

Franklin Forest Elementary

24-25 Parent & Student Handbook



Together We Soar!

Respectful · Responsible · Safe

Dear Franklin Forest Falcons,

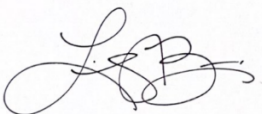
We are excited to welcome your family to the 2024-2025 school year at 1 Scholar Lane! It is our mission to prepare each child for the future by educating every student with respect, developing academic skills and talents, molding character, and inspiring dreams. As Principal, it is my desire to continue to foster the strong partnerships that have been developed between home, school, and community.

You have much to be proud of at Franklin Forest Elementary. We have been named a Capturing Kids Hearts® National Showcase School for the 2023-2024 school year! This achievement highlights our dedication to creating a nurturing environment where every student can thrive. This is the second year that FFE has been recognized and we are so excited about this honor! We can't wait to share more about this amazing process of building a culture of connectedness with you!

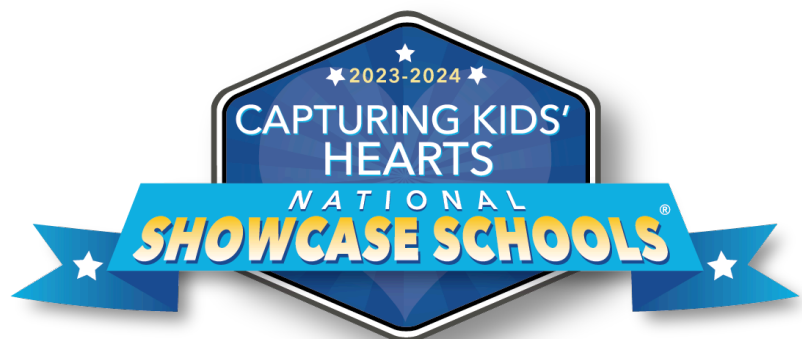
Our school is full of students that enjoy learning and teachers who are committed to their students. The FFE Family takes pride in an instructional program that provides students a well-rounded elementary education. As we enter this new school year, we look forward to working with our students, our staff, and our parents to continue growing and nurturing the relationships that assist in meeting the needs of our students.

We hope you find this calendar/student handbook helpful. It is a way to keep all of our stakeholders informed with dates of Title I meetings, various school events, and many system and school policies at your fingertips. Please take time to read through the handbook carefully and share the information with your child so that there is a clear understanding of the expectations at Franklin Forest Elementary. Feel free to contact us if you have questions. We look forward to a wonderful school year and having YOU as a part of our FFE family!

Sincerely,



Lindsey Binion
Principal



2024-2025 Franklin Forest Elementary School Calendar

July 31.....	Meet the Teacher
August 2.....	First Day of School
August 30.....	Kona Ice
September 2.....	Labor Day - No School
September 5.....	Fall Picture Day
September 12.....	Title 1 Night
September 13.....	Title 1 Alternative Mtg.
September 27.....	Kona Ice
September 27-October 3.....	Book Fair
October 4.....	Professional Learning Day/NO SCHOOL
October 7 - 8	Staff & Student Holiday
October 25.....	Kona Ice
October 28-November 1.....	Red Ribbon Week
November.....	Family Engagement Month
November 5.....	Fall Picture Makeup Day
November 21.....	Thanksgiving Lunch
November 22.....	Kona Ice
November 25-29	Thanksgiving Holiday
December 12.....	Lunch & Learn K - 2
December 19.....	Christmas Class Parties
December 20-January 6	Christmas Holidays
January 6.....	Teacher Work Day/No School
January 7	Classes Resume
January 20	MLK Holiday
January 30.....	Class Pictures
January 31.....	Kona Ice
February 13.....	Valentines' Class Parties
February 14.....	Professional Learning Day/NO SCHOOL
February 17	Presidents' Day/NO SCHOOL
February 27.....	Lunch & Learn 3rd - 5th
February 28.....	Kona Ice
March 7.....	Professional Learning Days/NO SCHOOL
March 17-March 27.....	Field Day T-shirts On Sale
March 27.....	Spring Pictures
March 28.....	Kona Ice
March 31-April 4.....	Spring Break
April 25.....	Kona Ice
April 28-May 5.....	GMAS Testing 3rd-5th
May 8.....	K & 5th grade Cap & Gown Pictures
May 9.....	PreK, ESOL, Mines/Hall Honors Day
May 12.....	Field Day PreK - 2nd
May 13.....	Field Day 3rd - 5th
May 14.....	Honors Day 1st & 2nd
May 15.....	Honors Day 3rd & 4th
May 16.....	5 th Grade and Kindergarten Graduations
May 21.....	Class Parties
May 22.....	Last Day of School

Ice Cream will be sold on most Wednesdays & Fridays for \$1.00 except for Kona Ice Days.

Morning Arrival and Afternoon Dismissal Procedures

Please note the procedures for morning arrival and afternoon dismissal are different.

All cars are to use the entrance beside the marque. In an effort to keep as many cars off of Ann Bailey Way as possible, we are asking car riders in the morning and afternoon to follow our road around the right instructional wings of the building, looping back around to the front of the campus. Morning dropoff will be on the side of the building by the cafeteria and afternoon pickup will be in front of the building by the gym doors.

1. Car Riders: We have early morning car rider from 7:05 to approximately 7:15 at the end of blue hall, or until the last bus arrives. After 7:15, you will be directed to use the cafeteria side entrance. Staff members will be on hand to open car doors to ensure student safety. Students are only to be dropped off in the designated area where the staff is assisting. Students should not be dropped off before 7:05 a.m.
2. Breakfast is served from 7:05 to 7:40 am. If a student is dropped off after 7:40, they will have an opportunity to receive a "grab-n-go" breakfast.
3. Tardies: New for 24-25, TARDY BELL RINGS AT 7:45. After 7:45 am you will need to park and walk your student into the front office to sign them in. Late arriving students are required to have someone walk them into the front entrance of the building due to safety concerns. All students arriving at 7:45 am or after are required to have a parent/guardian to sign them in.
4. Bus Riders: Buses will drop off students at the cafeteria entrance on the side of the building before normal car rider drop off begins.
5. Dismissal: Parents picking up children should enter the campus beside the marque sign and follow the road around the instructional wings on the right side of the school and around to the front gym doors. You are required to have your student's car rider tag hanging from your rearview mirror; if you do not have the tag you will be asked to go to the front office with your I.D. and must be listed in students Infinite Campus. Due to safety factors, it is important for parents to remain in cars and parents are asked not to walk over to get their children. Dismissal will end at 2:45.
6. Early Dismissal: Early dismissals should be for emergency situations only. Parents/Guardians wishing to check-out a student early will do so using the computer kiosk in the office lobby. The parent/guardian must present a valid state ID. This adult must be recorded on the student's registration information in Infinite Campus. No changes will be accepted over the phone, email or fax. Students will not be released to anyone not designated by the parent for pick up in IC. In the past, we have experienced a large number of calls between 1:45-2:15. Because late calls and check-outs make it difficult to properly communicate to your child's teacher, we ask if you have to check out your child, please do so before 1:45.
7. Transportation changes: Your child will need to bring a note to the teacher, signed by the parent or guardian each time transportation arrangements are changed. (If a child is going home with another child, both families must send a note giving school personnel notification of the change.) Phone calls, faxes and e-mails to the school for changes in transportation cannot be accepted.
8. The After-Class Enrichment (ACE) Program will begin on the first Monday of school, Aug. 5 from 2:30-6:00 pm. (This is a Pre Pay only program.) Cost \$7.00 per day for the first child and siblings \$5 per day. ACE Program assignment will be based on a lottery selection and a waiting list will be utilized for those who are not initially drawn.
9. New for 24-25, the FRONT EXTERIOR DOORS WILL NOW REMAINED LOCKED WITH A CAMERA INTERCOM SYSTEM. Visitors and Parents are asked to use the doorbell to enter through the front doorway. Remember that you will need a picture I.D., sign-in, and receive a visitor's badge when entering the building, in compliance with system policy for student safety.

VISITORS TO SCHOOL

All visitors must "sign in" and "sign out" on the log sheet provided to keep record of persons entering and leaving school 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

These guidelines were developed to ensure that (a) the educational program will not be interrupted and (b) the normal classroom environment will be maintained when visitors are in the room.

- The person requesting a classroom observation **MUST** be included in Infinite Campus or a written note by the custodial parent allowing the named visitor.
- A parent/guardian requesting a visit must submit the request at least two days in advance. Advance notice gives the teacher adequate time to prepare the children for a parent/guardian. We respectfully request that other siblings not be brought to school for this visit.
- On the day of the visit, parent/guardian must sign in at the office, wear a visitor's sticker, turn off cell phones before going to the classroom, and sign out at the office prior to leaving the building.
- In most cases, the teacher will not be able to conference or talk with a parent/guardian upon entering the room because the children may be in the middle of a lesson or activity.
- The parent/guardian should take a seat towards the back or side of the room during the visit. The teacher will provide a location.
- Unless the teacher requests the parent to interact with the children, the parent/guardian is not to talk with the students or assist a child with his work.
- Parents/guardians are asked to limit their visit to about thirty minutes to minimize the impact on the class' attention and focus on the lesson.
- Most importantly, parents/guardians are expected to keep confidential anything they observe regarding other students. Example: If the visitor observes that a child (or children) misbehaving or that a child is inattentive, that student's rights would be violated if such information was shared with others in the community.

