- A list of names and phone numbers of people who can provide additional information;
- If a complaint has been filed with any other government agency, and if so, which agency;
- Copies of all applicable documents supporting the complainant's position; and
- The address of the claimant.

The complaint should be addressed to:

**Ginger Harper, Director of Federal Programs**  
**Carrollton City Schools**  
**288 Tom Reeve Drive**  
**Carrollton, Georgia 30117**

Once the complaint is received by Carrollton City Schools, it will be copied and forwarded to the appropriate Federal Programs Manager.

### **Investigation of complaint**

1. Once claims or complaints are received, the Director of Federal Programs or designee will issue a receipt to the complainant containing the following information:

- The date the complaint was received;
- How the complainant may provide additional information;
- A statement of the ways in which the coordinator of federal programs can investigate or address the complaint; and
- Any other relevant information

2. The decision of the Director of Federal Programs may be appealed to the Superintendent in writing.

3. The Superintendent's decision may be appealed to the Carrollton City Schools Board of Education in writing.

4. All decisions and resources must be submitted in writing.

5. Complaints will be monitored by the appropriate federal program coordinator to maintain

documentation of written complaints and other supporting information.

6. Reports will be maintained with complaint letters and final decisions.

### **Right of appeal**

If the complaint can not be resolved locally, the plaintiff is entitled to seek review of the decision by the Georgia Department of Education. The appeal must be accompanied by a copy of the superintendent's decision and include a full statement of the reasons supporting the appeal.

The complaint may be filed online at

<http://programcomplaint.doe.k12.ga.us/everestwebportal/webform.asp>

or contact:

**Georgia Department of Education, Office of Legal Services**  
**205 Jesse Hill Jr. Drive SE**  
**2052 Twin Tower East**  
**Atlanta, GA 30334**

## **160-5-1-.28 STUDENT ENROLLMENT AND WITHDRAWAL.**

### **(1) DEFINITIONS.**

(a) **Active Duty** – the full-time duty status in the active uniformed services of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

(b) **Attend** – a student's physical or virtual presence in the educational programs for which he or she is enrolled.

(c) **Child of Military Families** – a child enrolled in kindergarten through grade 12, in the household of an active duty military member.

(d) **Department of Human Services (DHS)** – the agency which provides specified services and placement for children who have been remanded to the physical or legal custody of DHS either temporarily or permanently by a court or by voluntary agreement, or if the child has been admitted or placed according to an individualized treatment or service plan of DHS.

(e) **Department of Juvenile Justice (DJJ)** – the agency which provides supervision, detention and a wide range of treatment and educational services for youths referred to DJJ by the Juvenile Courts, and provides assistance or delinquency prevention services for at-risk youths through collaborative efforts with other public, private, and community entities.



(f) **Education For Homeless Children And Youths** – Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 *et seq.*) that requires each state to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

(g) **Emancipated Minor** – an individual under the age of eighteen who is no longer under the control or authority of his or her parents or guardians by operation of law or

#### **Code: IDDC**

### **160-4-2-.31 HOSPITAL/HOMEBOUND (HHB) SERVICES.**

#### **(1) DEFINITIONS.**

(a) **Adult Parent Designee** – an individual who is at least 21 years of age and who the parent designates to be present during homebound instruction.

(b) **Chronic Health Condition** – a medical condition marked by a long duration or frequent recurrence.

(c) **Educational Service Plan (ESP)** – an individual plan for students receiving HHB service developed by the local school team, to include a school reentry procedure. The plan may include accommodations and modifications from a Section 504 plan, or Individualized Education Program (IEP), as applicable.

(d) **Hospital/Homebound (HHB) Services** – academic instruction and other services provided to eligible students who are confined at home or in a health care facility for periods of time that would prevent normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the student for the presenting diagnosis.

(e) **Instruction** – the teaching of standards as defined by Georgia Performance Standards (GPS), the Georgia Quality Core Curriculum (QCC), Section 504 plan, IEP, and any local curriculum for the classes in which the HHB student is enrolled and under the direction of the classroom teacher(s).

