



Callaway High School Student Handbook

2023-2024

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Hogansville, Georgia 30230
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School Web Site:
<https://chs.troup.org/>

Facebook:
<https://www.facebook.com/becallaway/>

Instagram Page:
https://www.instagram.com/chs_becallaway/

Callaway High Media:
<https://www.youtube.com/channel/UCnuGrLpcW7J8M-IZkgnjGDA>

CHS VISION STATEMENT

**Callaway High School will be the BEST SCHOOL IN THE UNIVERSE
where ALL students achieve success!**

Administration:

Jason Graham	Principal	grahamjd@troup.org
Shalanda Lovett	Assistant Principal/Registrar	lovettsl@troup.org
Lee Phelps	Assistant Principal/Discipline	phelpscl@troup.org
Memory Snellgrove	Assistant Principal/CTAE	snellgrovemw@troup.org





Pete Wiggins	Athletic Director	wigginsmp@troup.org
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Student Services:

Andrea Hopson	Counselor (Last names A-I)	hopsonal@troup.org
Megan Thrasher	Counselor (Last names J-Z)	thrashermm@troup.org
Maria Hudson	Intervention Specialist	hudsonmw@troup.org
Jacob Brannen	Graduation Coach	brannenjr@troup.org

CHS MISSION STATEMENT

Working together to promote the  way.

- Be  ourteous
- Be  apable
- Be  ooperative
- Be  allaway!

CHS VALUES

- In this school...
- We have high expectations**
- We encourage one another**
- We never give up**
- We respect each other**
- We keep our promises**
- We believe in second chances**
- We apologize**
- We forgive**
- We laugh often**
- We belong**
- We are a Cavalier FAMIL**



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Troup County School System

A Place For Every Kid

BOARD OF EDUCATION
Brandon Brooks, Chairman
Ferrell Blair, Vice-Chairman
Kevin Dunn
Joe Franklin
Cathy Hunt
Anne O'Brien
Rev. Allen Simpson

2023-2024 School System Calendar

July 31- August 3.....	Professional Learning Days/Pre-Planning (PreK-12 Staff)
August 4.....	First Day of School (PreK-12: ALL STUDENTS)
September 4.....	Labor Day Holiday
October 5.....	First Quarter Ends
October 6.....	Staff & Student Holiday
October 9.....	Professional Learning Day/Student Holiday
November 20 – 24.....	Thanksgiving Holidays
December 14.....	Noon Release Middle/High School
December 15.....	Second Quarter Ends/Noon Release Middle/High School
December 18 – January 1.....	Christmas Holidays
January 2.....	Professional Learning Day/Student Holiday
January 3.....	Classes Resume
January 15.....	MLK Holiday
February 16.....	Professional Learning Day/Student Holiday (or Inclement Weather Make-up Day)
February 19.....	Presidents' Day Holiday
March 7.....	Third Quarter Ends
March 8.....	Professional Learning Day/Student Holiday (or Inclement Weather Make-up Day)
April 1-5.....	Spring Break
May 21 - 22.....	Noon Release Middle/High School
May 22.....	Last Day of School (Pre K-12: ALL STUDENTS)
May 23 – 24.....	Professional Learning Day/Post Planning
May 23.....	Callaway High School Graduation (Evening)
May 24.....	Troup County High School Graduation (Evening)
May 25.....	LaGrange High School Graduation (Morning)

Brian T. Shumate, Ph.D., Superintendent of Schools

shumatebt@troup.org | troupp.org
100 North Davis Road, Building C | LaGrange, Georgia 30241
Office: 706.812.7900 | Fax: 706-812-7904

Bell Schedules

CHS Bell Schedule

8:00	Students released from Cafeteria
8:05	Warning Bell – Cafeteria Closed
8:10	Tardy Bell
8:10-9:45	Period 1 – 95 minutes
9:50-11:25	Period 2 – 95 minutes
11:30-1:40	Period 3 – 130 minutes with lunch
11:30-11:55	1st Lunch
12:05-12:30	2nd Lunch
12:40-1:05	3rd Lunch
1:15-1:40	4th Lunch
1:45-3:20	Period 4 – 95 minutes

Morning Club / Cavalier Connections Bell Schedule

8:00	Students released from Cafeteria
8:10	Tardy Bell
8:10-9:25	Period 1 – 75 minutes
9:30-10:05	AM Club Day/Cav Conn - 35 minutes
10:10-11:25	Period 2 – 75 minutes
11:30-1:40	Period 3 – 130 minutes *Lunches same as above
1:45-3:20	Period 4 – 95 minutes

Afternoon Club / Cavalier Connections Bell Schedule

8:00	Students released from Cafeteria
8:10	Tardy Bell
8:10-9:45	Period 1 – 95 minutes
9:50-11:25	Period 2 – 95 minutes
11:30-1:40	Period 3 – 130 minutes *Lunches same as above
1:45-2:45	Period 4 – 60 minutes
2:50-3:20	PM Club Day/Cav Conn – 30 minutes

THINC Bell Schedule

8:15-9:37	Period 1 – 82 minutes
9:41-11:03	Period 2 – 82 minutes
11:07-11:30*	AM THINC Students travel to Base School report to 3rd period
11:20-11:40*	PM THINC Students eat 1st Lunch at Base School
11:45-12:05	PM THINC Students travel to THINC
12:09-1:31	Period 3 – 82 minutes
1:35-2:57	Period 4 – 82 minutes
3:00-3:20	Travel to Base School

SECTION I: Callaway High Information and Policies

ATTENDANCE PROCEDURES

SCHOOL ARRIVAL

- The school building opens each day at 7:30 a.m.
- When a student arrives on campus he/she is expected to enter the school building promptly. There is to be no loitering or standing in the parking area or outside the building.
- Bus riders will enter the building through the small gym and wait until the 8:00am bell.
- Only students eating breakfast will be allowed to leave the gym and report to the cafeteria.
- Car riders will be dropped off and enter the building through the main entrance and report to the cafeteria.
- Student drivers will enter the building through the main entrance and report to the cafeteria.
- Once a student arrives on campus he/she may not leave the campus for any reason (walking or driving) without checking out in Student Services.

SCHOOL DISMISSAL

- Students should exit the building when the dismissal bell rings at 3:20 and go directly to their transportation or after school sponsored activity.
- There should be no loitering in the hallways after dismissal. Any student not participating in a school sponsored activity should leave the building promptly.
- Car riders who are waiting on their ride should wait in the front lobby and be picked up no later than 3:45.
- Student drivers should exit the building through the main entrance, 100 hall or 500 hall.
- No student should be in the building after 3:30 pm who is not under the direct supervision of a coach, teacher, or other school personnel.
- Students who are participating in an after school sponsored activity should be under adult supervision at all times. Car riders/drivers are not permitted on the bus landing in the afternoons.
- The building will be secured and locked each day at 4:00 p.m. Students cannot remain on campus, unsupervised after this time.

ABSENCE

An absence is defined as non-attendance (except for in-school activities excused by school personnel) in a regularly scheduled class or activity, regardless of the reason for such non-attendance. Please refer to the TCSS Student Support and Behavior Intervention Handbook for a detailed explanation of absences.

Georgia Law requires students ages six to sixteen to enroll in school by the opening date and be in regular attendance. Absences may be excused under the following conditions:

- 1) Personal illness,

- 2) Serious illness or death of immediate family member,
- 3) Mandated by order of governmental agencies or court order,
- 4) Observing of religious holidays of the faith embraced by the student necessitating absence from school,
- 5) When conditions render school attendance impossible or hazardous to the student's health or safety,
- 6) Registering to vote or voting (not to exceed one day),
- 7) Serving as Pages of the General Assembly
- 8) Parent of student is in the military and has been called for deployment (limited to 5 excused days per school year).

Absences are unexcused for all other reasons, including, but not limited to:

- | | | |
|-----------------|------------------|--------------|
| Missing the Bus | Vacations, Trips | Power Outage |
| Oversleeping | Babysitting | Car Trouble |
| Errands | Family Visits | |

Once a student returns to school from being absent they must bring either a written note from a parent, note from a doctor/dentist or court order and turn this note in to Student Services within 3 days of return to school. Handwritten notes must be signed by a parent/guardian, include a current phone number for the parent/guardian, and must state the reason for the absence. Failure to bring a note results in an unexcused absence. After 5 handwritten parent notes in a semester, administrators or a designee may require a doctor's note.

The attendance of all students shall be checked daily. Students may be counted in attendance for a class only if they are present for 75% of the class. Absences due to a school sponsored activity are excused, and do not count toward exam exemptions, provided that the student has the activity absence form completely filled out by teachers and parents prior to the absence.

The principal is responsible for checking the attendance of students and for encouraging regularity and promptness. The system social worker and appropriate staff shall assist the principal in enforcing the compulsory attendance law, in encouraging regular attendance of all students, and in alleviating hardship conditions which contribute toward absenteeism within the resources available to him.

ABSENT FOR PART OF A DAY

A. Arriving at school after school day begins:

- 1) Enter the front of the school if you arrive after 8:10 a.m.
- 2) Report to the Student Services window to check in and receive a pass to class. If you have your note/excuse you can leave it with Student Services.
- 3) Go to the class period that is in session.

B. Leaving school before day ends (Checkout Procedures):

- 1) Parents must bring a photo ID when checking out students.
- 2) Person checking out a student MUST be listed in IC. If not, the parent has to submit an email (from the email address listed on the IC Demographics Profile) confirming the person has permission to check the student out.
- 3) Parents must come inside the building to check out a student, if the student isn't a driver.

- 4) Check out requests will not be accepted via telephone, as we can't verify the person's identity. Parents can submit an email request to check out a student driver to chsstudentservices@troup.org. Email requests must be submitted an hour in advance.

ATTENDANCE GENERAL - Board Policy JBD: Absences and Excuses
12/15/2022

Last revised:

Georgia law requires all pupils of school age (six to sixteen) to enter school on the opening date and to be in regular attendance thereafter. The State Board of Education states that students may temporarily be excused from school under the following conditions:

1. Personally ill and when attendance in school would endanger their health or the health of others.
2. A serious illness or death in their immediate family necessitates absence from school.
3. Mandated by order of governmental agencies, including pre-induction physical examinations for service in the armed forces, or by a court order.
4. Celebrating religious holidays of the faith embraced by the student.
5. Conditions render attendance impossible or hazardous to their health or safety.
6. Registering to vote, or voting, for a period not to exceed one day.
7. A student, whose parent is in the military service and who has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, is to be granted up to five excused absences per school year to visit with a parent prior to deployment or during such leave.
8. Any other absence not explicitly defined in this policy but deemed to have merit based on circumstances as determined by the Superintendent or his/her designee.

*Legislative pages are counted present.

*A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school.

*Students who participate in an activity or program sponsored by 4-H shall be counted present in the same manner as an educational field trip. Participation in a program or activity sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school.

A written explanation for an absence signed by parent or guardian and stating the cause for the absence should be brought to school when the student returns. An absence remains unexcused until a written explanation is received. Explanation should be received within three (3) days of the student's return to school.

ATTENDANCE FOR COURSE CREDIT IN GRADES 9-12:

When a student in grades 9-12 has more than five (5) unexcused absences in a course, the student is in danger of losing credit for the specified class unless approved by the waiver committee. It is the responsibility of the student and parent to apply for a waiver at the end of the semester. A parent or student must submit a request in writing to the principal within ten

(10) school days following the last day of the semester. Students with serious medical illnesses/conditions may be eligible for home bound services.

All work missed is expected to be made up for all absences. Students are expected to make arrangements within three (3) days to make up missed work following their return to school.

A student who loses credit in a specified class due to having more than five (5) absences may request a review of the loss of credit. The review will be conducted by a waiver review committee composed of the principal or designee, counselor and a teacher. For consideration to regain lost credit, the student must provide an explanation of absences leading to the loss of credit and all course requirements must have been satisfied resulting in a passing grade.

*Students who will lose course credit due to unexcused absences may participate in the school's Attendance Recovery Program.

BUS CHANGES

In order to get our students home safely, any change in bus transportation must be submitted in writing to the front office. The note must be submitted in the morning in order to allow the front office time to call parents/guardians for verification.

TARDIES

Punctuality to school and class is important for effective individual learning and an orderly learning environment for all students. Students have sufficient time to reach each of their classes and are expected to be in class on time. Any student not inside their classroom when the final bell rings is considered tardy unless they have a Smart Pass or signed pass from a teacher, administrator, or secretary. Teachers will take attendance and record tardies in the classroom using Infinite Campus. If a student is more than 5 minutes tardy to class, they must report to Student Services or the Discipline Office to receive a pass to class. Students who miss more than 25% of the class period will be marked absent. **Tardies are counted weekly.** Excessive tardiness will be addressed with a discipline referral and consequences assigned according to the chart below.

WEEKLY CONSEQUENCES FOR TARDIES

# OF TARDIES	Consequence
3	ISS - 1 Day
4	ISS - 2 Days
5	ISS - 3 Days
6	ISS - 4 Days
7+	ISS - 5 Days

STUDENT SERVICES (GUIDANCE)

COUNSELORS

The counselors at Callaway High School are available to help students with their educational programs, with career plans, and with their personal and social development. The counselors are also available to work with parents and faculty to help provide the best possible education for each student. Students who want to meet with their counselor should make an appointment through the Guidance Office secretary. Counselors may also be contacted via email.