PARENT VOLUNTEERS:

Franklin Forest Elementary values the concept of parents as partners in education. Parent and community support are vital to all facets of the school program. Parents are encouraged to visit the school. When visiting, parents are reminded to present a picture I.D. and sign-in at the office to receive a visitor's pass. Parents are asked to complete the Troup County Volunteer Protocol (available in the front office) if they desire to volunteer on a regular basis in the school. If a parent wishes to visit a child's classroom, please contact the principal to set up an appointment. It is our hope that all parents feel welcome, while at the same time keeping interruptions in our classrooms to a minimum. A great way to spend time at school is to join us for lunch.

PARENT/TEACHER CONFERENCES:

One of the keys to successful schooling is open communication between the school and home. Parents are urged to contact the school whenever the need arises. Teachers may be contacted by note, email or telephone. Teachers will be available to talk with parents during their planning time and after school. If you call during the instructional time of the day, the office will leave the teacher a message to return your call. Conferences requested by parents must be scheduled with teachers or through the office with our secretaries: 706-845-7556

MEDICATION

Ideally, medications should be administered at home by the parents. However, if children are unable to attend school without medication (s) for the treatment of injuries, illnesses, or chronic conditions, the following procedures must be followed according to Troup County Board Policy:

1. Prescription and Non-Prescription medication must be in the original container (This includes Tylenol, Dimetapp, etc.)
2. Labeled with the following (from pharmacy):
 - Name of Patient (not brother or sister's medication)
 - Name of Physician
 - Name of Pharmacy
 - Order – how much to give, when (exact time)

3. Permission Forms
This form must be filled out and sent in with the medication. We must have your permission before we can give your child any medication. (Forms are given to parents at registration and are also available in the front office.)
4. The administration of medication will be supervised by the principal/designee at the school.

Please note:

Medications that are prescribed and given two or three times a day should not be sent to school unless the doctor states that the medication should be given before 2:30 pm.

Example: Amoxil or Amoxicillin – 3 times per day
Give before school, after school and at bedtime.

IMMUNIZATION RECORDS

State law requires that all school children have on file at their current school an up-to-date shot record, an eye, ear, and dental record and a birth certificate within the first 30 days the student is enrolled at the school. All of these documents can be secured from the local health department or from your physician. Acceptable shot record forms are 3032 and 3231. The EED form is 3300.

HEAD LICE

Head lice can be a problem in any situation where large numbers of children are closely confined. To assist in minimizing the spread of head lice, school personnel will conduct school-wide head checks periodically. Upon discovery of infestation with pediculosis (head lice), the child's parent/guardians will be notified to pick up their child immediately. In order for the child to be readmitted to school, he or she must be accompanied by a parent or guardian and be completely clear of active head lice and nits (eggs). School personnel will check the child before issuing a letter of clearance to return to class. As long as the child is infested, he or she will not be allowed to return to school. The school nurse will assist families when needed.

ILLNESSES AND/OR ACCIDENTS

In case of a minor illness or injury at school, the student will be administered first aid by the school nurse, office personnel or the classroom teacher. If a child is not running a fever, vomiting, or having diarrhea, then we would consider the child to have a minor illness. Minor injuries would be described as a scraped knee or elbow requiring a band-aid. We realize there are exceptions to these rules and we will do our best to determine if a parent needs to be called. When in doubt, school personnel will contact parents.

In the event of a serious illness or accident, every effort will be made to notify parents immediately. If a child's temperature is more than 99 degrees and/or if they are vomiting or having extreme diarrhea, parents will be called to pick him or her up from school. If we are unable to reach the parents, then we will contact the emergency numbers listed in Infinite Campus and on the child's registration card. It is imperative that the school has the most up-to-date phone numbers on file. Please be sure to update Infinite Campus and notify the school as soon as possible of any changes in home, work, or emergency phone numbers. Also, please be sure the school has a phone number of someone other than yourself in case you cannot be reached for an emergency.

TRANSPORTATION

The Troup County School System operates buses for transporting students to and from Franklin Forest Elementary School. A schedule will be available at registration.

At the beginning of the year, we establish your child's normal method of transportation home from school. When changes in transportation are necessary, your child will need to bring a note to the teacher, signed by the parent or guardian each time transportation arrangements are changed. (If a child is going home with another child, both families must send a note giving school personnel notification of the change.) With safety in mind, phone calls, faxes or emails to the school for changes in transportation cannot be accepted.

Students transported to school are expected to behave in a manner conducive to safety and welfare. The bus driver is in charge and is responsible for controlling bus behavior; however, bus drivers are instructed to consult with the administration for serious bus offenses. Students who violate bus conduct regulations will be suspended from the privilege of bus transportation. Suspension from riding the bus does not mean suspension from school attendance. Students are still obligated under state law to attend school. Parents will be responsible for providing transportation to and from school. Bus

riders are subject to the state and county rules and regulations posted on each bus. In order to ensure a safe bus ride for all students, we ask that you review the bus rules listed below with your child.

School Bus Conduct And Safety Instructions

Safety Instructions and Behavior Rules for School Bus Riders

Permission for any student to ride in a school bus is a PRIVILEGE, NOT A RIGHT. The safety and welfare of student riders depends on proper behavior and observance of the following rules and regulations. Any student who violates any of these rules will be reported to the proper authority and his/her privilege of transportation may be denied. These rules apply to STUDENT ACTIVITY TRIPS as well as regular bus routes to and from school.

1. The DRIVER is in FULL charge of the bus and its passengers and has authority to enforce all the rules. Respect the authority of the driver by obeying promptly and courteously. Students are to refrain from unnecessary conversation with the driver.
2. BE ON TIME AT THE BUS STOP or loading station. The BUS WILL NOT WAIT for those who are tardy. DO NOT run after the bus if you are late. Drivers have been instructed NOT TO STOP for anyone running after a bus.
3. Wait for the bus to come to a COMPLETE stop before trying to get on or off the bus. If you must CROSS THE ROAD, wait for the DRIVER TO SIGNAL you across with his/her hand when he/she has determined all traffic has stopped. ALWAYS cross at least ten (10) feet in front of the bus, whether boarding or departing.
4. After boarding the bus, sit down and remain seated until the bus reaches your stop. THE DRIVER WILL ASSIGN SEATS and students will sit in the seats assigned to them.
5. NO fighting, pushing, tripping, kicking, bullying or sexual harassment, etc. will be tolerated on the bus.
6. NO student will be allowed to use tobacco, drugs, alcohol, or light matches or lighters on the bus.
7. NO loud or boisterous speech, swearing or shouting in the bus or out the windows will be allowed. Rude and abusive language will not be tolerated.
8. DO NOT sit with more than the proper number in one seat.
9. DO NOT extend any part of your body out of the bus windows.
10. DO NOT throw anything in or out of the bus window. Any damages or costs incurred by a student throwing an object out of the bus will be the responsibility of the students' parents or guardians and not the Troup County School Board.
11. DO NOT eat or drink on the bus.
12. DO NOT bring live animals, reptiles, insects, etc. on the bus.
13. DO NOT bring firearms, knives, explosives devices, firecrackers, glass objects (other than eye glasses), or other dangerous materials aboard the bus. Such ITEMS WILL BE CONFISCATED and appropriate discipline will follow.
14. 14. TREAT THE BUS WITH RESPECT. THE STUDENT OR HIS/HER PARENTS WILL PAY FOR ANY DAMAGES TO THE BUS.
15. Keep the aisle clear. Store personal items on your lap or under the seat.
16. Keep the bus clean.
17. USE HANDRAILS when boarding or departing the bus.
18. In the morning, students will be discharged ONLY at their regularly designated school stop. NO student will be allowed to get off at ANY OTHER PLACE.
19. In the afternoon, students will be discharged ONLY at their regularly designated stops. If other arrangements must be made, a NOTE OF PARENTAL PERMISSION must be presented to the PRINCIPAL prior to such needed change. The PRINCIPAL will then notify the bus driver in writing. Space must be available on the bus.
20. Students transported to an athletic, academic, or extra-curricular activity will return to the point of departure on the bus. Exceptions can be made by school administration officials only.
21. The primary focus of the bus driver is to operate the bus safely.
22. Occasionally, the bus driver may not be aware of all situations occurring on the bus. Therefore, we encourage all students and parents to report inappropriate behavior such as bullying or sexual harassment to the bus driver or an administrator at the school immediately.
23. In summary, no distracting or dangerous activity will be allowed on the bus.

Failure to comply with bus rules will result in:

Bus Driver

- Initial Concern- the bus driver will speak to the student and ask for the appropriate behavior
- 2nd concern- the bus driver will speak to the parent to help correct the students'
- 3rd Concern- the bus driver will write a courtesy note reporting the students' behavior

- 4th Concern- the bus driver will write a bus behavior referral

School Administrator

- 1st referral – the school administrator will meet with student, parent will be contacted and referral will be sent home to parents
- 2nd referral – the student and parent conference with administrator to develop a plan of action and referral will be sent home
- 3rd referral – the student will be suspended from riding the bus to and from school for 3 days, parent contacted, referral sent home to parents and plan of action will be reviewed with the student.
- 4th referral – the student will be suspended from riding the bus to and from school for 5 days, parent contacted and referral sent home to parents.
- Additional referrals - the school administrator will meet with the student to discuss the problem, and the student will be suspended from riding the bus to and from school for 5 days. The school administrator may revoke the student's transportation privileges for a time period.