(f) **Intermittent HHB Service** – HHB instruction and other services for eligible students who have a medically diagnosed chronic health condition which may cause the student to be absent at least a total of 10 school days for intermittent periods per year or

equivalent on a modified calendar or five school days per year on a high school block schedule.

(g) **Licensed Physician** – a person licensed to practice medicine under state law O.C.G.A. § 4334-21 and licensed by the appropriate state board to assess the student's physical condition for which the student is referred.

(h) **Licensed Psychiatrist** – a person licensed to practice medicine under state law O.C.G.A. § 43-34-21 and trained to practice in the science of treating mental diseases to assess the student's psychiatric and/or emotional condition for which the student is referred.

(i) **Long-term HHB Service** – HHB instruction and other services for eligible students who have a medically diagnosed chronic health condition which may cause the student to be absent from school for more than nine consecutive weeks per year or equivalent on a modified calendar.

(j) **Online Learning Course** – a State Board of Education-approved course of instruction directly correlated to the state-approved curriculum that is delivered via the Internet or in any electronic medium.

(k) **School Day** – a day as specified by the local board of education which is the period between the time students are required to be present and their dismissal (160-5-1-.02 SCHOOL DAY FOR STUDENTS); ten school days on a regular high school schedule (six 50-minute classes per day) is equivalent to five school days on a high school block schedule.

(l) **Temporary HHB Service** – HHB instruction and other services for eligible students who have a medically diagnosed physical or psychiatric condition, which confines the student to home or hospital and restricts activities for nine weeks or less, but for a minimum of ten consecutive school days or equivalent on a modified calendar or a minimum of five consecutive days on a high school block schedule.

## **(2) STUDENT ELIGIBILITY.**

(a) The local education agency (LEA) shall provide HHB services to students, including students with disabilities, who meet the following eligibility requirements:

1. The student is enrolled in a public school prior to the referral for HHB services.

2. The student must be anticipated to be absent for a minimum of ten consecutive school days per year or the equivalent on a modified calendar or the student has a chronic health condition causing him or her to be absent for intermittent periods of time anticipated at a minimum of ten school days per year or equivalent on a modified calendar or five school days on a high school block schedule per year.

- (i) A student with a chronic health condition receiving intermittent HHB service must be anticipated to be absent for at least three consecutive school days for each occurrence before he or she will be eligible for HHB services.

3. The parent or guardian must sign the parental agreement concerning HHB policies and procedures, and parental cooperation. A release for medical information relating to the reason for the request for HHB service may be required by the LEA.

(i) If the student is designated as an emancipated minor or is 18 years of age or older, that student is eligible to sign the parental agreement concerning HHB policies and procedures, parental cooperation, and release for medical information relating to the reason for the request for HHB services.

4. The LEA must receive a completed medical referral form signed by a licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented. A statement from a treating specialist may also be required.

(i) The medical referral form shall contain a statement that includes the following information:

(I) That the student is anticipated to be absent for a minimum of ten consecutive school days per year due to the relating documented medical condition or equivalent on a modified calendar (or five consecutive school days on a high school block schedule); or

(II) That the student with chronic and long-term illnesses will be absent for at least ten school days or equivalent on a modified calendar (or five school days on a high school block schedule) which need not run consecutively; and

(III) That the student is able to participate in and benefit from an instructional program; and

(IV) That the student can receive instruction without endangering the health and safety of the instructor or other students with whom the instructor may come in contact; and

(V) That describes the disabling condition or diagnosis with any medical implications for instructional services.

(ii) The medical referral form for a student with chronic or recurring conditions and long-term illnesses shall be obtained and updated on a schedule defined within the ESP and submitted to the LEA.

(b) Students with absences due to psychiatric and/or emotional disorders, as defined in the latest edition of the *Diagnostic and Statistical Manual* (DSM), are eligible for HHB services for a length of time as determined by the ESP provided that they satisfy the eligibility requirements as set forth in Subsection (2)(a).

