

Dear Clearview Elementary Families,

Welcome to Clearview Elementary, home of the Wolf Pack! We are very excited about the upcoming school year and all of the many great accomplishments our students will achieve this year! Our school is filled with determined students, a dedicated and caring staff, and supportive families and community. At CVES, we believe all students can grow and achieve high levels of learning when we (staff, teacher, parents, and community) work together to provide students with high expectations in a safe, supportive, challenging learning environment. We have the very best, highly qualified staff who are dedicated to your child's success. We are focused on student learning and are committed to providing a quality curriculum, as well as high expectations for all learners.

Our Mission

Our CVES mission is "All In, All Children, Always Striving for Greater!"

At Clearview, we believe there is value in cultivating a strong relationship with students, staff, families and stakeholders. Our mission conveys just that! "All in" refers to the responsibility of putting forth our all in working together to ensure student success. We share a great love for all of our students regardless of any factors. It was imperative that we include "All Children" as part of our mission, for every child in the building serves as a reason for our dedication and commitment to Clearview. CVES is a wonderful place to be. We aim to extract the best from our students and ourselves. "Always Striving for Greater" drives our eagerness to continuously aim for greater in all areas of the school and in all we do to meet and exceed instructional, behavioral, relationship, and academic goals.

Marius Truitt, Principal Ashley Strickland, Assistant Principal Lonnie Thornton, Assistant Principal

Clearview Elementary School Faculty and Staff 2024 - 2025

<u>Principal</u> Marius Truitt

Assistant Principal Lonnie Thornton

Assistant Principal Ashley Stickland

Counselor Sunday Gates

Social Worker Briana Moore

Administrative Assistants Pamela Huddleston Consuella Grant

Family Liaison Vickie Montgomery

Pre-Kindergarten

Sarah Kate Cadenhead Anyah Cooper-Leslie, Assistant Jenifer Ewing April Daniel, Assistant Tracy Peterson Cathy Looney, Assistant

Kindergarten

Carla Green Tatum Smith, Assistant Annette Mackey Rachel Power, Assistant Charity McNair Robbie Pruitt, Assistant Miyata Smith Evelyn King, Assistant Noah Stanford Monica Johnson-Cain, Assistant

First Grade

Savannah Barnett Kim Findley Victoria Hart Georgia Rhodes Allison Waldroup Second Grade Kim Fitch Jessica Mathes Sonya Miles Madison Wood

<u>Third Grade</u> Gracie Amonett Chandra Jones Lisa Jones

Fourth Grade

Staci Sanchez

Rebecca Curry Jamira Kendricks Elizabeth Kirby Shantreze Russell Anderson Stephen Tuck

Fifth Grade

Dasheanna Favors Joshua Manning Nekita Leonard Latavia Pettway Smith Lakita Williams

TOSA TBD

Instructional Support/EIP

<u>Teachers</u> Rebecca Hale Leisa Gilbert (SST Chair 3rd-5th) Bonnie Mashburn (SST Chair PK-2) Katherine Johnson Christine Thomas

Intervention/Instructional

Assistants Delores Gill Hannah Livingston Bridget Russo

<u>Behavioral</u> <u>Assistants/Student</u> <u>Mentors</u> Maria Bailey Jerome Cofield

Communities in Schools Jabreia Dunlap ESOL Teacher Cecilia Wolf

Exceptional Education

Nicole Fairchild Kristen LaGree Charity Simmons Elizabeth Barber, Assistant Shenna Bowen, Assistant Sara Harper-Zeh Migdalia Negron Johnson, Assistant Sally Willis, Assistant Ariel Waddell, Assistant

Speech Pathologists Lauren Woody

Media Specialist

Molly Allen

Enrichment/Gifted Gayle Truitt

<u>Fine Arts</u> Gayle Daughtrey, Art Tori Smith, Music

Physical Education Laurie Webb

Stephanie Simmons

Sherrie Smith

A.C.E. Director

Maria Bailey

Nutrition Staff

Diane Christein, Manager Lakeria Dudley Patricia Hadaway Tonya Hanners Michelle Medeiros Andrew Steele Veronica Walton

Custodial Staff

John Holiday, Lead Robin Boddie Earnestine Cannon Robert Gates Brittain Leverett Deborah Maddox

2024-2025 Local School Council Representatives

We are thrilled to welcome parents and families to join the support system at Clearview Elementary School. If you are interested in serving on our School Council, please email <u>truittmk@troup.org</u>

Following are the current representatives of the school council:

Marius Truitt	Principal
Sonya Miles	Teacher Representative
Rebecca Curry	Teacher Representative
Belencia Reid	Parent Representative
Cerie Godfrey	Partner In Education Representative (FBC)
TBD	Partner In Education Representative
Quay Boddie	Community Representative





2024-2025 PTO Officers

President- Melissa Hill Vice-President- Bridget Russo Treasurer- Tatum Smith Secretary- Sarah Kate Cadenhead Teacher Representives - Allison Waldroup, Bonnie Mashburn

ATTENDANCE

Regular school attendance is necessary if your child is to perform and learn at his/her best in school. Georgia law requires all pupils of school age (six to sixteen) to enter school on the opening date and to be in regular attendance thereafter. The State Board of Education states that students may temporarily be excused from school under the following conditions:

- 1. Personally ill and when attendance in school would endanger their health or the health of others.
- 2. A serious illness or death in their immediate family necessitates absence from school.
- 3. Mandated by order of governmental agencies, including pre-induction physical examinations for service in the armed forces, or by a court order.
- 4. Celebrating religious 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.

MASTER SCHEDULE

7:00 School/Breakfast Begins
7:35 Breakfast Ends
7:40 Tardy Bell Rings
7:45 Instruction begins
2:12 Get Ready
2:15 PreK-1st Dismiss
2:18 2nd - 3rd Dismiss
2:20 4th - 5th Dismiss
2:25 Buses Dismiss

MORNING ARRIVAL

Buses will begin to arrive at 7:00 A.M. at the gym entrance. Students will be assisted and guided to the cafeteria for breakfast. For your child's safety, car riders may not be dropped off or enter the school before 7:00 A.M. There is no adult supervision or staff on duty prior to this time. Parents of students who are car riders should stop/wait at the designated sign prior to pulling up to the car rider drop off area. This will enable staff to get into the front parking lot and park safely. Parents and guardians should monitor to make sure the students enter the building safely. Students should not be dropped off in any other area not attended by an adult.