Fighting – automatic 3 days bus suspension.

STUDENTS RETURNED TO SCHOOL

According to TCSS policy, the following is our standard operating procedure for handling the situation of bus drivers having to return students to the school in the afternoon. Parents/guardians will be contacted by the school secretary. The student must be received by school personnel and then released to the parent/guardian. The student cannot get off the bus and go directly to a car to leave.

- 1st Occurrence -- School will notify parent/guardian, document and give a warning about future occurrences.
- 2nd Occurrence -- School will hold parent/guardian conference, document and give a warning about future occurrences.
- 3rd Occurrence -- School will notify parent/guardian and will suspend riding privileges for three (3) afternoon days (PM only).
- 4th Occurrence -- School will notify parent/guardian and will suspend riding privileges for five (5) afternoon days (PM only).
- 5th Occurrence -- School will notify parent/guardian and will suspend riding privileges for the rest of semester.

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AFTER-CLASS-ENRICHMENT (ACE)

The After-Class-Enrichment Program (ACE) is a project of the Troup County School System. The purpose of the program, which is an extension of the regular school day, is to provide enrichment activities for children in a safe, supervised, and relaxed environment. ACE is available to each Troup County elementary student in kindergarten through fifth grade, if they have been *properly registered* and *all fees have been pre-paid*. Due to staffing issues, admission into the ACE Program will be through a lottery selection. Students who are not initially drawn will be placed on a waiting list. The program begins immediately following dismissal each school day and ends promptly at 6:00 p.m. Each child will be provided a snack, supervised physical activities, study time, and other supervised activities.

ACE PROGRAM COST

The cost for students participating in the ACE program is \$7.00 per day. Two or more children from the same family qualify for a discount. One child pays full price, while others from the family pay \$5.00 each per day. Final pick-up time is 6:00 p.m. Fines, imposed for late pick-ups, are \$10.00 per 15 minute intervals starting at 6:01 p.m. Excessive late pick-ups or failure to prepay will result in dismissal from the ACE program.

ACE BEHAVIOR

The ACE program is a privilege. We strive to promote an atmosphere conducive to safety and appropriate behavior. Students who do not obey will be withdrawn from the program.

SCHOOL PARTIES:

Two class parties are scheduled during the school year – Christmas and End-of Year. Valentine's Day may be celebrated by students sharing valentines with each of their classmates; however, instructional time is not provided for a party. Due to limited space, class parties are for students only.

REPORT CARDS:

Progress reports will be sent midway through each quarter with third through fifth grade students. Report cards will be sent home at the conclusion of each quarter with these students.

*Kindergarten, 1st and 2nd grades utilize standards based report cards. These will be sent at the conclusion of each quarter. There are two required parent conferences throughout the school year to ensure opportunities for parents to stay informed of student progress..

HOMEWORK:

While homework may be necessary periodically to reinforce skills introduced in the classroom, we also realize that today's children have numerous opportunities to participate in activities outside of school. Teachers will plan together to see that homework assignments, when necessary, do not dominate your child's time at home. We would appreciate your assistance in helping your student complete these assignments when given.

SIGNED PAPERS:

Signed papers are sent home each Tuesday by the teacher. We encourage you to review the papers with your child. They are important indicators of how your child is doing. By reviewing your child's work, a minor problem may be identified before it becomes a major problem area.

PARENT RESOURCE CENTER:

FFE's Parent Resource Center is located in the front conference room across from the front office. The materials are helpful for parents to support student learning while playing learning games at home. We encourage all parents to utilize these materials that are available for check out.

COUNSELING:

Our school counselor is certified in Elementary Counseling. She is available to counsel any student who requests to speak with her. Students may also be referred for counseling by the parents or members of the school staff. The communication between school and home is imperative to ensure that the appropriate supports are put into place for students, so parents are encouraged to make teachers aware of student needs so that appointments can be scheduled with Ms. Bass.

STUDENT SUPPORT TEAM:

The Student Support Team (SST) is a team of teachers in each grade who meet periodically to propose educational alternatives for students who may be experiencing educational or behavioral difficulties in the classroom. The modifications are implemented for a period of up to twenty days. After twenty days, the child may be dismissed from the SST process, tracked, or referred for further evaluation. Parents are notified at the beginning of each SST referral.

STUDENT DELIVERIES:

Due to limited space and safety concerns, bus riders may not transport flowers, balloons or gifts to or from school; therefore, we ask these items not be brought or delivered to school unless alternate transportation can be arranged. Thank you for your understanding!

- NO outside food can be dropped off for a student. Any parent wishing to bring their child food must sign in and eat lunch with the student.

HONOR'S DAY ACADEMIC AWARDS

Kindergarten Diploma:

Given at graduation

Classroom Awards: (Separate certificates for the following)

- Participation: Given to students for classroom participation – who do not receive a diploma (retained)
- Perfect Attendance: Given to students who are present every day of school.

- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.
 - Art Award- given to the top boy or girl in each homeroom for art achievement
 - Music Award- given to the top boy or girl in each homeroom for music achievement
 - Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.

1st Grade:

Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.

- Art Award- given to the top boy or girl in each homeroom for art achievement
- Music Award- given to the top boy or girl in each homeroom for music achievement
- Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.

Special Awards:

- Perfect Attendance – Given to students who are present every day of school.

2nd Grade:

- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.
- Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.
- Art Award- given to the top boy or girl in each homeroom for art achievement
- Music Award- given to the top boy or girl in each homeroom for music achievement

Special Awards:

- Perfect Attendance – Given to students who are present every day of school.

3rd Grade:

- Principal's List – given to students who have an all A's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- A/B Honor Roll – given to students who have all A's or B's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.
- Chorus – given to members of the after school chorus program
- Art – given to members of the after school art club.
- PE Award - most athletic Girl and Boy ?? Are we not doing this?

Special Awards:

- Perfect Attendance – Given to students who are present every day of school.
- Academic Excellence Award: Given to the students in each home room with the highest numerical average in Language Arts, Math, Reading, Science, and Social Studies. In case of a tie, the award will be given to both students.

4th Grade:

- Principal's List – given to students who have an all A's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- A/B Honor Roll – given to students who have all A's or B's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show

exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.

- Music, Art and PE Class Award - given to two students in each class that displayed the highest levels of conduct, effort and/or ability in the subject matter.
- Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.
- Chorus Club – given to members of the after school chorus program
- Art Club – given to members of the after school art club.
- Library Leader - Given to 4th grade students that worked in the library throughout the year.

Special Awards:

- Perfect Attendance – Given to students who are present every day of school.
- Academic Excellence Award: Given to the students in each home room with the highest numerical average in Language Arts, Math, Reading, Science, and Social Studies. In case of a tie, the award will be given to both students.

5th Grade:

- Principal's List – given to students who have an all A's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- A/B Honor Roll – given to students who have all A's or B's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.
- Music, Art and PE Class Award - given to two students in each class that displayed the highest levels of conduct, effort and/or ability in the subject matter.
- Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.
- Chorus – given to members of the after school chorus program
- Art – given to members of the after school art club.
- Broadcast Team – given to students who participated in the FFE daily newscast.
- Library Leader - Given to 5th grade students that worked in the library throughout the year.
- Jr. Beta Club – given to members of the National Beta Club whose members exhibit academic achievement of 85% average in all subjects
- Safety Patrol – given to students responsible for the raising and lowering of the flag each day of the school year.

Special Awards:

- Perfect Attendance – Given to students who are present every day of school.
- Academic Excellence Award: Given to the students in each home room with the highest numerical average in Language Arts, Math, Reading, Science, and Social Studies. In case of a tie, the award will be given to both students.

ASSESSMENTS

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 Research, Assessment and Accountability.

The following list contains tests that are required by state or federal law:

Georgia Milestone Assessment System (GMAS)

In order to determine the student's mastery of the Georgia Standards of Excellence (GSE) in grades 3-8, the State Department of Education implemented the Georgia Milestones Assessment System (GMAS) End of Grade and End of Course to measure each child's academic performance in the areas of English Language Arts, Math, Science and Social Studies. End of Grade is specific to 3rd - 8th grade with ELA

and Math tested in 3rd-8th grade; Science tested in 5th and 8th grade only; and Social Studies tested in 8th grade only. End of Course is given at the end of specific high school courses and is 20% of the course grade. Courses are American Lit, Algebra: Concepts and Connections, U.S. History and Biology.

Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) – GKIDS is a formative assessment for Kindergarten students. Its purpose is to measure student growth in the areas of literacy, math and social/emotional development during the academic year to determine readiness for first grade. It also provides diagnostic information for teachers to guide instructional practices in the classroom.

WIDA ACCESS in grades K-12 and WIDA Alternate ACCESS (ACCESS) - Access is used to determine English proficiency in areas of speaking, listening, reading and writing. It is given to all students identified as English Learners in grades K-12.

Georgia Alternate Assessment (GAA 2.0) - GAA 2.0 provides meaningful information about classroom instruction and identifies students' areas of strength and improvement. It is given to students in grades 3-8 and 11th grade that have been identified as having a significant cognitive disability.

At times during the school year, students may take other assessments to determine academic starting points and progress. The list below contains these tests and the grades associated.