(c) Students with absences due to pregnancy; related medical conditions, services, or treatment; childbirth; and recovery therefrom are eligible for HHB services for a length of time as determined by the ESP provided that they satisfy the eligibility requirements as set forth in Subsection (2)(a). [Title IX, 34 C.F.R. § 106.40(b)(4).]

(d) Students with absences due to a communicable disease, as specified in Rule 160-1-3-.03 COMMUNICABLE DISEASES, are eligible for HHB services for a length of time

as determined by the ESP provided that they satisfy the eligibility requirements as set forth in Subsection (2)(a).

### **(3) INITIATION OF HHB SERVICES.**

(a) The LEA may require the parent, guardian, emancipated minor or student who is 18 years of age or older to provide a properly signed release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) that authorizes the licensed physician or licensed psychiatrist who is treating the student to provide all requested records related to the condition related to the request for HHB services to the LEA and to discuss the student's situation and the need for HHB services with the school team. If the release is required by the LEA, the form must be provided to the school team prior to any decision regarding the need for HHB services.

(b) A completed written medical referral form requesting HHB services must be submitted to the LEA for HHB services to be considered.

(c) The request will be forwarded to the appropriate local school team designee or IEP team, whichever is appropriate, to assist in the development of an ESP to deliver the appropriate HHB services. The ESP shall include a school re-entry plan. The school team shall use input from the medical referral form completed by the referring licensed physician or licensed psychiatrist who is treating the student for the diagnosis presented. The appropriate local school designee or IEP team responsible for the development of the ESP may consider requests for extensions.

(d) Within five school days of receiving the completed medical referral form, the LEA shall provide written notification of the time and place of the local school team meeting, if for general education students, or the IEP meeting, if for students with disabilities, regarding HHB services.

### **(4) HHB INSTRUCTION.**

(a) HHB instruction shall be provided by a certified teacher, who is selected by the LEA in which the student is enrolled. Students eligible for services under the Individuals with Disabilities Education Act (IDEA) shall be served by appropriately certified personnel.

(b) HHB instruction may be offered, individually or in small groups, at the home of the student, the health care facility in which the student is confined, through online learning courses, or at other locations as identified in the ESP. The type of HHB instruction offered is based on the ESP which takes into consideration the cognitive ability and medical condition of the student.

1. To provide HHB instruction to a student confined in a health care facility, the LEA in which the student is enrolled shall arrange with or contract directly with the health care

facility, the LEA in which the health care facility is located, or the appropriately certified teachers in the geographic area in which the health care facility is located.

(c) Although the local school team or IEP team shall determine the number of hours necessary to meet the instructional needs of the student, the student must receive at a minimum three hours of HHB instruction per school week to be considered present by the school.

1. A parent, guardian, or an approved adult parent designee as identified in the ESP shall be present during each entire home instructional period in which an HHB instructor is present.

2. If the student is designated as an emancipated minor or is eighteen years of age or older, an approved adult parent designees' presence is not required during each home instructional period in which an HHB instructor is present.

3. If the student is unable to receive a scheduled HHB instructional session during the school week due to his or her medical condition as documented by the licensed physician or licensed psychiatrist who is treating the student for the diagnosis for which he/she is receiving HHB services, a make-up instructional session may be provided. Once the student completes the makeup instructional session, the student shall be counted in accordance with Rule 160-5-1-.10 Student Attendance.

4. If the parent, guardian, or the approved adult parent designee of the student cancels a scheduled HHB instructional session, the student shall be counted absent. The LEA may reschedule the canceled session.

5. Students confined in a health care facility shall be counted present if the health care facility submits a HHB Verification of Instruction form to the LEA HHB designee.

(d) HHB students must participate in required state assessments as determined by the ESP or IEP. The appropriate local school team or IEP team shall develop strategies to ensure the delivery of these assessments services. If the student is medically able according to the licensed physician treating the student for the diagnosis for which he/she request HHB service, the student shall take the assessment in the school in which he or she is enrolled.