Our goal is to assist our students in becoming independent individuals. For this reason, after the first two days of school, we ask that parents refrain from walking students to class. Staff members are standing in the halls to assist students. If parents need to speak specifically to the teacher, please call and schedule a conference.

AFTERNOON DISMISSAL

The school day ends at 2:15 P.M. Car riders will be dismissed from the front entrance at 2:15 P.M. Please remain in the car rider line to pick up your child. Car riders will be dismissed from the office only in the case of an emergency and early dismissals will count against your child's attendance.

<u>The safety of all students is our priority</u>. We appreciate your help and cooperation by following the guidelines for arrival and dismissal.

Dismissal is a very busy time. For this reason, we ask that car rider parents refrain from coming into the building to pick up students. Following this procedure will ensure your child's safety and assist with your child/children being dismissed in a much quicker fashion. Students must be picked up by 2:35 each day. If they are not picked up by 2:35, they will be sent to A.C.E. for a \$7.00 charge.

TRANSPORTATION CHANGES

For the safety of your child, <u>transportation changes may not be made via phone calls, dojo or text message.</u> School is a very busy place...especially as we near dismissal time. For this reason, transportation arrangements should be made **prior to** getting to school or a note should be sent to school with your child indicating his/her transportation for the day. If there is an emergency that warrants a change during the same day, communication of this change must be received via email to <u>cvestranschange@troup.org</u> by 1:30 P.M.

Your child's method of afternoon transportation from school is established at the beginning of the school year. If there is a change in the way your child will leave school for any period of time (day, week, etc.), we must have a note from home. If your child is riding the bus home with a friend, we must have written permission from the parents of both children. Unless we have a note from the parent, a child will not be allowed to leave school except as previously established. <u>ALL TRANSPORTATION CHANGES MUST BE IN WRITING</u>. This procedure ensures that your child is transported home safely. NO CHANGES WILL BE MADE AFTER 1:30 P.M.

CAN THE SCHOOL CONTACT YOU?

Please notify the school immediately if there is a change in your address, telephone number or emergency contact. We must have a means of contacting parents/guardians of all enrolled students. This information is extremely important if your child becomes ill or injured.

TARDIES

Students who arrive to school after 7:40 A.M. will be considered tardy. Students should report to the office to check in. Please help your child arrive on time.

EARLY DISMISSAL DUE TO ILLNESS

From time to time students become ill while at school. Teachers will monitor the student's condition and will send the student to the office when they can no longer remain in the classroom. The secretaries or school nurse will contact the parents if a student needs to be picked up from school. When the parents/guardians pick students up, they need to report to the office and sign the student out. No student will be allowed to leave campus without authorization from office personnel.

*If a student leaves school before 11:00 am, he/she is counted absent.

EARLY DISMISSAL

A request to have a child excused from classes early should be sent with the child on the morning of the day of dismissal with the time and reason included. When possible, medical and dental appointments should be made outside of school hours. A child will be released to someone other than his/her parents **only** if the school has been notified in **writing and the person is designated on the child's authorized pickup list in Infinite Campus**. Identification will be requested for all persons picking up a child. All students <u>must</u> be released from the office. Parents should not go to classrooms to check out students. These procedures are in place for the protection and safety of your child. For emergencies requiring another person to pick up your child, it is very important that we have **current** phone numbers to reach parents at all times. Let us know as soon as possible **each** time your number changes.

Remember... 3 combined tardies and/or early dismissals = 1 absence.

BUS TRANSPORTATION

The Troup County School System operates buses for transporting students to and from Clearview Elementary. Appropriate conduct on the bus is essential for the safety of the driver and passengers. To prevent riding the school bus from becoming a hazardous situation, behavior that distracts the driver will result in **immediate** disciplinary action. We need the cooperation of both parents and students. Please read the rules carefully and discuss them with your child.

BUS EXPECTATIONS

- 1. No excessive loud noise, loud talking, loud laughing or playing.
- 2. No eating or drinking on the bus.
- 3. Do not move about while the bus is in motion. Remain in your seat.
- 4. Keep head, hands, and feet inside the bus.
- 5. Do not be destructive.
- 6. Sit facing the front of the bus; keep feet out of the aisle.
- 7. Objects not required at school are not allowed on the bus.
- 8. Cooperate with the bus driver.

The bus driver is in charge of and responsible for student behavior and is authorized to take the following actions:

- 1. Talk with the student.
- 2. Assign special seats when necessary.
- 3. Report conduct problems to parents and principal (or principal's designee) with a written form requiring a parent's signature.
- 4. Notify the principal (or principal's designee) and/or parent by verbal communication and/or a copy of the bus conduct form.

Riding the bus is a privilege provided by the Troup County School System. Students who continuously misbehave and fail to follow the rules and the driver's instruction may lose the privilege to ride the bus for a period of time or indefinitely. This will be at the discretion of school administrators. Please encourage your child to conduct him or herself in an appropriate way while on the bus



SAFETY AT YOUR CHILD'S BUS STOP

- 1. Please have your child at his/her bus stop at least 5 to 10 minutes prior to the arrival time.
- 2. An adult should be at the stop with elementary children who are **8 years of** age or younger.
- 3. Parents/guardians must be at the stop (home) to pick up child form the bus in the afternoon. Students under the age of 8 will be returned to school if the

driver cannot locate a parent at the stop.

- 5. Children should dress for the weather.
- 6. Wait for the bus a safe distance from the road.
- 7. Always use the handrails when loading/unloading the bus. Be extra careful when it is raining.
- 8. Stay seated when the bus is moving. (Seat to seat, back to back with feet on the floor in front of you.)
- 9. Hold on to your belongings in your lap. (Refrain from placing anything on the floor or in the aisle.)
- 10. Never hang anything out of the window.
- 11. Be silent at all railroad crossings.
- 12. Cross the road at least 10 feet in front of the bus. Always cross in front of the bus where the driver can see you. Never cross behind the bus.
- 13. Never cross the street until the driver gives you the signal that it is okay to cross.



