



Student Agenda 2021-22
Gainesville High School
Home of the Red Elephants

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Mr. Jamie P. Green – Campus Principal
Mr. David Covington – Assistant Principal
Mr. Adrian Cromwell – Assistant Principal
Dr. Paige Galt – Assistant Principal
Mr. Adam Lindsey – Assistant Principal /Athletic Director
Mr. Damian Powell – Assistant Principal
Mr. Nick Scheman– Assistant Principal
Mrs. Tonya Sanders, Director of the Hub

The Gainesville High School Student Handbook/Agenda went to press in July, 2021. Any district changes in information supersede the information contained herein. Students will be notified of any changes during the first week of school or thereafter through class meetings and/or advisement teachers. A copy of the Gainesville High School Code of Student Conduct is included in this handbook. For the most up-to-date handbook, please refer to the Gainesville High School website.

GHS Students and Families,

It is my pleasure to welcome you to Gainesville High School. The mission of Gainesville High School is to INSPIRE, NURTURE, CHALLENGE, and PREPARE all students. Our students will be leaders in our community and around the world for years to come.

We extend a special welcome to our seniors, the class of 2022. You will take up a special place in the storied history of Gainesville High School as our 128th graduating class. We will rely on you to be the leaders of our student body.

We are excited for the year ahead and hope this agenda provides students and their families with a thorough understanding of the many opportunities available at Gainesville High School. This is a wonderful place to spend the formative years of your youth. We believe that our numerous clubs, athletic programs, societies, academic courses, dual enrollment and work-based learning opportunities will inspire and challenge you.

If you should have any questions regarding this handbook and its contents, please do not hesitate to reach out. We are here to serve you.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie P. Green". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jamie P. Green
Principal



The Red Elephants

Legends abound in the world of competitive sports, often growing larger in stature and girth as years go by. Heralded stories of individual or collective feats are regaled with spirited pride. Yet, minus recorded history or factual verification, legends are sustained. The story of how the Red Elephants got their name is one of lore.

Under the tutelage of the legendary Julian Howard Pittard, the fondly called “Coach Pitt,” the once-called Gainesville Gladiators amassed a record of 91 victories against 16 losses from 1923-33. Gridiron greats of the era included Tom Paris, Pat Patterson, Bennie Rothstein, Tiger Bennett, and Cy Bell. During a three year-stint, 1923, 1924, and 1925, his teams scored 1200 points while the opponents posted 63. This incredible record was recorded and described by the “iron men of sport” — no specialty players, no two-platoon systems, no face guards on leather-stitched helmets which, after competition, were folded and put into back pockets. Moreover, City Park was but a bowl cut into the red hills of the region and the playing field was minimally kept.

Coach Pitt’s teams were tough and big, inaugurating a legendary tradition of Gainesville’s teams throughout the twentieth century. The teams of 1923-24-25 were declared “state champions” even though there was no play-off system in place.

In the late 1920s and 1930s as the school’s football tradition flourished, Coach J.A. “Cotton” Neighbors succeeded Pittard as head coach. He continued to champion the teams’ traits to which opponents were accustomed — well coached, physically strong young men reared in a virtual gridiron nursery of a city and game strategies of strength and finesse.

It was also an era when Everett Strupper, a sportswriter for the *Atlanta Journal*, reported on a University of Alabama football game versus Mississippi. He described the crimson-clad Alabama team as “powerful, big, tough, fast, aggressive, and well-schooled in fundamentals with the best blocking.” He reported a fan saying “the elephants are coming.”

Legends and the consensus of opinion lend itself to believe that, during the mid 1930s, the same sportswriter witnessed a hard fought GHS game against Marietta. Hampered with star players’ injuries, the Marietta team was predicted to inflict a crippling loss. GHS prevailed and the awed writer described the scene: “Gainesville marched up and down the field like a herd of red elephants.”

Elephants — intellectual, majestic, leaders protective of their herd, sturdy — the qualities of a mighty mammal which a spirited student body admires and emulates.

Nourished by tradition and bolstered by a city of pride, the famed mascot became the Red Elephants. Legions of players and fans have long cheered those who donned the legendary red and white. Forever celebrated is the enduring tradition of being a mighty Red Elephant.

Donated with pride by the GHS Class of 2007

2021-22 GHS Student Council

Student Body Officers:

President: Chandler Baudin
Vice President: Isabella Garrish
Secretary: Stephanie Martinez

Senior Class Officers:

Senior Class President: Viridianna Garcia
Senior Class Vice-President: Onyi Ejikeme
Senior Class Secretary: John Phan
Senior Class Treasurer: Kayleigh Horst

Senior Representatives:

Tania Villanueva
Catalina Gomez
Shayna Zilemba
Ava Baudin
Lauren Baudin
Raul Meja

Junior Class Officers:

Junior Class President: Catherine Burns
Junior Class Vice President: Lilly Winston
Junior Class Secretary: Hassan Khan
Junior Class Treasurer: Carlos Barraza

Junior Representatives:

Ailinne Mendiola
Dulce Hernandez
Caroline Reisman
Karisha Khadayat
Makenzy Butler
Anna Kate Embry

Sophomore Representatives:

Katelynn Standridge
Valery Escamilla
Ben Miller
Angeny Troung
Meg Hicks
Lillie Young
Yasmin Rosa

Freshman Representatives:

Hudson Garrish
Avery Lindsey
Jacob Griffin
Jacy Mai
Joshua Hernandez
Will Baudin
Emiliano Perez
Eva Vo

Student Council Sponsor:

Deanna Farber

STUDENT CODE OF CONDUCT

Gainesville City School System High School Level

2021 -2022

FOREWORD

It is the purpose of the Gainesville City School System (GCSS) to operate each school in a manner that will provide an orderly process of education that ensures the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy that requires all schools to provide codes of conduct. These require students to conduct themselves at all times in a manner that facilitates an optimum learning environment for themselves and others.

GCSS has adopted this Code to support the creation of a safe learning environment for all members of the school community. The purpose of this Code is to state clearly our standards for acceptable conduct of students. The Code also explains the consequences for not meeting these standards of conduct. This Code establishes a strict policy for conduct that endangers the safety of the schools and/or disrupts the educational experience for other students. GCSS does not permit corporal punishment.

The Code also sets forth the discipline procedures for the students who have committed violations of the Code. This Code is not meant to be a contract between the District and the students, and may be amended at any time. It is a place for GCSS to explain certain policies applicable to students.

We expect students to:

- Respect each other
- Respect school district employees
- Obey student behavior policies adopted by the Board of Education
- Obey rules established by individual schools

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct.

The Code of Conduct is effective during the following times and in the following places:

- At bus stop
- At school or on school property at any time
- Off school property at any school activity, function or event and while traveling to and from such events
- On vehicles provided for student transportation by the school system

In addition, students may be disciplined for felonious conduct off campus, which may pose a threat to the school's learning environment or the safety of students and employees.

Parents/guardians are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community. We ask your cooperation in sharing this responsibility for maintaining a proper learning environment.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures, which he or she believes to be in the best interest of the student, and the school provided any such action does not violate school board policy or procedures.

Students Should:

Participate fully in the learning process. Students need to report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.

Avoid behavior that impairs their own or other students' educational achievement. Students should know and avoid the behaviors prohibited by this code, take care of books and other instructional materials, and cooperate with others.

Show respect for the knowledge and authority of teachers, administrators, and other school employees. Students must obey reasonable directions, use acceptable and courteous language, and avoid being rude and follow school rules and procedures.

Recognize and respect the rights of other students and adults. All students should show concern for and encouragement of educational achievements and participation of others in curricular and extra-curricular activities.

Disciplinary action for violations of expected behaviors will include appropriate hearings and reviews. In all cases, the rights of individuals will be ensured and protected. The Gainesville City School System will make every reasonable effort to administer the discipline code consistently in all schools. When applicable, individualized plans (i.e. IEP, 504, and SST) will be reviewed for appropriate consequences.

ADMISSION REQUIREMENTS – POLICY JBC

Age Eligibility

- Students are eligible to attend school unless they attain the age of 20 by September 1 or they have received a high school diploma or the equivalent as if they have dropped out of school for a quarter or more. Students who have not dropped out of school for a quarter or more are eligible to attend school unless they attain the age of 21 by September 1st.
- Every parent, guardian, or other person residing in Georgia having control or charge of any child or children between their sixth and sixteenth birthdays is required to enroll and send such child or children in their care to a public or private school or provide a home study program for these children which meets requirements set forth in law.
- Special education students, including homeless, are eligible for enrollment in appropriate education programs until they receive a high school diploma or equivalent or they reach their twenty-second (22) birthday, whichever comes first; provided, however they were enrolled during the preceding school year and had an approved Individualized Education Plan (IEP) which indicated that a successive year of enrollment was needed.

STUDENT ENROLLMENT/PROOF OF RESIDENCY

Gainesville City Schools requires the parent or guardian to provide proof of residency unless the student is homeless. The student must live with the parent or legal guardian who resides within the school district. Students living out of district must apply for tuition status.

Beginning July 17, 2017, all students attending the Gainesville City School System will be required to provide two updated proofs of residency to the school that your child attends.

Acceptable proofs of residency include one of the following:

- non-contingent sales contract
- current lease/rental agreement
- most recent income tax return or IRS Form 1099
- current paycheck stub
- current warranty or quit claim deed
- current home purchase agreement
- current homeowner's insurance policy

Additionally, one of the following must be provided

- current gas bill (within last 30 days)
- current water bill (within last 30 days)
- current electric bill (within last 30 days)
- current cable/internet bill (with service address within last 30 days)

Students who are non-residents will be required to submit one proof of residency from the list in order to verify mailing address for the school. Students who do not present valid proofs of residency by September 1 will be withdrawn as of that date.

Students under the age of 18 must be accompanied by one of the following authorized individuals

- Parent (natural or adopted)
- Legal guardian or other person legally entitled to act on behalf of the child
- Foster parents appointed by a state agency
- Sponsor for an approved International Exchange Program.

The person who is enrolling a student should provide one of the following acceptable forms of identification for purposes of enrollment

- A driver's license
- A state identification card
- A passport

When a student and parent/guardian are residing in the home or apartment of another individual, the following is necessary for enrollment

- A notarized affidavit signed by the individual with whom the student's parent/guardian is residing verifying that enrolling parent/guardian is residing in that home or apartment. This affidavit must be notarized and witnessed at one of the Gainesville City School System locations. And
- Proof of residency documents for that individual with whom parent/guardian is residing (See Proof of Residency documents above)

For your convenience, registration is available at the Registration/International Center, located at 508 Oak Street Gainesville, GA 30501. Registration is not available at the schools. Please contact the Registration/International Center at (770) 536-5275.

Proof of residence is subject to investigation. Students enrolled under false information are illegally enrolled and will be withdrawn from school. Also, knowingly and willfully providing false information regarding proof of residence violates state law and may subject one to fine and /or imprisonment (O.C.G.A. 16-10-20).

IMMUNIZATION CERTIFICATES

All students entering or attending Grades Pre-K through 12th grade in the Gainesville City School System are required to have a complete Georgia Certificate of Immunization (Form 3231) in accordance with Georgia State Law , O.C.G.A. 20- 2-771 and Regulations, Chapter 290-5-4. All students must be immunized against disease as specified by the Georgia Department of Human Resources, or have medical or religious exemption on file at the school.

Beginning in the 2014- 2015 school year, ALL 7th grade students and NEW entrants into Georgia schools grade 8th through 12th grade, are required to have one dose of Meningococcal (meningitis) conjugate vaccine and Tdap (tetanus, diphtheria, pertussis) booster. Immunization information and flyers for Pre-Kindergarten and Kindergarten and 7th Grade students are available on the website. All students enrolled in a Georgia Public School for the first time are required to file a completed Certificate of Vision, Hearing, Dental and Nutrition Screening (Form 3300) in accordance with Georgia Regulations, Chapter 290-5-31.

ARRIVAL/DISMISSAL TIMES

Gainesville High School will open at 7:45 AM. The school day begins at 8:20 and ends at 3:25 PM. Students arriving after 8:20 AM should sign in at the 3rd Floor Office or 9th Grade Center Office to receive an excused check-in slip or tardy slip. For late arrivals/tardies, see section titled "Late Arrival to School." For checking out see section titled "Checking Out of School." No unattended students may be on campus before 7:30 AM or after 5:00 PM.

ATHLETICS

Please see the *Gainesville High School Department of Athletics Handbook* for policies and procedures that govern athletics and student-athletes at Gainesville High School.

ABSENCES AND EXCUSES – POLICY JBD

The Gainesville City Board of Education subscribes to a policy of good attendance and punctuality as essential to the academic performance for all students. It is the policy of the Gainesville City School Board to encourage students to attend school regularly and participate in all class activities physically or virtually on a daily basis.

The Gainesville City School Board believes that students should arrive at school on time and be in class on time each day. In order to foster regular attendance, the Gainesville City School System shall comply with all requirements of state law, State Board of Education rule, and the Student Attendance Protocol developed by Gainesville City Schools' Student Attendance Protocol Committee. The Board strongly believes that every day at school is important and that no student should be absent except for extraordinary reasons and encourages students and their parents to assume responsibility for being punctual and regular in attendance.

The Gainesville City School Systems attendance requirements are as follows:

- The parents/guardians/other persons having charge of any child between the child's sixth and sixteenth birthdays are subject to "compulsory attendance". That is, they are required by law to enroll and send such child to a public or private school or utilize a home study program. Students assigned to alternative schools are subject to this requirement as well.
- All K-12 children enrolled for 20 school days or more in a public school of this state prior to their seventh birthday become subject to compulsory attendance.

Georgia law, O.C.G.A. § 20-2-690.1, states that a person who fails to send a child to school may be charged with a misdemeanor. For each violation of the statute, a court may subject this person to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed thirty (30) days, community service, or any combination of such penalties. Each day's absence after the school notifies the person of five unexcused days of absence shall be considered a separate offense of the statute.

For the purposes of this Policy, a child between his/her sixth and sixteenth birthdays shall be considered truant if the child has more than five days of unexcused absences in a school year. A truant student with more than ten days of unexcused absences within a school year may identified as a child in need of services in accordance with O.C.G.A. § 15-11- 380.

Gainesville High School is proud of our mission to Inspire, Nurture, Challenge, and Prepare all students. We are most effective in the execution of our mission when students are present and actively participating in school activities. Multiple studies have shown that students missing more than 10 percent of school days, for any reason, are more likely to fall behind academically and less likely to graduate on time. The administration and staff of Gainesville High School expect students to be present and to arrive and depart on time. This commitment and accountability can encourage students to achieve success in their coursework and prepare them for future employability.

As of the start of the 2021-2022 school year, the maximum number of allowable unexcused absences is 10 per class, per semester. Students who exceed this number of allowable absences may not receive credit for the courses in which they are enrolled and may be referred for alternative placement.

Absences and Excused Absences

It is the policy of the Gainesville City School System Board to excuse students from school for the following reasons:

1. Personal illness or attendance in school that endangers a student's health or the health of others (to include quarantine or isolation periods)
2. A serious illness or death in a student's immediate family necessitating absence from school
3. The observance of religious holidays, necessitating absence from school
4. Conditions rendering attendance impossible or hazardous to student health or safety
5. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school
6. Visiting with a U.S. military parent prior to or on leave from overseas deployment (limited to 5 days per school year)
7. Any emergency or set of circumstances which, in the judgment of a building administrator, constitutes just and sufficient cause for an excused absence from school
8. Students shall be counted present when they are serving as pages of the Georgia General Assembly
9. Students in foster care shall be counted present when they attend court proceedings relating to their foster care
10. Students who are designated as hospitalized/homebound through the formal process are counted as present
11. Students shall be counted present when they are serving on jury duty
12. Students absent due to early release or late entry for school sanctioned events will be counted excuse
13. Students absent due to school issued suspension will be excused

Upon return to school, written justification for an absence must be submitted by the student to the 3rd floor attendance clerk. This should include the signature of a parent or legal guardian. The school system reserves the right to request additional documentation beyond a parent signature for medical excuses.