Authority O.C.G.A. § 20-2-151; 20-2-152, 20-2-240; 43-34-21.

**Adopted: November 4, 2009**

**Effective: November 24, 2009**

## **McKinney-Vento Homeless Assistance Act**

The McKinney-Vento Homeless Assistance Act ensures educational rights for children and youth experiencing homelessness. The primary goal is educational stability.

### **Definition of Homeless:**

McKinney-Vento defines homeless students as those who lack a fixed, regular and adequate nighttime residence. This includes children and youth who:

- \*are forced to share the housing of other persons due to the loss of housing, economic hardship, or a similar reason;

- \*live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;

- \*live in emergency or transitional shelters;

- \*are abandoned in hospitals;

- \*children and youth who have a primary nighttime residence that is not designed for or ordinarily used as regular sleeping accommodation for human beings;

- \*Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or

- \*Migratory children are considered homeless when they are living in circumstances set forth in the items listed above.

- \*Unaccompanied Homeless Youth are students who are not in the physical custody of a parent/guardian and are living in a homeless situation.

Students who qualify for McKinney-Vento have certain educational rights and are able to: enroll without delay in school without proof of residency, immunization, school records, other documents or while documentation is being obtained; choose between the local school where they are living or the school last attended before becoming homeless, when requested by the parent and determined by the district to be feasible and in the student's best interest;

attend school and participate in school programs with children who are not homeless; and receive all the school services available to other students including transportation services, special educational services where applicable, and meals through the school meals programs

### **Eligibility:**

To be considered eligible or for more information regarding homeless education services, contact a school registrar, or the Families in Transition Coordinator at (770) 834-7077.

Each school year, families or students should submit a new Student Residency Questionnaire form or request for homeless eligibility in order to determine if a student continues to qualify for McKinney-Vento services.

## **RESPONSE TO INTERVENTION / STUDENT SUPPORT TEAM**

In Georgia, schools are strongly encouraged to follow a pyramid of interventions which helps students remain successful in all aspects of their schooling. The pyramid encourages educators to exhaust a multitude of intervention strategies prior to a student support team referral and/or referral to special education services. Its purpose is to provide high levels of support while still providing students a least restrictive environment. If all intervening strategies prove unsuccessful, then a next step could be referral to SST (Student Support Team). There are four Tiers in the Georgia Response to Intervention model. Standards-based instruction, universal screening, and progress monitoring are the critical foundations of Tier 1. Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills. All Tier 2 Interventions must be research proven and aligned to the needs of the students and resources of the school. Interventions may involve an increase in intensity, frequency, and duration of the strategies utilized in Tier 1, or they may be entirely different based on information shared among staff members. Collaboration by staff in delivery of rigorous instruction and appropriate Tier 2 interventions is vital in order to ensure a transfer of learning from Tier 2 to Tier 1 activities. Progress monitoring is more frequent and is vital in order to judge the effectiveness of the interventions based on the student's response to them. If such appropriate interventions – implemented with fidelity and for an established duration – are not effective then the staff must call upon the assistance of the Student Support Team (SST), which is Tier 3.

The Student Support Team (SST) is an excellent resource for students who are having academic, behavioral, and/or emotional difficulties. Referrals to the team are made for any students exhibiting learning, developmental, behavioral, or emotional problems which interfere with the student's educational progress and/or disrupt the school environment. Suggestions for alternative methods and strategies are provided in an effort to assist the student in coping with the educational environment and assist teachers in more effectively meeting the student's needs.

The team is made up of teachers who serve the student, the parent(s), and any other individuals needed from the pool of SST Committee members. This group will meet to carefully study each individual student referral. The team is involved in a continuous effort to meet the needs of students through appropriate problem identification, evaluation, and program modification. If there is no significant improvement following the implementation of alternative strategies the student may be referred for further evaluation by the school psychologist. It is the goal of the SST to find solutions to learning, behavioral, or emotional difficulties and assist current and future teachers in remediating the weakness for which the student has been referred.