Andrea Hopson Students' whose last name initials begin with **A-I**

Megan Thrasher Students' whose last name initials begin with **J-Z**

CERTIFICATE OF ATTENDANCE/ADAP CARDS

A student must have a completed, notarized copy of the Certificate of Attendance form to obtain a Georgia Driver's permit or license. Certificate of Attendance form are available through the Student Services office. Certificates will not be available without at least three (3) days' notice. The ADAP card is earned through the student's health or ROTC class. ADAP cards are required for a student to obtain a Georgia Driver's License.

DUAL ENROLLMENT

Students and/or parents should consult with their counselor regarding eligibility for the Dual Enrolment program which allows students to pursue postsecondary studies while receiving dual high school and college credit for courses successfully completed.

GEORGIA SCHOLAR PROGRAM AND GOVERNOR'S HONORS

The Georgia Scholar Program provides recognition for exceptional achievement and special leadership. The Governor's Honors Program is a four-week summer school program at no cost to the student selected. A selected student must be entering his/her junior or senior year. Contact your counselor details.

COLLEGE AND CAREER INFORMATION

College and career information is available through Georgia Futures. Students can set up an account at GAFutures.org. Representatives from various colleges, universities, branches of the armed services, technical colleges, and other post-secondary schools visit Callaway High School during the school year. Students can speak with representatives during their lunch period. Students may not miss class to visit with a college representative.

THINC COLLEGE AND CAREER ACADEMY

THINC College & Career Academy shapes students to be "work savvy" when entering the workforce or college. These students are highly desirable to businesses and colleges not only because they're equipped with technical and career-specific skills, but because they understand the soft skills of business – a firm handshake, a strong work ethic, and critical thinking skills. The concept for a Troup County career academy was born out of the Workforce Development Committee of the Troup County Center for Strategic Planning. With substantial input from the business community, the committee identified a host of strategies to improve recruiting, hiring and retention of highly qualified employees, with a college and career academy top of the list.

SCHOLARSHIPS

Scholarship opportunities will be announced once they are received by the office of Student Services. Students will be notified of scholarship opportunities via email, announcements, postings, and the school website. Applications that are not available on-line will be available in Student Services.

SCHEDULE CHANGES

Schedule changes are made only with the approval of a counselor or administrator. Schedules will only be changed if the student has already taken and passed the class, if the student failed a prerequisite course, or if a class is needed to complete a given pathway or graduation. If a student transfers into a new class because of a schedule change, the absences, tardies and grades recorded in the previous class will transfer with the student to the new class.

ACTIVITY ABSENCES FOR COLLEGE VISITS

College-Day activity absences are limited to juniors and seniors and are arranged through the students' counselor. Students are allowed a cumulative total of six (6) college visits during their junior and senior years. No more than four (4) college visits can be used in a year. All requests for college visits need to be made at least a week in advance. If a student is not on track for graduation, is not passing a course(s), or has disciplinary referrals, then college visit absences may not be granted. Official documentation of college visits must be returned to Student Services the following day after the absence, and documentation is required in order for absences to be counted as exempt for attendance and final exemption purposes.

REMEDIATION OPPORTUNITIES

There are three different remediation opportunities; Saturday School, Credit Repair, and Credit Recovery. Specific criteria must be met for each program. Please speak with a guidance counselor or graduation coach for the criteria, details and registration procedures. Student applications will be prioritized and assignments made accordingly.

TRANSCRIPTS

Requests for transcripts can be secured from Student Services. There is a \$4.00 charge for paper transcripts sent to post-secondary schools and/or prospective employers. Transcripts can also be requested through GA Futures, at no cost for most Georgia colleges.

STUDENT AWARDS AND HONORS

Each year Callaway High School recognizes students who have achieved academic excellence at a special awards ceremony in the spring. In addition to special recognitions, students with all A's and students with all A's and B's will be honored. For Fall semester classes, final grades will be utilized. For Spring semester classes, the in progress grade at the end of the third nine weeks will be used. Move On When Ready grades posted to transcripts are also utilized in the selection process.

WORK PERMIT

Work Permits may be secured in Student Services. Workers less than 16 years old are required to have a permit prior to employment.

WORK-BASED LEARNING

Work-based Learning is available for 11th and 12th grade students who qualify. A student who drives to school must leave immediately when released to work. Students must sign in and out in Student Services. Students waiting on a ride must be picked up in front of school. See your guidance counselor for details and registration.

GRADUATION AND PROMOTION REQUIREMENTS

State Required Courses:

- Four (4) Credits of English/Language Arts
- Four (4) Credits of Mathematics
- Four (4) Credits of Science
- Three (3) Credits of Social Studies
- One (1) Credit of Health and Physical Education
- Three (3) Credits of CTAE and/or Modern Language and/or Fine Arts
- Four (4) Credits of Electives

Additional TCSS Required Courses:

- One (1) Credit of Fine Arts and Three (3) Credits of Electives

*Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admission.

Promotion Requirements:

9th Grade Cohort Year	# of credits to be promoted to 10th grade	# of credits to be promoted to 11th grade	# of credits to be promoted to 12th grade	# of credits to graduate
2019/2020	5	11	16	24 (waiver 23)
2020/2021	5	11	17	25 (waiver 24)
2021/2022 and beyond	5	11	18	26

Students who entered 9th grade in SY2020 and SY2021, who are unable to meet the increased credit requirement within four years of the date that they entered 9th grade, may request a waiver and will be allowed to graduate if they have met the minimum state requirements for graduation.

TESTING

ACT

The American College Testing (ACT) will be administered to all on-track 11th grade students during the spring. This test will be free to all qualifying 11th grade students. Free test preparation is available at www.gacollege411.org. Students may also sign up and take the ACT at other, off

campus locations during the year for a fee. Registration, test dates and deadlines are available at www.actstudent.org.

ACCUPLACER

The Accuplacer test is a placement test used by technical colleges for admission purposes and by other colleges for placement. Students should contact individual colleges for testing information. Study guides and tutorials are available by emailing WGTCsuccess@westgatech.edu to request a user and password, then by logging into <https://platoweb.com/Account/SignIn>.

ASVAB

All 10th, 11th, and 12th grade students may take the Armed Services Vocational Aptitude Battery (ASVAB) in October. The test is given by a test administrator from the Federal Government, with the assistance of representatives from the various branches of the Armed Services.

END OF PATHWAY ASSESSMENT

End of Pathway Assessment (EOPA) is an evaluation tool used to ascertain the level of technical skills attained by career pathway completers. This will assist Georgia students in their quest to leave high school with valuable credentials needed to enter the workforce or to pursue other postsecondary options.

GEORGIA MILESTONE ASSESSMENTS (GMAS) / END OF COURSE (EOC)

Georgia Milestone Assessments measure how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. High school students will take an end-of-course assessment in the following content areas: Mathematics – Algebra I; Science – Biology; Social Studies – US History; and English – American Literature and Composition.

These tests are comprehensive, standardized tests developed by the Georgia Department of Education to assess student achievement. The EOC grade will count 20% of the related course grade. Students may not be exempted from these tests and credit will not be issued for a course in which a student has not completed a required end of course test.

PSAT

The Preliminary Scholastic Aptitude Test (PSAT) measures reasoning abilities important to academic performance in college. The PSAT will be administered for free to all on track 10th grade students in October of 2023. Any 9th and 11th grade student who wishes to take the test can pay \$18 and must see Mrs. Snellgrove prior to September 14th to sign up. Scores from the 11th grade students' exams are used for the National Merit Scholarship Qualifying Program which enables students to compete for scholarships.

EXTRA-CURRICULAR ACTIVITIES

Every student is encouraged to participate in extracurricular activities sponsored by the school. Our activities program is designed to offer opportunities for exploring, developing, and widening

the student's range of interests and to help the student develop character and leadership. Participation enables students to learn how to better plan and work with others. All clubs must have a teacher as sponsor as well as a constitution, a list of officers, a working budget, and a membership roster. Participation in extra-curricular activities is controlled by whether the activity is competitive or non-competitive. A competitive activity occurs when one or more students from one school compete against one or more students from another school.

For a student to be involved in a GHSA sanctioned activity, the student must:

1. Pass at least 3 of 4 classes the semester preceding participation. Summer Credit Recovery is an extension of the spring semester.
2. Earn the required number of units to be on track for timely graduation per the GHSA.
3. Have a current medical examination on file certifying the student is physically fit for participation.
4. Purchase school athletic insurance as a condition of their practice and participation in interscholastic competitive athletics. Band students are required to purchase athletic school insurance. Band camp participation and fees may be applicable for participation in marching band.
5. GHSA Teams include: Band, Baseball, Basketball, Cheerleading, Competition Cheerleading, Cross Country, EA Sports, Fishing, Flag Football, Football, Golf, Literary Team, One Act Play, Soccer, Softball, Swimming, Tennis, Track, Volleyball, and Wrestling.
6. Students who are not eligible to participate may not practice or travel with a team or activity.

A Parental Opt Out form may be requested if you wish your student not to participate in any organization.

CLUBS AND STUDENT ORGANIZATIONS

16 Ways	FCA
Academic Team	FCCLA
Anime Club	FFA
Art	Graphics – SkillsUSA
Audio/Visual – SkillsUSA	Green Power
Book Club	JROTC
Chess	Key
Circle of Friends	Literary
Construction – SkillsUSA	Music
DECA	National Honors
Drama	Student Council
FBLA	Travel Club

HOMECOMING COURT REQUIREMENTS/INFORMATION

Homecoming Representatives should represent Callaway High School in a positive manner. Each representative must be on track to graduate, currently passing 3 out of 4 classes, have no more than 5 tardies, no more than 5 unexcused absences and no major disciplinary referrals for the current or previous school year. The principal will have the final approval of candidates.

Underclassmen: Junior, sophomore, and freshmen classes will each have at least one male and one female representative. Representatives will be paired up by grade level for the assembly.

Seniors: The Senior class will have at least six female and six male representatives. Seniors will either be assigned or choose a member of the opposite sex to be his/her escort for the assembly.

The administration has the right to remove anyone from the Homecoming Court for any discipline issue. The Student Council Advisor reserves the right to make changes as necessary.

HOMECOMING COURT DRESS CODE

- 1) For the parade: pants or a long dress or skirt are recommended
- 2) Assembly: Ladies should be able to sit comfortably in front of an audience and remain modest
- 3) Ceremony (on the field): All dresses need to be one piece with no cut-outs or mesh (Two piece ensembles are acceptable)

MR. AND MISS CHS

Juniors and seniors who would like to participate in Mr. and Miss CHS need to have at least a 3.0 GPA, be on track to graduate, passing 3 out of 4 classes, have no more than 5 tardies, no more than 5 unexcused absences and no major disciplinary referrals for the current or previous school year. The principal will have the final approval of candidates. Students will participate in an interview on the day of the ceremony. The dress code is business. In the evening students will be asked to answer a prepared question and one random question chosen from an acceptable list supplied by the principal or student council advisor. The dress is normally formal; however, no 2 piece dresses or dresses with cut-outs or mesh are acceptable.

STUDENT COUNCIL

The Student Council will consist of **class officers** and a **student advisory committee** for each grade level. Candidates for class officer should have no major disciplinary referrals in the PREVIOUS and current school year. Class Officers will be elected by their peers. The president will be the student with the most votes, and the vice president will be the student with the 2nd most votes. The student advisory committee for each grade level will consist of a diverse group of class representatives. Students interested in serving on the grade level advisory committee must be nominated by their peers or a staff member. A minimum of 5 representatives will be selected by the grade level administrator with input from the class officers. Advisory committee members should be in good academic standing and have no major discipline issues. Ninth (9th) grade representatives will have their discipline checked from his/her previous school. The principal will have the final approval of all members of student council.

NATIONAL HONOR SOCIETY

To be considered for NHS, a student must have a 3.75 simple GPA, be in the top 20% of class, be in good discipline standing and be enrolled in either an accelerated course, AP course, and/or dual enrollment. The selection process occurs when the NHS Advisor meets with the counselor and/or registrar to review sophomore & junior transcripts at the end of the 3rd 9 weeks marking period.

CALLAWAY HIGH SCHOOL POLICIES

ACADEMIC HONESTY

Students must demonstrate honesty and ethical choices when fulfilling academic obligations. Cheating and plagiarism will not be tolerated.

- Cheating is defined as using dishonest methods to gain an advantage. A student shall not cheat on tests, examinations, projects, homework, or reports by giving or receiving unauthorized assistance. This includes utilizing any kind of secretive means of gaining information for use of quizzes, tests, or homework.
- Plagiarism is the intentional or unintentional use of another person's ideas, opinions, or theories in one's own work without clearly and accurately acknowledging the source of the information. Plagiarism occurs when one submits work that has been written by someone else, purchased or retrieved from electronic sources, or summarized or paraphrased from other print or non-print sources. When a student knowingly submits someone's work as his own, he is guilty of intentional plagiarism. When a student fails to acknowledge the source of information due to oversight or fails to provide accurate reference data for the source of information, he is guilty of unintentional plagiarism. Regardless of intent, plagiarism is dishonest and unethical.

Any student who is guilty of any of the above will receive a zero on the suspect assignment and a disciplinary consequence may result. Students may be allowed to make-up or complete an alternative assignment with a parent conference and at the discretion of the teacher.

CAFETERIA

Callaway High School is committed to preparing nutritious meals for students. Students receive free breakfast and lunch, but this does not include al la carte items. Charging items is not permitted. Cashiers do not make change; any balance will be credited to a student's account for future purchases. Any middle school cafeteria balances carry over to the high school.