Attendance Tracking and Communication

Teachers of record are responsible for taking and entering accurate daily attendance in their classes. Attendance will be taken and entered into Infinite Campus within the first 20 minutes of class.

- Once a student has accumulated their 3rd unexcused absence in a class, the teacher of record will communicate with the student's parent/ guardian of record and document using the contact log in Infinite Campus
- Once a student has accumulated their 5th unexcused absence in a class, the teacher of record will complete an attendance referral form and submit it to the (Graduation Coach?) The graduation coach will contact home to express concern and set up a meeting with parents/ guardians
- Once a student has accumulated their 8th unexcused absence in a class, the Assistant Principal will contact the parent/guardian of record to discuss possible interventions and schedule a meeting. The Assistant Principal will, if appropriate, make a referral to the Hub for additional support services.
- Once a student has exceeded their 10th absence in a class, the Assistant Principal will make a referral to the social worker. The Assistant Principal will schedule a meeting with the student to discuss recovery options, alternative placement, and grade implications.

Appeals Process

Students who exceed 10 days of unexcused absences will receive a grade of that cannot exceed 69. This failing grade will be included in the student's historical record, transcript, and extra-curricular eligibility determinations.

Students and families who receive a failing grade due to excessive absences may request a review hearing with their assigned Assistant Principal. These requests should be made no more than 10 school days after grades are published.

Absence Recovery Opportunities

Once students have exceeded their 10 absences in any given class, they may request to make up their additional absences by attending an Attendance Recovery Opportunity. These sessions will be offered on designated dates after school and/or the weekend. Each 1 hour increment in Attendance Recovery will off-set 1 class absence.

Students may also arrange to make up missed classes with their teachers before school from 8:00-8:25 a.m. If the student arrives on time, remains for the entirety of the time, and completes missing work, the teacher will be permitted to excuse the absence. This opportunity will be limited to 5 excuses per semester.

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

Students are expected and permitted to make up all work for credit missed due to absences. This shall include all assignments, quizzes, and tests.

Tardiness - Students are expected to arrive at school on time. Students who are tardy for school must go to the school office to sign-in before going to class.

Infinite Campus Parent/Student Portal Single Sign On Infinite Campus Parent Portal. Students and parents may access pupil attendance, grades, and assignments as well as the daily bulletin containing announcements through the parent/student portal. Student login information is available through guidance; parent log-ins may be obtained by going to the system webpage www.gcssk12.net to sign up for the Infinite Campus on Parent Portal. This portal allows parents/guardians the ability to view all of their children with one login name and password.

AWARDING UNITS/TRANSFERRING CREDITS – POLICY JBC(4)

The Board of Education (“Board”) shall fully comply with the requirements of Georgia Board of Education Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades and the State Department of Education’s *Guidelines for Awarding Units of Credit*. All terms used in this policy are as defined in the Rule and its *Guidelines*.

The requirements of this policy shall apply to all students regardless of the date they first entered the ninth grade.

Awarding Units of Credit

1. Students shall be awarded credit only for courses that include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the State Board of Education (SBOE) in accordance with the provisions for each program or course described in the State Board Rule(s) and State Department Guidelines.
2. The Board shall award units of credit for middle school courses that are based on the state-adopted curriculum for grades 9-12.
3. The superintendent or designee is authorized to establish procedures whereby a student may earn course credit by demonstrating subject area competency without regard to the amount of instructional time the student spends in the course. Students and parents shall be advised of such opportunities through the student handbook, presentations at parent and family workshops, and/or advisement material.
4. An eligible student may earn course credit by “testing-out,” which means scoring at the “Exceeds” level on a state End of Course Test (EOCT) prior to taking the course. Students attempting to test-out must have parent permission and their parents shall be informed of potential costs prior to the EOCT administration. The cost of EOCT administration to students who attempt to test out, but who do not score at the Exceeds level shall be paid by the student and/or parent of the student. Course credit earned through testing-out shall be reported in the same way as credit earned through course completion. A student’s numerical grade for a course in which the student tests out shall be determined by converting the student’s EOCT scale score to a prorated numerical score using the state EOCT conversion scale for that subject. Student eligibility criteria for earning credit by EOCT “testing-out” and information regarding grade assignment and collection of any associated fees shall be included in the student handbook, presentations at parent and family workshops, and/or advisement materials.
5. Students enrolled in a course requiring an EOCT, but fail to take the test will fail the course regardless of grades. The EOCT is 20% of the course grade. Courses with EOCT are Algebra, Geometry, Biology, Physical Science, Ninth Grade Literature and Composition, American Literature and Composition, U.S. History and Economics.

Accepting Transfer Credit and Grades

- The Board will accept student course credit earned in an accredited school, which must have been accredited or hold provisional status at the time the credit was earned.
- The Board will not substitute courses and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the SBOE.
- Transfer credit shall be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers.
- Elementary and middle school students transferring from home study programs, non-accredited schools or non-traditional educational centers will be placed at the appropriate grade level in a probationary placement based on the student’s records in prior schools or programs and satisfactory performance in a district school for a nine weeks and/or the end of the grading period OR based on satisfactory performance on standardized or locally developed tests focusing on grade level or subject area.
- High school students transferring from home study programs, non-accredited schools or non-traditional educational centers will be placed in the appropriate grade level based on the number of units earned toward graduation. Units of credit shall be granted for courses that meet state-adopted curriculum standards for grades 9-12; OR based on satisfactory performance on standardized or locally developed tests focusing on subject area. High school transfer students must take any state-mandated assessments, including applicable End of Course Tests.
- For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Letter grades for high school transfer students will be converted to numerical grades using either a conversion scale provided by the prior school or, if a scale is not available, using a conversion formula established by the Superintendent or designee. Transferred course titles, if necessary, will be changed to appropriate course titles in the list of state funded courses.
- Transcripts will be analyzed at the School (United States transcripts) and/or District (International transcripts) level by trained personnel to determine whether courses meet state-adopted curriculum standards for grades 9-12.
- If core credit will be issued for a course, the appropriate EOCT, released GHS GT test (by domain), or locally developed test will be administered. Students are required to earn a score of 70% or higher in order to receive core credit. Those scoring below this threshold should be enrolled in the course.
- If elective credit will be issued for a course, an appropriate elective from the list of state funded courses will be selected.

- International students who may have limited English skills and would be unable to demonstrate proficiency on assessments to be administered to receive core credit will initially receive an elective credit. However, the school has the option to convert the elective credit to a core credit at a later date if it is determined that a lack of English skills previously prohibited the student from demonstrating proficiency. In order to make the conversion, the appropriate EOCT, released GHSGT test, or locally developed test should be administered prior to placement in the course for core credit. Students are required to earn a score of 70% or higher in order to receive core credit. Those scoring below this threshold should be enrolled in the course and retain the initial elective credit.
- Transferred courses will be recorded using the following course numbering protocols:
 - o In state public school credit – course number from transferring school or internal course number
 - o Out of state public school credit – xx.xxxx6xx
 - o In state and out of state private school credit – xx.xxxx7xx
 - o Out of USA credit – xx.xxxx8xx
 - o Home school credit – xx.xxxx9xx

Teacher identification for transferred courses will be recorded using the following SSN protocols:

- o In state school – 999999999
- o Out of state school – 888888888

Transferred courses will be changed to the appropriate course title in the list of state funded courses, as needed. Letter grades will be converted to numerical grades using either a conversion scale provided by the prior school or, if a scale is not available, using the following conversion formula:

Letter Grade	Numeric Grade
A	95
B	85
C	75
D	70
F	60
P	70

Earning Units of High School Course Credit by Testing Out

- Beginning in school year 2013-2014, a student may demonstrate subject area competency by testing out of any course that has an associated End of Course Test (EOCT).
- A unit of course credit is awarded to students who reach the performance level of Exceeds on an EOCT prior to taking a specific EOCT course.
- Students have only one opportunity per course to test-out.
- At this time, a student may only earn up to three credits by testing-out.
- Students must meet the following requirements for earning course credit through testing-out:
 - o Not currently or previously enrolled in the course;
 - o Have earned a grade of B or better in a content area course that is the same content area of the course for which the student is attempting the EOCT. For example, a student wishing to exempt 9th Grade Literature and Composition would need to have earned a grade of B or better in either 7th or 8th Grade ELA;
 - o Received a teacher recommendation from a previous teacher in the same content area;
 - o Received parent/guardian permission.
- Students who do not reach the performance level of Exceeds when attempting to test-out must enroll in and complete the associated course and retake the EOCT even if the students make a passing grade on the EOCT during the testing-out attempt.
- Students who are currently enrolled, or have previously been enrolled, in a higher-level course are not allowed to earn credit by later attempting to test-out of a lower level course. For example, a student already taking AP Physics may not earn credit for Physical Science by testing-out.
- Course credit of students who test-out of a course is reported in the same way as the course credit earned through completing courses.
- Course credit earned by testing-out will not be utilized as part of the calculation of the student’s GPA for the HOPE Scholarship, if the student is enrolled in grades 9-12. Course credit earned by testing-out will be utilized as part of the local GPA calculation, regardless of grade level.
- Under NCAA requirements, units of credit earned through testing-out using the EOCT will not count as a core course credit for athletic aid for any student seeking NCAA Division I or II athletic scholarships.

- Students who meet criteria for testing out and choose to take the EOCT will be required to pre-pay for the administration. The cost is \$50.
- The cost of the test for students who perform at the Exceeds level will be reimbursed, unless the student subsequently decides to take the course.
- A student who Exceeds and then decides to take the course will be responsible for the entire cost of the test.

Procedures for Awarding Units of Credit for Dual Enrollment Courses

The Board shall award units of credit to students for high school courses taken through postsecondary institutions as described in the State Board of Education Rule 160-4-2-.34 Dual Enrollment.

- For students who participate in approved dual enrollment credit programs, the grades and amount of credit for each approved course shall be placed on high school transcripts and shall be used in computing grade point averages for both class ranking and HOPE eligibility.
- Dual enrollment courses will be given an additional .5 weighting for the purpose of calculating GPA for both class ranking and HOPE eligibility.
- For **each** successfully completed, approved dual enrollment credit course, secondary credit shall be awarded toward state and local high school graduation requirements based on the credit conversions below, regardless of the course location or school day class schedule followed. Per approval from the State Board of Education in January 2010, the following new credit conversions must be used and followed without local adjustments or requirements:
 - o Postsecondary semester hour credit shall be converted to high school unit credit as follows: 1 to 2 semester hours = .5 unit; 3 to 5 semester hours = 1 unit.
 - o Postsecondary quarter hour credit shall be converted to high school unit credit as follows: 1 to 3 quarter hour credits = .5 unit; 4 to 8 quarter hour credits = 1 unit.
 - o Students are limited to 4 units of dual credit per semester and 8 units per year regardless of the combination of dual or regular classes scheduled. One hour labs that are part of a class are not counted for dual credit at the high school level, just the college.

Joint enrollment is an arrangement whereby a high school student is enrolled in postsecondary coursework with an eligible postsecondary institution while continuing to pursue his or her high school diploma. Joint enrollment coursework **earns post-secondary credit only**. High school credit cannot be given for joint enrollment courses.

BEHAVIORAL EXPECTATIONS FOR POSITIVE BEHAVIORAL INTERVENTION SUPPORTS

Gainesville City School System is proud to announce its designation as an active Georgia Positive Behavioral Interventions and Supports (PBIS) district. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for all youth by making desired behavior more functional. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support including proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and the cafeteria).

BE THE ONE...Ready, Responsible, Respectful, Role Model

At Gainesville High School, students are expected to follow the expectations below for behavior in non-classroom settings:

In the Hallways:

- Aware of time between classes
- Develop the best route to class
- Have a hall pass when in the hall during class time
- Use appropriate tones and language
- Keep headphones at a level where you can hear in case of an emergency
- Use trash cans to dispose of trash
- Get to class on time
- Encourage appropriate behavior
- Model good behavior

In the Cafeteria:

- Have your ID ready
- Wait patiently in line
- Use appropriate tones and language.
- Address all cafeteria staff and on-duty faculty with respectful tones and statements
- Move quickly through the lines; stay in your place in lines
- Pick up all trash and belongings from eating area

In the Restroom:

- Have your pass from your teacher if it's during class
- Wash your hands
- Respect personal space
- Speak quietly
- Dispose of trash appropriately in the designated trash cans
- Only toilet paper in the toilets
- Return to class immediately after visit
- Model appropriate behavior

Outside of Buildings:

- Respect the directions of all staff members and visitors
- Respect the personal space of others
- Keep noise at an appropriate level
- Be aware of traffic when crossing streets
- Use proper entrances and exits
- Place all trash in the trash cans provided
- Remain on campus

At Assemblies:

- Move in and out of the gym or fine arts building in an orderly fashion with no running, pushing, loud talking, or crowding
- Refrain from eating/drinking or chewing gum
- Sit quietly and as still as possible
- Remove hats, earphones, and turn off electronic devices
- Pay attention to the speaker and program, showing appropriate appreciation (applause) when warranted is encouraged.

BUS CONDUCT

Transportation service for students is a privilege, not a right. Students will be allowed to ride Gainesville City School's buses as long as they remain a student in good standing for that purpose. A student in good standing is one who follows the rules. Students are responsible for maintaining good behavior while riding the school bus. Parents should remind their children to follow all the rules listed below and to be a person of responsible character while riding to and from school, on field trips, or any other school-sponsored trip. The school bus is considered school property; therefore, all rules that apply to school building also apply to school buses.

1. Students are to be at their designated stop in the morning at least five minutes before the bus is to arrive.
2. Students are expected to get off at their designated stop unless they have a note from a parent or legal Guardian stating that they have permission to exit at a different stop.
3. BUS BOARDING PASSES – Students must have a bus boarding pass that is completed by the school in order to ride a bus other than their normal bus. Students must hand the bus boarding pass to the bus driver in order to ride a bus that is not their normal bus. Parents must send a note to the school or call the school by 9:00 AM to make changes in afternoon bus transportation for their child.
4. Students shall be permitted to use electronic devices during the operation of a school bus, including but not limited to cellular phones, MP3 players, and iPods, provided that the safety of staff members and other bus riders is not jeopardized.
5. No excessive noise or rowdy behavior is permissible on the bus. Only normal conversation is allowed except when at railroad crossing, red lights, and stop signs. At these times there shall be no talking.
6. A student shall immediately take his/her seat upon entering the bus and remain seated in that seat until the bus stops and it is time to get off.
7. Head, hands and feet shall be kept inside the bus at all times.
8. Throwing any article inside the bus or at the bus is strictly prohibited.
9. Students must wait for the bus in an orderly manner a safe distance off the roadway. The bus shall come to a complete stop before students move toward the bus. Students must not rush or walk between buses when loading or unloading.
10. No fighting is allowed on the bus.
11. Lighters, matches, or other igniting devices, as well as smoking on the bus are strictly prohibited.
12. Eating or drinking on the bus will not be allowed.