FOOD SERVICE PROGRAM

Starting in the 2024-25 school year, the Troup County School System will be able to feed ALL students for free through the Community Eligibility Program (CEP), a federal program. This change will benefit many more students by providing them with a balanced and nutritious meal every day in school. Students attending a CEP school can enjoy a free breakfast and lunch. A complete meal must have at least three components, one of which is a fruit or vegetable. At lunch, students can choose up to five meal components.

Students can also buy extra items separately, such as snacks, drinks, or additional entrees and sides. There are some guidelines. Any outstanding balance for previously charged meals must be cleared before students can make individual purchases, and students cannot charge extra items. To see your child's school's daily breakfast and lunch menus, visit <u>troup.nutrislice.com</u> and select the appropriate school and meal type.

BREAKFAST & LUNCH

Clearview Elementary School Food Service, along with other district schools, participates in the Federal Child Nutrition Fund program. Federal law states that to receive Child Nutrition Funds, "a reimbursable meal must be served." ALL students at Clearview Elementary will receive a nutritionally balanced, **free** meal each school day for breakfast and lunch. **Parents** <u>do not</u> have to complete and submit a Free and Reduced Application.

Breakfast and lunch will begin Friday, August 2, 2024. Students eating breakfast are to enter the cafeteria between 7:00 and 7:35. Breakfast ends at 7:35, so students arriving after 7:35 a.m. will be sent to class unless they are on a late bus. Breakfast is a quiet time. Due to the limited amount of time to eat in the mornings and the number of students eating, there is not enough time to socialize.



Students Who Bring Their Lunch to School

For safety purposes and to avoid carbonation explosions, we ask that students who bring lunches from home refrain from bringing carbonated drinks in their lunch boxes.

Treats & Snacks

Troup County Schools welcomes parental involvement for class parties and special events. These festive occasions often include treats and snacks for students to enjoy. Due to food safety concerns and special dietary needs and allergies of some students, all snacks distributed for classroom parties or special events must be pre-packaged and display ingredients. This applies to beverages as well. Thank you for helping us keep our students safe.

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)

<u>SB48/HB538</u>

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: <u>Supporting Your Child's Reading Development</u>

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.

Benchmarks Assessments

At scheduled time frames throughout the school year students in Kindergarten-5th grade will be given pre and post assessments to determine how well they are progressing academically in specific content areas for their grade level. Results will be used to monitor individual student academic growth and progress throughout the school year and assist with planning instructionally to better meet the needs of individual students, groups of students and classes as a whole.



CLUBS, ORGANIZATIONS & ACTIVITIES

Clearview Elementary School is proud to offer many clubs, organizations, and activities for students. Information and permission slips will be sent for students to participate in after school activities.Not all clubs are offered year-round. As sponsors prepare to begin club selection and meetings, notices will go home to the appropriate grade levels. Parents have a right to "opt out" of their children's participation in clubs, activities, and organizations. Students can be dismissed from clubs and activities at the advisor's discretion for behavior or academic standing.

<u>Chorus:</u> 3rd - 5th Grade Students <u>Art Club</u>: 3rd - 5th Grade Students <u>AWIM Science Club</u>: 3rd - 5th Grade Students <u>Greenpower</u>: Selected 4th and 5th Grade Students <u>Pack Leaders</u>: Selected Students in 5th Grade. <u>Basketball</u>: 3rd - 5th Grade Students <u>Cheerleading</u>: 3rd - 5th Grade Students. <u>Fastest Kids</u>: 3rd - 5th Grade Students <u>Step Team</u>: 3rd - 5th Grade Students <u>Garden Club</u>: K-5th Grade Students <u>Soccer Club</u>: 3rd - 5th Grade Students <u>Poetry in Motion</u>: 1st - 5th Grade Students

MENTORING PROGRAMS

These programs focus on building brighter futures for students through exceptional mentoring programs that improve academic and social skills. The focus of this group will be to target academic performance, behavior and social and community awareness.

Girls (Sponsor— Maria Bailey) Boys Empowerment (Sponsor— Jerome Cofield)

CONDUCT & GRADING SYSTEM

Satisfactory (S) – Student does what is asked of him/her; follows classroom and school rules and procedures. Needs Improvement (N) – Student sometimes does what is asked of him/her but is redirected often; may or may not have been referred to an administrator.

Unsatisfactory (U) – Student rarely does what is asked of him/her and requires frequent redirection; has difficulty following classroom rules and has been referred to an administrator.

GRADING SYSTEM

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.

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:

<u> PK</u>

- 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 a 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).

<u>1-2</u>

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.

<u>3-5</u>

Teach/Assess based on required State standards.

Grades 3 - 5: Teachers will not enter in the 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.

<u>Other</u>

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

DESCRIPTION OF INSTRUCTIONAL STRATEGIES & PROGRAMS

Standards Based Instructional Framework

The Georgia Standards of Excellence provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough. The performance standards isolate and identify the skills needed to use the knowledge and skills to problem solve, reason, communicate, and make connections with other information.

Parallel Block Scheduling

Parallel Block Scheduling is a highly successful research based strategy for scheduling instructional time at the elementary level. It allows for whole group, on grade level instruction as well as small group skill level instruction for all children each day. Clearview utilizes this model in grades K-5. Parallel block scheduling promotes the following:

- Whole group on grade level instruction
- Small group skill level instruction with teacher for all students
- Common planning time for teachers for improved collaboration of standards based instruction
- More direct teacher time with students
- Extension and enrichment activities for all students

Georgia Standards of Excellence

The Georgia Standards of Excellence provide a consistent, clear understanding of what students are expected to learn in each grade level, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Common standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state. Common standards will provide a greater opportunity to share experiences and best practices within and across states that will improve our ability to best serve the needs of students.

College and Career Ready Performance Index (CCRPI)

- •Overall score based on weighted average of
- -Content Mastery
- –Progress
- -Closing the Gaps
- -Readiness

TIER 2 AND TIER 3 TEAMS

The Tier 2 and Tier 3 Teams assist students experiencing academic and/or behavioral difficulties in school. The teams offer educational strategies including behavior management techniques, curriculum modifications, peer tutoring, special materials, counseling, etc. These strategies are unique for each student and meet the needs of the individual learner.

<u>TITLE I</u>

Clearview Elementary receives Federal Funds to support student achievement for all students. These funds supplement the regular school program by providing staff development, additional staff, instructional aides, technology, and support for parenting and parental involvement. A comprehensive plan which includes a needs assessment, long range plans, and specific strategies to strengthen student achievement is available to parents upon request

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

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

Written Complaint Procedures

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

Federal Programs for Which Complaints Can Be Filed:

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

12. Title IX, Part A: McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth Complaint forms are located on the website and available at all Troup County School System schools and offices.