LUNCH RULES

- 1) No student is permitted to leave school during lunch (unless a parent/guardian checks out their student in person).
- 2) All students are required to eat in the cafeteria whether they bring their lunch or purchase a lunch.
- 3) No food or drink is to be taken out of the cafeteria.
- 4) Students must stay in the cafeteria during their lunch period. Students must have a pass signed by a teacher or administrator in order to leave the cafeteria during lunch. Leaving the cafeteria without permission will be considered skipping class for disciplinary purposes.

FOOD & DRINK

All food from breakfast and lunch should be consumed in the cafeteria. Food should not be taken out of the cafeteria. Please be certain all trash and food related items are discarded appropriately. Food and drink within the classroom setting is at the teacher's discretion. If food or drink become a distraction to the learning environment, teachers may confiscate and discard items. Students will need to always represent Callaway and 'be courteous' by ensuring the school environment is neat and clean. While beverages are allowed in classrooms, it is prohibited in the

media center and computer labs. In addition, no beverages in glass bottles or without a proper lid will be allowed. **Students are not allowed to sell food, candy, or drink items.** All fundraising activities or sale of any items at school must be approved by the principal.

Student lunches should be consumed during their assigned lunch time. It is encouraged that all outside food be brought to school with students. Delivery of outside food is not allowed. Students returning to campus from Dual Enrollment, WBL, or THINC will not be permitted to deliver food to students at any time. Student breakfast and lunches are free for all students.

CLASS CHANGE

During class change, students should move quickly to their next classes. Students need to keep travel lanes clear at all times. Conversations can take place in designated locations in the commons area. Students should not horseplay during transitions. Students should always keep hands and feet to themselves. Jiving, play fighting, etc. will not be tolerated. Horseplay during transitions will result in automatic detention. Students are allowed to hold hands during transitions, but are not allowed to have arms around the shoulders or any other public displays of affection. Please use time wisely; i.e. restroom, lockers, water, etc.

STUDENT HALL PASS AND 15/15 RULE

Students who need to leave the classroom for any reason must have a Smart Pass from their teacher or a written hall pass from a substitute. Only one student at a time can utilize the sub hall pass. Passage shall be by the shortest and quickest practical route without stopovers at the vending machines, other classrooms, etc. Students found in the hall without a pass will be subject to disciplinary action. Students are not allowed to leave the classroom during the first 15 minutes or last 15 minutes of any class period unless called for by the office.

IDENTIFICATION BADGE POLICY

Student Identification Cards and lanyards will be provided to every student. The purpose of this policy is to ensure safety and security on the Callaway High campus. ID cards will be utilized for students to gain access to the building through security doors. All students must have their ID cards at all times while on campus during school hours.

The ID card must be presented to any school staff member or person of authority when seeking student identification. The front and back of the ID card must remain plain and free of stickers, markings, other photos, etc. Lost, stolen, altered, damaged, and defaced ID Cards must be replaced through the CHS Media Center for replacement is \$5.00 for a new ID Card. A fine will be entered in Infinite Campus if the student cannot pay that day.

SECURITY OF VALUABLES AND SCHOOL LOCKERS

Each student may request a locker. Lockers should be kept clean and locked at all times as the school is not responsible for any valuables stolen from lockers. The school reserves the right to inspect lockers at any time. A student will be responsible for restitution for any damage to a locker. Lockers are also available in the athletic locker rooms. Students are encouraged to purchase their own lock for gym lockers and secure valuables during PE and after school athletics. Locker rooms will be locked during PE and after school athletics, however the school is not

responsible for valuables stolen from athletic locker rooms. Students are responsible for the security of their own valuables including electronic devices. Students should ensure electronic devices are kept secure throughout the school day. The school is not responsible for students' electronic devices. Because students are responsible for their own valuables, in most cases administration will not conduct an investigation into missing items.

MEDIA CENTER

The media center is open to all students during regular school hours, Monday through Friday, 7:45 a.m. to 3:45 p.m. During school hours a student must have a hall pass from a teacher to visit the media center. Students should sign in and out at the circulation desk.

- Students who wish to come to the media center during their lunch time for reading, studying, etc. must have a media center issued pass.
- Students can secure lunch passes in the media center before school each day.
- Books may be borrowed for two weeks and renewed once unless reserved by another student.
- Magazines (except latest issues), pamphlet file materials, checkout encyclopedias, and literary criticism books are limited to overnight check-out. A fine of ten cents a day for each overdue book is charged on two-week loans. There is a grace period of two days; therefore, the minimum fine on a regular overdue book is \$0.30. Overnight materials are charged \$0.25 per day when overdue. The grace period does not apply to overnight materials.
- Students with a Media Center fine may not check out books until the fine is paid.
- Exam exemption is denied to students who have outstanding overdue books or fines owed to the media center. A student must also clear all fines before graduation.
- There is access to the Internet in the media center. **Please remember INTERNET ACCESS IS A PRIVILEGE--NOT A RIGHT.** Misuse of the privilege will result in cancellation of the student's Internet privileges. See TCBOE Policy IFBG/IFBG-R.

MEDICATIONS AND ILLNESS AT SCHOOL

Students who become ill at school shall report to the school nurse or to the discipline office. Students should have a Smart Pass from their teacher. It is the student's responsibility to notify the teacher of an illness. A parent/guardian will be contacted before a student will be given permission to leave school. Students who require medication at school should complete a form from the front office to be signed by the parent. The medication form should be returned to the main office. Students may not possess prescription or over-the-counter medications at school.

PARKING REGULATIONS

Driving and parking on campus is a privilege, not a right. Each vehicle must be registered at a cost of \$35.00 with a parking permit placed on the rearview mirror. The following rules apply and the owner of a vehicle is responsible for all regulations being followed by any occupant of his/her vehicle. Vehicles not complying with parking regulations will be subject to being towed at the owner's expense and may face disciplinary actions.

- 1) Students must have cleared all fines, dues, lost books, etc. in order to purchase a parking permit.
- 2) **Each driver will be assigned a numbered parking space and may only park in their assigned space. All cars must have their parking decal appropriately displayed at all times: hanging from the rear view mirror or placed in the lower left side of the windshield (driver side).**
- 3) Students are not allowed to change parking spaces during the year or exchange parking permits with another student without notifying Mrs. Martin in the front office. Students may not re-sell their parking permits.
- 4) Parking is limited to the designated student parking area in the front of the school/first entrance to the school building. Students may not park in lots reserved for teachers or in the athletic facility parking lot.
- 5) If someone is in your parking space, park in front of the school and immediately report to Mrs. Martin in the front office.
- 6) Cars parked anywhere on campus without a parking decal displayed will be assigned a parking spot and a fee of \$35 will be entered in Infinite Campus.
- 7) Cars must be operated in accordance with state and local laws, common rules of courtesy, and consideration of others. All students must be licensed and covered by insurance.
- 8) Vehicles must be parked immediately upon entering the campus and all occupants need to vacate the vehicle promptly and enter the building. There is to be no loitering or visiting in the parking areas.
- 9) At the time a vehicle enters the parking area; all occupants of the vehicle are considered present at school. In order to leave the campus (walking or driving) for any reason, students must check out through the attendance secretary in Student Services.
- 10) Being tardy to school may result in loss of parking privileges.
- 11) Habitual tardiness to school may result in additional days of parking suspension.
- 12) Students who use their car to leave school without permission and/or transport others without permission will forfeit parking privileges for a minimum of 5 days.
- 13) Students are not to return to any vehicle during the day without the permission of an administrator.
- 14) Students' vehicles may be subject to search by school administration if there are reasonable grounds to believe that drugs, alcohol, stolen property, or other contraband might be present in the vehicle.
- 15) Students must wear a seat belt. Failure to wear a seat belt on campus will result in the suspension of the parking permit.
- 16) Students will not ride in the back of pick-up trucks on campus.
- 17) The school is NOT responsible for the vehicle or its contents. The driver is held responsible for his/her car being vacated and should lock his/her car to protect it from any theft during the day.
- 18) Refrain from excessive noise (loud music, honking horns, etc.) in the parking areas.
- 19) Tobacco and vapor product use is prohibited on school grounds including all parking lots and in parked cars.
- 20) Students are responsible for keeping the parking lots and campus clean.

WEAPONS DETECTION / METAL DETECTORS / SEARCHES

As a part of an overall plan to protect the health, welfare, and safety of students, faculty, staff, and visitors to our school, and to reinforce provisions of the code of student conduct, metal detectors will be used to screen for firearms and other weapons in order to locate and deter their use. All students must pass through weapons detection every time they enter the school. Students are only allowed to enter the school at the main entrance or the bus landing. Administrators, Campus Security Officers, and assigned staff will supervise entrances at all times and use of the metal detectors. If the detector alerts when a student walks through it, a secondary wand screening may be utilized, and a search of the person and/or bags may be conducted. Any student that refuses to pass through weapons screening will not be allowed to enter the school.

Police canine units may be used to screen for illegal drugs in order to locate and deter their use. Random searches may be conducted with minimal disruption to the educational program.

TEXTBOOKS

Textbooks may be used as a classroom set or issued for individual use. When a student is assigned an individual book, which is stamped and numbered, the student is responsible for lost, stolen and/or damaged books. The cost of lost or damaged textbooks will be determined by the Central Office Administration. The minimum amount charged will be \$5.00. All financial obligations to CHS must be cleared in order to participate in graduation exercises.

VISITORS

The integrity of the instructional day will be maintained. Visits must be scheduled by or coordinated with the building administrator or his or her designee. Once an appointment is made, visitors will sign in with the Front Office and obtain a visitor sticker. All visitors must report to the building administrator's office before entering and leaving school system buildings.

Student Auditing Classes

Students are not permitted to bring non-enrolled student visitors during the school day, except by prior approval of the principal and for a period of no more than five days. Student visitation in excess of one week must have prior approval of the Superintendent or designee.

Classroom Observations

Anyone wishing to visit/observe in a classroom shall be required to schedule the visit/observation with the principal or the principal's designee prior to the visit/observation.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline imposed by school officials will be in proportion to the severity of the behavior and will take into account the student's discipline history and other relevant factors. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with positive character traits. The following disciplinary actions may be imposed for any violation of the Code of Conduct:

- Warning and/or Counseling with a School Administrator or Counselor
- Loss of Privileges
- Temporary Removal from Class or Activity

- Notification of Parents/Parent Conference
- Detention/Saturday School
- In School Suspension/Out of School Suspension
- Referral to a Tribunal for Long-term Suspension or Expulsion or Placement in an Alternative Education Program
- Suspension or Expulsion from the School Bus

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)

The goal of the Positive Behavior Interventions and Supports (PBIS) system is to inspire learning, build positive relationships, and foster an environment for success. Our components of PBIS are clearly defined values and expectations, teach and model expected behaviors, and acknowledge, reward and celebrate. Our core values are Be Courteous, Be Capable, Be Cooperative, Be Callaway. Expected behaviors for school-wide settings are posted throughout the school. Students that meet our expectations will be recognized throughout the school year.

PBIS School-wide Non-Classroom Matrix

	Student Parking Lot	Halls	Cafeteria/Courtyard	Library & Computer Labs	Restrooms	On the Bus	Other Activities & Areas
Be Courteous	~Wait your turn in the line of traffic ~Stop for pedestrians ~Drive slowly	~Use appropriate language ~Keep travel lanes clear	~Wait your turn in line ~Be polite to cafeteria staff ~Use appropriate language	~Listen and work quietly ~Handle materials and equipment with care.	~Respect others' privacy ~Flush toilets ~Wash hands	~Speak to adults in a positive manner ~Be respectful to peers ~Use appropriate language	~Speak and act politely ~Follow school rules ~Respect those in authority and other adults
Be Capable	~ Traffic lanes	~Walk with a purpose ~Use time wisely ~Use cell phones only during transitions	~Return to class in a timely manner	~Follow directions ~Clean up work areas ~Use computers only as instructed.	~Return to class in a timely manner	~Move toward bus in a timely manner ~Follow safety rules and regulations	~Dress appropriately ~Observe safety rules and regulations ~Student drivers must display parking permit

Be Cooperative	~Ride on the interior of the vehicle. ~Park in your designated space. ~Display your parking pass properly	~Keep hands, feet, and objects to yourself. ~Only approved electronics during transitions.	~Clean up spills and throw away trash ~Push chairs under the table. ~Keep hands, feet, objects to yourself	~Get seated quickly ~Work quietly ~Follow posted procedures	~Keep hands, feet, objects to yourself ~Throw away all trash in appropriate place	~Stay seated while bus is in motion ~Keep aisles clear at all times ~Keep hands, feet, objects to yourself	~Follow directions ~Exercise good Sportsmanship ~Exit the building by 3:30 pm unless being supervised
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DISRUPTIVE BEHAVIOR

Maintaining a safe and orderly environment that is conducive to learning is the number one priority of the Callaway High School faculty and staff. Any behavior that is disruptive to the learning environment will not be tolerated. When participating in classroom activities remember to be courteous, capable and cooperative. While in the hallways please remember that learning is taking place in classrooms. Move quickly and quietly to your destination.

DEFIANT BEHAVIOR

Courtesy and cooperation are a vital part of Callaway High School’s motto and philosophy. Staff members will at all times work with students in a respectful manner when redirecting disciplinary concerns. It is essential to the good order of the school climate that students at all times comply with staff member requests. Therefore, defiant behavior is unacceptable. Students who refuse to follow the directions of staff will be suspended from school. Students are reminded at all times to be Courteous, Capable, and Cooperative. Be Callaway.