13. Student will not use profane or foul language at any time.
14. Students shall not deface or damage the bus (i.e., writing or painting inside or outside the bus). Any guilty of such acts will pay the cost of repairs.
15. Students will not open the emergency door except for emergencies when instructed by the bus driver to do so.
16. Students who must cross the road after being discharged from the school bus must cross in front of the stopped school bus.
17. Students are strictly prohibited from acting or talking disrespectfully in any way to the bus driver.
18. Misconduct on buses near the end of the school year that cannot be dealt with during the remainder of the school year will carry over the beginning of the school year.
19. For the safety and protection of riders and drivers, buses may be equipped with video cameras and audio capabilities. These tapes may be used for identifying behavioral problems. These tapes are held for one school day only and then are taped over. Videotapes will be reviewed only by district staff.

Because safety on the school bus affects many other students, the administration reserves the right to invoke a penalty more severe than listed for the offense. This may include behaviors that threaten the safety of anyone else in the bus. Violations of the School Bus Rider's Rules will be dealt with as follows **for grades PK-12:**

First Offense- The student is reported to the principal by the bus driver. The principal talks with the student and send written communication to the parent/legal guardian to be signed and returned to the principal. A copy of this communication is sent to the bus driver.

Second Offense-The principal again talks with student and sends written communication to the parent/legal guardian. The communication in part will warn the parent/legal guardian that another offense will deny the student of bus riding privileges from one to five days (depending upon the nature of the offense). The communication is to be signed by the parent/legal guardian and returned to the principal. A copy is sent to the bus driver.

Third Offense- The parent/legal guardian is notified in writing that the bus riding privileges are suspended (from one day to ten days). The communication is to be signed by the parent/legal guardian and returned to the principal. A copy is sent to the bus driver.

ADDITIONAL GUIDELINES

- Parents/guardians are responsible for providing transportation for students suspended from riding the bus.
- Bus drivers are in complete charge at all times and are authorized to assign seats.
- Conversation with the driver or behavior distracting the driver by students during loading and unloading of buses should be avoided. During this critical time complete concentration by the driver is required. Parents/guardians with concerns or complaints that need to be addressed by the bus driver should contact the Director of Transportation, at (770) 536-8312. Under no circumstances should parents distract the driver by boarding the bus or complaining at the bus stop. Student safety must be top priority during this time.
- Student conduct in school and on school buses may be videotaped with surveillance equipment. This equipment is installed for the purpose of promoting a safe environment for students, personnel, passengers and drivers.
- Any action or disturbance that endangers the well-being of any student will be handled in accordance with the student discipline section of this handbook.
- It shall be unlawful for any person to knowingly, intentionally, or recklessly disrupt or interfere with the operation of any public school, public school bus, or public school bus stop as designated by local school boards of education. Any person violating this Code section shall be guilty of a misdemeanor of a high and aggravated nature (OCGA 20-2-1181)

CERTIFICATE OF SCHOOL ENROLLMENT

Attendance/Discipline and Driver's License – (O.C.G.A. 40-5-22) This law requires that the local school system's central office receive information from the public schools and home schools regarding students 14 through 17 years of age whose driver's licenses are to be revoked or not issued according to the provisions of the law.

Effective July 1, 2015, schools will have to certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit.

Students applying for an instruction permit or driver's license must obtain from their school a **Certificate of School Enrollment** form to certify that a student is eligible for a driver's license or learner's permit. The Certificate of School Enrollment form will replace the Certificate of Attendance form and the Certificate of Eligibility for Restoration of Driving Privileges form certifying that none of the above provisions apply to them at the time the letter is generated or for the preceding year.

Certificates of School Enrollment must be obtained by applying with the Gainesville High School Main Office. There is a \$5.00 fee for this service and processing will take from 24-48 hours depending on the volume of requests. The Certificate of School Enrollment is only valid for 30 days from the date of issuance. Current proof of residency must be on file before request is processed.

CHECKING OUT OF SCHOOL

Gainesville High School believes consistent attendance at school is essential for academic success.

1. Students must bring a checkout request to the Third Floor office or 9th Grade Center Office **before 1st period begins**. It must include the student's name, reason for dismissal, and time of dismissal. It must be signed by a parent/legal guardian and must have a phone number where the parent/legal guardian can be reached for verification. The student **will not be allowed to checkout** unless the office verifies the note. **No telephone or email checkouts are allowed. Only authorized persons will be allowed to checkout a student.**
2. **CHECKING OUT FOR LUNCH IS NOT PERMITTED.**
3. Upon arrival back to school, students are encouraged to bring back appropriate documentation for excused absences from any missed periods. Official documentation from court, school-related field trips, college visits (limited number), funeral services, and/or any medical appointments will assist in the conversion of absences to excused absences for any missed days or class periods.

Any student who leaves school without authorization will face disciplinary action. Work-Based learning or Dual Enrollment students will be issued a campus pass.

CHILD ABUSE AND NEGLECT – POLICY JGI

All employees of the Gainesville City School System, as well as persons who attend to a child pursuant to their duties as a volunteer for the school system, who have reason or cause to believe that suspected child abuse has occurred shall notify the principal or the school system's designee, who shall report such abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that suspected child abuse has occurred, in accordance with Georgia law and the protocol for handling child abuse cases for Hall County, Georgia.

Under no circumstances shall the principal or designee to whom a report of child abuse has been made exercise any control, restraint, modification or make any other change to the information provided by a mandated reporter, although the reporter may be consulted prior to the making of a report and may provide any additional, relevant and necessary information when making the report.

CHRONIC DISCIPLINARY STUDENT ACT (O.C.G.A. 20-2-764)

A chronic disciplinary problem student is a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. Georgia law mandates that any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall notify by telephone call and by mail the student's parent/guardian of the disciplinary problem, invite the parent/guardian to observe the student in a classroom situation, and request at least one parent/guardian to attend a conference to devise a disciplinary and behavioral correction plan. Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by telephone call and by mail, at least one parent/guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan. The law allows a local board of education to petition the juvenile court to require a parent/guardian to attend a school conference. If the court finds that the parent/guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, the court may order the parent/guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent/guardian who willfully disobeys an order of the court under this law.

COMPUTER LAB USAGE POLICY

- Students are **NOT** to be in the Computer Labs without supervision at any time. **NO EXCEPTIONS!**
- No food or drinks (including water) are allowed in the computer labs.
- No computer equipment should be removed or disassembled.
- All computers should be logged off when work is complete.
- All chairs should be pushed in, and trash picked up before leaving the lab.
- No computer equipment should be moved from its established position.
- All equipment should be operated with respect and care.
- Failure to follow these lab rules may result in the loss of lab privileges.

CLUBS AND ORGANIZATIONS FOR STUDENTS

All student clubs and organizations must follow guidelines and procedures governing the creation and operation of such clubs, organizations, and groups in accordance with the policies of the Gainesville City Board of Education. State law requires that parent/guardian receive information regarding school clubs and organizations, such information must include the name of the club or organization, mission or purpose, name of the club's faculty advisor, and a description of past or planned activities. On the parent/guardian signature page the parent/guardian will have an opportunity to decline permission for his or her student to participate in a club or organization designated by him or her.

The 2019-20 Clubs and Organizations are as follows:

Club/Organization	Mission/Purpose	Faculty Advisor
Academic Team	The GHS Academic Team is a highly competitive varsity and junior varsity academic team that participates in weekly games with other high schools in northeast Georgia. Players must be able to answer questions in the areas of math, science, social studies, language arts, and current events. The teams practice after school on Wednesdays and compete on Mondays. Practice starts in August and ends with the championship in November. A \$20 fee is required to cover transportation and uniforms. This team is fun and for the intellectually inclined.	Elie Viviant Walter Jester
Anchor Club	The Anchor Club is an international youth service organization with hundreds of clubs in schools around the world and is based on the guiding principles of service and friendship. The mission of the Anchor Club at Gainesville High School is to encourage the development of leadership, service and friendship among peers with and without disabilities that creates a welcoming school and community atmosphere for <u>All</u> students. Meetings will be once a month.	Clay Sayre
AWARE	The AWARE (African-Americans Working to Achieve Relevance and Excellence) Club is a student led organization which focuses on maximizing student potential through receiving an education, improving and/or enhancing student personality & student character, discovering true student identity & purpose, and performing school and community service. While there is concentration on the improvement and/or enhancement of African-American students, the AWARE Club is open to all students. AWARE meets weekly at 7:45 a.m. and dues are required for all those students interested in joining the club. Dues are \$15.00 for the year. Dues will pay for the Club T-Shirt.	Adrian Cromwell
Chess Club	The Chess Club offers opportunities to play chess to players of all abilities and interests. Students may play socially in the club or play competitively on the team. Both practice together. We instruct beginning players and offer challenges to more advanced players. Chess Club meets every school day before and after school. Dues are \$10.	Charlie Sea Walter Jester
Chinese Club	The mission of the Chinese Club is to provide students with after school opportunities to experience the Chinese language and culture. Dues are \$10 and the club meets once a month.	XiuFeng Zhu
Coding Club	The GHS Coding Club mission is to create 3Cs for our students: <ul style="list-style-type: none"> • Computing awareness • Coding opportunities • Creative thinking development We will provide participating students an opportunity to learn the basics of computer programming in a team setting. The club's main focus will be <u>hourofcode</u> and <u>code.org</u> . We will try to learn to create apps, websites, and games.	Chandra Karnati
DECA	DECA is a co-curricular marketing education club that helps students to develop skills for successful business careers, experience leadership and practice community service. DECA offers a wide range of services and activities for its student members. The services and activities are organized around the areas of conferences, school-based enterprise, and leadership opportunities. Club dues and shirt are \$25..	Brett Dillin
Environmental Awareness Club (EAC)	Our purpose is to educate students and community members about the positive impact that humans can have on the environment. Membership is \$10. Members are expected to participate in recycling and other activities. Meetings are held every other Tuesday at 7:45 a.m. in Room 322.	Teresa Leach

Club/Organization	Mission/Purpose	Faculty Advisor
<p>Family, Career and Community Leaders of America (FCCLA)</p> <p>Future Georgia Educators (FGE)</p>	<p>A national career and Technical Student Organization focusing on preparing students for their future after high school by allowing them to participate in Community Service, National Programs, Competition, Leadership Training and Team Building. We travel all over the state of Georgia and to National competitions in different areas of the country. 2016-2017 FCCLA members will have the ability to go to Fall Leadership Conference at FCCLA camp, Fall Rally at the Georgia National Fair, Discover Training at Camp John Hope, Region and State STAR event Competitions, Summer Leadership Camp and National STAR event Competitions. Be a part of the Ultimate Leadership Experience! FCCLA dues and shirt are \$20. FGE dues are \$15. Meetings TBA.</p>	<p>Phyllis Mance</p>
<p>Featherbone Communiversity</p>	<p>The Featherbone Communiversity Leadership Academy is a partnership of local schools (Gainesville High School, East Hall and Lakeview Academy) and businesses sponsored by Brenau University that fosters an evolutionary way of learning, leading, and serving. Students from GHS are typically nominated by a CTAE teacher and are juniors or seniors. The objectives of Communiversity are:</p> <ul style="list-style-type: none"> • To grow personally and professionally • To discover future community builders • To encourage “giving back” to the community • To understand the concepts of “Communiversity” • To better understand career mastery in all careers <p>The students attend the Master series events in healthcare, entrepreneurship, education and craftsmen. They also attend an Orientation at Brenau focusing on improving soft skills and other leadership traits. The last few years the students have also volunteered at the GA Mountain Food Bank and learning about food insecurity in our community and participate in the \$5 Challenge. Funds raised from the \$5 Challenge are donated to a charity selected by the students. There were 15 students that participated in 2016-17.</p>	<p>Helen Perry</p>
<p>Fellowship of Christian Athletes (FCA)</p>	<p>The Fellowship of Christian Athletes challenges coaches and athletes on the professional, college, high school, middle school and youth levels to use the powerful medium of athletics to impact the world for Jesus Christ. FCA is the largest Christian sports organization in America. FCA focuses on serving local communities by equipping, empowering and encouraging people to make a difference for Christ. FCA meets every Tuesday morning at 7:45 am in the media center. Dues are \$10.</p>	<p>Dave McConnell</p> <p>Leah Roach</p>
<p>Forensic Science Club</p>	<p>Students learn the basics of criminal justice, policing, courts, and forensic science techniques. We do activities such as fingerprinting and footwear and tire tread comparisons as well as online lessons about ballistics, crime scene photography, how courts work, and discuss current legal events.</p>	<p>Melissa Schenfield</p>
<p>French Club</p>	<p>French Club is for present and past students of French who wish to celebrate French culture in a relaxed setting. Activities are monthly and dues are \$10.</p>	<p>Stacy Finelli</p>
<p>Future Business Leaders of America (FBLA)</p>	<p>Future Business Leaders of America is an education association of students preparing for careers in business and business-related fields. The mission is to bring businesses and education together in a positive working relationship through innovative leadership and career development programs. Membership in FBLA prepares students for “real world” professional experiences. Students meet on the 1st Wednesday of each month and the club is co-curricular. Dues are \$15.</p>	<p>Whitney Van Atta</p>
<p>Gaming Club</p>	<p>The GHS Gaming Club will promote friendly competition, cooperation among students, meeting and socializing with new people, and more. We aim to give students a fun, friendly, and competitive environment where they can enjoy playing video games with their fellow peers. Students will have the opportunity to enter into a competitive environment that consists of other students with similar interests. Meetings will be determined by the number of people that join the club in the current year. There will be an annual fee of \$25.00 to cover the costs of consoles, games, controllers, etc. (DISCLAIMER: Certain “M-Rated” video games will be banned because they have exceeded the level of violence that is appropriate for school. Parents will have to sign a consent form to allow their child to play the “M-Rated” games that are allowed in the school. Students may not play “M-Rated” video games without returning the completed consent form.)</p>	<p>Elie Viviant</p>

Club/Organization	Mission/Purpose	Faculty Advisor
Generation Inspiration	Generation Inspiration is an interactive youth leadership society that allows students to develop life and entrepreneurial skills while taking an active part in defining and achieving their personal goals. GI helps its members to apply to college, become aware of numerous scholarship opportunities at GHS, fulfill a community service requirement, and plan special activities throughout the school. Students may also participate and graduate from an eight-week course that is facilitated by local business, religious, and civic leaders who help them gain necessary skills to help Hall County bridge the generational gap of leadership in the community. This organization has allowed young high school graduates to assume leadership roles on governmental and non-profit boards and has also awarded thousands of dollars to students in scholarships. \$5 dues for officers.	Amanda Toney-Velazquez
GHS B.A.S.S. Fishing Club	The goal of GHS B.A.S.S. Fishing Club is to support students in their connection to the outdoors by exploring and helping protect the natural resources. Through the formation of a competitive fishing club, students learn the basic principles of angling through statewide and national events. Students will also connect the role of conservation with the long term sustainability of our precious water resources. Dues are \$30.	Richard Elsarelli Cortney Evans
GHS Literary Society	The newly named GHS Literary Society now includes Reading Bowl, TOME Society, the GHS Coffee Shop and also promotes the American Library Association events. We have a little of everything for the book lover in you!!! Reading Bowl is the game format reading competition using the GA Peach Book Nominees for the current year. Our team will compete against other high school teams in a buzzer format to test our knowledge of the selected books. Team members will meet regularly in late fall to practice buzzing and discuss the books. Members help with the GCSS Elementary/Middle District bowl in late January. The mission of Tome Student Literacy Society is to promote multiple literacies among 3rd-12th grade students across the United States through: service; collaboration; competition-based club activities; and clean, entertaining, encouraging literature. Members of our GHS Literary Society are eligible for participation in Reading Bowl and/or TOME Society. They will also help the media center with various duties and promotion of American Library Association events. The dues are \$25 a year.	Susan Wooten Laura Elsarelli
Hispanic Organization Promoting Education (HOPE)	HOPE (Hispanic Organization Promoting Education) is driven by the main focus of helping students stay in school and continue furthering their education after high school. Dues are \$15 and students meet the first Wednesday of every month.	Sandy Rivera
HOSA	National organization for students that are current or past HOSA students get together and discuss current healthcare issues and careers, expand their knowledge in the healthcare area. They will be practicing healthcare skills and then go on to the regional, state, and national level to compete in various aspects of healthcare. Dues are \$25.	Jason Nierenhausen
Interact Club	Interact is an international service-oriented organization that is an extension of Rotary International. Our purpose is to help young people understand the value of serving others in a positive way here at home and abroad. The club meets once per month on the 3 rd Wednesday. Dues are \$20 for students in grades 9-11 and \$30 for Seniors.	Traily Holland
International Thespian Society	The International Thespian Society honors students who excel in theatre arts and meets monthly with programs provided by out of town guest artists in acting, dance, stage combat, audition, plus service projects such as Trick or Treat So Kids Can Eat and Adopting a Family at Christmas. Dues are required annually for Troupe 2445 and International Dues when initiated. Generally our meetings are the first Tuesday in each month. State Conference is in February. Anyone interested in theatre can attend the monthly meetings whether or not you are taking a theatre class.	Pam Ware
Key Club	Key Club is the oldest and largest service program for high school students. Key Club is successful because it is a student led organization that teaches leadership through serving others. Kiwanis Clubs serves as the big brothers and sisters to our Key Club members. Meetings are on Thursdays at 7:45 am in Media Center. Dues of \$25 include membership in Key Club International.	Laura Elsarelli