Media Consent Form and Release

This release applies to students being photographed, videotaped, audio taped and interviewed in connection with school activities and events.

I hereby CONSENT to have my child photographed, videotaped, audio taped and/or interviewed by the school staff or the news media on the school premises when school is in session or when my child is under the supervision of the school staff members. Additionally, I hereby give the school my consent to use creative work(s) generated and /or authored by my child on the internet, and educational CD, or any other electronic/digital media. I understand my child will be identified by first and last name, grade, and school, as the author of said work.

I also consent to the school's use of my child's photography, likeness, or voice on the Internet, and educational CD, or any other electronic/digital media. As the child's parent or legal guardian, I agree to release and hold harmless the school and the Local School Board, its members, officers, volunteers, and employees from and against any and all claims that shall arise out of or by reason of, or be caused by the use of my child's creative work(s), photographed, likeness, or voice on television, radio, motion pictures, the print medium, the Internet or any other electronic/digital medium.

It is further understood and I do agree that no monies or other consideration in any form, including reimbursement for any expenses incurred by me or my child, will become due to me or my child at any time because of my child's participation in any of the above activities or the above – described us of my child's creative work(s), photographed, likeness or voice.



RECOGNITIONS, AWARDS AND YEAR END HONORS

Everyone is recognized on Honor's Day. Additional awards are typically presented for specific grade levels. The following student achievement awards will be presented at the end-of-the-year Honors Day Programs:

Academic Principal's List - For students in grades 3-5 who obtained All As on each quarter report card. <u>Academic Honor Roll</u> - For students in grades 3-5 who have obtained all A's and B's on each quarter report card <u>Year-End Awards</u>: Students who earn A's or A's and B's in all subjects for each quarter report card. <u>Perfect Attendance</u> - For all students who are present every day with no more than 3 tardies and/or early dismissals for the year.

<u>Citizenship</u> - 1 boy and 1 girl from each homeroom in grades K-5 who have an

<u>S</u> in conduct for each quarter and no disciplinary referrals to the office for the year. These students should have a positive attitude and model good behavior at all times by being respectful, helpful, and courteous. These students will be selected by their peers and/or teacher.

<u>Lexile Award -</u> For students who are recognized in each grade level for progress and/or the highest overall Lexile growth.

Academic Assessment Growth- For students who are recognized in each grade level for progress/growth in Reading and Math diagnostic assessments

<u>Art</u> - For the outstanding art student in grades K-5.

Music - For the outstanding music students in grades K-5.

<u>Physical Education</u> - 1 student in grades K-5 will be recognized for being the outstanding physical education student. <u>Other Awards-</u>presented based on individual grade levels and content areas.

AFTER SCHOOL ENRICHMENT PROGRAM (A.C.E.)

The After Class Enrichment Program (ACE) is a project of the Troup County School System. Students must be properly registered and all fees must be **prepaid** in order for the student to participate. **Parents neglecting to prepay for the program will result in their child being dismissed from ACE until all fees are paid.** The purpose of the program is to provide enrichment activities for children in a safe, supervised, and relaxed environment. ACE is available to each Troup County elementary student in Pre-K through fifth grades. Hours for the program begin 15 minutes after dismissal each

school day and end promptly at 6:00 p.m. Each child is provided a snack, supervised physical activities, supervised study and homework time, as well other supervised activities.

The cost for students participating in ACE 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. It is requested that payment be made the first of the month or each Monday or Friday for the next week. Make checks payable to Clearview Elementary ACE. Payment must be made in advance weekly or daily, prior to child/children staying for ACE. If a child is picked up after 6:00 p.m., there will be a late fee of \$10.00. Excessive late pick-ups will result in dismissal from the program.

ACE BEHAVIOR

The ACE Program is a privilege. We strive to promote an atmosphere conducive to safety and appropriate behavior. Parents will be notified if their child violates the rules. Students who do not obey the rules will be dismissed from the program.

DRESS CODE

Clearview Elementary School's 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. Any attire deemed inappropriate will be called to the attention of both parent and student. Consequences for improper dress will result in parents being notified by phone or written message. The administration will have the final decision on appropriate length of dresses, skirts, shorts or pants. Parents may be asked to bring a change of clothing if needed. We look forward to working with you and your child. If you have any questions or comments, please feel free to contact the office.

- 1. Shirts should be long enough so when arms are raised no midriff shows.
- 2. Shoulder straps on shirts must be at least 2 inches in width.
- 3. Sundresses must be worn with shirts underneath.
- 4. Shorts and skirts must be closer to the knee than above in length.
- 5. All pants must be secured at the waist with a belt as needed so as not to show underwear (bustin' slack).
- 6. Shoes should be secured around the foot/heel and shoe laces tied. No flips flops other than designated flip flop days.
- 7. Heel height should be appropriate for child play at school (2 inches or above are not allowed).
- 8. Appropriate shoes must be worn for PE or recess to participate.
- 9. Parents will be notified if a student wears inappropriate attire.

DRESS CODE: Examples of What Is Not Allowed

- 1. Low cut or off the shoulder blouse
- 2. Inappropriately fitted jogging or sweat suits
- 3. Flip flops, slides, cleats, roller blades, Heelys
- 4. Spaghetti strap shirts, tank tops, midriff blouses
- 5. Pajamas or boxer shorts
- 6. Picks, sweatbands, hats or headgear
- 7. Wearing hoods in the building
- 8. T-shirts with inappropriate pictures or writing
- 9. Mini-skirts or mini-length dresses
- 10. PURSES/POCKETBOOKS...we ask that students refrain from

carrying purses/pocketbooks throughout the school day. This will assist with occurrences such as (but not limited to) students going back and forth to classes for forgotten purses, missing items or unauthorized snacks or cell phone use. However, we will certainly work with students and families for special circumstances.

FIRE/TORNADO/CODE RED DRILLS

Fire/tornado/code red drills are necessary for the safety of the students, staff and faculty. Everyone should know the specific directions for reaching a point of safety from any area of the school building. Code Red drills are practiced in the event that a "Lock Down" is needed.