In Tier 3, SST is the structure and RTI is the process. Team members now individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the student. If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is thus documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers.

### **Carrollton City Schools Notification of Rights Under FERPA For Elementary and Secondary Schools**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the Carrollton City School District (“the School District”) receives a request for access. Parents or eligible students should submit to the School Superintendent a written request that identifies the record(s) they wish to inspect. The School Superintendent will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the privacy rights of students. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the School Superintendent, clearly identify the part of the record they want changed, and specify why it is inaccurate, or misleading. If the School District decides not to amend the record as requested by the parent or eligible student, the School District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosures without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her



tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School District discloses education records without consent to officials of school districts and to officials of private schools in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## **GIFTED EDUCATION PROGRAM**

Carrollton City Schools offers gifted education services for all eligible students. Instruction in the classroom is designed to meet the needs of the gifted learner. Students receive instruction based on a differentiated curriculum in which the content, teaching strategies, and expectation of student's mastery have been adjusted to be appropriate for the gifted learner. Regular education teachers and gifted endorsed teachers are responsible for implementing the services. Services are delivered through cluster or collaborative instruction, resource classes, and advanced content model classes.

Students may be referred for consideration/evaluation for the gifted program by self, parent, administrator, counselor, support personnel, teacher or automatic referral procedures. An automatic referral will be initiated if a student in grades 3-8 scores at the 90th percentile, or higher, on the STAR Baseline Reading Assessment and/or the STAR Baseline Math Assessment. All 2<sup>nd</sup> graders are given the Cognitive Abilities Test (CogAT) each year and an automatic referral will be made for any student scoring at the 90<sup>th</sup> percentile or higher on any section of the CogAT.

To be eligible for gifted education services, a student must meet eligibility criteria as defined by regulations of the Georgia Department of Education, Rule 160-4-2-.38 –Education Program for Gifted Students.

To be eligible for gifted education services, a student must:

- a. Score at 99<sup>th</sup> percentile for grades K–2 or 96<sup>th</sup> percentile for grades 3–12 on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria described below, or
- b. Qualify through a multiple criteria assessment process. (Student must meet criteria in three of four areas; mental ability, achievement, creativity and motivation.)

**Mental Ability** – Students shall score at the 99<sup>th</sup> percentile for grades K–2 or the 96<sup>th</sup> percentile on a composite/full scale or appropriate component score on standardized test of mental ability.

Achievement – Students shall score > the 90<sup>th</sup> percentile on the total battery, math or reading sections of a standardized achievement test.

Creativity – Students shall score > the 90<sup>th</sup> percentile on the total battery of a standardized test of creative thinking or creativity rating scale.

Motivation – Students shall receive a score > the 90<sup>th</sup> percentile on a standardized motivational characteristics rating scale or have a GPA of at least 3.5 on a 4.0 scale using an average of scores from the academic regular education program over the two previous school years – if the student is in grades 6–12.

Assessment data gathered and analyzed by a source outside the student's school or school system may be used as part of a comprehensive profile of test evidence and non-test evidence if advanced instructional needs. Outside data must be considered a part of the nomination and evaluation process.

Reciprocity – Any student meeting state eligibility criteria for gifted education services as determined by another Georgia public school system will be considered eligible for gifted services in Carrollton City Schools.

Advanced content classes are provided to gifted students who meet the prerequisite criteria in language arts and math. An accelerated math program is well received by gifted and high achieving students at all grade levels who qualify for this advanced class.

Carrollton City Schools strives for continuous improvement of all instructional programs. System and school level review of the gifted education program will be formally conducted annually. Input from students and parents will be an integral part of the self-evaluation process.

The Carrollton Board of Education will adhere to Georgia Department of Education, Rule 160-4-2.38 –Education Program for Gifted Students and follow procedures outlined in Appendix A of the Georgia Department of Education Resources Manual for Gifted Education Services. For further information, please contact Mary Raburn, Director of Student Services, at 770-834-7077.