PreSchool Early Literacy Indicators (PELI) (PreK)
Peabody Picture Vocabulary-R (PPVT-5) (PreK)
Acadience (Grades K-3)
iReady Diagnostic Math and Reading (Grades K-8)
NWEA MAP Growth Reading Assessment (Grades 3-11)

ASSESSMENT

What does the law require?

The Every Student Achieves Act (ESSA) is the federal law passed to ensure that all students are provided a significant opportunity to receive a fair, equitable, and high quality education and close the educational achievement gap. States including Georgia are required to develop a system to assess students and be accountable to its stakeholders annually.

The Georgia Milestones Assessment System is designed to fulfill this law by:

- Providing a valid measure of student achievement of the state content standards
- Allowing for the detection of the academic progress made by each student
- Supporting and informing educator effectiveness
- Informing state and federal accountability measures at the school, district and state levels

The ultimate goal of the Georgia Milestones Assessment System (GMAS) is to ensure that all students are provided the opportunity to engage with high quality standards, receive high-quality instruction and are positioned to meet high academic expectations. GMAS is designed to provide students and parents with information about student achievement and preparedness for the next educational level. It is also a critical component of the state's accountability measure which is used to measure the quality of the educational services and opportunities provided to students. ([GA Student Assessment Handbook](#)).

The Troup County School System does not have the authority to waive student assessment or participation requirements mandated by law. The Troup County School System is therefore required to offer all students the opportunity to participate in state assessments. It should be noted that schools in which students "refuse to test" or "opt out" are penalized for the student's lack of participation.

Who is tested with the Georgia Milestones Assessment System?

- Grades 3 – 8 are tested in English Language Arts and Mathematics
- Grades 5 & 8 are tested in Science

- Grade 8 is tested in Social Studies
- High School students are tested in 4 courses: Algebra: Concepts and Connections, Biology, US History and American Lit during the year/semester they take the aligning course.

How does the Troup County School System use student data?

- Guide instructional improvement
- Determine an individual student's areas of strength and weakness
- Guide placement in academic programs
 - o Gifted/Accelerated
 - o Intervention
 - o Retention

Concern on the part of parents and educators regarding state and federal accountability pressures is understandable. However, because the assessments themselves provide valuable information to educators and because failure to participate can lead to negative consequences for your child, we encourage those parents who have concerns about the accountability uses of Georgia Milestones to direct their concerns to their state and federal legislators, rather than refusing student participation in Georgia Milestones testing.

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.

The FFE Assessment Plan is available upon request.

Appendix B

Parent/Guardian Declaration of Intent to Have Student Refuse Participation in Georgia Milestones Testing

In the event that you still wish for your student to refuse to participate in Milestones testing, we ask that you carefully read and sign the following document at least 2 weeks prior to the first day of testing. You may request a document from your student's school:

- The school is required by law to offer the student every opportunity to participate in the assessment. If you fail to sign and return this form, your student will be offered a test.
- The parent assumes responsibility for the absence of data and understands that it may affect future educational decisions now known and unknown, such as course and/or program placement.
- A conference may be held to discuss promotion/retention for elementary and middle school students not participating in the Georgia Milestones end-of-grade assessment.
- High school students failing to complete end-of-course assessments will have a grade of zero factored as 20% of the student's final course grade
- Absences to avoid state assessments are considered unexcused absences.
- Because certified teachers will be proctoring GMAS assessments, your child will not have access to teacher-led or supported alternate assignments during testing periods. He or she will be placed in an alternate setting, supervised by support staff. He or she may bring a book to read or work on homework assignments during testing periods.
- Schools will follow the Code of Conduct if any behavior issues arise.

Parent / Guardian Declaration of Intent to Have Student Refuse Participation in Georgia Milestones Testing:

I have carefully read this document and understand both the uses of Georgia Milestones assessment data and the possible consequences of my child not participating. Furthermore, I understand that my child must still attend school on testing dates in order to comply with compulsory school attendance law. This declaration is only valid for the soonest upcoming test administration window. A new declaration must be filed prior to designated retest opportunity periods in applicable grades.

Student Name

Teacher

Grade

Parent Name

Signature

Date

DYSLEXIA SCREENING:

Under Georgia [SB 48](#) and [HB 538](#), all school systems are required to screen students in grades K through 3 for reading difficulties and characteristics of dyslexia. The results from these assessments are not intended or designed to diagnose dyslexia. A student's screening results will be made available in writing to parents/guardians upon request or if significant reading deficiencies are identified. Parents/ Guardians may opt out of the specific dyslexia screeners and identification of a student by notifying the school in writing upon entering school for the 2024-2025 school year. Parents/ Guardians also have the right to request that their student be given a dyslexia specific screener. This request should be made in writing to the child's school.

[Parent Resources: Supporting Your Child's Reading Development](#)

FRANKLIN FOREST STUDENT CODE OF CONDUCT

The Troup County Board of Education and the staff of Franklin Forest Elementary strongly believe that appropriate conduct of all students is necessary to create a proper learning environment. We believe that the purpose of discipline is to foster responsibility, independence, self-discipline and positive behavior. We believe that our children have a right to make choices and to assume responsibility for those choices. It is vital for students to realize that logical and natural consequences occur from the choices they make every day.

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

- On school grounds and enroute to or from school;
- Off school grounds at any school activity, function or event;
- At or near bus stops when awaiting transportation to or from school.

An additional component to our discipline plan is parent communication. FFE teachers will be utilizing the Class DOJO app to communicate with parents. Please utilize information being shared by teachers to help you join their group. Teachers also send home information about student behavior in Tuesday folders, so please take time to review your child's Tuesday folder, sign it and return it to school by the next day. Tuesday folders will keep you informed about your child's behavior along with information about learning topics and classroom activities.

PBIS

This year Franklin Forest will continue to implement PBIS (Positive Behavioral Interventions & Supports). One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

We will have 3 school wide expectations:

Be Respectful...Be Responsible...Be Safe

Troup County School System

BEHAVIOR CODE FOR ELEMENTARY SCHOOL

Student and Parents

Students Should:

- Attend school daily & be punctual in attendance.
- Come to school with appropriate working materials.
- Be respectful to all individuals and all property.
- Refrain from use of obscene, vulgar, and/or threatening statements/gestures.
- Conduct themselves in a safe & responsible manner.
- Be clean, neat and appropriately dressed.
- Be responsible for their own work.
- Respect the classroom and school.
- Show a positive, cooperative attitude toward school and school officials.
- Promptly report any change of address.

Parents & Guardians Should:

- Keep in regular communication with school authorities concerning their child's progress and conduct.
- Insure that their child is in daily attendance and promptly report and explain an absence or accompany their child to office when tardy.

- Provide their child with the resources needed to complete class work.
- Assist their child in being healthy, neat, clean, and appropriately dressed.
- Bring to the attention of school authorities any problem or condition which affects their child.
- Discuss report cards and work assignments with their child.
- Maintain up-to-date home, work, and emergency telephone numbers at school, including doctor, hospital preference, and an emergency health care form.
- Attend scheduled conference (s).
- Promptly report any change of address.
- Support school officials in upholding and enforcing the system disciplinary code.
- Be responsible for fines or money owed to the school.
- Provide transportation in a timely manner, including after-school activities and/or after school detention.
- Follow established school procedures for drop-off and pick-up of students.

CHAIN OF COMMUNICATION IN CASE OF PROBLEMS

If you are having a problem you need to address, please feel free to call the school and explain your concern to the appropriate staff member. If your complaint is about a teacher, you are encouraged to address the problem with the teacher before bringing the problem to the school administrators. If your problem is with the administration or policies or procedures, you are asked to address these concerns at the school, before calling the Administrative Service Offices. Our Administration team will do our best to meet at any requested time. Please understand that we are not always available upon immediate request and a meeting will need to be scheduled.

USE OF ELECTRONIC DEVICES BY STUDENTS – BOARD POLICY JCDAF

Students shall be permitted to bring to school electronic communication devices, including smart phones, cellular phones, tablets and e-Readers, hereinafter referred to as electronic devices. The use of electronic communication devices is a privilege the Board extends to students and may be revoked for failure to comply with regulations as set forth in Board Regulation IFBG-R - Computer, Network, Internet, Electronic Communications, and Social Media Acceptable Use. Students will use the devices for educational purposes under the direction of the school administration. Photographing, audio recording or videotaping by any means of another student or staff member is strictly prohibited while on school system premises without the consent of the student or staff member. These prohibitions include all emergency situations unless the student is directed to use the phone or electronic device by a Troup County School System employee or other official. Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to disciplinary action.

Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cellular phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus.

Students and their parents/guardians shall be personally and solely responsible for the security of their phones and other electronic devices. The Troup County School System shall not assume responsibility or liability for the theft, loss or damage to a phone or other electronic device, nor does it assume responsibility for the unauthorized use of the device.

FFE CELL PHONE/ ELECTRONIC DEVICES

Cell phones and other electronic devices should be used for instructional purposes only as directed by the teacher. Please check with your child's teacher to find out about specific plans for Bring Your Own Device (BYOD) Instructional days. Use of cell phones is not permitted during the school day. If a cell phone or electronic device is visible during the school day without the teacher's permission, the phone will be taken from the student. The following consequences will be implemented:

1ST OFFENSE:

- The student will be given a verbal warning reminding them of the school policy.

2ND OFFENSE:

- Cell phones are held in the office until the end of the day.
- Students will sign for the cell phone at the end of the day in the office.