Club/Organization	Mission/Purpose	Faculty Advisor
<p style="text-align: center;">Latin Club</p>	<p>The purpose of the Latin club is to allow Club members opportunities to learn about the Latin language, the culture of ancient Rome, and the relevance of each in modern society, as well as to share these experiences within the school community and beyond. Membership is open to any GHS student who has paid Latin Club dues of \$10. Meetings are at least once per month, day and time TBD. Activities (tentative/possible): play Roman games, prepare/eat Roman style foods, watch movies/videos about Latin and/or Rome, Latin song caroling, attend Foreign Language Day at UNG (April), and participate in Homecoming Parade.</p>	<p style="text-align: center;">Ken Basinger</p>
<p style="text-align: center;">Math Club</p>	<p>The mission of the GHS Math club is to create A³:</p> <ul style="list-style-type: none"> • an Awareness of the real world of applications of math, • Adventures for inquisitive students who are burning to create solutions to real problems • a sense of Accomplishment for students with a mathematical intellectual thrust 	<p style="text-align: center;">Chandra Karnati Walter Jester</p>
<p style="text-align: center;">Medical Scholars</p>	<p>The Brenau College of Health Sciences is working collaboratively with Gainesville High School in development and sustainability of health care services to expose high school students to careers within the health care field. The Medical scholars program gives high school students opportunities to experience the possibilities for university level studies and hands-on labs with health care professors to set the tone for future career options.</p> <p>The Medical Scholars Program kick-off is a required Parent/Guardian and selected student orientation. The actual Medical Scholars Program encompasses four (4) days during the academic year per group plus an orientation. Medical Scholars spend a 9a-3p day with the various health professionals and programs at Brenau University. These experiences include the following professions/programs:</p> <ol style="list-style-type: none"> 1. Nursing 2. Occupational Therapy 3. Physical Therapy 4. Pre-Professional (Pre-Medical, Pre-Pharmacy, Pre-Dentistry) and Basic Sciences 5. Psychology 6. Specialty Selection Day with Career Planning and Graduation Ceremony 	<p style="text-align: center;">Helen Perry</p>
<p style="text-align: center;">Music Nation</p>	<p>MUSIC NATION is a club open to all lovers of music, founded in 2015 to support and share the appreciation of all music programs at Gainesville High School.</p>	<p style="text-align: center;">Teresa Williams</p>
<p style="text-align: center;">NJROTC</p>	<p>In NJROTC you explore the intriguing world of civilian, industrial and military science and have an opportunity to sharpen your leadership skills. You will be able to discover the rich history of the Naval Service and scientific aspects of tomorrow's naval technology, while at the same time honoring your leadership potential. Membership fee is \$50.</p>	<p style="text-align: center;">Scott Thompson</p>
<p style="text-align: center;">Presidents' Club</p>	<p>The GHS Presidents' Club is service club designed to improve school culture and spirit through special projects and events implemented by their respective club and/or academic team or program. The Presidents' Club will also engage in special projects organized by the school, as well as attend special faculty meetings and workshops as needed. <u>The club is open to all presidents of the clubs or academic teams or programs.</u> Dues are required (\$15.00), and they include club t-shirts and graduation cords for those who are seniors. The club meets weekly.</p>	<p style="text-align: center;">Susan Wooten Adrian Cromwell</p>
<p style="text-align: center;">SkillsUSA</p>	<p>SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled work force. Dues and T-shirt are \$25 and meetings TBD.</p>	<p style="text-align: center;">Ryan Casper Randy Page Kateria Bogans</p>
<p style="text-align: center;">Spanish Club</p>	<p>The mission/purpose of the Spanish Club is to discover the different Spanish speaking cultures through authentic cultural activities. The dues are \$10 and meetings will be announced.</p>	<p style="text-align: center;">Jose Sanchez</p>

Club/Organization	Mission/Purpose	Faculty Advisor
S. T. O. M. P. Club (Students Taking Ownership in Modeling Positive Behavior)	The STOMP Club is a PBIS based, student-led club that works closely with the Faculty & Staff PBIS Team to create a more enrich PBIS culture within Gainesville High School. Some of the primary assignments of the STOMP club include helping market and organize school celebrations, providing feedback on student issues and concerns, as they relate to disciplinary infractions, helping to create a PBIS rich culture at Gainesville High School, improving school spirit, & promoting the 4 R's of <i>being Respectful, being Responsible, being Ready, and being a Role Model</i> . The club is open to all students, and it meets once a week. Dues are required (\$20.00), and they include club t-shirts and graduation cords for those who are seniors. The club meets weekly in Mrs. Burks-Mayes' classroom, room 310.	Adrian Cromwell Diana Mancilla
Student Council	Student council develops student leaders who plan and implement school wide activities and spirit weeks. Student Council serves as a liaison between the student body and the administration. Meetings are on Mondays from 3:30 - 4:15 in Room 119. Student Council is responsible for all Homecoming activities and afternoon pizza.	Deanna Farber
Technology Student Association	TSA fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM). TSA members apply and integrate these concepts through co-curricular activities, competitions, and related programs such as the Science Bowl, VEX Robotics, Dungeons & Dragons, Fashion Design, Coding, or Structural Design competitions. Dues are \$35.00. TSA t-shirt is included.	Dave Head
Yearbook	The goal of the GHS Radiator Staff is to produce a Yearbook that accurately and completely represents the story of each student through their involvement in clubs, sports, and daily Red Elephant life.	Jenny Givens
Youth Leadership Hall	Youth Leadership Hall is a leadership development program with the Greater Hall Chamber of Commerce that informs and motivates selected high school juniors and seniors from Gainesville High, the Hall County high schools, Lakeview, Riverside and Lanier Christian Academy. Students are able to network with community leaders giving them the opportunity to explore various careers and resources that are available in our community. The Chamber is investing in our students who are considered potential leaders and hoping that they will want to return to Hall County upon completion of their educational pursuits and become leaders in the Gainesville/Hall Co. community. The number of students that participate from each school depends on the enrollment numbers. GHS has 11 students for the 2017-18 school year. Last year we had 9 students.	Helen Perry
500 Queens	A club for young women that aspire to become the most powerful piece on the chess board of life by enhancing and empowering high school young ladies in the areas of education, economics, self-worth, and womanhood. The 500 Queens participate in community service, college and career exploration, and mentoring. Requirements: a GPA of 2.5 or higher (or C-average from middle school), application, two references from teachers, and a 500-word essay on a given topic. Dues are \$35.00. Meetings are every 3rd Wednesday at 7:45 a.m.	Pharalynn Brown Nadirah Robinson
A.W.A.R.E. Gents Club	The AWARE Gents Club is a spin-off branch of the AWARE Club that concentrates on the building, improvement, and/or enhancement of minority males and their purpose in life. The club also maintains much of its focus from its origins back in the 1960s concentrating on male character building and learning life skills both professional and soft skills for success in the everyday world. Like the AWARE Club, its members give back to their school, the communities of Gainesville/Hall County, and more importantly, the younger generation of males within the Gainesville City Schools. While the club does focus on the improvement of minority males, it is truly open to ALL male students regardless of race, creed, ethnicity, or nationality. Dues are \$15.00 and they include the club shirt and cords for Seniors who meet the requirements. The club meets weekly, and the new meeting location is TBD.	Adrian Cromwell

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM

Georgia State Board Rule IDB (160-4-2-.12) requires that “sex education and AIDS education shall be a part of a comprehensive health program.” If desired, parents and legal guardians may request an opportunity to review all instructional materials related to this program prior to their students entering the program. Parents and legal guardians may opt to exclude their child from sex education and AIDS prevention instructional programs by sending a written request to the school that their child not receive such a course of study.

COUNSELING SERVICES

The Guidance and Counseling Program at Gainesville High School seeks to positively impact the lives of our students by partnering with parents, community, faculty and staff. Our program offers comprehensive planning and guidance services addressing student academic and career goals, as well as personal and social needs. We work to give students the opportunities to acquire the educational and social competencies necessary for their growth toward lifelong success and effective, responsible citizenship for a diverse and changing world. The Counseling Department is a student service division of the total school program providing assistance to all GHS students and families. Connect with us at www.bigredguidance.weebly.com.

Students may go to counselors for concerns about their grades, schedules, study habits, attendance, college and career planning, home life and friendship issues. A student must have permission from a teacher to see a counselor during class time. The counselor will then see the student as the counselor’s schedule allows.

DEBTS

Debts may include, but are not limited to: library book fines, outstanding classroom books, athletic and extracurricular uniforms or equipment, class or club dues, fundraising monies, returned checks, camp fees, restitution, tuition, or any other outstanding obligations. Georgia H.B. 1450 states that parents and guardians of minor children will be liable for their willful, malicious damage to school property up to \$5000 plus court cost. Students must clear up all financial obligations at the end of each semester and/or prior to graduation. Report cards and transcripts of permanent records will be withheld until all debts have been cleared. Seniors who owe debts will not be allowed to participate in graduation ceremonies.

DISCIPLINE PROCEDURES (PROGRESSIVE DISCIPLINE) – POLICY JCDA

It is the policy of the Gainesville City Board of Education that each school within this school district shall develop and implement age-appropriate student codes of conduct designed to improve the student learning environment and which will comply with state law and State Board of Education Rule 160-4-8-.15. Each code of conduct shall include the following:

1. Standards for student behavior designed to create the expectation that students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students. The standards should be designed also to encourage students to respect each other and school district employees, to motivate students to obey student behavior policies adopted by this board and to obey student behavior rules established at each school within this school district;
2. Student support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services available at each school, the school system and other public entities or community organizations which may assist students to address behavioral problems;
3. Progressive discipline processes designed to create the expectation that the degree of discipline imposed by each school will be in proportion to the severity of the behavior of a particular student, the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law;
4. Parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors which detract from the learning environment;
5. All other specific requirements as set forth in any existing State Board of Education Rule or in Georgia law.

Each school shall involve parents in developing and updating student codes of conduct. Each code shall require disciplinary action for each infraction of the code. All student codes of conduct shall be submitted to the board for approval.

The student code of conduct shall be distributed to each student and the student’s parents or guardians during the first week of school and upon enrollment of each new student. The parents shall be requested to sign an acknowledgment of the receipt of the code of conduct and return promptly the acknowledgment to the school. The student code of conduct shall be available in the school office and each classroom.

TEACHER REPORTING REQUIREMENT

It is the policy of the Board of Education that the superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to Georgia law as cited in Section 20-2-738 and Section 20-2-751.5(d).

A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or his designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teachers ability to communicate effectively with the students in his/her class or with the ability of such students classmates to learn shall file a report of such behavior with the principal or his designee.

The principal and teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. § 20-2-737-738.

The Superintendent and/or his designee shall develop procedures as necessary for implementation of this policy and this state law.

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of State Board of Education Rule 160-4-8-.16 Unsafe School Choice Option.

Parents and police will be notified in every instance where the law is violated.

Minor acts of misconduct are those that interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or the student's learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the administration.

Penalties for minor acts of misconduct include, but are not limited to, the following:

- Warning
- Conference with student
- Alternative seating
- Conference with parent/guardian, teacher and/or administrator
- Practice of desired behavior
- Development of an action plan or contract
- In-school suspension (ISS)
- Participation in the cleaning/repair of any damage caused to the school-related environment
- Detention
- Any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s)

Intermediate acts of misconduct require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given if not already provided. Penalties for intermediate acts of misconduct include but are not limited to the following:

- Student participation in conference with parent/guardian, teacher, and/or administrator
- Restriction from school programs or other activities
- Up to three days out-of-school suspension
- Participation in the cleaning/repair of any damage caused to the school-related environment
- Financial restitution for the repair of any damage caused to the school-related environment
- Development of an action plan or contract
- Detention
- Change in Academic Setting
- Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s)

Serious acts of misconduct require administrative intervention and may require use of outside agencies and/or law enforcement. These offenses include, but are not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or well-being of others, or property. Because serious acts of misconduct may result in placement in a separate alternative educational program or expulsion, students have benefit of due process, such as the Disciplinary Tribunal, the procedural safeguards and other requirements identified in the 1997 Federal Individuals with Disabilities Education Act and the Georgia Board of Education's Special Education Rules. Penalties for serious acts of misconduct include, but are not limited to, the following:

- Restriction from school programs and/or other activities
- Out-of-school suspension for up to ten days
- Participation in the cleaning/repair of any damage caused to the school-related environment
- Financial restitution for the repair of any damage caused to the school-related environment
- Change in Academic Setting
- Placement in a separate alternative educational program
- Expulsion

OFFENSES	CONSEQUENCES
<p>1. Absences and/or truancy-unexcused (O.C.G.A 20-2-690. Excused absences are defined as</p> <ul style="list-style-type: none"> • Illness • Death in immediate family • Religious Holiday • Instances in which attendance could be hazardous as determined by Gainesville City School System • Service as page in legislature • Court Order • Absence to vote in an election • Up to five (5) days excused absences per year to students where the parents are in the military and are being deployed or on leave. 	<p>1. Penalty may range from warning and/or conference with student/parent/guardian to one to three days in-school suspension.</p>
<p>2. Academic dishonesty/misrepresenting self or others</p>	<p>2. Penalty may range from the student receiving a zero on the assignment and warning or conference with student/parent/guardian to one to three days out-of-school suspension.</p>
<p>3. Assault on faculty or staff member - Threatening bodily harm to faculty or staff member. This includes threats that are verbal, written or implied.</p>	<p>3. Penalty may range from restriction from school programs and/or other activities to expulsion.</p>
<p>4. Bullying (OCGA 20-2-751.4)- An act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electric technology of a local school system, that is:</p> <ol style="list-style-type: none"> 1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; 2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or 3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that: <ol style="list-style-type: none"> A. Causes another person substantial physical harm within the meaning of Code Section 16-5-23-.1; or visible bodily harm as such term is defined in Code Section 16-5-23-.1; B. Has the effect of substantially interfering with a student's education; C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or/D. Has the effect of substantially disrupting the orderly operation of the school. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system. 	<p>4. Penalty may range from restriction from school programs and/or other activities to expulsion. Upon a finding that a student in grades 6-12 found by tribunal to have committed the offense of bullying for the third time in a school year, the student will be assigned to an alternative school.</p>
<p>5. Bus Misbehavior</p>	<p>5. Penalty may range from warning and/or conference with student/parent/guardian, suspension of bus riding privileges (1-10 days) to expulsion. See Bus Conduct section above</p>