IMMUNIZATION CERTIFICATE

The Georgia General Assembly requires that all school children have an up-to-date record of immunization on file at the school. New students to Troup County Schools will have a new immunization form #3231. Students not having this form on file after having ample time to complete it, will be unable to attend school until the form is received in the office.

SCHOOL NURSE

Our school nurse is available between 7:00 – 2:00 p.m. She may be contacted by calling our school office at 706-812-7968.

ACCIDENTS

In the case of a minor injury at school, the student will be administered first aid. In the event of a serious accident, the parents will be notified immediately. If the parents are not available, we will call the emergency number listed on the child's registration form or Emergency Medical Services.

HEALTH CHECKS

Health checks occur periodically at the school for vision, hearing, and scalp/skin problems. Parents will be contacted when problems are discovered.

MEDICATION

If students are unable to attend school without medication(s) for treatment of injuries, illness or chronic conditions, the following procedures **must** be followed.

- The parent should bring all prescription and non-prescription medication to the school. All prescription medicine must be contained in the original prescription bottle, properly labeled by the pharmacist with the following information:
 - o Name of the patient...not sister's or brother's medicine
 - o Name of the physician
 - o Name of the pharmacy
 - o Doctor's order of administration
- > The parent **must** fill out a permission form **before** medication can be administered.
- > Forms are available in the office as needed.

The administration of medication will be supervised by the principal designee at the school. We are prohibited from administering any medication to students unless the above procedure has been followed.

PARENT/TEACHER CONFERENCES

One of the keys to an effective learning environment is open communication between school and home. Parents are urged to contact the school whenever the need arises. Teachers may be contacted by note, telephone, email or Class Dojo. If you call during the instructional time of the day, the office will be glad to give the teacher a message to return your call in order to set up an appointment. If you wish to schedule a conference with your child's teacher, please call ahead and make an appointment. Parent/teacher conferences will also be scheduled during the school year by the teacher to report on your child's progress. Please make every effort to attend these conferences. Conferences requested by parents must be scheduled through the office with our secretaries: <u>706-812-7968</u>. <u>School conference months are October-November and March.</u>

SCHOOL VISITORS

We encourage you to visit our school and become involved. You are always welcome. However, the safety and well-being of your child is a top priority; therefore, **all** visitors are to report to the office and sign-in. A visitor's pass will be issued. As a safety precaution, any person not wearing a visitor's pass will be asked to go to the office and obtain one.

CLASSROOM VISITS

Parents are welcome to visit classrooms to observe his/her child in class. However, permission to do so much be granted and arranged with an administrator prior to the visit. We take pride in protecting our student's instructional time. \bigcirc

PARTIES & SNACKS

Troup County Schools welcomes parental involvement in organizing class parties and special events. These festive occasions often include snacks for students to enjoy. Due to food safety concerns and special dietary needs and allergies of some students, all snacks distributed for classroom parties or special events must be pre-packaged and display ingredients. This applies to beverages as well. Thank you for helping us keep our children safe.

Two class parties/celebrations are scheduled during the year:

- 1. Christmas Party
- 2. Valentines Party

Teachers/parent volunteers will contact parents to serve as helpers for these parties. Parents are encouraged to wait until contacted before sending any food items to school.

BIRTHDAYS, BALLOONS, FLOWERS, ETC.

All students will be recognized on the morning broadcast during the month of their birthday and on the CVES birthday board. While <u>birthday parties are not permitted</u>, parents may bring birthday treats for the class if it is <u>prearranged</u> with the teacher. However, STUDENTS MAY NOT RECEIVE BALLOONS, FLOWERS, OR OTHER SPECIAL DELIVERIES AT SCHOOL. These items can be disruptive to instruction/the classroom and cannot be taken home on the bus.

Reminder as indicated in the **Parties & Snacks** section... due to food safety concerns and special dietary needs and allergies of some students, all snacks distributed for classroom parties or special events must be pre-packaged and display ingredients. This applies to beverages as well. Thank you for helping us keep our children safe.

LOST OR EXCHANGED ARTICLES

Students should **not** bring valuable articles to school. The school cannot be responsible for lost items. Students should **not** exchange articles with other students. Please put your child's name in jackets, caps, book bags, etc.

Students will **not** be issued new textbooks or library books until retribution is made for the lost item.

TOYS, DISTRACTING ITEMS FROM HOME

Students are not to bring video games, Pokemon Cards, toys, or any other devices deemed inappropriate by the TCSS Student Code of Conduct to school. These items will be taken up and returned to parents only.

SCHOOL SUPPLIES

All textbooks and basic instructional materials are furnished by the Troup County Board of Education. There will be a charge for lost or damaged books (library books or Troup County Textbooks) or Chromebooks/chargers.

USE OF TELEPHONE

Students will be allowed to use the phone **only** in case of an urgent or emergency situation. Please furnish the school with an up to date phone number for emergency situations.

CELL PHONES

Students are allowed to bring their cell phones. However, cell phones must be powered off and placed in the student's backpack. If the student has the cell phone outside of his backpack, the cell phone will be taken by the teacher and turned into the front office. The parent will have to retrieve the cell phone from the school. Continued possession of the cell phone outside of the backpack will result in further consequences.

PLAYGROUND SAFETY

We feel very fortunate to have our wonderful playground facilities here at Clearview. It provides opportunities for socialization, fitness, and fun for our students. Along with any playground or play activity comes a certain amount of risk. As a staff we have prepared ourselves for this by developing guidelines and training for our staff and students in using the playground area and equipment.

REPORTING STUDENT PROGRESS

Home/School Communication is extremely important, particularly in regard to student performance. We feel that the teacher and parent share a joint responsibility for this communication. Clearview's formal reporting procedures include:

1. **<u>TUESDAY</u>** will be our formal communication day for parents. Your child should bring home their completed and graded class work, tests, and any other progress made in the classroom in a folder every Tuesday unless otherwise notified. Also look for classroom **newsletters**, announcements, flyers, and any other important dates and information. Parents should review the folders with their child, sign, and return them to their child's teacher the following day. By reviewing the child's work, a minor problem may be identified and solved before it becomes a major problem.

2. <u>Progress Reports</u> are sent home for students in grades 3 - 5 at the midpoint of each quarter.

3. **<u>Report Cards</u>** are sent home at the end of each quarter with Kindergarten – 5th grade students. These should be signed and sent back to school the next day.