PROFANITY

Callaway High School is committed to creating a wholesome and professional atmosphere for students and staff. The use of profanity is unacceptable in a professional setting. Students utilizing profanity will be assigned after school detention. Extreme profanity or profanity directed at staff members may result in more severe consequences.

FIGHTING & VERBAL ALTERCATIONS

Maintaining a safe and orderly environment that is conducive to learning is the number one priority of the Callaway High School faculty and staff. Fighting and all forms of physical violence are unacceptable behaviors. All students involved in a physical altercation (intentionally making physical contact in an insulting or provoking nature) will automatically receive a referral with 5 days of OSS and 5 days of ISS and taken to a disciplinary hearing with the recommendation for placement at The HOPE Academy or Long Term Suspension.

All students involved in a verbal altercation which disturbs the educational setting of the school and/or requires adult intervention, regardless of who started the altercation, will automatically receive 2 days of OSS and 2 days of ISS.

VAPING AND CONSEQUENCES

No student shall have, handle, possess, carry or exercise control over or use tobacco products of any nature, including but not limited to cigars, cigarettes, snuff, chewing tobacco, pipe tobacco, or electronic cigarette devices/vapes (any device used to deliver nicotine or any other substance intended for human consumption that may be used by a person to simulate smoking through

inhalation of vapor or aerosol from the device). The following consequences will be issued to students who are caught in possession of a vape or using a vape on campus.

1st offense - 1 day ISS/OSS

2nd offense - 3 days ISS/OSS

3rd offense - 5 days ISS/OSS

ELECTRONIC DEVICE POLICY

Electronic devices and ear buds may be used during non-instructional times such as before and after school, at lunch, and between classes. After the tardy bell rings and instructional time begins, devices should be out of sight and turned off. Students are not allowed to use cell phones, earbuds, or other electronic devices during classroom instruction or learning activities. Teachers may approve the use of devices for a specific purpose that supports the instruction or learning activity. No music coming from earbuds or headphones should be loud enough for others to hear at any time. Appropriate use of cell phones in classrooms will be monitored by teachers. Teachers may incorporate breaks for phone checks. A standard protocol will be consistently followed in all classrooms to signal appropriate times to use devices: Red = Not Allowed, Green = Devices Allowed.

However, if a device is used during an unauthorized time, the teacher may confiscate the device and turn the device over to the administration. Repeated offenses will result in a disciplinary referral. If a student refuses to give a device to a teacher, a referral will be generated and the student will be assigned OSS.

Red Light - 1st offense	Warning
Red Light - 2nd offense	Teacher takes up device and returns at end of class Teacher contacts parent
Red Light - Repeat Offenders	Teacher takes up device and writes referral, device is turned in to discipline office, administrator assigned ISS/OSS: 1 day (student pickup), 3 days (Parent Must Pickup), 5 days (Parent Must Pickup)
Refusal to give cell phone to school personnel	Referral & administrator assigned OSS 1 day, 3 days, 5 days

Consequences for Inappropriate Cell Phone Use

DRESS CODE

Callaway High School’s highest priority with dress code is student safety and preventing disruptions. We believe that students should be dressed appropriately for school. Grooming and personal appearance are essential elements in the teaching and learning processes. We need to see students’ faces at all times (no hats, hoods, head coverings, bonnets, etc.). We do not need to see private parts (buttocks, cleavage, stomach or crotch) or undergarments.

Dress code violations will be handled quickly and respectfully in the hopes of fixing the issue and returning students to class. If the dress code violation can not be fixed, a parent/guardian will be called to bring the student a change of clothes. ****Students will be held in ISS until parent/guardian arrives with a change of clothes****

The dress code adopted by the Troup County Board of Education as found in Section II of this handbook. Consequences will be assigned for excessive dress code violations.

CONSEQUENCES FOR DRESS CODE

Offense	Consequence
1st & 2nd violations	Warning and call home for a change of clothes
3rd & 4th violations	After School Detention and call home for a change of clothes
5th violation	Friday School or Saturday School and call home for a change of clothes
6th and subsequent violations	Discipline Referral, Admin assign consequences

DETENTION

Administrators and teachers have the authority to keep students after school hours to serve disciplinary detention. Administrative Detention will be held on Tuesdays and Thursdays from 3:30 – 4:00 in the cafeteria.

- 1) Any student who is tardy for detention will receive another day of detention. Students must bring school assignments and/or study materials to detention. Any student who is off task during detention will receive another day of detention.
- 2) Disruptive behavior during detention will result in OSS or ISS.
- 3) Students' assigned detention may not leave detention except in the case of an emergency.
- 4) Any student who skips, misses, or does not serve an assigned detention will be assigned ISS.
- 5) The student and their parent/guardian are responsible for transportation home.

IN-SCHOOL SUSPENSION

Students are assigned ISS by the school administrator. The school administrator will inform the student of the starting date in ISS. Students and parents will be notified and/or provided with a copy of the discipline referral forms. A student assigned to ISS must follow these procedures:

- 1) If you have been assigned to ISS it is your responsibility to have your charged Chromebook and materials when you enter the ISS classroom.
- 2) Students assigned to ISS for a full day will report directly to ISS at the 8:00 bell.
- 3) Students will turn in electronic devices and ear buds.
- 4) Students may be assigned without advance notice.
- 5) Students are expected to complete work while in ISS.
- 6) Students may not sleep while in ISS.
- 7) Students may not bring food, drink, or candy into the ISS room.

- 8) There will be 2 restroom breaks per day. Lunch will be at 10:45. While in the lunchroom, students will be assigned seats, sit facing the serving lines, and remain quietly while eating.
- 9) If a student assigned to ISS is disrespectful, disruptive, or refuses to cooperate with the above stated rules, they will be subject to further disciplinary actions.

SENIOR DISCIPLINE

Disciplinary actions may impact a senior's ability to graduate with his/her class. Any senior who ends the school year at HOPE Academy and was referred to law enforcement for the offense leading to their placement at HOPE Academy, will not participate in the graduation ceremony. During the last months and weeks of the school year, seniors who are referred to the office may lose the privilege of marching with his/her class and/or may be required to complete community service prior to receiving his/her diploma. Seniors are required to participate in graduation rehearsal as a condition of participating in the graduation ceremony. All fines must be cleared prior to graduation. If fines are not cleared students may lose the privilege of participating in the graduation ceremony.

GRADUATION

Seniors who are candidates for graduation must satisfy all Troup County BOE requirements to participate in the graduation ceremony. Students and parents will be required to sign a behavioral contract prior to the event. Failure to abide by the terms of this agreement will result in disciplinary action. Only official regalia is permitted, and students must dress appropriately for the occasion. Noisemakers, balloons, and other distracting items are prohibited at the ceremony. Thank you for making graduation a special time in the lives of our students and their families.

Graduation Honor Cords and sashes will be awarded for the following accomplishments. Presentation of these honors will occur at Honors Night. No other graduation regalia is permitted to be worn at graduation.

- Valedictorian and Salutatorian
- Distinguished Honor Graduate
- Honor Graduate
- Passing a Credentialed Exam on an End-of-pathway Assessment
- THINC Academy Recognitions
- Junior University Recognitions
- Military Service
- Governor's Honors
- National Honors Society

SECTION II: TROUP COUNTY SCHOOL SYSTEM POLICIES

TCSS Vision Statement

Our Vision is to be a school system that is adaptable and flexible while creating innovative programming that will prepare our students to pursue their passions, and ultimately to prepare them for post-secondary education and careers.

TCSS Mission Statement

The Troup County School System is committed to educating ALL students using creative and innovative strategies that provide *'A Place For Every Kid.'*

TCSS Values

In the Troup County School System, we have identified six core values that define what we want all students to experience. They are:

1. Connection
2. Equity
3. Achievement
4. Resilience
5. Integrity
6. Compassion

TCSS District Goals

1. Focus on Student Success and Well-Being.
2. Ensure Equitable Opportunities for All.
3. Focus on Recruiting, Inducting, and Retaining Quality Staff
4. Cultivate the Capacity of the School System to Function as a Flexible and Adaptable Organization.
5. Lead in the Cultivation of Relationships and Strategic Partnerships between the School System and Parents, and Among Agencies and Organizations which Provide Services to Children.

Regulation IHA-R(0): Grading Systems

Last Revised Date: 01/19/2023

BELIEFS ON GRADING

Overall Purpose

The ultimate purposes of grading and reporting are to inform stakeholders of student progress and advance student learning. Research should be a guide in determining the best practices in grading student work and reporting student progress. To this end, the board of education sets

forth the following beliefs as guidance for regulations, tools, and strategies for grading and reporting of student progress.

1. Evaluating student learning should be ongoing, formative and summative in nature.

Formative grades (also called minor grades) include anything that teachers assign during the course of a unit that informs the teacher on student progress towards meeting a standard. These items are assignments the teacher gives such as homework, self-check activities, daily class work, and practice assignments, from which the teacher checks learning to decide what to do next. Formative assessments are those that come during instruction and can include observations and conversations. Formative assessments are part of a student's practice.

Summative grades (also called major grades) usually follow instruction and ample practice time. Final exams, projects, unit tests, or portfolios are considered as evidence for summative grades. If there is clear criteria involved, teachers may also choose to use observations and conversations for summative grades. Within an instructional unit, this is the most definitive measurement of what students are expected to know and be able to do based upon the standards.

2. Grading and reporting should always be based solely on student academic performance against standards based learning criteria.
3. A grade should be based upon evidence of content mastery. Priority should be given to the most recent evidence, the most comprehensive evidence, and evidence related to the essential learning goals and standards.
4. Grading and reporting methods should provide accurate and understandable descriptions of student learning.
5. All grading practices and systems should be underpinned by confidence that every student can improve.
6. Instructional effectiveness is critical to student performance and the thoughtful use of student learning data can improve the instructional program.
7. Content specific feedback can improve student performance.

The Assistant Superintendent of Curriculum and Instruction shall be responsible for maintaining developmentally appropriate methods and support for evaluating, documenting, and reporting student learning.

Regulation IHA-R(1): Grading Systems

Last Revised Date: 01/19/2023

In order to comply with the TCSS Administrative Regulation IHA-R(0), Beliefs on Grading, and in order to bring grading consistency across all schools, the following grading policies will be implemented in each school beginning Fall 2023.

Middle	and	High	School	Division
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Minimum Grades:

Middle School & High School: Teachers will not enter in gradebook a grade less than 40 for any work attempted. If a student scores below a 40 for a grade, the actual grade should be placed in the comments area. Students will receive a "0" for work not attempted. This includes but is not

limited to: not turning in the assignment, not filling in any answer blank, filling in answer blanks with answers not related to the topic, marking an answer document in a pattern or with all one answer, answering less than half of a test, etc. Final grades will not be less than 40. Work submitted where a student has either cheated or plagiarized will receive a 0.

Make Up Work:

Students are encouraged and allowed to make up all missing work due to absence. Students who are absent, regardless of reason, may schedule to make up any work missed within five days of their return to school. This includes In School Suspension (ISS) and Out of School Suspension (OSS).

Grade Calculation:

- **Middle School** - Semester grades are the average of two quarter grades.

The daily grading system consists of three types of learning categories and will be determined as follows:

1. Major Assessments - 55% (may include: unit tests, mid-unit tests, benchmarks, major projects, essays, performance tasks, final exams, etc.)
2. Minor Assessments - 45% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes, etc.)

- **High School** - Final grades are calculated at the end of an 18-week block. They are the sum of 80% of the average of grades earned in the Daily Grading System and 20% of the grade earned on the EOC/Final Exam.

The daily grading system consists of three types of graded learning categories: Major, Minor, and Soft Skills/Professional Skills:

1. Major Assessments - 60% (may include: unit tests, mid-unit tests, benchmarks, major projects, essays, performance tasks, etc.)
2. Minor Assessments - 30% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes, etc.)
3. Soft Skills/Professional Skills - 10% (may include: communication, critical thinking, leadership, teamwork, homework, classwork, participation, etc.) Soft Skill grades should be based on school-specific, predetermined criteria which align with the skills required to demonstrate mastery of content standards. These criteria will be reflected in school handbooks.

THINC College and Career Academy operates under a special charter and therefore may alter grade category and weights.

During each semester, teachers will provide students with a minimum number of assessment opportunities as described below:

- Major Assessments: A minimum of 6 (approximately one every three weeks).
- Minor Assessments: A minimum of 15 (approximately one per week).

Based on IHA-R(0), belief statement 3, grades should be based upon evidence of content mastery. Priority should be given to the most recent evidence, the most comprehensive evidence, and evidence related to the essential learning goals and standards. Therefore, replacement grades based on more recent evidence of mastery should be considered when assigning final grades.

High School Advanced Placement classes will have neither minimum grades nor replacement grades. All work will be scored as per the teacher's syllabus submitted to College Board.

Teachers should give serious consideration to any final grade ending in a 9. At middle school: a grade of 69 may not be given without consulting the principal. At high school: a grade of 69, 79, or 89 may not be given without consulting the principal.

The grading scale is as follows:

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

Board Policy IHAA: Final Examinations

Last Revised Date: 01/19/2023

The intent of this policy is to encourage student attendance, proper behavior, and to maximize student exposure to instruction.

No middle or high school student who owes fines, has had a discipline referral resulting in ISS/OSS, or has been suspended from riding the bus is eligible for an exemption from the class(es) where ISS/OSS is assigned.