<p>6. Computer Trespass Unauthorized use of a computer or computer network including deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer network, program(s) or data as well as visiting inappropriate web sites.</p>	<p>6. Penalty may range from warning and/or conference with student/parent/guardian to out-of-school suspension.</p>
<p>7. Disturbance – Classroom</p>	<p>7. Penalty may range from warning and/or conference with student/parent/guardian to one to three days out-of-school suspension.</p>
<p>8. Disturbance School Acts which cause substantial disruption of learning opportunities and/or threatens the safety or well-being of other students which may include pulling fire alarms, inciting disturbances, threats, or actual violence during period of disruption.</p>	<p>8. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to expulsion.</p>
<p>9. Dress Code Violations</p>	<p>9. Penalty may range from warning and/or conference with student/parent/guardian to one-day in-school suspension.</p>
<p>10a. Drug Sell/Transmission/Solicitation – No student shall sell/buy, attempt to sell/buy, intend to sell, transmit or distribute any legal or illegal drug in any form whatsoever, including, but not limited to, any narcotic drug, inhalant, hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana, other controlled substance, alcoholic beverage, anabolic steroid, intoxicant of any kind, vitamin, herbal supplement, any over-the-counter pill, medication or similar substance, or any substance represented to be or reasonably appearing to be any type of drug, including alcohol. This rule shall be in effect at school or on school property at any time, off school property at a school sponsored activity, function, or event, and en route to and from school.</p>	<p>10a. Penalty may range from restriction from school programs and/or other activities to expulsion.</p>
<p>10b. Drug Possession/Use/Under the Influence – No student shall possess, use or be under the influence of any legal or illegal drug in any form whatsoever including, but not limited to, any narcotic drug, inhalants, hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana, other controlled substance, alcoholic beverage, anabolic steroids, intoxicant of any kind, vitamins, herbal supplements, over-the-counter pills, medications or similar substances, or any substance represented to be or reasonably appearing to be any type of drug, including alcohol. In addition, a student may not possess or use any drug-related paraphernalia. This rule shall be in effect at school or on school property at any time, off the school property at a school-sponsored activity, function, or event, and en route to and from school. Possession and use of over-the-counter medications or medications prescribed to the student by a doctor will not be considered a violation of this rule provided that all school and school district rules and procedures are followed.</p>	<p>10b. Penalty may range from restriction from school programs and/or other activities to expulsion</p>
<p>10c. Violations of the Medication Policy</p>	<p>10c. Penalty may range from restriction from school programs and/or other activities to expulsion.</p>
<p>11. Electronic communication devices Students may possess cell phones and other similar devices on school property as long as they adhere to the guidelines of Electronic Devices Use and Technology Resource Acceptable Use policies.</p>	<p>11. Penalty may range from administrative warning to out-of-school suspension. Devices will be confiscated when in violation of the guidelines.</p>
<p>12. Failure to accept administrative disciplinary action</p>	<p>12. Penalty may range from warning and/or conference with student to one to ten days out-of school suspension.</p>

<p>13. False Reporting and Statements. Students are prohibited against falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee.</p>	<p>13. Penalty may range from a warning, suspension, or a recommendation for a disciplinary tribunal hearing which may result in long-term suspension or expulsion.</p>
<p>14. Gambling on school property, at a school function or on property used by the school with permission of the owner.</p>	<p>14. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to one to ten days out-of-school suspension.</p>
<p>15. Gang-related activity A gang member is a person who is part of an association of three or more people, associated for common purpose, which engages, individually or collectively, in illegal behavior. Gang-related activity includes, but is not limited to, communication of gang affiliation through hand sign flashing, wearing of clothing articles in a certain way or color scheme, jewelry, tattoos, gang signs, symbols or graffiti on personal items, vandalism of public or private property and acts of intimidation, threats, fighting or other forms of violence</p>	<p>15. Penalty may range from restriction from school programs and/or other activities to expulsion.</p>
<p>16. Harassment Any act of harassment based upon race, color, religion, national origin, disability and gender (including sexual orientation and gender identity). This includes, but is not limited to, sexual harassment as used in connection with Title IX of the education amendments of 1972.</p>	<p>16. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to one to ten days out-of-school suspension.</p>
<p>17. Off Campus Misconduct and Criminal Law Violations Any off campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. This includes any such conduct outside of school hours or away from school that shows disrespect to school personnel or which endangers the health, safety, morals, or well-being of other students, teachers, or employees within the school system (such as, theft or vandalism to property of a school employee).</p>	<p>17. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to expulsion.</p>
<p>18a. Physical Violence (O.C.G.A. 20-2-751.6)- A student shall not commit an act of physical violence against a teacher, school bus driver, or other school official or employee either by (1) Intentionally making physical contact of an insulting or provoking nature with the person of another, or (2) Intentionally making physical contact that causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself.</p>	<p>18a. (1) Immediate suspension with disciplinary tribunal hearing. Possible recommendation for expulsion. 18a. (2) Immediate suspension with disciplinary tribunal hearing. Possible recommendation for expulsion for the remainder of the student's eligibility to attend public school.</p>
<p>18b. Violence A student shall not commit an act of physical violence against another student. Offenses include physical violence, i.e., assault, battery, hazing, and fighting.</p>	<p>18b. Penalty may range from short-term suspension to recommendation for a disciplinary tribunal hearing that may result in long-term suspension or expulsion.</p>
<p>19. Profanity Use of vulgar or obscene words, gestures, or other actions, which disrupt school system operations or show disrespect to school personnel during and after school hours</p>	<p>19. Penalty may range from warning and/or conference with student/parent/guardian to up to three days in-school suspension.</p>
<p>20. Property Willful or malicious damage of and/or threats to destroy or damage school, public, private property which may include such actions as the use of or threat of bombs, explosive devices, setting fires, firecrackers, homemade bombs, and/or the deliberate and serious destruction or defacement of school property or property used by the school with the permission of the owner</p>	<p>20. Penalty may range from warning and/or conference with student/parent/guardian to up to three days in-school suspension to placement in alternative school.</p>

21. Repeated violations/misbehavior	21. Penalty may range from restriction from school programs and/or other activities to expulsion.
22. Rude and/or disrespectful behavior and/or refusal to carry out instructions of faculty or staff.	22. Penalty may range from warning and/or conference with student to one to three days out-of-school suspension.
23. Sexual improprieties Inappropriate bodily contact, commission of an act of sexual contact or indecent exposure, or inappropriate public displays of affection.	23. Penalty may range from warning and/or conference with student/parent/guardian to expulsion.
24. Tardiness – Chronic	24. Penalty may range from warning and/or conference with student/parent/guardian to one-day in-school suspension.
25. Theft/Larceny Unlawful taking, carrying, leading, or riding away of property of an- other person.	25. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to one to ten days out-of-school suspension
26. Threats or intimidation of another student(s), written, verbal or implied, but not involving actual physical contact.	26. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to one to ten days out-of-school suspension.
27. Tobacco and/or paraphernalia Possession or use: Includes smoking tobacco, chewing tobacco or snuff, e-cigarettes, hookas, and other similar items	27. Penalty may range from student participation in conference with parent/guardian, teacher and/or administrator to one to ten days out-of-school suspension.
28. Vandalism and misuse of equipment Destruction, or defacement of public or private property located on school premises or at a school function or on property used by the school with the permission of the owner, or inciting, advising or counseling of others to engage in prohibited acts such as marking, defacing or destroying school property	28. Penalty may range from warning and/or conference with student/parent/guardian to one to ten days out-of-school suspension.
29. Weapons A student shall not supply, possess, handle, use or transmit a dan- gerous instrument, weapon, or any object which can be reason- ably considered a weapon on school property, on his/her way to and from school, or at any school function or activity, or at any school-related activity or event away from school. #1 Weapon means and includes any handgun, firearm, rifle, shot- gun or similar weapon; any explosive compound or incendiary de- vice; or, any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade. #2 Hazardous objects include any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nunchahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.	29. Students who possess any weapon described in #1 in violation of this policy will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the man- dated one year expulsion under circumstances where the one year expulsion appears excessive to the superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the board of education, the board may reduce the mandated punishment but shall consider whether the superintendent and/or tribunal considered a reduction and any rationale in denying such a reduction. Students who possess other weapons or hazardous objects as de- scribed in # 2 will be subject to discipline that may range from restriction from school programs and/or other activities to expulsion.

DRESS CODE POLICY

We, the Gainesville City District family, aim high to create a warm and inviting environment. We want every reflection of our brand to be consistent with our tradition of excellence. As a member of this family, your appearance is a reflection of the GCSS brand and how we show up collectively is important to our community. At the same time, we want to build a district where individuality, empowerment, and inclusion are nurtured. With this balance in mind, we have updated our dress code.

We have an expectation that students will dress in a manner that is appropriate for a place of study; and are obeying reasonable standards of safety, health, and cleanliness so as not to distract from the educational process.

Clothing with any picture or wording that relates, infers to, or promotes gangs, drugs, alcohol, tobacco, sex, or displays lewd, vulgar, or indecent language will not be allowed on school property or at school events.

There are examples of what we do not wear and it is best that we provide some examples below.

- Clothing worn in such a manner as to reveal undergarments, bare skin between the upper chest, belly area, and upper thigh.
- Backless, strapless, spaghetti straps, and tank tops.
- See-through/ mesh garments.
- Caps or hats that make it difficult to identify a student
- Pajama attire, sleepwear, or bedroom footwear.

The school administrators, having discretion to render judgments regarding what is and what is not appropriate, may, if necessary, waive these policy restrictions in religious and/or medical situations. Principals and Assistant Principals will determine what happens when a student does not comply with our dress code. A student may be sent home to dress appropriately or may be required to wear a change of clothing provided by the school or parents/guardians.

Students will multiple dress code infractions may be entered into the four step discipline sequence.

ELECTRONIC DEVICES USE POLICY – POLICY JCDAF

Use of personal electronic devices and other electronic media during the regular school day must be in support of and consistent with the vision, mission, and goals established by the Gainesville City Board of Education. All personal electronic devices on Board property or used during a school sponsored activity are subject to the Technology Resources Acceptable Use Policy IFBG.

Students may be permitted to use their personal electronic devices for instructional purposes and to access the District provided network/internet. Students must follow all directions given by school personnel in regards to using personal devices.

Only a student whose parent or legal guardian has completed and returned the Gainesville High School Parent/Guardian Signature Page shall be allowed to use an electronic device on Board property. The form is to be completed yearly.

Students shall be personally and solely responsible for the maintenance, support, and security of their personal electronic device. All personal laptops are required to have updated virus protection and the latest security patches to the operating system and browser prior to connecting to the network. Neither the district nor staff shall assume responsibility or liability for the theft, loss, or damage to personal devices, nor is responsibility for the unauthorized use of any device assumed.

While on Board property, students are not permitted to use their own personal Wi-Fi, data plans or other types of Internet access provided by Internet service providers/carriers that is not provided by the Board of Education. All Internet access will be filtered.

No student shall photograph, videotape, record, or reproduce, via any audio or video means, another student or staff member on Board property without the expressed prior permission of a teacher or administrator. Students shall not disrupt instruction with ringtones, music, or sound effects.

No student shall have a personal electronic device in their possession during district-wide assessments or state testing. Personal devices must be turned off completely (not simply on silent or vibrate mode) and turned into a teacher or testing proctor.

Electronic resources provided by the district may be limited. When demand for these resources exceeds available capacity, priorities for their use will be established and enforced. Authorized staff members may set and change the priorities for these resources. The highest priority for use district electronic resources will include uses that support the educational and business mission of the school system, purchased services, and online testing.

There can be no expectation that electrical power will be made available for student-owned devices. Therefore, it is recommended that personal technology is charged prior to school. Printing from personal devices will not be available at school.

Students shall be permitted to use electronic devices during the operation of a school bus, including but not limited to cellular phones, MP3 players, and iPods, provided that the safety of staff members and other bus riders is not jeopardized.

School staff may confiscate personal electronic devices and school administrators may search the device if inappropriate activities are suspected.

Students who do not comply with this regulation or any supporting directives related to the use of personal electronic devices will be subject to appropriate disciplinary action. The school district reserves the right to change or deny the use of personal electronic devices of students who do not comply with procedures.

EMAIL COMMUNICATION BY TEACHERS

Teachers will respond to parent/guardian email correspondence during planning times and at the end of the school day. During instructional times, teachers will not be able to read or respond to email.

EQUAL EDUCATIONAL OPPORTUNITIES – POLICY JAA

The School District does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act and all accompanying regulations.

Any student, parent, or other person who believes he or she or any student has been discriminated against or harassed in violation of this policy must make a complaint in accordance with the procedures outlined below.

COMPLAINTS PROCEDURE

Complaints made to the School System regarding alleged discrimination or harassment on the basis of race, color or national origin in violation of Title VI, on the basis of sex in violation of Title IX or on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act will be processed in accordance with the following procedure:

- a. Any student, applicant for admission, employee, parent or guardian or other person with a complaint or report alleging a violation of Title VI, Section 504, the ADA or Title IX, excluding sexual harassment as described in 1b, shall promptly notify, in writing or orally, either the principal for his/her school or the appropriate coordinator designated by the school principal or the District. If the report or complaint is oral, either the coordinator or school principal to whom the report or complaint is made shall promptly prepare a memorandum or written statement of the complaint as made to him or her by the complainant and shall have the complainant read and sign the memorandum or statement if it accurately reflects the complaint made. If the complaint is made to a school principal, he or she shall be responsible for notifying the appropriate coordinator of the complaint. Reports or complaints other than those described in 1b shall be handled in accordance with the procedures starting in 2.
- b. Any person with a complaint or report alleging sexual harassment as defined in Policy JCAC (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), may report, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator on the District's website, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. Such reports will be handled in accordance with the procedures and grievance process specified in Policy JCAC.
2. If the alleged offending individual is the coordinator or the principal, the complaint shall either be made by the complainant to the Superintendent or, if the complaint is initially made to the school principal, reported by the principal to the Superintendent. If the alleged offending individual is the Superintendent, the complaint shall be made to the designated coordinator, who shall, without further investigation, report the complaint to the Board chairperson.
3. The coordinator or his or her designee shall have fifteen work days to gather all information relevant to the complaint made, review the information, determine the facts relating to the complaint, review the action requested by the complainant, and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator or designee shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in which such action will be taken and copies of this response shall be furnished to the complainant, the appropriate coordinator and the Superintendent or his or her designee.
4. If the complaint is not resolved at the conclusion of this fifteen-day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right, within five work days of receiving a copy of the written response, to have the complaint referred to the Superintendent of Schools. If the alleged offending individual is the Superintendent, the complainant may have the complaint referred to the Board of Education, rather than the Superintendent.
5. The Superintendent shall have fifteen workdays to review the complaint and the response of the coordinator or designee and attempt to resolve the complaint. The Superintendent shall furnish to the complainant a written response setting forth either his or her approval of the action recommended by the coordinator or designee or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator or designee and the time frame in which such action shall be taken.
6. This policy is not intended to deprive any student or parent of any right they may have to file a grievance pursuant to any other policy of the local Board of Education, or to contact the Office of Civil Rights or other appropriate state or federal agency with regard to any allegations that the School District has violated the statutes described above. The school system shall be responsible for distributing and disseminating information relevant to this policy and procedure to students, applicants for employment and employees through appropriate procedures.
7. The School District shall be responsible for distributing and disseminating information relevant to this policy and procedure to students, parents and employees through appropriate procedures.