Student Code of Conduct- JCDA-R(2)

The TroupCountyBoardof Educationstrongly believes that appropriate behavior and conduct of all students in the TroupCounty 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 here in are designed to guide all students in the exercise of their duty of appropriate behavior.

Student Discipline: Code of Conduct, Offenses by Classification Policy Descriptor Code: JCDA Student Code of Conduct

Please scan the QR code to access the Student Code of Conduct 📃

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 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.

Clearview Elementary School-Wide Discipline

The goal of Clearview Elementary School is to provide a safe, secure, and productive learning environment for all individuals. School discipline is a joint effort by the staff, students, parents and community. The cooperation of this partnership at Clearview is to encourage and teach children respect for themselves and for others. By working together, we can provide a safe and pleasant environment where our students can learn. Our discipline plan is designed to help children develop into self-disciplined and self-reliant students capable of making appropriate choices for *situations* as they occur.

School-Wide Core Values

- P Perseverance Push forward with grit
- A Act with integrity Doing the right thing even when no one is watching
- **C Composure** Controlling our physical and emotional reactions (Good or bad)
- K Kindness Being nice to others and showing grace

Vision

All In, All Children, Always Striving for Greater

BULLYING

Bullying is a serious offense and will not be tolerated. Students demonstrating bullying behaviors will be given consequences accordingly. Parents will be notified of such occurrences via the Clearview Bullying Parent Communication Form.

Character Qualities

Character qualities will be taught in order for children to become productive learners and responsible members of the school community.

Creativity- Using your imagination to do something new; Friendship- Using words and actions to show others you care; Integrity- Choosing to be truthful in whatever you say and do.; Gratitude- Letting others know you see how they've helped you.; Generosity- Making someone's day by giving something away.; Responsibility- Proving you can be trusted with what is expected of you.; Kindness- Showing others they are valuable by how you treat them.; Peace-Proving you care more about each other than winning an argument.; Patience- Waiting until later for what you want now.; Commitment- Making a plan and putting it into practice.

CLEARVIEW ELEMENTARY BEHAVIOR EXPECTATIONS

Level 1 Behavior	Level 2 Behavior	Level 3 Behavior
 Off task Talking while teacher is talking Blurting Walking around Classroom Tapping someone Talking in the hallway Disrespect to teacher and others Not completing assignment Getting up without permission Excessive talking Inappropriate cafeteria behavior Running in the hall 	 Hitting / biting Eloping Use of profanity Bullying Inappropriate finger gestures Kicking Racial slurs Throwing of any object or food Disrespect to teachers and others Inappropriate acts or conversation Classroom interruption after multiple warnings Repeated level one Cell phone out of bookbag Defacing or destructing Chromebook 	 Fighting Possession of unapproved item Weapon Terroristic Threat Alcohol Vandalism Theft

Behavior Matrix

• The categorized behaviors will follow up with consequences and or disciplinary action that are at the administration discretion.

Expectations For Engagement and Student Learning

Engagement Expectations Include:

- Participating
- Actively working and actively listening
- Not sleeping
- Taking part in content related discussion
- Bringing and using proper materials in the appropriate way

Clearview Elementary School Calendar of Events 2024/2025

<u>August</u>

August 2,2024 August 8,2024 August 12, 2024 August 16, 2024 August 20-27, 2024 August 29, 2024 August 30, 2024 First Day of School Parent Night and Takis with Mr. Truitt 5:30 pm at CVES Media Center Check Out Begins WolfPack Assembly/ Kona Ice Vision Van Visits CVES Open House/ Title I Meeting 5:30 pm Alternate Annual Title I Meeting 8:30 am

<u>September</u>

September 2, 2024	Labor Day Holiday/ No School
September 4, 2024	Fall Picture Day

<u>October</u>

October 3, 2024 First Quarter Ends October 4, 2024 PL Day/ Student Holiday October 7 & 8, 2024 Staff & Student Holiday October 15-16, 2024 5th Grade to Hills & Dales October 16, 2024 National Boss's Day October 14-18 Kindergarten - 2nd Grade Parent Conferences October 22, 2024 CSU Production "Nate the Great" October 24, 2024 Fall Retake Picture Day October 25, 2024 Fall FunDay/ Book Character Parade/ Raffle Baskets October 28-31, 2024 Red Ribbon Week October 28-31, 2024 3rd - 5th Grade Parent Conferences

November

November 1, 2024 November 11-15,2024 Nov 14, 2024 November 15, 2024 November 25-29, 2024 3rd - 5th Grade Parent Conferences cont. CVES BookFair Title I Family Reading Night 5:30 pm Alternate Title I Family Reading 8:30 pm Thanksgiving Holidays

December

PreK Parent Conferences

December 4, 2024

December 5, 2024 December 6, 2024 December 19, 2024 December 19, 2024 December 23-Jan. 3

Prek Parent Conferences PreK Parent Conferences Holiday Parties 1:15 pm/Polar Express PJ Day Second Quarter Ends **Christmas Holidays**

January

January 6, 2025	PL Day/ Student Holiday
January 8, 2025	CVES Basketball/Cheerleading/Step Team
January 15, 2025	CVES Basketball/Cheerleading/Step Team
January 20, 2025	Martin Luther King Jr. Holiday/ No School
January 22, 2025	CVES Basketball/Cheerleading/Step Team
January 29, 2025	CVES Basketball/Cheerleading/Step Team

February

February 5, 2025	CVES Basketball/Cheerleading/ Step Team
February 5, 2025	Class Picture Day
February 13, 2025	Valentine Parties 1:15 pm
February 14, 2025	PL Day/ Student Holiday
February 17, 2025	President's Day Holiday/ No School
February 18, 2025	CSU Production at CVES "Pinkalicious"
February 28, 2025	Black History Program at CVES

March

March 6,2025	Third Quarter Ends
March 7, 2025	PL Day/ Student Holiday
March 10-14, 2025	CVES BookFair
March 13, 2025	CVES Title I STEAM Family Night 5:30 pm
March 14, 2025	CVES Alernate Title I Steam 8:30 am
March 31-April 4, 2025	Spring Break

April

April 23, 2025	
April 25, 2025	
April 28 - May 5, 2025	

Cap & Gown Pictures for Kindergarten & 5th Grade **GMAS** Celebration **GMAS** Testing