Middle and High School Exemptions

Middle and high school students who meet the discipline criteria are eligible to be exempt if:

1. They have no more than five (5) absences in the semester provided the student has an A average, or;
2. They have no more than four (4) absences in the semester provided the student has a B average, or;
3. They have no more than three (3) absences in the semester provided the student has a C average.

Eligibility will be determined by attendance per class period.

Students who are eligible for an exemption from their semester (final) exam may do so only with parental permission. Students who are eligible for an exemption from their semester (final) exam, but choose to take the semester (final) exam, shall have the score considered only if it improves their grade.

Board Policy IHF(6): Graduation Requirements

Last Revised Date: 04/15/2021

This policy specifies graduation requirements for students enrolling in the ninth grade for the first time during the 2018-2019 school year and subsequent years.

The Troup County Board of Education ("the Board") shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

To be eligible for graduation with a secondary school credential as defined in the State Board of Education (SBOE) Rule 160-4-2-.48, High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years, students must successfully complete selected courses specified in the SBOE rule and satisfy additional requirements specified in this policy.

To be eligible for participation in graduation ceremonies, students must complete all requirements for a diploma and take all State required tests. Eligibility for participation in graduation ceremonies will be determined by the principal or the principal's designee.

Students who enroll from another state must meet the graduation requirements for the graduating class in which they enter and satisfy the state assessment requirements as referenced in State Board Rule 160-3-1-.07, Testing Programs – Student Assessment.

Troup County students who enroll in the ninth grade for the first time during the 2018-2019 school year, withdraw, then re-enter must meet the graduation requirements specified in this policy and the assessment requirements.

The Board shall make available to all students the required areas of study.

A course shall count only once for satisfying any unit of credit requirement for graduation unless otherwise allowed by state rule.

Area of Study	Units Required
English/Language Arts*	4
Mathematics*	4
Science* <i>The 4th Science unit may be used to meet both the science and elective requirement</i>	4
Social Studies* (Economics A (1/2), World History (1), USHistory (1), US Government (1/2))	3
CTAE and/or Modern Language and/or Fine Arts**	3
Health and Physical Education***	1
Electives	4
STATE REQUIRED UNITS (MINIMUM)	23
<i>The following credits must be accrued within the above requirements through electives or required courses.</i>	
Fine Arts	1
Additional Electives (Academic, Language, Fine Arts, CTAE)	3

*Required Core Courses

**Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admission.

Students whose native language is not English are considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

***Three (3) units of credit in JROTC may be used to satisfy this requirement.

Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

NOTE: For students entering 9th grade in the 2022 school year and beyond, the graduation requirement will be 26 credits. The transition from 23 credits to 26 credits will be phased in according to the following chart. Students who entered 9th grade in SY2020 and SY2021, who are unable to meet the increased credit requirement within four years of the date that they entered 9th grade, may request a waiver and will be allowed to graduate if they have met the minimum state requirements for graduation.

9th Grade Cohort Year	# of credits to be promoted to 10th grade	# of credits to be promoted to 11th grade	# of credits to be promoted to 12th grade	# of credits to graduate
2019/2020	5	11	16	24 (wavier 23)
2020/2021	5	11	17	25 (wavier 24)
2021/2022 and beyond	5	11	18	26

STATE REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT

See Troup County Board Policy JBC(4)

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student’s IEP team determines that the student has:

1. Completed an integrated curriculum based on the State required curriculum that includes instruction in Mathematics, English/Language Arts, Science, and Social Studies as well as career preparation, self determination, independent living, and personal care to equal a minimum of 26 units of instruction, and
2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22nd birthday or has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

GRADUATION SUPPORT SERVICES

The Board shall provide instructional, support, and delivery services that include but are not limited to the following:

1. A continuous guidance component beginning in the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow, and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
2. Record-keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students
3. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation
4. Instructional programs, curriculum and course guides, and remedial opportunities to assist each student in meeting graduation requirements
5. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements

PROMOTION REQUIREMENTS

Promotion requirements for students beginning in the 2021-2022 school year:

- To be promoted to 10th grade 5 units

be used in determining Distinguished Honor Graduates, Valedictorian, and Salutatorian.

In order to attain the title of Distinguished Honor Graduate, the student must first receive an A in the categories using any combination of half or whole credits. The combination must be earned in an increasingly rigorous course of study.

- Four (4) units of mathematics
- Four (4) units of English
- Four (4) units of science
- Three (3) units of social studies
- Two (2) units of foreign language
- Three (3) units of fine arts; health and/or physical education; career, technical, agricultural education; or an additional foreign language unit(s).

Additionally, Distinguished Honor Graduates must take a minimum of four (4) Advanced Placement/IB and/or dual enrollment courses in academic classes (English, Math, Science, Social Studies, and Foreign Language) while enrolled in high school, and earn a score of 3 or above on at least one (1) AP test or 4 or better on at least one (1) IB test before the beginning of their senior year.

CRITERIA FOR SELECTION OF THE VALEDICTORIAN:

- The Valedictorian must be a member of the graduating class cohort.
- The Valedictorian must be a Distinguished Honor Graduate.
- The Distinguished Honor Graduate who has taken one or more AP/IB class(es) in each of the four academic areas (ELA, math, science, social studies), taken at least one AP/IB exam in each academic area, and who has the highest weighted GPA will be the Valedictorian. These testing requirements must be met prior to the student's date of graduation. If the testing is scheduled to take place after the announcement of honors distinctions and the student fails to complete the requirements, the student's honor graduate status will be changed prior to graduation.
- The Valedictorian will be awarded the highest class rank in the graduating class.\
- In the event where a school has no Distinguished Honor Graduate(s), the Valedictorian will be the student with the highest weighted GPA, and by default will be a Distinguished Honor Graduate.
- In the event of a tie for Valedictorian, the honoree will be the student with the highest simple GPA on a 100 point scale calculated to four decimal places.
- In the event there is still a tie: the student with the highest number of Advanced Placement test scores earning a 3 or higher will be Valedictorian.

CRITERIA FOR SELECTION OF THE SALUTATORIAN:

- The Salutatorian must be a member of the graduating class cohort.
- The Salutatorian must be a Distinguished Honor Graduate.
- The Distinguished Honor Graduate who has taken one or more AP/IB class(es) in each of the four academic areas (ELA, math, science, social studies), taken at least one AP/IB exam in each academic area, and who has the second highest weighted GPA will be the Salutatorian. These testing requirements must be met prior to the student's date of

graduation. If the testing is scheduled to take place after the announcement of honors distinctions and the student fails to complete the requirements, the student's honor graduate status will be changed prior to graduation.

- The Salutatorian will be awarded the second highest class rank in the graduating class.
- In the event where a school has no Distinguished Honor Graduate(s), the Salutatorian will be the student with the second highest weighted GPA, and by default will be a Distinguished Honor Graduate.
- In the event of a tie for Salutatorian, the honoree will be the student with the second highest simple GPA on a 100 point scale calculated to four decimal places.
- In the event there is still a tie: the student with the highest number of Advanced Placement test scores earning a 3 or higher will be Salutatorian.

TRANSFER CREDITS

- For the determination of Distinguished Honor Graduates, Valedictorian, and Salutatorian, only those transfer credits which are equivalent to those available to all TCSS students will be considered.
- For the determination of Distinguished Honor Graduates, Valedictorian, and Salutatorian, only courses approved by TCSS will be considered. Only Dual Enrollment credit earned within the Funding Cap will be included for honors distinctions.*

PROCEDURES FOR THE ANNOUNCEMENT OF VALEDICTORIAN, SALUTATORIAN, AND DISTINGUISHED HONOR GRADUATES:

- Written explanation of selection process will be provided to all high school students in the student handbook each fall.
- Each high school principal will provide the Director of Secondary Education with information and documentation regarding the candidates for Valedictorian, Salutatorian, and Distinguished Honor Graduates for review prior to the April Board of Education meeting. Valedictorian, Salutatorian, and Distinguished Honor Graduates will be announced at the April Board of Education meeting.

*The state funding cap as of June 2023 is 30 hours. If this cap should change, this policy will adjust to align with the new state guidelines.

STAR STUDENT

Each year, the senior with the highest SAT score on a single new SAT test is named Star Student. This student must have taken the new SAT by the December test date and must score higher than the national averages on both the math and the verbal portions of the exam. Also, the student must be in the top 10% of the senior class academically.

HARASSMENT OF STUDENTS Board Policy JCAC

Last revised: 12/15/2022

It is the policy of this school district to prohibit any act of harassment of students or employees by other students or employees based upon race, color, sex, national origin, religion, age or disability at all times and during all occasions while at school, in the workplace or at any school event or activity. Any such act by a student or employee shall result in prompt and appropriate

discipline, including the possible termination of employment or suspension or expulsion of the student.

Sexual harassment may include conduct or speech which entails unwelcome sexual advances, requests for sexual favors, taunts, threats, comments of a vulgar or demeaning nature, demands or physical contact which creates a hostile environment for a student or employee. There may be other speech or conduct which employees or students experience as inappropriate or illegal harassment which should also be reported; harassment can take many forms and it is not possible to itemize every aspect of the harassment forbidden by this policy.

Any student, employee, applicant for employment, parent or other individual who believes he or she has been subjected to harassment or discrimination by other students or employees of the school district as prohibited by this policy should promptly report the same to the principal of the school or to the appropriate coordinator designated in policy JAA/GAAA, who will implement the Board's discriminatory complaints procedures as specified in that policy. Students may also report harassment or discrimination to their school counselor or any administrator. Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. If at any point in the investigation of reported sexual harassment of a student, the coordinator or designee 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.

It is the duty of all employees to promptly report harassment forbidden by this policy. All supervisors will instruct employees under their supervision as to the content of this policy and, through appropriate professional learning activities, enlighten employees as to the varied forms or expression of prohibited harassment. The principals of all schools shall ensure that students and parents are informed through student handbooks and verbally that such harassment is strictly forbidden, how it is to be reported and the consequences for violating this policy.

Troup County BYOD Guidelines

Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct, as well as all Board policies, particularly Internet Acceptable Use (Policies IFBG, JCDAF and JCDAD) and Internet Safety (Policy IFBGE). Furthermore, the student must agree to the following conditions.

Please read carefully and initial every statement:

- The student takes full responsibility for his or her device. The school is not responsible for the security of personal technology. Personal devices cannot be left on campus before or after the school hours.
- The student accesses only files on the computer or internet sites which are relevant to the classroom curriculum at the direction of the teacher.
- The student immediately complies with teachers' requests to shut down devices, close the screen, or turn the device face down on the desk.
- The technology may not be used to cheat on assignments or tests, or for non-instructional purposes.

- The student may not use any type of electronic device in restrooms or locker rooms.
- The technology must be in silent mode while on school campuses and while riding school buses.
- The student is not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites without permission.
- Personal devices should be charged prior to bringing them to school and run off their own batteries while at school.
- To ensure appropriate network filters, the student will only use the BYOD wireless connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network.
- The student understands that bringing devices on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the AUP policy and will result in disciplinary actions.
- The school district has the right to collect and examine any device that is suspected of inappropriate use or was the source of an attack or virus infection.
- The student realizes that processing or accessing information on school property related to “hacking”, altering, or bypassing network security policies is in violation of the AUP policy and will result in disciplinary actions.
- The student realizes that printing from personal technology devices may not be possible at school.
- The student acknowledges that the school's network filters will be applied to one's connection to the internet and will not attempt to bypass them.
- The student may not use his or her device in the restroom and locker room areas of the school.

Internet/Email Opt Out

Write a statement and turn in to your student’s school if you **do not** want:

- Your student to have internet access.
- Your middle/high school student to have an email address from the system to communicate with the teachers.

Student Records Board Policy: JR

Last Revised Date: 12/15/2022

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.

A. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students (those over eighteen years of age or enrolled in post-secondary educational institutions), school officials with legitimate educational interests, and those federal or state officials whose access is authorized in connection with an audit or evaluation of federal or state supported education programs or for the enforcement or compliance with federal legal requirements related to those programs. Records will be sent to a school where the student seeks or intends to enroll or has already enrolled upon request of the school.

With the exception of directory information as defined below, personally identifiable information will not be released by the school system from an education record without prior written consent of the parent or eligible student, except where authorized by the regulations governing the FERPA. In accordance with the regulations, disclosures will be made to comply with state law, Internal Revenue Service laws and regulations, judicial orders or lawfully issued subpoenas, in which case a reasonable effort will be made to notify parents or students in advance of such disclosures, unless otherwise required by a judicial order or federal grand jury subpoena; to accrediting institutions to carry out their accrediting functions; to organizations conducting studies on behalf of the school system; or in connection with a health or safety emergency.

B. DIRECTORY INFORMATION

The Board of Education designates the following information as "directory information." Unless a parent or eligible student makes a timely request to the principal of the school where the student is enrolled that such information not be designated directory information on the individual student, such information will not be considered confidential and may be disclosed upon request.

Information the Board of Education has designated "directory information" may be disclosed upon request unless a parent objects in writing to the principal of the school where his/her child is enrolled within a reasonable time after receipt of the notice as contained in the student handbook of the child's school. Directory information about former students will be disclosed upon request. However, disclosure of directory information as defined herein shall not be made in response to advertising, political or religious solicitations.

Directory information is defined as follows:

1. Each student's name, grade level and school;
2. The age of each student;
3. Each student's participation in clubs and sports;
4. The weight and height of a student if he or she is a member of an athletic team
5. Dates of attendance at Troup County Schools; and
6. Awards received during the time enrolled in the Troup County School System.