8. No reprisal shall occur as a result of reporting unlawful discrimination or harassment under this policy, and any attempt to retaliate against a complainant shall be disciplined as is appropriate.

9. The confidentiality of any individual making a complaint or report in accordance with this policy, to the extent it is reasonably possible, shall be protected, although the discovery of the truth and the elimination of unlawful harassment shall be the overriding consideration.

The following individuals have been designated as the employees responsible for coordinating the district's efforts to implement this non-discriminatory policy.

- Title IX: Deputy Superintendent
- Title VI: Director of Special Education
- Section 504: Deputy Superintendent
- ADA: Deputy Superintendent

GRADING

The following grading system shall be used in the Gainesville City High Schools. No alterations of any nature may be made to the system.

Grading System for Grades 9-12

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

Special Condition:

Audits - Students new to GHS entering after the midpoint of a semester may be enrolled in courses with an audit designation if they were not previously enrolled in comparable course. Students who audit a course will not receive credit.

GRADUATION CEREMONY PARTICIPATION

Participation in the graduation ceremonies is a privilege. The student must have completed all state and local requirements for a diploma by Friday the last day of class for seniors to be allowed to participate in graduation ceremonies. In addition, the student must maintain good conduct and be in good standing with the school by not having any outstanding financial obligations. Senior dues cover the cost of caps and gowns, diplomas, class gift, and graduation expenses. Senior dues are \$115, and must be paid to receive the cap and gown and diploma. A senior violating any part of the behavior code deemed by GHS administration to be a serious offense may forfeit the opportunity to participate in graduation exercises. Days that seniors are released early at the end of the school year and/or are participating in graduation practices are still subject to all school codes of conduct.

In case of weather-related or other unforeseen issues, an option is to move the graduation ceremonies to the following day. Families need to plan accordingly for this possibility. All attempts will be made to hold the graduation ceremonies at City Park Stadium.

GRADUATION REQUIREMENTS – POLICY IHF

All students enrolling in the ninth grade for the first time in the 2008-2009 school year and subsequent years will receive a general high school diploma. The diploma will be awarded to students who have satisfied attendance, course/credit, and state assessment requirements.

Areas of Study Required	Units
English/Language Arts	4
Mathematics	4
Science (<i>The 4th science unit may be used to meet both the science and an elective requirement.</i>)	4
Social Studies	3
Modern/Classical Language and/or CTAE and/or Fine Arts	3
Health and Physical Education <i>JROTC (3 units to meet the personal fitness/health requirement)</i>	1
Electives	4
Total Units (minimum)	23

HARASSMENT – POLICY JCAC

The intent of this policy is to comply with the Title IX federal regulations concerning sexual harassment. To the extent that additional requirements are specified in federal law or regulations, the District shall comply with such requirements.

DEFINITIONS

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or to any official or employee of the District. This notice requirement is not met when the only District official or employee with actual knowledge is the respondent.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. If the complainant is under the age of 18, the parent or legal guardian can file a complaint and act on behalf of the student.

Days for the purpose of this policy means "school days."

Deliberately indifferent means a response to sexual harassment that is clearly unreasonable in light of the known circumstances.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in a District education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator in the District's nondiscrimination notice posted on its website. As used in this policy, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided by the District) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the District conditioning the provision of a District aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- "Sexual assault"- an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; or
- Dating Violence"- sex-based violence committed by a person-

(A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (i) The length of the relationship.
- (ii) The type of relationship.
- (iii) The frequency of interaction between the persons involved in the relationship; or

"Domestic Violence"- sex-based violence which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

"Sex-based Stalking" - engaging in a course of conduct directed at a specific person that would cause a reasonable person to-

- (A) fear for his or her safety or the safety of others; or
- (B) suffer substantial emotional distress.

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. The District shall presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The grievance process will be followed before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

NONDISCRIMINATION POLICY

It is the policy of the Board of Education to comply fully with the requirements of state law, Title IX and its accompanying regulations.

The School District prohibits discrimination based on sex and sexual harassment of students by other students, employees, volunteers or others over

whom the District has authority in any District education program or activity. Education program or activity includes locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurs.

The District shall respond promptly in a manner that is not deliberately indifferent when it has actual knowledge of sexual harassment against a person in an education program or activity.

The District shall require that any individual designated and authorized as a Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, will receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process including questioning, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The District shall ensure that decision-makers receive training on any technology to be used during questioning, and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. The District also shall ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, shall not rely on sex stereotypes and shall promote impartial investigations and adjudications of formal complaints of sexual harassment.

Reports or complaints made to the School District regarding alleged sexual harassment in violation of Title IX shall be processed in accordance with the following process:

GRIEVANCE PROCESS

1. Reports or complaints may be verbal or written and may be made at any time (including during non-business hours), in person, by mail, by telephone, or by electronic mail using the contact information posted on the school and/or district website.
2. Any student, employee, parent or other person wishing to report or file a complaint alleging a violation as described above shall promptly notify either the principal or counselor at his/her school or the Title IX Coordinator designated and authorized by the District. Any employee who receives information from a student alleging sexual harassment shall report it to the principal or Title IX Coordinator. If the alleged offending individual is the principal, the report or complaint should be made by the complainant to the Title IX Coordinator.
3. The Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures as defined in this policy, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. The District shall treat complainants and respondents equitably by following this grievance process before punishing the respondent or providing remedies to the complainant. Remedies will be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services described as "supportive measures." However, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
4. Formal Complaint:
Upon receipt of a formal complaint, the District shall within 10 days provide the following written notice to the parties who are known:
(A) Notice of the District's grievance process;
(B) Notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice shall include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice shall inform the parties of any provision in the code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process. The notice shall describe the range of or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility.
(C) If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the notice provided pursuant to paragraph (4)(B), the District shall provide notice of the additional allegations to the parties whose identities are known.
5. Dismissal of a formal complaint.
The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined herein even if proved or did not occur in the District's education program or activity or in the United States, then the District shall dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not preclude action under another provision of the District's code of conduct.
(A) The District may dismiss the formal complaint or any allegations therein, if at any time during the investigation: A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the respondent is no longer enrolled or employed by the District; or specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
(B) Upon a dismissal required or permitted pursuant to paragraph (5), the District shall promptly send written notice of and reason(s) for the dismissal simultaneously to the parties.
6. Consolidation of formal complaints.

The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

7. Investigation of a formal complaint.

After providing written notice to the parties of the receipt of a formal complaint, the District shall have 15 days to investigate. When investigating a formal complaint and throughout the grievance process, the District shall—

(A) Assume the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility and not place such burdens on the parties provided that the District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the District obtains that party's voluntary, written consent to do so;

(B) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;

(C) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;

(D) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the District may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

(E) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate;

(F) Provide both parties an equal opportunity to inspect and review any non-privileged evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties shall have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The District shall make all such evidence subject to the parties' inspection and review available at any meeting to give each party equal opportunity to refer to such evidence during the meeting, including for purposes of cross-examination; and

(G) Create within 5 days an investigative report that fairly summarizes relevant evidence, and at least 10 days prior to the determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

(H) If at any point in the investigation of reported sexual harassment of a student, the investigator determines that the reported harassment should more properly be termed abuse, the reported incident or situation shall be referred pursuant to the established protocol for child abuse investigation. Reported sexual harassment determined not to be sexual harassment as defined under Title IX may be investigated in accordance with Policy JAA.

8. Questions.

After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) shall afford a 10 day period for each party to have the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The District shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege. The decision-maker(s) shall explain to the party proposing the questions any decision to exclude a question as not relevant.

9. Determination regarding responsibility.

The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), shall, within 10 days of the conclusion of the question and answer period, issue a written determination regarding responsibility. To reach this determination, the District shall apply the preponderance of the evidence standard of evidence to formal complaints against students, to formal complaints against employees and to all complaints of sexual harassment.

The written determination shall include—

(A) Identification of the allegations potentially constituting sexual harassment as defined in this policy;

(B) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

(C) Findings of fact supporting the determination;

(D) Conclusions regarding the application of the District's code of conduct to the facts;

(E) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District imposes on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and

(F) The District's procedures and permissible bases for the complainant and respondent to appeal.

(G) The District shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

(H) The Title IX Coordinator is responsible for effective implementation of any remedies.

10. Appeals.

The District shall offer both parties 10 days after a decision for an appeal from a determination regarding responsibility, and from a District's dismissal of a formal complaint or any allegations therein, on the following bases:

(A) Procedural irregularity that affected the outcome of the matter;

(B) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

(C) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

(D) As to all appeals, the District shall:

(i) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

(ii) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

(iii) Ensure that the decision-maker(s) for the appeal complies with the training standards set forth in this policy;

(iv) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

(v) Issue a written decision describing the result of the appeal and the rationale for the result; and

(vi) Provide the written decision simultaneously to both parties within 10 days of the receipt of the appeal.

11. Informal resolution.

The District shall not require as a condition of enrollment or continuing enrollment or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy. Similarly, the District shall not require the parties to participate in an informal resolution process and shall not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the District may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the District—

(A) Provides to the parties a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

(B) Obtains the parties' voluntary, written consent to the informal resolution process; and

(C) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

12. Recordkeeping.

The District shall maintain for a period of seven years records of—

(A) Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;

(B) Any appeal and the result therefrom;

(C) Any informal resolution and the result therefrom; and

(D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District shall make these training materials publicly available on its website, or if the District does not maintain a website, shall make these materials available upon request for inspection by members of the public.

(i) For each response required under the District's process for responding to a sexual harassment formal complaint, the District shall create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a complainant with supportive measures, then the District shall document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

13. Confidentiality.

The District shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by federal or state law or regulations, or to carry out the purposes of Title IX requirements, including the conduct of any investigation or judicial proceeding arising thereunder.

14. Retaliation Prohibited.

(A) No District or person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Complaints alleging retaliation may be filed in accordance with the procedures specified in Policy JAA.

(B) The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under subparagraph (a).

(C) Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation prohibited under subparagraph (a); provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

15. Time Frame.

The District shall allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

NOTICE:

The District is required by Title IX and its implementing regulations to notify employees, students, parents or legal guardians, applicants for admission and employment, and professional organizations holding professional agreements with the District that the District does not discriminate on the basis of sex in the operation of its education programs or activities, including admissions and employment.

Contact information for the District's Title IX Coordinator is located on its website and in all handbooks or catalogs that the District makes available to employees, students, parents or legal guardians, applicants for admission and employment, and professional organizations holding professional agreements with the District.

Inquiries about Title IX and its implementing regulations may be referred to the District's Title IX Coordinator, to the Assistant Secretary of the U.S. Department of Education, or both.

HONOR CODE

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the high school community and support the interest of the community in maintaining the highest standards of conduct in student learning. Gainesville High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community.

The core values underlying and reflected in the Honor Code are:

- Academic Honesty is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately,
- Respect for others and the learning process to demonstrate academic honesty,
- Trust in others to act with the academic honesty as a positive community-building force in the school,
- Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks,
- Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty, and
- Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The student body and faculty at Gainesville High School will not tolerate any violation of the Honor Code.

HONOR SOCIETIES

Mu Alpha Theta

Mu Alpha Theta is "an organization dedicated to promoting scholarship in mathematics and establishing math as an integral part of high school and junior college education." As a National Mathematics Honor Society, Mu Alpha Theta recognizes high ability in mathematics and a proven interest in mathematics. Students invited to join are required to have a minimum average of 85 or higher in Algebra I and Geometry with the illustrated intent to continue with additional math courses. Seniors in good standing will have the honor of wearing the Mu Alpha Theta honor cord at graduation. First year membership dues are \$20.00. Second and third year dues are \$10.00.

Sponsors: Shelly Cornett. Elie Viviant

National Beta Club

The purpose of the National Beta Club is to promote the ideals of honesty, service, morality, ethical conduct, and leadership among exemplary secondary school students, to reward meritorious achievement, and to encourage and assist students in continuing their education after high school. To be considered for the GHS chapter of the National Senior Beta Club, students must have a 3.8 GPA, possess a willingness to serve others and pay a first year membership fee of \$25. Second and third year memberships are \$15 and senior year is \$20 unless that is first year membership. This will be the first year that freshmen and sophomores are eligible in the fall. The Beta Club is committed to recognizing student achievement in the classroom as well as the community. Students receive invitations once their GPA reaches 3.8. Seniors have the honor of wearing the National Beta Club honor cord at graduation if they meet all club requirements.

Sponsor: Susan Wooten

National Honor Society

National Honor Society is an academic club focused on altruistic projects. Students must have a 4.0 average by the end of their sophomore year. Each student must complete 10 hours of school/community service and pay dues of \$20.00.

Sponsor: Sandy Rivera

National Spanish Honor Society

The National Spanish Honor Society is an organization that recognizes students in high schools who have high achievements in the Spanish language and who promote the Spanish culture. There is an annual induction ceremony for new members held at the end of the second semester. To be eligible, a student must be currently enrolled and maintained A's in 3 consecutive semesters of Spanish. Additionally, for a student to be eligible for an Honor Cord, he/she must maintain A's in 4 levels of Spanish. *Sponsors: Emily Webster, Jose Sanchez*

National French Honor Society

The Société Honoraire de Français, also known as French Honor Society, is an honor society committed to recognizing student achievement in French class. Any student interested in becoming a member must be in the 10th, 11th or 12th grade, must currently be enrolled in French beyond French II. Additionally, students must have maintained an "A" average or higher in French during the three semesters immediately preceding the spring semester of initiation, and must have a cumulative grade point average of 3.0 or higher. *Sponsor: Stacy Finelli*

National Art Honor Society

National Art Honor Society was formed especially for high school students who have shown a superior ability in art. Membership is available to all accomplished art students even if scheduling problems prevent a student from enrolling in an art class each year. Students receive invitations to become inducted during their sophomore year. Requirements to become a member of NAHS include: maintaining an A average in an art class, demonstration of outstanding skill in art, and as well as complying with the national guidelines. Students willingly devote their time to community service. Earning an honor cord is determined by a point system, and seniors only have to pay \$12 for an honor cord and medal if they accumulate the required amount of points. Membership places students among the highest ranks in the art community as well as recognizing artistic excellence and achievement. Annual membership fee is \$15. *Sponsors: Clay Sayre, Sarah Claussen*

National Technical Honor Society

The National Technical Honor Society is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence and helps top students find success in today's highly competitive workplace. To become a member, students must maintain a 3.5 overall GPA with a 90 percent or higher in Career Technical Educational classes. Students are required to pay \$35.00 dues, which covers both national membership and local dues. Inductions are held in the spring and seniors receive white tassels as part of their membership. Seniors are required to pay \$20.00 for their silver stoles for graduation. *Sponsors: Karen Jackson, Steven Cornett*

National Chinese Honor Society

The National Chinese Honor Society (NCHS) was established in 1993. The society recognizes those accomplished high school students who study Chinese as a world language. It also encourages its members to become life-long learners in order to gain a better understanding of Chinese language and culture, as well as to play an active role in the global citizenship, leadership and community service in the 21st century. *Sponsor: Julia Zhu*

HOSPITAL/HOUBOUND SERVICES Rule 160-4-2-.31

Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school attendance (e.g., students receiving dialysis or radiation/chemotherapy or students with other serious health conditions). Students must be enrolled in a public school in Georgia in order to receive HHB services.

HHB services are not intended to supplant regular school services and are by design temporary. The student must anticipate being absent from school for a minimum of ten consecutive or intermittent school days due to a medical or psychiatric condition. The student's inability to attend school for medical or psychiatric reasons must be certified by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented.