3RD OFFENSE:

- Cell phones are held in the office until the end of the next day.
- A parent or guardian will sign for the cell phone after a meeting with the student and principal.

*If a student refuses to give the teacher the phone/electronic device, the teacher will write a referral for refusal to cooperate and defiance which will result in disciplinary action.

DRESS CODE

The district's general dress code is established to teach hygiene, instill discipline, prevent disruption, avoid safety hazards, promote orderliness, and assure the security of the school. Principal discretion will be used in addressing any dress code issues which may adversely affect the educational atmosphere of the school. The basic responsibility for appropriate dress must rest with the student and his/her parents.

Young ladies may wear dresses, or jumpers, skirts, slacks, walking shorts or jeans with a blouse or shirt. Shorts must come to fingertips. Belts must be worn with skirts, pants, shorts, or jeans that are too large. No excessive jewelry is allowed.

Young men may wear casual slacks or jean style pants or walking shorts. All clothing must be free of holes or tears above the knees. "Sagging" pants are considered inappropriate dress for school. Pants that are excessive length are considered a safety hazard.

Shoes must be worn daily. Hats and ball caps may be worn on designated HAT DAYS only. Any clothing that a student has to be asked to pull up is inappropriate and will be a violation.

The following will serve as a guide as to what is NOT acceptable at Franklin Forest Elementary; however this is not conclusive:

- Inappropriate clothing with pictures or writing advertising drugs, alcohol, or suggestive and/or vulgar language
- Halter tops, bare midriff tops, sheer blouses, low-cut, fishnet jerseys, or off the shoulder blouses.
- Oversized, baggy pants & shirts
- Clothing that has been cut or torn
- Holes above knees in jeans
- Headwear of any type (hoods, hats, caps, scarfs, bandanas, etc)
- Inappropriate fitting jogging or sweat suits
- Visible undergarments
- Cleated shoes
- Rubber flip flops (3 prong shower flip flops)
- Mini-skirts, mini-length dresses or shorts
- Spaghetti straps shirts for students

Failure to adhere to these guidelines is considered a violation of the dress code policy. Students not adhering to dress code will not be allowed to attend class.

Consequences of dress code violations include but are not limited to:

- Student/parent conference
- Student Contract
- Removal from school pending a parent conference
- Disciplinary Conference Hearing

The Troup County Board of Education hereby authorizes the Superintendent and administrative staff to develop procedures or regulations that specify how the state-adopted assessments and what local promotion criteria will be used in making decisions concerning promotion, placement or retention of students. Such procedures or regulations shall provide for the following:

1. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.
2. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.
3. Parents will be informed of promotion and retention requirements in the student handbook or in other information disseminated to parents.
4. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.
5. Prior to a student's retention, the student's parents must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter.
6. School level retention decisions for grades K-8 may be appealed as follows: Within five (5) business days following notification of retention, parent(s) or guardian(s) may appeal in writing to the principal, stating the reason for the appeal. The principal will convene an appeals committee consisting of the parent, teachers for the current and subsequent school year, and the principal. The decision to place the student in the next grade must be unanimous. The decision of the appeals committee is final.

Board Regulation JCDA-R(2): Student Code of Conduct

Status: ADOPTED

Student Code of Conduct**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 offence. 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.

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
(00) Continuation of Incident	Definition	An event with multiple actions for a single incident has occurred.			
	Examples				
(01) Alcohol <i>*Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level</i>	Definition	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or consumption of alcoholic beverages or substances represented as alcohol. Students under the influence of alcohol may be included.	Unintentional possession of alcohol	Under the influence of alcohol without possession	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol
	Examples				
(02) Arson	Definition	Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Note: Possession of fireworks or incendiary devices must be reported as "Possession of Unapproved Items". Use of such items should be reported as Arson.)	N/A	Attempt to commit arson or use of matches, lighters or incendiary devices at school; includes but not limited to the use of fireworks	Intentional damage as a result of arson- related activity or the use of an incendiary device
	Examples		N/A	Includes but is not limited to trashcan fires without damage to school property	Includes but not limited to setting fires to school property
(03) Battery <i>*Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.</i>	Definition	Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)	Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries	Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries	Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Level 3 will be used for intentional physical attack against school personnel other than teachers. State reporting policies require that physical attack on teachers should be reported as Violence Against a Teacher (44). Level 3 may be used for students that violate the school policy on battery three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations	Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries	Includes but not limited to choking, pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations resulting in severe injuries; Includes any physical attack on school personnel; includes incidents serious enough to warrant calling the police or security
(04) Breaking & Entering – Burglary	Definition	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking & Entering-	N/A	N/A	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		Burglary is that Trespassing does not include forceful entry into the school building.).			
(05) Computer Trespass	Definition	Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data	N/A	Unauthorized use of school computer for anything other than instructional purposes	Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of the computer, network, program(s) or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization.
	Examples		N/A	See above. Includes but not limited to computer misuse, using computer to view or send inappropriate material, and violation of school computer use policy	See above. Includes but not limited to hacking.
(06) Disorderly Conduct	Definition	Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses)	Creating or contributing to a moderate disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others	Creating or contributing to a severe disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others; may represent a repeat action	Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Includes but not limited to disruptive behavior on school bus, misbehavior during a fire drill or other safety exercise
(07) Drugs, Except Alcohol and Tobacco	Definition	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school	Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs	Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics
	Examples	preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
(08) Fighting *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	<i>Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.)</i>	A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries.	A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries	A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		No injuries	Mild or moderate Injuries may include but are not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body	Repeated physical confrontations resulting in severe injuries that require medical attention
(09) Homicide	Definition	<i>Killing of one human being by another</i>	N/A	N/A	Killing of a human being
	Examples		N/A	N/A	Includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.
(10) Kidnapping	Definition	<i>The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will</i>	N/A	N/A	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.
	Examples		N/A	N/A	See above
(11) Larceny / Theft	Definition	<i>The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)</i>	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$25 and \$100	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$100 and \$250	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding \$250. Level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
(12) Motor Vehicle Theft	Definition	<i>Theft or attempted theft of any motor vehicle</i>	N/A	N/A	Theft or attempted theft of any motor vehicle
	Examples		N/A	N/A	Includes but not limited to cars, trucks, ATVs, golf carts, etc.
(13) Robbery	Definition	<i>The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery)</i>	N/A	Robbery without the use of a weapon	Robbery with the use of a weapon
	Examples		N/A	Taking something by force or threat of force	Weapons may include but are not limited to guns, knives, clubs, razor blades, etc.
(15) Sexual Harassment	Definition	<i>Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual</i>	Comments that perpetuate gender stereotypes or suggestive jokes	Comments that perpetuate gender stereotypes, suggestive jokes	Physical or non-physical sexual advances; requests for sexual favors; Level 3 may be used for students that violate the school policy on sexual harassment three

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		<i>nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment</i>	that are not directed towards specific individuals	or lewd gestures that are directed towards specific individuals or group of individuals	or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Includes but not limited to insensitive or sexually suggestive comments or jokes	Includes but not limited to insensitive or sexually suggestive comments or jokes; leering	See above
(16) Sex Offenses <i>*Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.</i>	Definition	<i>Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual</i>	Inappropriate sexually-based physical contact including but not limited to public groping, inappropriate bodily contact, or any other sexual contact not covered in levels 2 or 3	Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts	Engaging in sexual activities on school grounds or during school activities
	Examples		Public groping or inappropriate bodily contact	Sexting; lewd behavior, possession of pornographic materials; simulated sex acts	Oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts
(17) Threat/Intimidation	Definition	<i>Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack</i>	N/A	Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack	School-wide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack; Note: Students that display a pattern of behavior that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm, threat of harm or visibly bodily harm may be coded as bullying.
	Examples		N/A	Physical, verbal or electronic threats	Includes but not limited to bomb threats or unauthorized pulling of the fire alarm.
(18) Tobacco	Definition	<i>Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school</i>	Unintentional possession of tobacco products	Use of or knowledgeable possession of tobacco products	Distribution and/or selling of tobacco products; Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year.
	Examples	<i>Does not include electronic smoking devices; See (42) Electronic Smoking Device</i>	Unintentional possession of tobacco products	Intentional use or possession of tobacco products on school property	Distribution and/or selling of tobacco products on school property
(19) Trespassing	Definition	<i>Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and</i>	N/A	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose. Refusing to leave school grounds after a request from school personnel; Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year

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	Examples	Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)	N/A	See above	although a single incident may rise to a level 3 offense. See above
(20) Vandalism	Definition	<i>The willful and/or malicious destruction, damage, or defacement of public or private property without consent</i>	N/A	Participating in the minor destruction, damage or defacement of school property or private property without permission	Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples			See above	See above
(22) Weapons– Knife *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	<i>The possession, use, or intention to use any type of knife</i>	Unintentional possession of a knife or knife- like item without intent to harm or intimidate Unintentional possession of a knife or knife- like item on school property without the intent to harm or intimidate	Intentional possession of a knife or knife-like item without intent to harm or intimidate Intentional possession of a knife or knife-like item on school property without the intent to harm or intimidate	Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate Intentional possession, use or intention to use a knife or knife-like item on school property with the intent to harm or intimidate
(23) Weapons– Other *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	Definition	<i>The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms)</i>	N/A	Unintentional possession of a weapon, other than a knife or firearm, or simile of a weapon that could produce bodily harm or fear of harm	Intentional possession and/or use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm
	Examples		N/A	Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.	Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.
(24) Other Incident for a State-Reported Discipline Action	Definition	<i>Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-738)</i>	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-	Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types. Includes but is not limited to parking violations, etc.	N/A N/A