Excluded Student Information

The following information is excluded from and shall not be directory information and shall not be disclosed:

1. Each student's home or cellular telephone numbers;
2. Each student's email address;

3. Each student' social security or school student identification numbers;
4. Each student's home address; and
5. Each student's date and place of birth.

C. Procedures for Obtaining Access to Student Records

Any eligible student or any parent whose parental rights have not been specifically revoked by court order, any guardian, or any individual acting as a parent in the absence of a parent or guardian may inspect the education records of his or her child.

Generally, a parent will be permitted to obtain a copy of education records of his child upon reasonable notice and payment of reasonable copying costs.

Each records custodian in the school district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of a student in accordance with the FERPA regulations.

A parent or eligible student who believes the student's record contains an error may request its correction by submitting a written explanation of the error and the basis for believing it to be in error to the principal or designee, who shall investigate and determine whether or not to amend the record. If the matter cannot be thus resolved, a parent or eligible student may request a hearing pursuant to federal regulations at 34 C.F.R. 99.21-99.22, as well as applicable state regulations. If the hearing results in a determination that the record contained erroneous information, it shall be corrected and the parent or eligible student shall be informed in writing of the correction; if the information contained in the record is determined not to be erroneous, the parent may place a statement in the record commenting upon the contested information and stating the basis for disagreement. The statement shall thereafter be disclosed whenever the portion to which it relates is disclosed.

D. PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Definition of Terms Used in PPRA:

"Instructional Material" - Instructional material that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as material accessible through the Internet). The term does not include academic tests or academic assessments.

"Invasive Physical Examination" - Any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

"Personal Information" - Individually identifiable information including: (1) a student or parent's first and last name; (2) home address; (3) telephone number; or (4) social security number.

Requirements:

No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;

3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

A parent of a student may, upon request, inspect any survey created by a third party containing one or more of the items listed as (1) through (8) above before the survey is administered or distributed by a school to a student and may choose to opt the student out of participation in the survey. The Superintendent shall develop procedures for: (1) granting a request by a parent for reasonable access to such survey within a reasonable period of time after the request is received, and (2) making arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed as (1) through (8). The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

A parent of a student may, upon request, inspect any instructional material used as part of the educational curriculum for the student. The Superintendent shall develop procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.

Parents shall be notified prior to the administration of physical examinations or screenings that the school may administer to students. This notice shall offer the parent the opportunity to opt the student out of any non-emergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

The parent of a student shall be notified prior to the commencement of activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). Such notice shall offer the parent the opportunity to inspect, upon request, any instrument used in the collection of such information before the instrument is administered or distributed to a student and to opt the student out of such activities. The Superintendent shall develop procedures that: (1) make arrangements to protect student privacy in the event of such collection, disclosure, or use, and (2) grant a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

A. STATEMENT OF PURPOSE

The Troup County Board of Education strongly believes that appropriate behavior and conduct of all students in the Troup County Schools is necessary to create a proper learning environment, to maintain good order and discipline, and to teach and instill in all students the attitude of being law abiding citizens. The rules, regulations, and due process procedures set forth herein are designed to guide all students in the exercise of their duty of appropriate behavior.

B. EFFECTIVE TIME AND LOCATION

These rules are effective during the following times and in the following places:

1. On the school grounds during and immediately before or immediately after school hours or off school grounds while enroute to or from school.
2. On the school grounds at any other time when the school is being used by a school group or at school related functions.
3. Off the school grounds at a school activity, function, or event.
4. Enroute to and from school on a school bus or other school vehicle or while waiting off school grounds at a designated school bus stop for a school bus to transport a student to or from school or a school activity.
5. Off school grounds when the prohibited conduct is directed, because of a school-related connection, against the person, family, property, privacy or tranquility of an employee of the Troup County Board of Education.
6. Apply to conduct by student whether directed to or committed upon another student or a teacher, administrator, or other school personnel or toward persons attending school related functions.
7. Apply to 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 school or which disrupts the educational process.

These offenses are applicable to include acts against students, teachers, administrators, bus drivers, or other school personnel, as well as persons legitimately on school property or attending school related functions

C. STUDENT BEHAVIOR CODE

Accordingly, the following listing of offenses and conduct are declared to be prohibited by all students enrolled in the Troup County Schools. Violation of this policy shall result in disciplinary actions and may include appropriate hearings and review, and the suspension, short or long term, or the expulsion of a student from the school in accordance with Troup County Board of Education policies.

Codes 00 - 44 in the following list of offenses are aligned to the Georgia Department of Education Discipline Matrix utilized for state reporting purposes. Codes 45 - 50 are TCSS disciplinary codes to provide clarity for additional behaviors. For state reporting purposes these codes have been aligned to state codes.

Progressive Discipline Process

Progressive Discipline is a systematic approach utilizing a continuum of interventions, supports, and consequences. The purpose of the progressive discipline model is to make every reasonable effort to correct inappropriate student behavior with logical consequences and restorative

responses. Administrators will use a range of identified behaviors along with a range of possible responses that support the corrective action of the behavior. This process creates an environment where the degree of discipline corresponds with the severity of the behavior leading to the discipline, and follows all due process procedures. Determining the most appropriate disciplinary response for a given circumstance involves the exercise of discretion. Progressive discipline can include prevention measures, early and ongoing interventions, short or long term suspension, or other disciplinary responses to address inappropriate behavior. All interventions and disciplinary responses should be selected and implemented to assist students in understanding why the behavior is unacceptable, take responsibility for their action, and understand how they could approach the situation differently to avoid repeated inappropriate behaviors which may result in more serious consequences.

LEVEL 1	Level 1 behaviors represent minor disruptions to the classroom and/or the school environment. These behaviors may or may not require administrative intervention. With level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Staff should use responses in a graduated fashion.
LEVEL 2	Level 2 behaviors represent acts against a person(s) or property that endanger the health or safety of others in the school or severely impacts or disrupts the school environment. Level 2 may also include repeated similar offenses. These offenses may result in the removal of the student from the school environment and school related activities. Unless otherwise stated, administrative discretion may be used in order to limit the educational impact for a student while appropriately addressing the seriousness of the offense. Response options may include combinations of interventions, resolutions, and discipline up to and including disciplinary tribunal hearings and involvement of law enforcement.
LEVEL 3	Level 3 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Level 3 discipline offenses represent the most serious acts of misconduct and must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities, pending disciplinary investigation of the allegations. A disciplinary tribunal hearing may be required based on the findings of the investigation.

[Use the following link to view the discipline matrix on pages 3-17 of the pdf](#)

DISCIPLINARY PROTOCOL AND PROCEDURE

A. TYPES OF CONSEQUENCES OR CORRECTIVE ACTION

In-School Suspension, Short-Term Suspension, Long-Term Suspension, or Expulsion may be imposed on a student for any violation of the Student Behavior Code.

1. In-School Suspension: In-school suspension is the isolation of a student during the school day from the regular classrooms and activities of the school with a continuation of the student's progress with classroom assignments and additional support as deemed appropriate by the ISS

instructor unless otherwise identified and is not limited to academics, behavioral and/or social skills development.

2. Short-Term Suspension: Short-term, out-of-school suspension as defined in O.C.G.A. §20-2-751(3) means the denial to a student of the right to attend school and take part in any school-related functions for a period not to exceed ten (10) consecutive school days. The principal and assistant principal of any school shall have the discretionary power to impose a short-term suspension.

3. Long-Term Suspension: Long-term as defined by O.C.G.A §20-2-751(2) means the denial and suspension of a student of the right to attend school and take part in any school-related functions for more than ten (10) consecutive school days but not beyond the current academic term. A student may receive long-term suspension only as a result of a student disciplinary hearing before a Disciplinary Hearing Tribunal. A student shall be subject to long-term suspension or expulsion for violation of the rules for student behavior, conduct and discipline as set forth in these policies but only after a hearing or opportunity for a hearing in accordance with the rules and procedures hereafter set forth.

4. Expulsion: Expulsion as defined by O.C.G.A. §20-2-751(1) means the denial to a student of the right to attend school and take part in any school-related functions beyond the current academic term, and any greater duration deemed appropriate by the Disciplinary Hearing Officer including but not limited to the remainder of the current semester, school year, an entire school year or years, or permanently. Expulsion may only be imposed by action of the Disciplinary Hearing Tribunal after the student has been afforded notice, opportunity for hearing, and other procedural rights prior to such expulsion becoming effective.

B. GENERAL DISCIPLINE PROCEDURES

All violations of the Student Behavior Code shall be investigated and punishment imposed as warranted by the nature and circumstances of the violation. A principal in his/her discretion may (but is not compelled) administer appropriate disciplinary action such as in-school suspension or short-term suspension for certain violations at the school level without referral to a disciplinary hearing for students committing violations of the Student Behavior Code.

However, a principal does not have the authority to impose and must refer a student to a disciplinary hearing for the imposition of long-term suspension, expulsion or assignment to an alternative education program. A principal at his/her discretion may refer any violation of the Student Behavior Code for a disciplinary hearing.

All third offenses for (03) Battery, (08) Fighting, and (17) Threats and Intimidation shall be referred for a disciplinary hearing as is required for mandatory hearing offenses.

When a violation of the Student Behavior Code is a non-mandatory offense, the same procedure shall be followed as in investigations of any alleged mandatory hearing offense provided hereafter.

At the beginning of each school year, the principal or other designated administrator shall conduct such convocations, student assemblies or other proceedings with all students enrolled in each school so as to explain with particularity, the Student Behavior Code and the disciplinary protocol followed to include Mandatory Hearing Offenses.

C. DISCIPLINE OF STUDENTS IN GRADES K-5 AND STUDENTS WITH DISABILITIES

Students in grades K-5 are subject to and shall abide by the Student Disciplinary Code. However, the disciplinary hearing process including the mandatory hearing offenses shall not apply to students in grades K-3. The Superintendent shall determine the disciplinary actions or proceedings for students in grades K-3. Students in grades 4 and 5 who commit a mandatory hearing offense will not normally be brought before a tribunal. However, the principal of each elementary school in consultation with the Superintendent may treat an offense committed by a student in grades 4 and 5 as a mandatory hearing offense based upon the nature and circumstance as well as the student involved and refer the student to a disciplinary hearing.

Alternative School placement will not be made for students in grades K-5 as the provisions of the alternative school grant does not permit the assignment of students below grades 6-12 to the Alternative School.

Students with disabilities will be disciplined in compliance with applicable federal and state laws and regulations. The procedures set forth in this regulation may or may not apply to a student with disabilities depending on the circumstances and as determined by the appropriate team of teachers and administrators. If you have questions about the disciplinary process as it relates to a student with a disability and those questions cannot be answered at the school level, please contact the Director of Exceptional Education. For greater detail see the General Student Discipline section F of this document.

D. MANDATORY HEARING OFFENSES

The Troup County Board of Education believes that certain violations of the Student Behavior Code outlined herein cannot be tolerated under any circumstances and because of the nature and consequences of the violations immediate school and judicial intervention is required. Those offenses shall hereafter be defined and referred to as Mandatory Hearing Offenses. The following violations of the Student Behavior Code shall be classified as Mandatory Hearing Offenses:

Mandatory Hearing Offenses: The following are mandatory hearing offenses for all middle and high schools:

1. Middle and High Schools (Grades 6-12): (01) Alcohol – Level 3, (02) Arson – Level 3, (07) Drugs, Except Alcohol and Tobacco, (09) Homicide, (10) Kidnapping, (11) Larceny – Level 3, (12) Motor Vehicle Theft, (13) Robbery, (14) Sex Offenses – Level 3, (22) Weapons – Knife – Level 3, (23) Weapons – Others – Level 3, (25) Weapons – Handgun, (26) Weapons – Rifle/Shotgun, (27) Serious Bodily, (28) Other Firearms, (44) Violence Against a Teacher, (46) Hazing.

2. Elementary Schools: There shall be no Mandatory Hearing Offenses for Grades K-5. However, the principal of each elementary school in consultation with the Superintendent may treat an offense as a Mandatory Hearing Offense based upon the nature and circumstance of the offense and the student involved. Unless specifically stated in the policy, discipline for students in grades K-5 will be at the discretion of the principal; however, discipline determinations by tribunal also apply to students in K-5 if the principal deems it to be necessary. In grades K-5, students' unstructured time may be withheld for violation of general school discipline or for specific violation of any school rule.

E. DISCIPLINE PROCEDURES

1. Upon reasonable suspicion that a student has committed an offense warranting a Disciplinary Hearing Tribunal, the principal or administrator in charge of discipline at each school shall immediately separate the student from the rest of the student body while the investigation of the conduct is being conducted. The principal or administration in charge of discipline shall advise the student that evidence exists that the student may have committed an offense warranting a Disciplinary Hearing Tribunal. See policy JCEB: Student Hearing Procedure for further clarification of the Hearing Process.

2. The school administrator shall advise the student that (1) the offense which the student is alleged to have committed carries the consequences of a mandatory referral to a Disciplinary Hearing of the Troup County Board of Education with short term suspension pending the hearing of the charges by the Disciplinary Hearing Officer; and (2) if the circumstances warrant it, that the alleged violation of the Student Behavior Code is being reported to the appropriate law enforcement agency in which the school is located and to the Juvenile Court of Troup County.