Hospital/Homebound Services Program Overview For more information, contact the Deputy Superintendent at 770.536.5275

IDENTIFICATION CARDS

1. All students and faculty must have their current school ID while on the GHS campus. Students must be able to present it upon request - NO EXCEPTIONS. This is for safety and security purposes. IDs may also be required for certain school functions. A valid ID is an ID from the current school year.
2. Students are given the first ID for free. Parents and students are encouraged to purchase a back-up for \$7.00 and keep it either on them or in their locker. The student should keep his/her spare ID in something they will bring back and forth to and from school every day (purse, book-bag, wallet, etc).
3. Students must have their valid ID to receive a school lunch.
4. Please contact the Media Center for all ID related matters.

IN SCHOOL SUSPENSION

In-School Suspension (ISS) is a disciplinary measure that permits the student to attend school, but prohibits him or her from attending his or her regular classes. Students assigned to ISS are not permitted to participate in extracurricular activities on the date of their ISS assignment.

RULES FOR ISS ASSIGNMENT:

1. I will be awake, alert, and on task in ISS.
2. I will bring all books and supplies that I need to complete assignments.
3. I will place my backpack and other items in the designated area assigned by the monitor.
4. I will raise my hand and ask for permission before getting out of my seat at all times.
5. I am aware that I receive only two restroom breaks.
6. I will complete all of my assignments while in ISS.
7. I accept that I will be provided the lunch specified for ISS students.
8. I am aware that I must remain in ISS all day, except for restroom breaks and lunch.
9. I will remain quiet while in ISS and communicate only with the teacher.
10. I will respect the property of Gainesville High School.
11. I will maintain a neat work area.
12. I understand that I will be asked to provide the teacher with my electronic devices and that use of any electronic device without permission is prohibited.

CONSEQUENCES FOR VIOLATING ISS RULES:

1. First offense – I will receive a warning.
2. Second offense – My parents will be called to come pick me up from school. I realize I will still be responsible for the missed time in ISS and will serve it on the next available day.

INTERNET ACCEPTABLE USE – POLICY IFBG

It is the belief of the Gainesville City Schools that the use of technology for the purpose of information acquisition, retrieval, manipulation, distribution and storage is an important part of preparing students to live in the 21st century. Further, it is believed that a “technology rich” classroom can significantly enhance both the teaching and learning process. This technology includes computer hardware, software, local and wide area networks and access to the Internet. Due to the complex nature of these systems and the magnitude of information available via the Internet, the Gainesville City School System believes guidelines regarding acceptable use are warranted in order to serve the educational needs of students.

It shall be the policy of the Gainesville City School System that the system shall have in continuous operation:

1. A qualifying “technology protection measure,” as that term is defined in Section 1703(b)(1) of the Children’s Internet Protection Act of 2001, i.e. an Internet filter; and
2. Procedures or guidelines developed by the superintendent, administrators and/or other appropriate personnel which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in Section 1703(b)(1) and (2) of the Children’s Internet Protection Act of 2001. Such procedures or guidelines shall be designed to:
3. Monitoring of online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web;
4. Methods for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response as required by the Children’s Internet Protection Act;
5. Prevention of unauthorized access, including so-called “hacking,” and other unauthorized activities by minors online;
6. Prevention of the unauthorized disclosure, use and dissemination of personal identification information regarding minors in accordance with Federal FERPA regulations; and
7. Restriction of minors’ access to materials “harmful to minors,” as that term is defined in Section 1703(b)(2) of the Children’s Internet Protection Act of 2001.

The district’s technology resources are provided for educational purposes that promote and are consistent with the instructional goals of the Gainesville City School System. Use of computers and network resources outside the scope of this educational purpose is prohibited. Students and employees accessing network services or any school computer shall comply with the district’s acceptable use guidelines. The district reserves the right to monitor, access, and disclose to appropriate parties the contents of any user’s files, activities, or communications.

It must also be understood that the Internet is a global, fluid community, which remains unregulated. While it is an extremely valuable tool for educational research, there are sections that are not commensurate with community, school, or family standards. It is the belief of the Gainesville City School System that the Internet’s advantages far outweigh its disadvantages. The Gainesville City Schools Technology Department will provide an Internet screening system, or filter, which blocks access to a large percentage of inappropriate sites. It should not be assumed, however, that users are completely prevented from accessing inappropriate materials or from sending or receiving objectional communications.

Additionally, access to the Internet and computer resources is a privilege, not a right. Therefore, violation of this policy may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices. When and where applicable, law enforcement agencies may be involved.

The Superintendent and administrative staff shall develop rules for implementing and enforcing this policy and include them in the Student Handbook.

INTERPRETERS FOR TRANSLATIONS

Interpreters are available for Spanish speaking parents. Additionally, all communication from school is sent in English and Spanish.

LATE ARRIVAL TO SCHOOL

Upon arriving to school after the completion of homeroom, all students must receive a tardy pass/excused check-in pass from the 3rd Floor Office or 9th Grade Center Office (whichever office is closer) and report directly to class. The tardy pass or check-in pass must be shown to the teacher and the tardy (when applicable) will be recorded in Infinite Campus by the teacher. The Gainesville City School System provides bus transportation for all in-district students daily. Those students who do not use this transportation are still expected to arrive to school on time, ready to participate and learn. Students are expected to plan their time effectively so that they may arrive to school and classes in a timely manner. It is the belief of Gainesville High School that each child should be entitled to the maximum instructional time each day and for each class. It is important to note that avoiding a first-period tardy by skipping the class and coming in at the start of another period without a pass will be viewed as a violation of the Code of Conduct.

LETTERS AND SPECIAL AWARDS

VARSITY LETTERS

Letter Certificates are awarded at the discretion of the head coach of the sport involved.

VARSITY BAND, CHORUS AND DRILL TEAM

A letter with appropriate activity designation may be awarded at the discretion of the bandmaster and choral director. The student may receive only one activity letter. The directors will make additional awards as necessary.

LITERARY

Certificates and individual trophies are awarded to outstanding individuals for best performance in region and state competition. This includes: debate, one-act play, interpretation, essay, and music.

FACULTY CUP

This award is presented to the most outstanding "all-around" senior at graduation. The recipient is selected by faculty vote.

SUE JOHNSON CUP

This award is presented at graduation to the "Most Creative Scholar." The recipient is selected by faculty vote.

SUPERINTENDENT'S CUP

The Superintendent presents this award at graduation to the First Honor Graduate.

CURTIS SEGARS ROTARY CUP

This award is named in honor and memory of Curtis Segars, former principal of Gainesville High School, who always believed that a student could "turn things around." This award is presented to the senior who has demonstrated the greatest improvement in academics during his/her high school career. The recipient is selected by faculty vote.

CHRIS MANCE POINT OF PRIDE AWARD

Named for late principal Chris Mance, this award is voted on by the faculty and given annually to a member of the senior class who best exemplifies the overwhelming character that Mr. Mance possessed: exceptional love, integrity, honesty, loyalty, honor, and extraordinary pride in being a Red Elephant.

ROY C. MOORE AWARD

This award is presented at Awards Night to the Senior who has been involved in Fine Arts, World Language and the Radiator. Credit is given for participation, leadership and honor toward the school.

SENIOR SCHOLASTIC AWARD

These awards are presented to the outstanding senior in each subject area at the Honor's Day Program.

HONOR CORDS & STOLES

Students must meet criteria of clubs or organizations.

LOCKERS

Students may choose to rent lockers for the year at a fee of \$5.00. The school may open lockers for inspection at any time. Only school locks will be permitted. Personal locks will be removed. For security, students are advised to keep lockers locked at all times. Each student is responsible for the condition of his or her assigned locker. Damage to the locker will be considered vandalism and the student will be subject to suspension and/or assessment of damage. Only one student is allowed per locker; no sharing of lockers is permitted. Lockers must be cleaned out before final exams. **Combinations will be given only to the person to whom the locker is assigned.**

MEDICATION

See "Student Illness/Injury" section.

PARENT CENTER

The Parent Center is designed to assist parents with academic support for their child. Various literacy and math related items are available for parent check-out. Please the GHS Parent Liaison by calling 770-536-4441 ext. 5464.

PARENT/TEACHER CONFERENCES

The faculty of Gainesville High School welcomes the opportunity to discuss classroom performance and behavior with parents and guardians. Please contact the student's counselor to set up a conference. The school will make every attempt to schedule a time that is conducive to your schedule. Conferences will not be scheduled during a time that interferes with instructional activities. Please note that if you come without a scheduled conference time you may not be able to meet with your teacher. Teachers will not be allowed to conduct hallway conferences while their students are in the classroom. The administrative staff will be more than glad to assist you in helping to develop a positive relationship between home and school.

PARKING PROCEDURES

Parking at school is a privilege extended to students who are able to provide their own transportation and who meet the necessary requirements. Students who abuse their parking privileges in any way may lose them. In order to receive a GHS parking permit, students will be required to complete the GHS parking application. The application requires a valid Georgia driver's license, proof of insurance, and signed parent permission.

The cost of a general GHS annual parking permit is \$30.00 for the year, or \$20.00 per semester. Senior parking lot spots can be purchased for \$50.00. The Senior Lot fee includes a reserved spot and the right to paint your spot.

All student drivers should understand that the following violations may result in their loss of parking privileges:

- Suspension for any drug, alcohol or weapons violation.
- Leaving or attempting to leave campus without permission.
- Reckless driving (includes speeding through any part of the parking lots).
- Excessive tardies, absences, or disciplinary referrals.
- Invalid/absent Georgia license plate, meeting all state requirements.

Additional Rules are outlined on the back of the parking application and on the GHS Parking Contract. The GHS Administration reserves the right to revoke parking for other discipline issues.

PERSONAL POSSESSIONS AND VALUABLES

Students are discouraged from bringing personal possessions and valuables to school, including electronic devices. The school is not responsible for any items lost or stolen. Large sums of money should not be brought to school.

"PLATINUM PRIDE"

The Platinum Pride card is designed to motivate students to do well academically during their high school years. We know that student achievement is linked to student classroom performance; therefore, we want to reward strong classroom performance.

Criteria for earning card:

- The student must be a senior and have a 3.5 GPA at the conclusion of their junior year.

OR

- The student must be a senior with a 3.2 GPA, no ISS or OSS assignments during their junior year, and 10 or fewer absences at the conclusion of their junior year.

Students who earn the Platinum Pride card are also responsible for maintaining this privilege. Platinum students must remain in good academic standing and consistently demonstrate respect, restraint and responsibility at all times. Students who do not maintain these high standards may have their Platinum card rescinded. Excessive absences or tardies will be monitored and can result in the revocation of Platinum Privileges.

Platinum Pride Privileges

- Free Admission into all GHS athletic events
- 50% discount on parking
- Discounted Prom Tickets
- Off campus lunch (with parental consent)
- Community Discounts

PROMOTION AND RETENTION – POLICY IHE

The Gainesville City Board of Education endorses the concept that a student's success in school depends to a great extent upon the cooperation between home and school. The Board believes its primary function is to provide students a quality educational opportunity. It is the responsibility of the school, home, community and the individual learner to take full advantage of that educational opportunity. Although the Gainesville City Board of Education strongly believes that students should continue to advance to the next grade level annually, promotion is based primarily on student achievement and is not an automatic process. It is recognized that under certain circumstances retention or placement may be required for some students.

1. Definitions consistent with those contained in State Board Rule 160-4-2.11 Promotion, Placement and Retention.
2. Students shall be tested in accordance with requirements specified in State Board Rule 160-3-1-.07 Testing Programs-Student Assessment.
3. Grades 9-12: Promotion is based on the number of units for which a student has credit toward graduation as follows:

9th to 10th grade	5 units
10th to 11th grade	11 units
11th to 12th grade	17 units
To graduate	23 units

Graduation requirements are specified in the local board's graduation policy in accordance with the appropriate State Board Rule. Parents or guardians shall be notified annually that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and other criteria established by the Board. There shall be no appeal of promotion/retention decisions beyond the school level.

"THE ROCK"

To paint the GHS Rock, a permit must be obtained by registering through the Main Office at GHS. This permit must be shown upon request while painting the rock. Only current GHS students are permitted to paint the rock for current students or school-related activities. School-related activities take precedence over birthday or other personal announcements. Refer to application for more information.

SCHOOL JURISDICTION

School social functions are for the school's students and their dates only. Students are under school jurisdiction and authority at all school-sponsored events and activities, on-campus or off-campus. Students will be expected to follow all policies governing student behavior during all activities involving the school, including extracurricular activities.

SCHOOL NUTRITION INFORMATION

Children need healthy meals to learn. Gainesville City Schools offers healthy meals every day. Gainesville City Schools participates in the Provision 2 Breakfast and Lunch program, which is a program that provides breakfast and lunch to students at no charge. For students who bring their lunch, milk may be purchased for \$0.35. Adults may purchase meals from the cafeteria at the cost of \$2.00 for breakfast and \$3.50 for lunch. Contact School Nutrition Director Penny Fowler at penny.fowler@gcsc12.net or 770-532-5481 for additional information.

Breakfast and Lunch

- Students MUST show their valid Gainesville High School identification card (ID) to receive a lunch. Cards from other students will be confiscated and the student attempting to use the card will be subject to the school code of conduct.
- Food should be eaten only in designated areas. Students are expected to use trash cans and recycling bins to keep the school campus clean. Food or drink is not allowed in classrooms unless approved by the classroom teacher.
- Students may bring their lunch to school from home. Please be mindful that no outside lunches should be delivered by parents to students. Delivery service to students will not be accepted.
- Lunchtime visitors are not allowed unless approved by administration.

SCHOOL SAFETY

Asbestos Management Plan During the spring of 1997 an asbestos inspection of Gainesville City Schools took place through the combined efforts of Pioneer RESA and the Gainesville City School System. Based on this inspection, a management plan was written and submitted to the State Department of Education. This plan will be available for public inspection at the superintendent's office. It contains the following:

- 1) Location, amounts and types of asbestos contained materials in all schools and support buildings;
- 2) Response actions to the asbestos contained materials selected by the City School System;
- 3) Plans for re-inspection, periodic surveillance and operation and maintenance programs; and
- 4) Public notification procedures. Anyone interested in reviewing this plan, please contact the Gainesville City School Superintendent's office at 770-536-5272.

Disruption of Public Schools (O.C.G.A. 20-2-1181) It shall be unlawful for any person to knowingly, intentionally, or recklessly disrupt or interfere with the operation of any public school, public school bus, or public school bus stop as designated by local school boards of education. Any person violating this Code section shall be guilty of a misdemeanor of a high and aggravated nature.

Emergency Preparedness Plan/Emergency Drills The Georgia Emergency Management Agency reviews and approves the school system's compre-

hensive School Safety Plan and each school’s Emergency Preparedness Plan. These plans are coordinated with county, state, and federal emergency plans. Fire/evacuation drills will be held on a monthly basis. In addition, drills for severe weather, lockdown of the school, and bus evacuation will be held at least once each year. Parents/guardians should remind their children that during emergency drill students must respond quietly and quickly and must follow the direction given by their teachers and administrators.

Failure to Leave Campus (O.C.G.A. 16-22-35) Any person who fails to leave the premises when requested to leave any school property and/or returns to any school property after instructed by school staff or law enforcement to leave the property, they are considered trespassing and faces criminal prosecution of a misdemeanor of a high and aggravated nature.

Loitering on School Property (O.C.G.A. 20-2-1180) It is unlawful for any person to remain within the school safety zone when that person does not have a legitimate cause or need to be present thereon. Students are not allowed to enter the premises of a school other than his/her school unless prior permission is received from an administrator of the school to be visited or unless the school is hosting a school-related function, such as an academic or athletic activity. A student may not enter or remain in any school building on weekends or after school hours without authorization or permission.