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			738)		
(25) Weapons – Handgun	Definition	Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns and pellet gun [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	N/A	N/A	Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm
	Examples				pistols or revolvers
(26) Weapons Rifle/Shotgun	Definition	The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	N/A	N/A	Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm
	Examples		N/A	N/A	rifles, shotguns
(27) Serious Bodily Injury	Definition	The term "serious bodily injury" means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.	N/A		Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death
	Example				Any behavior that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death
(28) Other Firearms	Definition	Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon	N/A	N/A	Intentional or unintentional possession or use of any firearms other than rifle, shotgun, or handguns (including starter pistols) and any other destructive device which includes explosives
	Examples		N/A	N/A	Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]			muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]
(29) Bullying	Definition	Behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of	First Offense of bullying as defined in Georgia Code Section 20-2-751.4	Second incident of bullying as defined in Georgia Code Section 20-2-751.4	Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment.
	Examples	substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm. See TCSS Policy JCDAg for additional information.	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or using any type of electronic means to harass or intimidate	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate
(30) Other - Attendance Related	Definition	Repeated or excessive unexcused absences or tardiness; including failure to	Repeated or excessive unexcused absences or tardiness; including	N/A	N/A

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		report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions		
	Examples		Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	N/A	N/A
(31) Other - Dress Code Violation	Definition	Violation of school dress code that includes standards for appropriate school attire	Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Level 3 may be used for students that violate the school dress code policy three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Pursuant to local dress codes, dress code violations for Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building	Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments	Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.
(32) Academic Dishonesty	Definition	Receiving or providing unauthorized assistance on classroom projects, assignments or exams	Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments	Intentional plagiarism or cheating on a minor classroom assignment or project	Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery)
	Examples		May include but is not limited to failure to cite	Includes but is not limited to Intentional	Includes but is not limited to cheating on major exams, statewide assessments or other state mandated

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
			sources	dishonesty on minor classroom projects, assignments, homework, etc.	academic work; Includes the falsification of school records; forgery; Level 3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year although a single incident may rise to a level 3 offense.
(31) Other - Dress Code Violation	Definition	Violation of school dress code that includes standards for appropriate school attire	Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Level 3 may be used for students that violate the school dress code policy three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples		Pursuant to local dress codes, dress code violations for Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building	Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments	Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.
(32) Academic Dishonesty	Definition	Receiving or providing unauthorized assistance on classroom projects, assignments or exams	Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments	Intentional plagiarism or cheating on a minor classroom assignment or project	Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery)
	Examples		May include but is not limited to failure to cite sources	Includes but is not limited to Intentional dishonesty on minor classroom projects, assignments, homework, etc.	Includes but is not limited to cheating on major exams, statewide assessments or other state mandated academic work; Includes the falsification of school records; forgery; Level 3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year although a single incident may rise to a level 3 offense.
(33) Other - Student Incivility	Definition	Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of	Failure to comply with instructions or the inadvertent use of inappropriate language.	Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional	Blatant and repeated insubordination or intentional misrepresentation of the truth; Level 3 should be used for students who display a pattern of violating the school policy related to student incivility.

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	Examples	vulgar or inappropriate language, and misrepresentation of the truth	May include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions	misrepresentation of the truth Profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination	Issuing false reports on school staff; Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year although a single incident may rise to a level 3 offense.
(34) Other - Possession of Unapproved Items	Definition	The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.)	The possession of any unauthorized item. Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous	The use of the any unauthorized item (i.e. toys, mobile devices, or gadgets). Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous	The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; Includes the possession of matches, lighters, incendiary devices or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items.
	Examples		Includes but is not limited to possession of toys, mobile devices, gadgets, personal items, gum, candy, etc; includes possession of pepper spray	Includes but is not limited to use of toys, mobile devices, gadgets, personal items, , etc; includes the use of pepper spray without injury	Includes but are not limited to matches, lighters, or the possession of fireworks, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury
(35) Gang-Related	Definition	1. "Criminal gang activity" means the commission, attempted commission, conspiracy to commit, or the solicitation, coercion, or intimidation of another person to commit any of the offenses defined in O.C.G.A. § 16-15-3(1)-(2) or the Troup County Student Code of Conduct.	N/A	Wearing or possessing gang-related apparel; communicating either verbally or non-verbally to convey membership or affiliation with a gang	The solicitation of others for gang-membership, the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement or payment for protection or insurance through a gang. Level 3 should be used for students who display a pattern of violating the school policy related to gang activity.
	Examples	2. "Criminal street gang" means any organization, association, or group of three or more persons associated in fact, whether formal or informal, which engages in criminal gang activity as defined in this Section. The existence of such organization, association, or group of individuals associated in fact may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics, including, but not limited to, common activities, customs, or behaviors. Such term shall not include three or more persons, associated in fact, whether formal or informal, who are not engaged in criminal gang	N/A	Possession or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation; gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation; committing any other illegal act or other violation of school policies in connection with gang-related activity	Soliciting students for gang membership; tagging or defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang; requiring payment for protection, insurance, otherwise intimidating or threatening any person related to gang activity; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		<p>activity.</p> <p>Offenses</p> <p>1.No student shall engage in criminal gang activity as defined above at school, nor outside of school hours or away from school if such conduct poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees with the Troup County School System.</p> <p>2.No student shall knowingly represent or identify himself or herself as being a member of a criminal street gang at school. The displaying of any signs, signals, insignia or other symbols that members of a gang use for identification, whether displayed by means of clothing, by physical gestures (for example hand gestures) or by other means, shall be prohibited on the premises of any school system facility or at any school system function, provided that the totality of the circumstances surrounding the student's conduct would cause a reasonable observer to associate the student with a criminal street gang. It shall not be a defense that such student is not in fact a member of a criminal street gang.</p> <p>3. Intentionally threatening, intimidating or harassing another Troup County School System student or employee, whether on-campus or off campus, by representing oneself to be a gang member is prohibited.</p>			
(36) Repeated Offenses	Definition	Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.	Collection of minor incidents	Collection of moderate incidents	Collection of severe incidents
	Examples		See above	See above	See above
(40) Other Non-Disciplinary Incident	Definition	This code is used exclusively for the reporting Physical Restraint. When the	Can only be used to report Physical Restraint" with	Can only be used to report "Physical Restraint" with Action "95" (no	Can only be used to report "Physical Restraint" with Action "95" (no teacher name)

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		<i>INCIDENTTYPE= '40', then the ACTION CODE must = '95' for Physical Restraint. Do not report a Teacher ID when Incident Code is "Other Non- Disciplinary Incident."</i>	Action "95" (no teacher name)	teacher name)	
	Examples		See above	See above	See above
(42) Electronic Smoking Device	Definition	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.	Unintentional possession of an electronic smoking device	Use or knowledgeable possession of an electronic smoking device	Distribution and/or selling of electronic smoking devices: Level 3 may be used for students that violate school policy on electronic smoking devices three or more times during the same school year although a single incident may rise to a level 3 offense.
	Examples	Such devices include those manufactured, distributed, marketed or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, electronic nicotine delivery system or any cartridge or other component of the device or related product.			
(44) Violence Against a Teacher	Definition	<i>Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.</i> Violence against other school personnel should be reported as Battery (03) – Level 3.	N/A	N/A	Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher. Violence against other school personnel should be reported as Battery (03) – Level 3.
(45) Cyberbullying <i>For state reporting purposes this offense will be listed in the student information system as state code 29.</i>	Definition	<i>a. A student commits the offense of cyberbullying when the student uses any electronic communication, by individuals or groups to: (1) make a true threat against a student or school employee; (2) materially disrupt school operations; or (3) substantially impinge on the rights of another student such as, but not limited to: creating reasonable fear or harm to the student's person or property; creating a substantially detrimental effort on the student's physical or mental health; substantially interfering with</i>	First Offense of bullying as defined in Georgia Code Section 20-2-751.4	Second incident of bullying as defined in Georgia Code Section 20-2-751.4	Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment.