3. Upon completion of the investigation of a Mandatory Hearing Offense and a determination that grounds exist for charging a student with an offense, the principal shall first, make a reasonable attempt to notify the student's parents, and then if appropriate, the Juvenile Court of Troup County and the appropriate law enforcement agency.

4. Imposition of Pre-Hearing Placement. For Mandatory Hearing Offenses, the principal or school administrator may impose short term suspension upon the student by removing the student from the general school population for not more than ten school days pending hearing before a Disciplinary Hearing Officer or Tribunal. Short term suspension may include placement of the student in an In-School Suspension program in addition to Out of School Suspension. Out of School Suspension should be considered and used only in situations which would place other students at risk of injury or would result in the disruption of the educational mission of the class or school in which the student is enrolled or placed pending the Disciplinary Hearing. In the event that Out of School Suspension is imposed pending the Disciplinary Hearing Tribunal, the Juvenile Court shall be notified of the Out of School Suspension.

5. Referral to a Disciplinary Hearing. Following the commission of a Mandatory Hearing Offense, the student shall be referred to a Disciplinary Hearing Officer or Tribunal of the Troup County Board of Education. The hearing of the disciplinary charges before a Hearing Officer or Tribunal shall be within ten (10) school days of the day on which short term suspension is imposed and removed from the general student population. Where extenuating circumstances exist, the hearing by the Disciplinary Tribunal may be held more than ten school days following notification of charges; provided however, that the student must be returned to the general school population at the end of the short term suspension.

6. Juvenile Court. If warranted by the circumstances, the principal of the school in which the student is enrolled shall consult with and, to the extent and in the manner allowed by law, provide to the education protocol officer of the Troup County Juvenile Court such educational records on the student to include attendance, grades, standardized test scores, and disciplinary record as may be needed for an evaluation of the student by the Juvenile Court.

7. Cooperation with Law Enforcement. It shall be the further policy by the Troup County School System that all school administrators and personnel shall work together with law enforcement officials and Juvenile Court officials to provide counseling, joint supervision, school based community service, educational assistance, and anything necessary to prevent violence and provide for conflict resolutions and other interventions designed to address particular needs to a student who violates a provision of the Student Behavior Code where such offense also carries potential criminal consequences.

F. PROTOCOL AND MANDATORY PUNISHMENTS FOR OFFENSES AGAINST SCHOOL PERSONNEL

1. Procedure - Any student who is alleged to have committed any act of physical violence as defined in Section 44 – Violence Against a Teacher or Section (3) – Level 3 violence against other school official or employee, or school bus driver shall be referred to a disciplinary hearing tribunal of the Troup County Board of Education. The student alleged to have committed such act of physical violence shall be suspended out of school pending a hearing by the tribunal. The tribunal will be composed of three teachers or certified education personnel appointed according to Board policy. The tribunal shall determine all issues of fact and intent and shall submit its findings and recommendations to the Troup County Board of Education for imposition of punishment if the student is found guilty of the charges. The tribunal’s recommendations shall include a recommendation as to whether the student may return to the public school and if return is recommended, the recommended time for the student’s return to Troup County Schools. The Troup County Board of Education may follow the recommendation of the tribunal or it may impose penalties not recommended by the tribunal regardless of whether such penalties may be harsher and not recommended.

2. Punishment for Violation of (44) and (3) – Level 3 Battery of other school official or employee - Any student found by a tribunal to have committed an act of physical violence by intentionally making physical contact of an insulting or provoking nature against a teacher, administrator, school personnel or employee, or bus driver may be disciplined by expulsion, long term suspension or short term suspension as those terms are defined in the Official Code of Georgia and Troup County Board of Education Policies.

3. Punishment for Violation of (44) and (3) – Level 3 Battery of other school official or employee - resulting in physical harm - A student found by a tribunal to have committed an act of physical violence by making physical contact, which causes physical harm as defined in Section (44) and (3) against a teacher, administrator, school personnel or employee, or a bus driver shall be expelled from the Troup County Schools. The expulsion shall be for the remainder of the student’s eligibility to attend public schools pursuant to O.C.G.A. 20-2-150. The Troup County Board of Education, at its discretion, may permit the student to attend an alternative school program for the period of the student’s expulsion. If the student who commits an act of violence by making physical contact which causes physical harm is in Kindergarten through Grade 8, then the Troup County Board of Education, at its discretion, and on the recommendation of the tribunal may permit such student to re-enroll in the regular public school program for Grades 9 through 12. If Troup County Board of Education does not operate an alternative education program for students in Kindergarten through Grade 6, the Troup County Board of Education, at its discretion, may permit a student in Kindergarten through Grade 6 who has committed an act of physical violence against a teacher, administrator, school personnel or employee, or bus driver to re-enroll in the public school system.

4. **Juvenile Court Referral** - Any student found by a tribunal to have committed an act of physical violence as defined in Section (44) or (3) against a teacher, administrator, school personnel or employee, or bus driver shall be referred to Juvenile Court.

G. MANDATORY CONSEQUENCES – The following punishments shall also be mandatory as required by federal or state law or policy:

1. **Firearms** - A student found to have violated Section (22), (23), (25), (26), or (28) Level 3 shall be expelled from the Troup County schools for a period of not less than one (1) calendar year. On a case by case basis, a Disciplinary Hearing Tribunal or the Superintendent are authorized to place a student determined to have brought a firearm to school in the Troup County alternative school program if extenuating circumstances are found to exist.

2. **Bullying and Cyberbullying** - Any student in grades 6-12 who has committed and been punished twice for the offense of bullying and cyberbullying as defined in Section (29) Bullying and Section (45) Cyberbullying who is alleged to have committed a third act of bullying or cyberbullying within a school year shall be referred to a hearing before a Disciplinary Hearing Tribunal. If the student is found guilty of a third offense by the tribunal of the offense of bullying or cyberbullying, the student shall be assigned to the Troup County alternative school program for such time as the tribunal deems appropriate; provided however, this shall not prohibit the expulsion or long term suspension of the student for the third offense. At the discretion of the school administration, a student may also be referred to a disciplinary hearing tribunal for a first or second offense of bullying or cyberbullying.

3. **Bus Conduct** - If a student is found to have committed (3) Battery;(8) Fighting; (29)Bullying on a public school bus, in addition to any punishment imposed, a meeting between the parent or guardian of the student and appropriate officials from the Troup County School District shall be held to form a school bus behavior contract for the student. Such contract shall provide for progressive age, appropriate discipline, penalties and restrictions for student misconduct on the bus. Contract provisions may include, but shall not be limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus. Nothing contained in this section shall be construed so as to limit the incidences wherein a student bus behavior contract may be required.

H. ALTERNATIVE DISCIPLINE RESOLUTION

The Troup County Board of Education supports the disciplinary hearing process and requirements established by Georgia law and, in particular, its policy to designate mandatory disciplinary hearings for certain offenses. The Troup County Board of Education believes that, in certain circumstances, a less adversarial, informal disposition of breaches of the Troup County Board of Education Student Behavior Code can produce positive changes in individual student discipline and student attitudes towards discipline.

The Troup County Board of Education institutes and authorizes the following alternative discipline resolution (ADR) process:

1. **Purpose.** The purpose of ADR is to allow administrators of each school and parents to meet, discuss and agree on long-term suspension, expulsion or assignment to an alternative education program as punishment to be imposed for particular offenses committed in violation of the Troup

County Board of Education Student Behavior Code and to waive and forego a disciplinary hearing tribunal on the charges.

2. **Applicable Offenses.** ADR shall be used for all violations of the Student Behavior Code, whether mandatory or non-mandatory hearing offenses, for which long-term suspension, expulsion or assignment to an alternative education program are to be recommended by the Principal.

3. **Process.** Upon completion of an investigation conducted in accordance with the Disciplinary Protocol set forth above of a probable Student Behavior Code violation, the school administrator shall then notify the parent and student of the ADR process and the availability of the ADR process in lieu of a disciplinary hearing before a tribunal or hearing officer. If the parent and the student avail themselves of the ADR process, the student and parent and the school administrator shall meet to discuss the violations of the Student Disciplinary Code, to receive admissions of guilt and to discuss and impose punishment for the offenses committed.

Should the school administrator determine that neither the student nor the school will benefit from an ADR, the school administrator shall proceed with a disciplinary hearing as provided for under this Student Behavior Code and other Troup County Board of Education policies. Likewise, should a student or parent determine that they do not desire to participate in an ADR, the school administrator shall then proceed with a disciplinary hearing for the offenses committed

4. **Waiver of Hearing and Appeal.** If a student and parent agree to a consequence from an ADR, they will be required in writing to waive a formal hearing and to agree and waive any rights of appeal of the ADR or the punishment imposed to the Troup County Board of Education or the State Board of Education. If a student or parent refuses to waive a hearing or refuses to agree to accept ADR punishment and waive all appeals, the student shall be referred forthwith to a disciplinary hearing tribunal.

5. **Punishment Imposed.** As a result of an ADR, a student may be punished for a violation of the Student Behavior Code by the imposition of short-term suspension, long-term suspension, expulsion or assignment to the Troup County Hope Academy. Permanent expulsion shall not be imposed or agreed to through an ADR, such being reserved for imposition by a disciplinary hearing only.

6. **Impact.** The discipline of a student under ADR shall be a part of the student's disciplinary records and carry the same importance and impact as if the student was disciplined by a disciplinary hearing tribunal. ADR shall be reported for a transferring student to a receiving school system as required by Georgia law.

7. **Time of ADR.** ADR shall be completed within ten (10) school days of the date on which short-term suspension is imposed and the student is removed the general school population. Where extenuating circumstances exist, ADR may be held more the ten (10) days thereafter, provided however, that the student must be returned to the general school population at the end of the short-term suspension.

8. **Reporting Requirements.** Notwithstanding the use of ADR, the school administrator shall report all mandatory hearing offenses required by the Student Behavior Code to the appropriate

law enforcement agency in which the school is located, to the Juvenile Court of Troup County and the Troup County District Attorney.

9. Alternative School Allocations. The Superintendent shall allocate a specified number of assignments for each school for students to be assigned to the Troup County Hope Academy. School administrators in the imposition of punishment through ADR shall not exceed the allocated slots for a particular school at The Hope Academy.

10. Process Forms. The Superintendent or designee shall develop such forms, letters, and notifications as may be required to notify parents properly of the ADR, the availability of the ADR and to record the disposition thereof.

Bus Conduct (Previously Policy JCDAD)

Bus drivers under the supervision of the principal and/or the director of transportation shall be responsible for the conduct and safety of children on the bus. Students whose conduct is not acceptable should be corrected by the driver in an appropriate manner. Drivers may leave a child either at home or at school in cases of extreme misconduct. However, no child may be put off the bus for misconduct between school and the point at which the child normally boards the bus.

The authority for controlling bus behavior rests with the driver. However, drivers are instructed to consult with the principal for serious cases. Pupils may be suspended from the bus for continued misbehavior. The driver may seat the children in any arrangement.

While riding a school bus;

- Students shall not engage in acts of physical violence, bullying, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;
- Students shall not use any electronic devices during the operation of a school bus, including but not limited to cell phones without headphones; or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus; and
- Students shall not use mirrors, lasers, flash camera, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. If a student is found to have engaged in physical acts of violence, the student shall be subject to the severe penalties.

A meeting of the parent or guardian of the student and appropriate school district officials must be held to form a student bus behavior contract whenever:

- A student is found to have engaged in bullying; or
- A student is found to have engaged in physical assault or battery of another person on the school bus.

The school bus behavior contract shall provide for age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Provisions may include, but are not limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus.

Student Dress Code (Previously Policy JCDB)

A. Beliefs

The Troup County Board of Education believes that an appropriate dress code will support a safe school environment that is conducive to learning. Dress standards promote the safety, modesty and comfort of students and are designed with their well-being in mind. Research also indicates that there is a distinct relationship between students' attire and their classroom behavior, attitude and achievement. The dress and personal appearance should not be disruptive or interfere with the legitimate interest and welfare of all students. Consequences for improper dress will include parents being notified by phone or written message. Continual violation of the dress code becomes an issue of defiance and will be treated as such. The administration will have the final decision on appropriate dress for school.

B. Guidelines

Students should adhere to the following guidelines:

1. Pants must be worn at the waist, with or without a belt. "Busting slack" is not allowed. Students should not have to hold pants up while walking.
2. Shorts, skirts, and dresses are permitted but must be of appropriate length and style. The general rule is shorts and skirts should be no shorter than the tip of the middle finger when arms are extended by the side.
3. Clothing with pictures, writing, and/or symbols promoting gangs, alcohol, sex, tobacco, profanity or suggestive/crude messages is prohibited.
4. Hats/caps, "hoodies," sweatbands, stocking caps, curlers, ear warmers or sunglasses are not to be worn inside the school building. Bandanas are not permitted at any time.
5. Biker shorts, any type of warm-up that is tight and clings to the body, and clothing designed as undergarments or night wear (pajamas, flannel pants, negligee, etc.) worn as outer garments are unacceptable. This includes "leggings" or tights. If leggings or tights are worn, the outer wear covering these garments must meet the minimum requirements set forth in this dress code (i.e. Shorts, skirts, or dresses worn over leggings/tights must meet minimum length requirement stated in number 2 - they should be no shorter than the tip of the middle finger when arms are extended by the side).
6. Students should not wear clothing of abbreviated style and/or revealing nature (no exposed cleavage), including but not limited to bare midriff tops, tank tops, halter tops, tube tops, see-through clothing, blouses, pants, cutout garments, shirts or blouses with large armholes, and blouses with revealing necklines. (If the student's midriff or waist area shows when the arms are extended parallel to the floor, it is considered a midriff top). Shoulder straps on blouses, shirts, and dresses must be a minimum width of 2 inches. Shirts and dresses must have both shoulder straps.
7. All pants, shorts, and other clothing with holes at or above the knee are unacceptable.
8. Other unacceptable dress: dog chains, wallet chains, "spiked chokers", and hanging shoulder straps, or any apparel that may be used to harm or impair another.