May

May	5, 2	2025
May	6, 2	2025
May	13,	2025
May	14,	2025
May	15,	2025

> **Teacher Appreciation Week** National School Nurse Day Field Day Pre-k - 1st Grade Field Day 2nd - 3rd Grade Field Day 4th - 5th Grade

May 16, 2025 May 19, 2025 May 20, 2025 May 20, 2025 May 22, 2025 PreK Graduation & Transition Meeting 8:30 Honor's Day 1st through 4th Grade Kindergarten Honor's Day 8:30 am 5th Grade Graduation/Honors 11:00 am Last Day of School

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

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		General NCES / Federal	Level 1	Level 2	Level 3
Type		Definition			
(00)	Definition	An event with multiple			
Continuation of Incident	Examples	actions for a single incident has occurred.			
(01) Alcohol *Due to serious nature of this incident type,	Definition	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or	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
administration may use discretion when assigning consequences regardless of the level	Examples	consumption of alcoholic beverages or substances represented as alcohol. Students under the influence of alcohol may be included.			
(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	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	devices must be reported as "Possession of Unapproved Items". Use of such items should be reported as Arson.)	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 *Due to serious nature of this incident type, administration may use discretion when assigning consequences regardless of the level.	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
	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	may rise to a level 3 offense. 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		General NCES / Federal	Level 1	Level 2	Level 3
<u>Type</u>		Definition			
		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	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	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		General NCES / Federal	Level 1	<u>Level 2</u>	Level 3
<u>Type</u>		Definition			
(08) Fighting *Due to serious nature of this incident type, administration may use discretion when assigning consequences	Definition	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.)	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.
regardless of the level.	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	Killing of one human being	N/A	N/A	Killing of a human being
	Examples	by another	N/A	N/A	Includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.
(10) Kidnapping	Definition	The unlawful and forceful abduction, transportation, and/or detention of a	N/A	N/A	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.
	Examples	person against his/her will	N/A	N/A	See above
(11) Larceny / Theft	Definition	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	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	of physical harm or actual physical harm is involved in a robbery.)	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	Theft or attempted theft of any motor vehicle	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	The taking of, or attempting to take,	N/A	Robbery without the use of a weapon	Robbery with the use of a weapon
	Examples	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)	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	Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual	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		General NCES / Federal	Level 1	Level 2	Level 3
Type		Definition			
		nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment	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 *Due to serious nature of this incident type, administration may use discretion when assigning	Definition	Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual	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
consequences regardless of the level.	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	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	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	Possession, use, distribution, or sale of tobacco products on school grounds, at school- sponsored events, and on		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			Intentional use or possession of tobacco products on school property	Distribution and/or selling of tobacco products on school property
(19) Trespassing	Definition	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	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

SR Incident		General NCES / Federal Definition	Level 1	Level 2	Level 3
<u>Type</u>		Breaking & Entering- Burglary is that			although a single incident may rise to a level 3 offense.
	Examples	Trespassing does not include forceful entry into the school building.)	N/A	See above	See above
(20) Vandalism	Definition	The willful and/or malicious destruction, damage, or defacement of public or private property without consent	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	Definition	The possession, use, or intention to use any type of knife	Unintentional possession of a knife or knife- like item without intent to harm or intimidate	Intentional possession of a knife or knife-like item without 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
type, administrati on may use discretion when assigning consequence s regardless of the level.	Examples		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 on school property without 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	Definition	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)	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
may use discretion when assigning consequences regardless of the level.	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	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for	Any other discipline incident for which a student is administered corporal punishment, detention, in-	Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types.	N/A
	Examples	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)	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-	Includes but is not limited to parking violations, etc.	N/A

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

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SR Incident		General NCES / Federal	Level 1	Level 2	Level 3
Type		Definition	<u></u>	<u></u>	<u></u>
	Examples	report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions Repeated or excessive	N/A	N/A
			unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions		
(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.
(22) Acadomic	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	
(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		General NCES / Federal	Level 1	Level 2	Level 3
<u>Түре</u>		<u>Definition</u>	sources	dishonesty on minor classroom projects, assignments, homework, etc.	academic work; Includes the falsification of school records; forgery; Level3 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.

SR Incident Genera	l NCES / Federal	Level 1	Level 2	Level 3
<u>Type</u> <u>Definiti</u>			-	
vulgar or ina language, ar			misrepresentation of the truth	
<i>Examples</i> misrepresen truth	tation of the	May include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions	Profanity or obscene language directed towards school staff; issuing false reportson 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.
Intersection of Unauthorized disruptive to the environment of fireworks		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
Related means the original attempted conspiracy the solicitation or intimidation of the offense O.C.G.A. § 2 or the Trou	gang activity" commission, commission, to commit, or tion, coercion, tion of another ommit any of s defined in L6-15-3(1)-(2) p County de 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 intimating 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.
means any association, three or mo associated i whether for informal, w in criminal g defined in t The existen organizatio or group of associated i established of a commo common id symbols, ta or attire or distinguishi characterist but not limi common ac customs, or Such term s include thre persons, as fact, wheth informal, w	n fact, rmal or hich engages gang activity as his Section. ce of such n, association, individuals in fact may be by evidence on name or entifying signs, ttoos, graffiti, other ng cics, including, ted to, ttivities, behaviors. chall not ee or more sociated in er formal or ho are not	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
perso fact, v inforn engag	ns, as: wheth nal, w ged in	ns, associated in whether formal or nal, who are not ged in criminal gang	ns, associated in whether formal or nal, who are not ged in criminal gang	ns, associated in whether formal or nal, who are not ged in criminal gang

SR Incident		General NCES / Federal Definition	Level 1	Level 2	Level 3
<u>Түре</u>		Definition			
		Offenses			
		 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.			
		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.			
		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			
(26) Papastad	Definition	prohibited.	Collection of minor	Collection of	Collection of severe incidents
(36) Repeated Offenses	Definition	Collection of offenses not previously assigned a state	Collection of minor incidents	moderate incidents	Conection of severe incidents
Strendes	Examples	reportable action that	See above	See above	See above
	LAUTIPIES	occurs on a single or across		JEE ANOVE	
		multiple school days that			
		leads to a state reportable			
(40) Other	Definition	disciplinary action.	Caparlyha	Can only have the	Can only be used to some it "Dhusies!
(40) Other Non-	Definition	This code is used exclusively for the	Can only be used to report	Can only be used to report "Physical	Can only be used to report "Physical Restraint" with Action "95" (no
Disciplinary		reporting Physical	Physical	Restraint" with	teacher name)
Incident		Restraint. When the	Restraint" with	Action "95" (no	,