### Non Discrimination Policy:

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Education Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990); or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Inquiries concerning the policies and practices of Carrollton City Schools may be addressed to Ginger Harper, Director of Student Services, 288 Tom Reeve Drive, Carrollton GA 30117. [770 834 7077](tel:7708347077)

The following procedures shall be utilized by employees and students

in filing complaints against the school district :

1. The employee or student shall submit a written statement to the Director of Student Services describing the practice or action believed to be prohibited by the provisions of Title VI, Title IX, or Section 504.
2. Upon receipt of a written complaint, the Student Services Director shall investigate the allegations to determine if the district is in non-compliance with federal law.
3. When violations are found to exist, the Student Services Director shall confer with the appropriate school personnel to determine a course of action to correct the situation. Such action shall then be submitted to the superintendent.
4. When a violation is evident and a change is made, the superintendent shall supervise the administration of the new procedure. If a complaint is filed against the superintendent, the complaint shall be presented to the Board of Education and will be processed by a special hearing officer appointed by the Chairman of the Board.
5. The Director of Student Services shall communicate the district's response to the employee or student who initiated the complaint.
6. Should the coordinator fail to agree with the complainant or should the district fail to take the necessary action after a violation has been found to exist, the employee or student may appeal to the Office for Civil Rights.

### ***Carrollton City Schools Student Handbook Addendum***

#### **NON-RESIDENT STUDENTS**

It is the policy of the Carrollton City Board of Education to accept non-resident students. Non-resident status is determined by the residence of the parent or legal guardian with whom the student lives.

Non-resident students will be accepted based on the following factors:

- Can the school system accommodate the non-resident applicant without experiencing overcrowding in classes that the student would be assigned?
- Can the school system provide an appropriate instructional program to meet the non-resident applicant's educational, physical, and emotional needs?
- Can the school system accommodate the non-resident applicant without placing undue financial burden on the school system?

Each non-resident student must apply to attend the Carrollton City Schools and understand that attendance in our schools is a privilege and not a right.

Non-resident students may be accepted as tuition paying students in the Carrollton City Schools under the procedures accompanying this policy.

**(Reference: Carrollton City Board of Education Policy JBCB)**

### **NON-RESIDENT STUDENT EXPECTATIONS**

Upon application to attend Carrollton City Schools, non-resident students are required to meet and continue to uphold the following standards, expectations, and academic requirements in the judgment of the school administrative team:

- The applicant must have a history of satisfactory behavior based on student discipline records.
- The applicant must demonstrate average or above average academic achievement through a review of educational records and/or standardized test scores.
- The applicant must have a history of acceptable school attendance based on school records. Excessive tardiness will also be considered.

Non-resident students are subject to suspension, expulsion, or revocation of their tuition status if they violate these terms or violate school system rules.

Carrollton City Schools also reserves the right to place students in classes judged by the school system to be the most appropriate placement.

**(Reference: Carrollton City Board of Education Policy JBCB-R)**

### **NON-RESIDENT STUDENT ENROLLMENT PROCESS**

Carrollton City Schools welcome the opportunity to schedule a tour with prospective families who wish to visit. Inquiries regarding non-resident enrollment and/or tours should be directed to the individual school or the Director of Community Engagement (770-823-9633). Upon receipt of a completed non-resident application, prospective families will be contacted for an interview with the school principal or designee regarding enrollment.

During a scheduled school interview, school administrators will discuss the student's academic performance, attendance, and assessment results as well as the family's interest in enrolling the student as a non-resident. Upon interview completion and application review, eligible families will be notified promptly of enrollment decisions.