School Resource Officer (SRO) The Gainesville City Board of Education and Gainesville Police Department employ school resource officers jointly. Their main purpose is to assist in providing a safe and secure learning environment for students, teachers and staff. They are an excellent resource for teachers, parents/guardians and students in dealing with individual problems or questions with respect to delinquency prevention and the law. Consistent with board policy and legal requirements, school resource officers also provide law enforcement support when needed.

SEARCH OF A STUDENT BY AUTHORITIES

School officials may search a student if there is reasonable suspicion that the student is in possession of an item that is illegal or against school rules. Student book-bags, school lockers, desks, and any other school property, is subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book-bags or lockers. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function, including activities that occur outside of school hours or off the school campus, at the discretion of administrators.

SECTION 504

Any student or parent or guardian (“grievant”) may request an impartial hearing due to the school system’s actions or inactions regarding your child’s identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system’s Section 504 Coordinator; however, a grievant’s failure to request a hearing in writing does not alleviate the school system’s obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system’s Section 504 Coordinator.

The school system’s Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system’s central office located at 508 Oak Street. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system website or may be picked up at the central office or at any of the school offices.

SECLUSION AND RESTRAINT – POLICY JCF (2)

The District complies with state requirements related to restraint and seclusion as set out in Georgia SBOE Rule 160-5-1-.35. Consistent with that rule, physical restraint will be used only in situations in which the student is in immediate danger to himself/herself or others and the student is not responsive to verbal directives or other less intensive de-escalation techniques. A parent or guardian will be notified in writing each time their student has been restrained. The District maintains written policies and procedures governing the use of restraint.

STUDENT HEALTH SERVICES INFORMATION – POLICY JGC

The Board of Education, in order to implement the requirements of Official Code of Georgia 20-2-771.2, established a school health nurse program for the system. The program will be staffed by licensed health care professionals and others whose duties will be set forth in job descriptions to be prepared by the Superintendent or designee, and may include offsite consultation with health professionals through appropriate protocols or contracts.

STUDENT EMERGENCY/SAFETY INFORMATION

Please make corrections, sign and return your student's Emergency Safety Card/Health Information Form. This information must be updated annually to enable us to contact you in case of an emergency. If any phone numbers or contact information changes, please notify the school immediately.

STUDENT ILLNESS /INJURY

The main reasons for keeping your student home from school are that he/she is too sick to participate comfortably at school or might spread a contagious disease to other students. If your student has been diagnosed with a contagious disease, please contact the clinic so other student's parents and school staff may be alerted of the symptoms.

Reasons Your Child will be Sent Home from School

- **Fever >100.4 degrees F** • Student should stay home until there is NO FEVER for 24 hours WITHOUT MEDICATION. Call your doctor if the fever is with pain, rash, weakness, vomiting or diarrhea. (•Based on CDC Recommendations)
- **Vomiting or Diarrhea** Student should stay home with ONE event of vomiting or watery diarrhea. Call your doctor if vomiting or diarrhea continues or with fever, rash, or weakness. Student needs to be without symptoms for 24 hours before returning to school.
- **Drainage from a wound, rash or eyes** Student should stay home with drainage from a wound, rash, or eyes. Call your doctor for treatment, and to rule out the possibility that the student is contagious to others.
- **Head Lice** - student should stay home until after treatment is complete and student has no live lice.
- **Scabies**- Contact the health department or your doctor for treatment for scabies. A note from the doctor stating that the student has been treated and may return to school is required.
- **Unexplained Rash**- Student should stay home with an unexplained rash with or without fever. Call your doctor for treatment. Your student may not return to school until they have been fever-free and symptom-free for ONE FULL school day
- When there is doubt in your mind about sending your student to school, consult your doctor. Your school nurse or principal may ask for a "Release to Return to School" from your doctor before returning to school. Please make sure that your student's school knows how to reach you during the day.

Insurance is available for protection of the child in the event of an accident at school. Information about the insurance program is sent the first day of school. Contact the school office if you have not received an application. Claim forms can also be obtained from the school office.

Student Medication Administration

The Gainesville City School's Medication Policy is available on the website e-Board under Policies and will be followed for all medications given at school.

- The parent or legal guardian must complete and sign the School Medication Authorization for ALL medications given at school. For prescription medications, a duly-licensed, Georgia physician must also complete and sign the School Medication Authorization available from your school nurse.
- A parent/legal guardian or other designated adult must bring all medications, accompanied by the School Medication Authorization to the school clinic unless special permission is given by the principal or school nurse.
- All over-the-counter and/or prescription medications must be in their original containers with unexpired dates and labeled in English. Prescription medications must be clearly labeled with the physician's name, medication's name, strength, dosage, date, time for administration, and dispensing pharmacy. Parent/Guardian must provide over-the-counter medications to the clinic.

If your student has a life-threatening condition (i.e. asthma, diabetes, or severe allergy), permission may be granted to carry the medication (such as inhaler, glucose tablet, epinephrine injector, etc) on his or her person from the student's physician and parent/guardian on the School Medication Authorization.

STUDENT RECORDS

It is the policy of Gainesville City Schools that all employees shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Pupil Protection Rights Amendment (PPRA). The Superintendent shall implement procedures whereby every principal is directed to develop a means to notify, on an annual basis, students and parents, including non-English-speaking parents, of their rights under the FERPA and the PPRA, either by letter or through a student handbook distributed to each student in the school.

Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) – Notice to Parents/Guardians and Eligible Students

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, within 45 days of a request, the education records of a student who is your child, or in the case of a student who is eighteen (18) or older, your own education records. Parents or eligible students should submit to the Superintendent a written request identifying the record(s) they wish to inspect. The Superintendent or designee will make arrangements for access and provide notice of such arrangements.

(2) The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights. If the district decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information (PII) from the student’s education records, except to the extent that FERPA and its implementing regulations authorize disclosure without consent. One exception that permits disclosure without consent is to school officials with legitimate educational interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including school nurses and school resource officers); members of the Board of Education acting as a collective group; a person or company with whom the district has contracted to perform a specific task (such as attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school district has outsourced services, such as electronic data storage; 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/her tasks. The District allows school officials to access only student records in which they have a legitimate educational interest. School officials remain under the district’s control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties without authorization. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

(4) FERPA requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from the student’s education records. However, the district may disclose appropriate designated “directory information” without written consent, unless the parent or eligible student has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include this type of information from the student’s education records in certain school publications, such as the annual yearbook, graduation or sports activity programs, and honor roll or other recognition lists.

The School District has designated the following information as directory information:

- (a) Student’s name
- (b) Student’s participation in official school activities and sports;
- (c) Weight and height of members of an athletic team;
- (d) Dates of attendance at schools within the district;
- (e) Honors and awards received during the time enrolled in district schools
- (f) Photograph; and
- (g) Grade level.

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. In addition, two federal laws require school systems receiving federal financial assistance to provide military recruiters, upon request, with students’ names, addresses, and telephone numbers unless parents have advised the school system that they do not want their student’s information disclosed without their prior written consent. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to refuse to allow it to be disclosed to the public upon request without your prior written consent. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled in writing within 5 days after officially enrolling in school or within 5 days of the date of the release of this notice.

(5) You are also notified that from time to time students may be photographed, video -taped, or interviewed by the news media at school or some school activity or event; unless you, as a parent/guardian object in writing to the principal to your student being photographed, video- taped or interviewed. You must notify the principal of your objection by the date specified above. The principal will take reasonable steps to control the media’s access to students. However, your submission of a written objection does not constitute a guarantee that your student will not be interviewed in circumstances which are not within the knowledge or control of the principal.

(6) You have the right to file with the United States Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of FERPA or the regulations promulgated there under. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF RIGHTS UNDER PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and eligible students (18 or older or emancipated minors) certain rights regarding the 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 parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with 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 any physical exam 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.

Parents and eligible students will be notified at the beginning of the school year if the school district has identified the specific or approximate dates during the school year when any of the activities listed above are expected to be scheduled. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys.

The Board of Education has developed and adopted policies, in conjunction 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. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify 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.

Option 1: The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above. If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all the rights described herein.

OR

Option 2: Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

STUDENT REMOVAL FROM CLASS

A teacher may remove or refer to the principal or designee a student from class if the student has exhibited behavior that repeatedly or substantially interferes with the teacher’s ability to teach students in his or her class or the ability of other students to learn in the class. (O.C.G.A. 20-2-738 (a- h)). The superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to O.C.G.A. 20-2-738. Where a teacher has previously filed a report of a student’s repeated or substantial interference with the classroom or where the behavior of a student poses an immediate threat to the safety of student’s classmates or the teacher, the teacher shall have the authority to remove the student from the classroom pursuant to O.C.G.A. 20-2-738.

STUDENT TOBACCO USE - POLICY JCDA

Tobacco Free Environment

The Gainesville City School Board recognizes that the use of tobacco products is a health, safety, and environmental hazard for students, employees, visitors, and school facilities. The Board acknowledges that adult employees and visitors serve as role models for students and that the Board's acceptance of any use of tobacco products implies school approval, if not endorsement, of such use. In addition, the Board recognizes that it has an obligation to promote positive role models in schools and promote a healthy learning and working environment, free from unwanted smoke, for the students, employees, and visitors to the school campus. Finally, the board recognizes that it has a legal authority and obligation pursuant to the Georgia Smokefree Air Act of 2005 , the federal Pro-Children's Act , and the Georgia Youth Access Law.

Tobacco Use Prohibited

No student, staff member or school visitor is permitted to use any tobacco product, at any time, including non-school hours 24 hours per day, seven days per week:

- In any building, facility, or vehicle owned, leased, rented or chartered by the Gainesville City Schools;
- On any school grounds and property - including athletic fields and parking lots - owned leased, rented or chartered by the Gainesville City Schools; or
- At any school-sponsored or school-related event on-campus or off-campus.

In addition, no student is permitted to possess a tobacco product. The policy may permit tobacco products to be included in instructional or research activities in public school buildings if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not include smoking, chewing, or otherwise ingesting the tobacco product.

Tobacco Products and Tobacco Use

Tobacco products are defined to include cigarettes, chewing tobacco, blunts, blunt wraps, pre-wrapped blunt cones & tubes, cigars, cigarillos, bidis, pipes, cigarette packages or smokeless tobacco containers, lighters, ash trays, key chains, t-shirts, coffee mugs, and any other items containing or reasonably resembling tobacco or tobacco products. Tobacco use includes smoking, chewing, dipping, or any other use of tobacco products, or nicotine delivery devices, such as e-cigarettes.

The term "electronic cigarette" means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other product name or descriptor

Enforcement for Students

Consequences for students engaging in the prohibited behavior will be provided in accordance with the school's behavior management plan. Students who violate the school districts tobacco use policy will be referred to the guidance counselor, school nurse, or other health or counseling services for all offenses for screening, information, counseling and referral. All student violators will have access to an Alternative to Suspension (ATS) program. The ATS program will provide up-to-date information on the many consequences of tobacco use, offer techniques that students can use to stop tobacco use at school, and provide referrals to local youth tobacco cessation programs. Parents/guardians will be notified of all violations and actions taken by the school. School may also use community service as part of the consequences. Suspension will only be used after a student has several prior violations or refused to participate in other outlined measures.

1st Offense: Tobacco education/Alternative To Suspension course is mandatory; parent notification

2nd Offense: Tobacco education/Alternative To Suspension course is mandatory; parent notification

3rd Offense: Three-day suspension; parent notification

4th Offense: Administrator's discretion

School Grounds and Property

School grounds and property means and includes land, school facilities and school vehicles used for the provision of academic, extracurricular programs and administration by the district. School grounds include playgrounds and recreational places. School grounds include that portion of land, school facilities and other facilities owned by municipalities, private entities or other individuals during those times when the school district has exclusive use of a portion of such land, school facilities, or other facilities for the provision of extracurricular programs.

Signage

Signs declaring all school grounds and property as tobacco-free will be posted in all school buildings and vehicles. Signs will be posted at all vehicular entrances to school grounds and building entrances, and in all indoor and outdoor athletic facilities.

TEACHER QUALIFICATIONS

Within the provision of Elementary Secondary Education Act (ESEA) statute, parents/guardians may request information about the professional qualifications of their child's teacher(s). The following information may be requested; certification information, college major/graduate certification or degree held, teaching under an emergency or provisional status through which Georgia qualifications or certification criteria have been waived, and qualifications of paraprofessionals. Parents/guardians wishing to request this information must notify the principal of the school at which the student is enrolled or the Chief Professional Services Officer, Priscilla Collins at (770) 536-5275.

TESTING

GHS High School Code Number is: 111385

Most colleges will accept either the ACT or SAT. If you have a question about whether a specific university will accept both tests, you can contact the admission office of that school. Once you have completed English III and your junior level math course, you will be ready to take a college admissions test. Below, you will find a breakdown of the various tests for high school completion and college entrance. See your counselor for more details.

Scholastic Aptitude Test (SAT) -This test is given seven times a year; at least three of these times it is offered at Gainesville High School. This test is for college admission purposes and students are encouraged to take this test by the end of their junior year to determine strengths and weaknesses and then again during the senior year as needed (student should seek a counselor's advice).

American College Test (ACT) -This test is given six times during the school year; at least three of these times it is offered at Gainesville High School. It serves the same purposes as the SAT and should be taken as needed (student should seek a counselor's advice).

Preliminary Scholastic Aptitude Test (PSAT/NMSQT) -The PSAT is offered to all 10th graders through State funding. Ninth and 11th graders may choose to take it through a fee and registration process. Juniors (11th graders only) who take the PSAT may qualify for National Merit Scholarships. The National Merit Scholarship Program is open to all students who meet entry requirements. Each year, some 1.5 million high school students enter the competition, 50,000 are recognized for their academic potential and 9,600 win Merit Scholarship awards or Special Scholarships for college undergraduate study. Students who qualify for recognition in the National Merit Program are notified through their schools in September. Detailed information about entry requirements, program recognition and scholarships may be found in the Official Student Guide to the PSAT/NMSQT (sent to PSAT/NMSQT Coordinators), in NMSC program publications (sent to high school principals in September) and at nationalmerit.org.

Armed Services vocational Aptitude Battery (ASVAB) -The ASVAB measures developed abilities and helps predict future academics and occupational success in the military. It is administered by Armed Services personnel to 11th, and 12th graders to determine Technical & Career interest and aptitude.

End of Course Tests (EOCT)

Advanced Placement (AP)

TITLE ONE PARENT INVOLVEMENT POLICY

The Gainesville City School System (GCSS) Title I Program promotes the belief that all children can learn and acknowledges that parents share the system's commitment for the educational success of all students. We recognize that a student's education is a responsibility shared by system, school, family, and community.

The Title I District staff and the Title I Schools work jointly to provide opportunities for the regular involvement of parents. To ensure both, maintenance and effectiveness of the Parent Involvement Program mandate, the system provides opportunities for parents to become involved in the child's education. For more information, see the entire policy on the district's website or at the school.

UNAUTHORIZED LOCATIONS

Students should always be in an area that is directly supervised or monitored by school staff. Students should not be in another class or area without a valid reason and permission from their teacher or administration. (See "School Safety")

VISITORS

All visitors to a school or school campus must report immediately to the main office of the school. Visitors may not go beyond the office without permission. Students are not allowed to bring nor have other children as visitors at school.

WORK PERMITS

Work Permits must be obtained by applying with the Main Office. Turnaround time is 24 hours, and applicants must bring the completed form and copies of their social security card, birth certificate and a picture ID. Current proof of residency must be on file before request is processed.