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		<p><i>a student's academic performance or interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school; or being so severe, persistent, or pervasive as to cause severe emotional distress.</i></p> <p><i>b. Includes conduct that is based on, but not limited to, a student's actual or perceived race, color, national origin, gender, religion, disability, sexual orientation or gender identity, distinguishing physical or personal characteristic, socioeconomic status; or association with any person identified in Section I (2)(b)(i)-(ix).</i></p> <p><i>c. As used herein, the term "electronic communications" means communications through any electronic device, including, but not limited to, computers, telephone, mobile phone, and pagers, and any type of communication, including, but not limited to, emails, instant messages, text messages, pictures messages, and websites.</i></p> <p><i>d. Jurisdiction for Cyberbullying: (1) No student shall be subjected to cyberbullying by an electronic communication that bears the imprimatur of the school regardless of whether such electronic communication originated on or off the school's campus. (2) The school shall have jurisdiction to prohibit cyberbullying that originates on the school's campus if the electronic communication was made using the school's technological resources or the electronic communication was made on the school's campus using the student's own personal technological resources. (3) The school shall have jurisdiction to prohibit cyberbullying that originates off the school's campus if: (a) it was reasonably foreseeable that the electronic communication would reach the school's campus; or (b) there is a sufficient nexus between the</i></p>			

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
		<p>electronic communication and the school which includes, but is not limited to, speech that is directed at a school-specific audience, or the speech was brought onto or accessed on the school campus, even if it was not the student in question who did so.</p> <p>•See TCSS Policy JCDAAG for additional information.</p>			
<p>(46) Hazing</p> <p>State reporting code will be based on the nature of the hazing.</p>	Definition	<p>A student commits the offense of hazing when he/she subjects another student to an activity which endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity, in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization.</p>	N/A	N/A	<p>Subjects another student to an activity which endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity, in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization.</p>
<p>(47) Threat of Physical Violence to School Personnel</p> <p>For state reporting purposes this offense will be listed in the student information system as state code 17- Level 3.</p>	Definition	<p>No student shall offer to commit or threaten to commit any act of physical violence against any teacher, administrator, other school personnel employee or bus driver employed by the Troup County Board of Education.</p>	N/A	N/A	<p>Any threat of physical violence against any teacher, administrator, bus driver or other TCSS employees.</p>
<p>(48) False Statements</p> <p>If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action</p>	Definition	<p>A student to whom a request has been made by a school official to provide information regarding any school related matter commits the offense of furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing; falsifying, misrepresenting, omitting, or erroneously reporting information about</p>	<p>Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing.</p>	<p>Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing; falsifying, misrepresenting, omitting, or erroneously reporting information.</p>	<p>Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing; falsifying, misrepresenting, omitting, or erroneously reporting information about allegations of inappropriate behavior of a school employee toward a student.</p>
	Examples	<p>allegations of inappropriate behavior of a school employee toward a student.</p>	<p>Could include but is not limited to providing a false statement about their location when out of the classroom or providing other false information which does not substantially cause harm or disruption to the school environment.</p>	<p>Could include but is not limited to providing false information during an official administrative investigation.</p>	<p>Could include but is not limited to providing misinformation during an official administrative investigation about the actions of others to include school employees.</p>
<p>(49) Outside conduct</p>	Definition	<p>Any student who commits an act outside of school</p>	NA	NA	<p>Conduct away from school which would constitute a felony if the student were an</p>

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
<i>State reporting code will be based on the nature of the outside conduct.</i>		hours or away from school which would constitute a felony if the student were an adult or which could result in the student being criminally charged with a felony shall be punished hereunder, provided that the student's conduct outside of school hours or away from school is such that the student's continued presence at school poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees within the Troup County School System.			adult or which could result in the student being criminally charged with a felony shall be punished hereunder, provided that the student's conduct outside of school hours or away from school is such that the student's continued presence at school poses a reasonable danger, threat, or adverse effect to the educational process, the health, property, safety, morals, or well-being of other students, teachers, administrators, or employees within the Troup County School System.
	<i>Examples</i>	Nothing in this Section shall limit in any way the scope of application of other policies contained in this Code of Conduct intended to protect students from bullying or cyberbullying.			
<i>(50) Theft – If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action</i>	<i>Definition</i>	The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm.	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value less than \$25.	The second incident of unlawful taking of property belonging to another person or entity that does not belong to the student with a value less than \$25.	The third and subsequent incidents of unlawful taking of property belonging to another person or entity that does not belong to the student with a value less than \$25.
	<i>Examples</i>		Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception.

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, (4) 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.

Board Policy JBD: Absences and Excuses

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 12/15/2022 | **Last Reviewed Date:** 12/15/2022

ATTENDANCE - General

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 preinduction physical examinations for service in the armed forces, or by a court order.
4. Celebrating religious holiday 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.



100 North Davis Road, Building C ■ LaGrange, GA 30241
www.troup.org
(706) 812-7900

Parent & Family Engagement POLICY

2023-2024

Revised April 13, 2023

What is Family Engagement?

Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring:

- That parents play an integral role in assisting their child's learning.
- That parents are encouraged to be actively involved in their child's education.
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities, such as those described in section 1116 of the Every Student Succeeds Act (ESSA).



About the Parent & Family Engagement Policy

In support of strengthening student academic achievement, the Troup County School System (TCSS) has developed this parent and family engagement policy that establishes the district's expectations for meaningful family engagement and guides the strategies and resources that strengthen school and parent partnerships in the district's Title I schools. This plan will describe TCSS's commitment to engage families in the education of their children and to build the capacity in the Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer and enjoy school more. Title I, Part A provides for substantive family engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1116 of ESSA contains the primary Title I, Part A requirements for schools and school systems to involve parents and family members in their children's education. The TCSS will work with its Title I schools to ensure that the required school-level parent and family engagement policies meet the requirements of federal law and each include, as a component, a school-parent compact.

Jointly Developed

During a district meeting in the spring of 2023, the Parent Advisory Council and all parents were invited to participate and provide suggestions and ideas to improve this district policy for the 2023-2024 school year. The district used flyers, district/school websites, and other social media informing parents about the meeting. During the meeting, parents also reviewed and discussed the Consolidated LEA Improvement Plan (CLIP).

Upon final revision, the district parent and family engagement policy was incorporated into the CLIP which was submitted to the state. Parents are welcome to submit comments and feedback regarding the policy at any time on the school's website or by submitting written comments to their child's school by using input forms on the website and in the Parent Resource Center.

The district parent and family engagement policy is posted on district and school websites, included in Parent/Student handbooks each year, and made available in the schools' Parent Resource Centers in a format and language that parents can understand.



Strengthening Our Schools

This year, the district Parent & Family Engagement Coordinator (PFEC) will provide assistance and support to all Title I schools to ensure family engagement requirements are being satisfied and that family engagement strategies and activities are being implemented. Title I schools will receive regular notifications and resources from the district PFEC to help them improve and strengthen family engagement. In addition to frequent communications and school visits, the PFEC will communicate monthly with Title I schools' principals/administrative teams to review family engagement plans and activities.

Reservation of Funds

The TCSS will reserve one percent from the total amount of Title I funds it receives in FY24 to carry out the parent and family engagement requirements listed in this policy and as described in federal law. Furthermore, the TCSS will distribute 90 percent of the amount reserved to Title I schools to support their local-level family engagement programs and activities. The district will provide clear guidance and communication to assist each Title I school in developing an adequate family engagement budget that addresses their needs assessment and parent recommendations.

Each Title I school will gather input from families while hosting an annual School Improvement Forum. This will give families a time for suggestions on how the family engagement set-aside funds will be used in the upcoming year at the district and school-level. Stakeholder input forms from the forums will be reviewed by the district to determine areas of need for the upcoming school year and consider changes to the family engagement budget.

Opportunities for Parent Consultation

Input and suggestions from parents and family members are essential components of the district and school improvement plans that are developed each year. All parents of students eligible to receive Title I services are invited to attend the meeting opportunities described in this section to share their ideas and suggestions to help the district, schools, and students to reach our student academic achievement goals. To the extent possible, materials are translated in Spanish and Korean, and interpreters are present at the meetings.

Open House Meetings in the Schools • Fall of 2023

Each Title I school will host a parent meeting at the beginning of the school year to share about Title I and to seek parent input on School Parent Compacts. These important compacts are revised annually by students, parents, and teachers together. They are reviewed throughout the year, as well.

District Improvement Forum • Spring of 2024

All parents are welcome to hear the latest updates from the Troup County School System as well as review and provide input into the district Parent and Family Engagement Policy and the Consolidated LEA Improvement Plan (CLIP) for the 2024-2025 school year. Notices regarding this meeting will be made available to all parents in advance of the meeting. The district will also communicate information regarding this meeting on the school and district websites. If you are unable to attend the meetings, call the Federal Programs office for more information. (706) 812-7900 extension 1149.

School Improvement Forums • Spring of 2024

Each Title I school will host a forum for parents to participate in discussions to review the schoolwide plan/school improvement plan, the school Parent and Family Engagement Policy, as well as provide input on the family engagement budget and family engagement program.. Each Title I school will send a flyer home to parents notifying them about the date and time of the forum. Information regarding the School Improvement Forum will also be made available on each Title I school website and in weekly classroom newsletters. If you are unable to attend these meetings, call the school for more information.

Building Capacity

Of Parents

The TCSS will work with its Title I schools to provide assistance to parents in understanding state and district academic information connected to their children's learning and progress, as well as information regarding the Title I program. Under the district's direction, each Title I school will host a minimum of two parent workshops that are academic in nature. The dates and locations for these workshops will be posted on the school's website, shared through each Title I school's newsletters, and sent home as flyers in Tuesday folders.

The TCSS will provide helpful parent links on the district website and ensure that the Title I schools' websites contain resources and materials to help parents work with their children at home.

The TCSS will coordinate and integrate the district parent and family engagement programs with other programs such as: Exceptional Educational Program, Twin Cedars Youth Services (Ault Academy), Connections, Pineland, Get Troup Reading and others. We will promote school readiness by collaborating with the Head Start program and other state funded preschool programs in the district as part of a community collaborative that will meet multiple times during the year. In the spring, the elementary schools will host Kindergarten Transition days so parents may tour the schools and receive information to help them and their children prepare for kindergarten. The TCSS will also coordinate with community programs to ensure that parents are informed about available resources.

To ensure that information related to parent programs, meetings and other activities is available to all parents in an understandable and uniform format, each Title I school will make available a calendar of events with information for parents at the beginning of the year. Parent notifications and resources will be sent home in parents' native language, where applicable, and interpreters will be available at parent events and meetings when requested. Information posted on the district website will be translated to the extent practicable. The district will also utilize school telephone systems, school websites, local news media, and other school message systems to post information for parents.