## **NON-RESIDENT FEES**

The non-resident annual fee per family is as follows:

*[Correction - An earlier version in the documents provided to your family stated an incorrect amount in the annual fee per family for two children. Please let this serve as your updated notification. We apologize for the error.]*

- One child- \$200
- Two children- \$350
- Three or more children- \$450

Non-resident payments are due per the following fee schedule:

- 50% of non-resident fee due 1<sup>st</sup> day of 1<sup>st</sup> semester
- Non-resident fee balance due 1<sup>st</sup> day of 2<sup>nd</sup> semester

*Non-resident fees will be prorated based on enrollment date.*

*If you have questions regarding the non-resident fees or fee schedule, please contact the Tuition Department (770-830-0870) or [tuition@carrolltoncityschools.net](mailto:tuition@carrolltoncityschools.net).*

All non-resident checks should be made payable to Carrollton City School System. Payment should be sent to your child's teacher, front office, or can be paid online via the non-resident tuition link found in each school's online web store. Multi-student payments can be made to the school where your youngest child attends.

Resident students are charged no tuition. However, any student whose parents move their residence outside the city limits after the school term begins, will be required to complete an application for admission as a non-resident. It is the parent's responsibility to notify the principal's office immediately when residency or guardianship changes. If the student is accepted as a non-resident, tuition will be prorated based on the date of the change of residence.

Please note that fees must be paid in a timely manner to prevent your child from being withdrawn from Carrollton City Schools.

## **Carrollton City Schools Notice for Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Carrollton City Schools with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Carrollton City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with procedures of the Carrollton City Schools. The primary purpose of directory information is to allow the Carrollton City Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.<sup>1</sup>

If you do not want Carrollton City Schools to disclose directory information from you child's education records without your prior written consent, you must notify the District in writing by August 15<sup>th</sup> of each school year. Carrollton City Schools has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Diplomas, certificates, honors and awards received
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended
- Enrollment status (e.g. full-time or part-time)
- Photograph

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<sup>1</sup> These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by the section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

## **Carrollton City Schools**

### **Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  1. Political affiliations or beliefs of the student or student’s parents;
  2. Mental or psychological problems of the student<sup>2</sup> or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisal of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of-*
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or screening permitted, or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Carrollton City Schools will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Carrollton City Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Carrollton City Schools will also directly notify, such as through U.S. Mail or e-mail, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Carrollton City Schools will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an

opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of any personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

*Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

## TITLE I

Title I of the Elementary and Secondary Education Act, and altered with the Every Student Succeeds Act of 2015 (ESSA), provides financial assistance to state and local educational agencies to meet the needs of at-risk children. The goal of Title I is to provide instructional services and activities which support students in meeting the state's challenging performance standards. Under the ESSA, schoolwide programs remain the key tool for using Title I funds to improve academic achievement and enable a school to more effectively leverage federal funds to upgrade its entire educational program.

The following Carrollton City Schools have Title I Schoolwide Programs:

- Carrollton Elementary School
- Carrollton Middle School

Each school develops a plan known as the School Improvement Plan/Schoolwide Program Plan to outline goals for the year and to determine what action steps, professional learning opportunities, and family engagement activities will take place in an effort to improve student achievement. As a parent of a child in a Title I school, you have the right to:

- See progress reports on your child and school.
- Request information about your child's teacher qualifications by contacting your child's principal.
- Offer suggestions and feedback on how we can improve the services offered through Title I Part A.

Please contact the Director of Federal Programs at 770-834-7077 if you have any questions regarding the Title I School Designation and/or plans.



### **Right to Know Professional Qualifications of Teachers and Paraprofessionals**

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

- Whether the student's teacher—
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the Assistant Superintendent Anna Clifton, at 770-832-9633 or by email at [anna.clifton@carrolltoncityschools.net](mailto:anna.clifton@carrolltoncityschools.net).

### **Intradistrict Transfer Notification (Title I Schools only)**

Georgia law passed in 2009 (House Bill 251) and as required by the Official Code of Georgia Annotated (O.C.G.A.) §20-2-2131, requires school systems to inform parents of their intradistrict transfer rights.

The intradistrict Transfer Option allows a parent/guardian the option to request a transfer from their child's assigned school to a school of the parent's choice with the school zone/district in which their child resides. However, Intradistrict Transfer is not an option at Carrollton City Schools since the district only has one school per grade level.