9. All students must wear shoes at all times for health and safety reasons. It is also recommended that shoes with a smooth sole such as thongs or flip flops not be worn. Bedroom slippers are prohibited.

10. With approval of the principal, activity sponsors may establish different rules for dress and grooming for participation in special activities.

11. Other attire deemed unsafe, inappropriate, or disruptive to the learning environment by the building principal may be subject to disciplinary action.

Interviews and Searches of Students (Previously Policy JCAB)

A. Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

B. Personal Searches

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person is conducted it will be conducted in private by a school official of the same sex and with an adult witness present.

If the school official has reasonable suspicion to believe that the student has on his/her person an item imminently dangerous to the student or others, a more intrusive search of the student's person may be conducted. Such a search may only be conducted in private by a school official of the same sex, with an adult witness of the same sex present, and only upon the prior approval of the Director of Student Services or one of his/her superiors, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

C. Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

D. Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the

exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

E. Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

General Student Discipline Guidelines (Previously Policy JD)

A. Perspective

The professional staff of the school is expected to ensure student conduct conducive to an orderly educational program, to maintain an effective learning atmosphere both in and outside the classroom, and to help students achieve the self-discipline necessary for responsible use of freedom.

In maintaining proper discipline, all persons connected with the school have a double obligation to promote the legitimate objectives of the school in ways appropriate to the individual's respective role and to recognize and defend the rights of others.

While the methodology of discipline varies, each school will develop and maintain administrative procedures which:

1. Consistently enforce the discipline policies stated in the "Guidelines for Student Behavior."
2. Require and support sound principles of classroom management and ensure the proper authority of each of its teachers.
3. Clearly define the student's rights, as well as the student's obligations and responsibilities in the area of student discipline in the local school setting.

It is expected that each school's administrative procedures will result in students, teachers, administrators and parents sharing responsibility for the learning environment in an atmosphere of mutual support and success.

B. Teacher's Rights and Responsibilities

The teacher has a right to appropriate behavior by all students, and failing to get it, the teacher has the responsibility to take corrective measures including, but not limited to: enlisting parental assistance, imposing detention, revoking privileges, referring students and providing input in any referral case. The teacher has a right to receive a report of any action taken. The teacher's responsibilities include: conducting a well-planned and effective program, establishing and enforcing regulations within the school's educational environment that will facilitate learning, and maintaining written records of the conduct of students who may later be referred to others for help and/or disciplinary action.

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 teacher's ability to communicate effectively with the students in his/her class or with the ability of such

student's 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.

C. Administration's Responsibilities

The administration has an obligation to impose necessary disciplinary measures including, but not limited to: enlisting parental support, imposing detention, revoking privileges, removing a student from class, in school suspension, suspending a student up to ten days, and recommending expulsion.

The administration is responsible for supporting teachers and insisting that they meet their obligation to maintain discipline, being alert to and correcting situations likely to promote poor citizenship, notifying parents of serious student offenses, creating an atmosphere conducive to student self-direction and self-regulation, and defending every individual within the school against arbitrary and unfair treatment.

The school superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to O.C.G.A. Section 20-2-738.

D. Parental Responsibilities

The parent is expected to cooperate with the school, support its corrective measures, and to notify the school of any unusual behavior pattern on the part of the child that might lead to serious difficulties. Board Policy Manual Troup County Schools.

E. Options in Disciplinary Actions

Both the teacher and principal have various options in imposing disciplinary measures for student misconduct and infraction of school rules. The teacher or principal may and should consult with parents on disciplinary measures that might prove most effective in particular instances.

The principal is the designated leader of the school and, in consortium with the staff, is responsible for the orderly operation of the school. In cases of discipline violations not covered by prescribed disposition, the principal may enact corrective measures which he/she feels is in the best interest of the school and the student(s) involved.

F. Discipline of Students with Disabilities

Students who have been identified as disabled and are receiving special education under the provisions of the Individuals with Disabilities Education Act (IDEA) must be viewed differently in determining what discipline is appropriate.

Before long-term suspension or expulsion may occur, it must first be determined whether the misconduct of the students in issue is a manifestation of the disabling conditions of the students. The decision of whether the misbehavior of disabled students is a manifestation of their disabling conditions must be determined by a school committee (IEP) comprised of professionals in the school system. The committee shall determine whether a causal relationship exists between the disability or disabling condition of the students involved and their particular misconduct. If the disciplinary committee finds that the misbehavior is not a manifestation of the students' disability (ies), then these students may be expelled or suspended for longer than ten days. However, complete cessation of special education services mandated by federal law during the time the students are suspended or expelled from school is not permitted.

Long-term suspension or expulsion of disabled students is limited by court rulings that require continuation of some educational services during the expulsion/ suspension period. Short-term suspension or temporary suspensions not in excess of ten days are permitted and do not require the same protection for students as mandated by *SI v. Turlington*.

The use of short-term suspensions may be an appropriate disciplinary technique and will not constitute a change in placement unless the cumulative of short-term suspensions constitute in reality a long-term suspension or expulsion.

In cases involving disabled students who are discipline problems, particularly those students who have behavior disorders or are severely and emotionally disturbed, and the usual procedure is for a placement committee to review the appropriateness of the student's current placement and determine whether a more restrictive placement is advisable. The placement committee has the responsibility for deciding what appropriate discipline for disability related behavior is. But when a student's behavior poses a threat to the safety of other students, such as the sale of illegal drugs to students on campus, it may be appropriate to consider those students for long-term suspension and expulsion, and follow the procedures required by the courts. A disabled student can be temporarily removed from the classroom prior to a hearing where such action is deemed necessary to protect the student, other students or the teacher, but the hearing should be held as soon as possible thereafter.

SECTION III: State and Federal Guidelines

Title II, Part A, Teacher/Paraprofessional Quality

Parental Rights

In compliance with the requirements of the Every Student Succeeds Act (ESSA), the Troup County School System informs parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission's certification requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's qualifications, please contact Mr. Jason Graham at 706-845-2070.

20 Day Parent Notification Letter (If a teacher or long-term substitute who does not meet "professionally qualified" requirements has taught a student for four or more consecutive weeks.)

The Troup County School System is required to notify parents if a teacher who is not "professionally qualified" is teaching their child a core academic content course. Parental notification is required if a teacher who is not "professionally qualified" teaches their child for

four consecutive weeks or more (including substitute teachers). Parents must be notified by the school principal, in writing. A copy of this letter will be placed on file with the principal, Chief Human Resource Officer and Director of Federal Programs.

Title II, Part A Information/Guarantee of Receipt of Handbook

All schools in the Troup County School System provide students and parents with a handbook delineating federal, state, district, and school rules/regulations and provide stakeholders with “right to know” information, including parents’ right to know the qualifications of their child(ren)’s teachers. Parents will receive a Parent Acknowledgement form at registration. Schools maintain the signed acknowledgement forms on file as documentation of receipt of handbook. A copy of the forms and handbooks containing the above information is kept on file in the Federal Programs Office.

Title IX Equity in Sports Act

State law prohibits discrimination based on gender in athletic programs of local school systems (Equity in Sports Act, O.C.G.A § 20-2-315). Students and staff are hereby notified that the Troup County Board of Education does not discriminate on the basis of gender in its athletic programs. The sports equity coordinator for this school system is: John Radcliffe, Assistant Superintendent, Troup County School System, 100 North Davis Road, Bldg. C, LaGrange, GA 30241. Mr. Radcliffe may be reached by phone at (706) 812-7900. Inquiries or complaints concerning sports equity in this school system may be submitted to the sports equity coordinator.

Gender Equity in Sports Board Policy: IDFA

Last Revised: 11/17/2022

It is the policy of the Troup County Board of Education to prohibit discrimination based on gender in its elementary and secondary school athletic programs. As a part of achieving this goal, the Troup County Board of Education annually shall notify all of its students of the name, office address, and office telephone number of the employee(s) who coordinate efforts to comply with and carry out the provisions of state law. This notification shall be included in a student handbook containing the code of conduct and distributed to all students.

An equity in sports grievance procedure is hereby adopted which provides for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of his or her minor child who is a student, alleging any action which would be a violation of the pertinent Code section. The grievance procedure shall be as follows, unless the complaint would be more appropriately handled in accordance with Policy JAA and/or JCAC.

1. The employee designated as the person who coordinates efforts to comply shall render his or her decision in writing no later than 30 days after receipt of the complaint, and such decision shall set forth the essential facts and rationale for the decision;
2. A copy of such decision shall be provided to the complainant within five days of the date of the decision; and
3. A complainant shall have a right to appeal such a decision to the local board within 35 days of the date of the decision.
4. A complainant may appeal a decision of the Board in accordance with the procedures specified in Code section 20-2-1160.

The Superintendent shall appoint an Equity in Sports Coordinator, who may be the same individual designated as the Title IX Coordinator, whose responsibility is to coordinate efforts to comply with and carry out requirements in regard to Equity in Sports.

The Equity in Sports Coordinator shall investigate any complaints communicated to the school system in regard to Equity in Sports.

Written Complaint Procedures

Any individual, organization or agency (“complainant”) may file a complaint with the Troup County School System Board of Education if that individual, organization or agency believes and alleges that a violation of a Federal statute or regulation that applies to a program under the Every Student Succeeds Act (ESSA) has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part C: Education of Migrant Children
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
4. Title II, Part A: Teacher and Principal Training and Recruiting Fund
5. Title II, Part D: Enhancing Education Through Technology
6. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
7. Title IV, Part B: 21st Century Community Learning Centers
8. Title VI, Part A, Subpart I: Section 6111: State Assessment Program
9. Title VI, Part A, Subpart I: Section 6112: Enhanced Assessment Instruments Competitive Grant Program
10. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
11. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children
12. Title IX, Part A: McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth

Complaint forms are located on the website and available at all Troup County School System schools and offices.

Assessment Security

Testing procedures for state mandated assessments will follow the instructions established in the Georgia Student Assessment Handbook and directives received from the Georgia Department of Education.

All aspects of the local assessment program including security of materials, test administration procedures, and reporting of results shall follow guidelines and procedures as specified by the Department of School Improvement and Assessment.

Americans with Disabilities Act

The Troup County School System is ensuring that all policies, practices, procedures and facilities are totally accessible and accommodating to all people with disabilities. Kitty Crawford is the coordinator of Americans with Disabilities Act (ADA). Any questions, please call the Exceptional Education Center, 1712 Whitesville Road, LaGrange, Georgia 30240, (706) 812-7939.

Section 504

Under 504, a person is considered to have a disability if that person:

- (1) has a physical or mental impairment which **substantially** limits one or more of such person's major life activities,
- (2) has a record of such impairment, or
- (3) is regarded as having such an impairment

Students eligible for protection under Section 504 may have accommodation plans written that specifically address their individual needs according to their handicapping conditions.

Examples of **potential** 504 handicapping conditions are: Caring for oneself, seeing, hearing, speaking, breathing, learning, Tuberculosis, asthma, allergies, heart disease, temporary medical conditions due to illness or accident, ADD, ADHD, behavioral difficulties, drug/alcohol addiction.

Carl D. Perkins Vocational and Applied Technology Act

The Troup County School system offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12.

Automobile Maintenance & Light Repair	JROTC
Agriscience Systems	Allied Health
Horticulture	Sports Medicine
Agricultural Mechanics Systems	Hospitality, Recreation & Tourism
Architectural Drawing & Design	Sports Entertainment Marketing
Carpentry	Food & Nutrition
Audio, Visual & Film	Programming
Graphic Communication	Information Support & Services
Graphic Design	Health Information Technology
Animation & Digital Media	Cybersecurity
Business & Technology	Game Design
Entrepreneurship	Marketing & Management
Early Childhood Education	Fashion Marketing & Retail Management
Teaching as a Professional	Marketing Communications & Promotions
Mechatronics	Engineering & Technology
Business Accounting	Engineering Drafting & Design
Financial Services	Energy Systems

Persons seeking further information concerning the career and technical education offerings and specific prerequisite criteria should contact:

Mr. Jonathan Laney
Secondary Education Director
100 North Davis Road, Building C
LaGrange, GA 30241
706-812-7900
laneyjc@troup.org

Inquiries regarding nondiscrimination policies should be directed to:

Dr. Pennie Davis
Assistant Superintendent of Operations
100 North Davis Road, Building C
LaGrange, GA 30241
706-812-7900
davisps1@troup.org

Teenage and Adult Driver Responsibility Act (TAADRA)

Students must request a **Certificate of School Enrollment** form from the school office in order to be eligible for a learner's permit or a driver's license. The school must certify that a student is enrolled in and not under expulsion from a public or private school.

Family Educational Rights and Privacy Act (FERPA)

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

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information

categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want the TCSS to disclose directory information from your child’s education records without your prior written consent, you must notify the principal in writing. Troup County Schools has designated the following information as directory information:

(Note: an LEA may, but does not have to, include all the information listed below.)

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Participation of officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Grade level
- Dates of attendance

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