Of School Staff

The TCSS will educate teachers, pupil services personnel, principals, and other staff on how to reach out to, communicate with and work with parents as equal partners and on implementing programs to build ties between parents and schools. The TCSS will also provide information for appropriate school staff and faculty that will focus on creating welcoming environments and improving two-way communication with families. In addition, the Parent & Family Engagement Coordinator will provide opportunities for visits to each Title I school to review and discuss parent and family engagement requirements and initiatives. The district will educate school staff, with the assistance of parents, in the value of parent and family engagement. Parents will actively share ways that ties between parents and the school can be strengthened and sustained.

The TCSS has established a districtwide Parent Advisory Council (PAC) comprised of parent representatives from each Title I school to provide advice on all matters related to parent and family engagement in Title I, Part A programs. The district will also encourage collaboration and participation with community partners as part of the PAC.

The TCSS works hand in hand with community organizations, including faith-based organizations, to share parent and family engagement activities and to increase the knowledge base in our community of the importance of family engagement for our students' overall success.



Upcoming Dates:

FOR PARENTS

Quarterly Parent Advisory Council Meetings- open to everyone

Dates posted on school websites Administrative Services Center

National Parent Engagement Month November, 2023**
Check the website for special ways to get involved!

District Improvement Forum
Spring, 2023 Administrative Services Center

School Improvement Forums
March -May, 2023 Local School Sites

If your schedule does not allow you to attend the meetings, feel free to call the Federal Programs office for information- 706-812-7900, ext 1149. If childcare is a barrier to you coming to a meeting, check in with us, too. We may be able to help!

FOR SCHOOLS

New School Year Site Training August, 2023

Principal Meetings
As scheduled

Family Liaison Meetings
As scheduled

Parent & Family Engagement

Evaluation

Throughout the year, the TCSS will conduct multiple evaluations of the content and effectiveness of this parent and family engagement policy and the family engagement activities to improve the academic quality of the Title I schools. The TCSS will gather input in the form of evaluations at various events at the school level and district level. The TCSS will also meet personally with families in the spring at the School Improvement Forums and District Improvement Forum to gather input.

Regular evaluations, as well as group forums, have the main purpose of obtaining input from parents of children eligible to receive Title I services and designing strategies for more effective parent and family engagement.

The TCSS will use the findings from the various evaluations and forums for continuous improvement, to remove possible barriers to parent participation, and to revise its parent and family engagement policies.



Accessibility

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district Parent & Family Engagement Coordinator will communicate and collaborate with the Office of Student Assignment and other support services to ensure full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports in a language parents can understand when feasible.

Development

This district parent and family engagement policy has been developed jointly and agreed upon with parents and family members of children participating in Title I, Part A programs as evidenced by the collaboration of parents, school, and district personnel at the annual district meetings.

Final revisions to this policy were made on April 13, 2023. The policy will be in effect for the 2023-2024 academic school year. The school district will distribute this policy in multiple ways to all parents of participating Title I, Part A children during the first weeks of school.



Georgia's Systems of Continuous Improvement Right to Know Notification Quick Guide



Federal Requirement - Parents' Right to Know

THE REQUIREMENT

ESSA Sec. 1112(e)(1)(A)

In Georgia, all LEA schools are required to notify parents at the beginning of the school year of their 'right to know' the professional qualifications of the student's classroom teacher(s) and paraprofessional(s).

THE NOTIFICATION/LANGUAGE OF THE LAW

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

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

GUIDANCE AND SAMPLE

Parents' Right to Know guidance and [sample notifications](#) are available on the [Professional Qualifications & ESSA In-Field Reporting](#) page of the Georgia Department of Education website.

Parent's Right to Know Notification and Best Practices

ESSA Sec. 1112(e)(1)(A)

- In Georgia, notification requirements apply to all LEAs and schools/programs within each LEA.
- LEAs must:
 1. Notify all parents annually **within 30 calendar days of the start of school or upon enrollment**,
 2. Include the **name** of the **LEA and school**,
 3. Use the **language of the law**,
 4. Ensure notifications contain the **month/year** of **dissemination** or, if included in another document, the primary document must contain a date. Or, if the primary document is not dated, records may also include supplemental documentation that contains the **month/year** of notification **dissemination**, and
 5. Maintain records of the notifications.

In Georgia, the following are considered best practices when notifying parents: (1) develop written procedures for compliance, (2) notify parents in multiple formats (websites, handbooks, notifications, etc.) to ensure accessibility, (3) notify parents, to the extent practicable, in a language they may understand, and (4) ensure notification contains school/program/LEA name and point of contact by position.

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 A: School Improvement Grants, referred to as 1003(a) and 1003(g)
3. Title I, Part C: Education of Migrant Children
4. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
5. Title II, Part A: Supporting Effective Instruction
6. Title III, Part A: English Language Acquisition, Language Instruction for English Learners and Immigrant Students
7. Title IV, Part A: Student Support and Academic Enrichment
8. Title IV, Part B: 21st Century Community Learning Centers
9. Emergency Relief Funds CARES Act, CRRSA Act, ARP Act
10. Title IV, Part A: McKinney-Vento Homeless Assistance Act

GaDOE Online Complaint Link: [Complaint/Comment](#)

PARENT'S RIGHT TO REQUEST A TEACHER'S AND A PARAPROFESSIONAL'S QUALIFICATIONS

In accordance with Every Student Succeeds Act (ESSA) of 2015, all LEAs are required to notify parents at the beginning of each school year (or at the time of enrollment of the student) of their 'Right to Know' the professional qualifications of their student's classroom teachers and paraprofessionals.

In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

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

Contact Information:
Lindsey Binion, Principal
706-845-7556

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 I SCHOOL PROGRAM

TCSS Title I Schools:

Ault Academy, Bradfield Center of Twin Cedars Youth Services, Inc.
Berta Weathersbee Elementary School
Callaway Elementary School
Callaway Middle School
Clearview Elementary School
Ethel W. Kight Elementary School
Franklin Forest Elementary School
Hillcrest Elementary School
Hogansville Elementary School
Hollis Hand Elementary School
The HOPE Academy
Long Cane Elementary School
Rosemont Elementary School
West Point Elementary School

All TCSS Title I Schools participate in the Title I Systemwide Program. Title I is the largest federal education program that provides assistance to schools. Title I funds are used to provide supplementary services and resources for our schools. Title I focuses on improving teaching and learning for students. Each Title I school is responsible for developing a Schoolwide Improvement Plan seeking input from parents, students, community members, and the faculty. Please review the Parent and Family Engagement Policy for your child's school. Feel free to offer suggestions or ideas for ways to improve the parent and family policy. A copy of the entire Schoolwide Improvement Plan and Parent and Family Engagement Policy is kept in the school office/Parent Resource Center. These plans are available to parents upon request. Parents will learn more about the Title I Program at Title I Annual Meetings and events. Everyone is invited to attend. The calendar in your child's handbook will include dates for Title I meetings and activities.

WRITTEN PARENT AND FAMILY ENGAGEMENT POLICY

Parents of Title I, Part A children should be notified of the system-level and school-level written Parent and Family Engagement Policies. Annually, schools should involve parents and the community in the revision of the school's compact, written Parent and Family Engagement Policy, and the School Improvement Plan. These revised plans should be shared with all stakeholders.

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

Status: ADOPTED

Original Adopted Date: 06/15/2010 | Last Revised Date: 01/19/2023 | Last Reviewed 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:

Elementary Division

PK

- Teach/assess based on State PreK requirements.
- Use the Work Sampling System Developmental Checklist and the PreK Progress Report to document progress.
- Offer parent conferences two times a year (December and May).

K

- Teach/assess based on the required State standards.
- Use GKIDS as formal reporting tool four times a year.
- Areas to be assessed/reported: academic contents, approaches to learning, personal/emotional development, fine and gross motor skills.
- Offer parent conferences two times a year. (October, March).

1-2

Teach/assess based on the required state standards.

Use Standards Based Report Card as formal reporting tool four times a year

- 1 indicates limited or minimum progress toward achievement of standard.
- 2 indicates progressing toward meeting the standard.
- 3 indicates consistently and independently achieves the standard.
- X indicates standard is not assessed at this time.
- S, P, N for work habits and special areas.

Offer parent conferences two times a year (October, March); Parent Newsletter four times a year.

3-5

Teach/Assess based on required State standards.

Grades 3 - 5: Teachers will not enter in gradebook a grade less than 40 for any work attempted.

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

1. Major Assessments - 55% (may include: unit tests, mid-unit tests, major projects, essays, performance tasks, post-tests, etc.)
 2. Minor Assessments - 45% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes etc.)
- A indicates Outstanding (90 – 100)
 - B indicates Excellent (80 – 89)
 - C indicates Satisfactory (70 – 79)
 - F indicates Not Passing (Below 70)
 - NE indicates Not Evaluated at this time
 - S, N, U for participation, conduct, and work habits.

- Separate grades and social/work skills (homework, behavior, neatness, etc.).
- Eliminate the use of 0's.
- Avoid averaging the entire 8 weeks worth of work.
- Report most recent student work in a unit, concept taught, etc.

Other

Grades will not be given for district diagnostic assessments.
Honor Roll and Principals' List will apply to grades 3-5 only.

Middle and High School Division

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
-