Revised 10.11.2023

SR Incident		General NCES / Federal	Level 1	Level 2	Level 3
<u>Түре</u>		Definition INCIDENT TYPE= '40', then	Action "95" (no	teacher name)	
		the ACTION CODE must = '95' for Physical Restraint. Do not report a Teacher ID when Incident Code is "Other Non- Disciplinary Incident."	teacher name)	teacher hame)	
	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 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	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.	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 For state reporting purposes this offense will be listed in the student information system as state code 29.	Definition	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		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		General NCES / Federal	Level 1	Level 2	Level 3
Type		Definition			<u></u>
		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.			
		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).			
		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.			
		d. Jurisdiction for Cyberbullying:			
		 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			
		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.			
		•See TCSS Policy JCDAG for			
		additional information.			
1	l	J	L		

SR Incident		General NCES / Federal	Level 1	Level 2	Level 3
<u>Type</u>		<u>Definition</u>			
(46) Hazing State reporting code will be based on the nature of the hazing.	Definition	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.	N/A	N/A	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.
(47) Threat of Physical Violence to School Personnel For state reporting purposes this offense will be listed in the student information system as state code 17- Level 3.	Definition	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.	N/A	N/A	Any threat of physical violence against any teacher, administrator, bus driver or other TCSS employees.
(48) False Statements If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action	Definition	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 allegations of inappropriate behavior of a school employee toward a student.	Furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing.	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.	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.
(48) False Statements If the student receives disciplinary consequences, for state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action	Examples	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 allegations of inappropriate behavior of a school employee toward a student.	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.	Could include but is not limited to providing false information during an official administrative investigation.	Could include but is not limited to providing misinformation during an official administrative investigation about the actions of others to include school employees.

SR Incident		General NCES / Federal	Level 1	Level 2	Level 3
<u>Type</u>		Definition			
(49) Outside conduct State reporting code will be based on the nature of the outside conduct.	Definition	Any student who commits an act outside of school 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,		NA	Conduct 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.
	examples	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. 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.			
(50) Theft – If the student receives disciplinary consequences, for state reporting purposes use	Definition	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.
code 24 - Other Incident for a State-Reported Discipline Action	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.
(51) Misuse of electronics and technology For state reporting purposes use code 24 - Other Incident for a State-Reported Discipline Action	Definition	Misuse of electronic or technological resources or devices.	Misuse of electronic or technological resources or devices including but not limited to filming and/or posting images without the permission of the individuals being depicted, creating or using the email or messaging account of another without permission to send communications.	Misuse of electronic or technological resources or devices including but not limited to filming and/or posting images without the permission of the individuals being depicted which causes a disruption to the educational environment and/or videoing or photographing during an ongoing school disruption. Use Level 2 for repeated offenses.	
	Examples		Could include but is not limited to taking photos or videos of individuals engaged in an affray or other misconduct.	Could include but is not limited to taking photos or videos of individuals engaged in an affray or other misconduct.	NA

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.
- 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 – Riffle/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, 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 longterm 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 nonmandatory 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

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

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

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

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

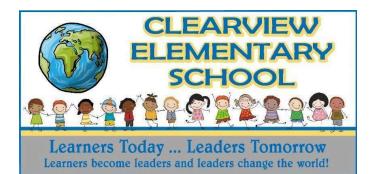
Students who have been identified as disabled and are receiving special education under the provisions of the Individuals with Disabilities Education Act (IDEA) must be viewed differently in determining what discipline is appropriate.

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.



Clearview Elementary School Parent & Family Engagement Policy

2024–2025 School Year Marius Truitt 1905 South Davis Road (706) 812-7968 <u>clearview.troup.org</u> Plan Revised: March 21, 2024

What is Title I?

Clearview Elementary is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to challenging state academic standards to reinforce and enhance efforts in improving teaching and learning for students.

Title I programs must be based on effective means of improving student achievement and include strategies to support parent & family engagement. Title I schools must jointly develop a written Parent & Family Engagement Policy.

School Plan for Shared Student Achievement

What is it?

This is a plan that describes how Clearview Elementary School (CVES) will provide opportunities to improve parent and family engagement to support student learning. CVES values the contributions and involvement of families to establish an equal partnership for the common goal of improving student achievement. This plan describes the different ways that CVES will support parent and family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home.

How is it revised?

CVES will invite all families to attend our annual School Improvement Forum to review and revise this parent and family engagement policy, the school improvement plan/schoolwide plan, and the parental involvement budget.

Additionally, parent input and comments regarding this plan are welcome during the school year through a form available in the Parent Resource Area. The plan is posted on our school website for families to view and submit feedback throughout the year. All feedback received during the year will be used to revise the plan for the next school year.

Who is it for?

All students participating in the Title I, Part A program, and their families, are encouraged and invited to fully participate in the opportunities described in this plan. CVES will provide full opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children.

Where is it available?

At the beginning of the year, the plan is included in the student handbook that can be found on the Clearview school website. The plan is also housed in the Parent Resource Area as well.

2024-2025 District Goals

- Focus on student success and well being.
- Ensure equitable opportunities for all.
- Focus on recruiting, inducting and retaining quality staff.
- Cultivate the capacity of the school system to function as a flexible and adaptable organization.
- Lead in the cultivation of relationships and strategic partnerships between the school system and parents and among agencies and organizations which provide services to children.

District Values

- Connection Achievement Integrity
- Equity Resilience Compassion

School-Parent Compacts

As part of this plan, CVES and our families will develop school-parent compacts by grade level. These are agreements that parents, teachers, and students will develop that explain how all parties will work together to make sure all our students reach grade-level standards and goals. The compacts will be reviewed and updated annually based on feedback from parents, students and teachers during the beginning of each school year. Parents will receive a copy of the compact to keep at home. Compacts will be reviewed with parents during the year as well.

Let's Get Together

CVES will host the following events to build the capacity for strong parent and family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. Many meetings for parents will be offered at two different times to accommodate parents. We may also be able to offer childcare during meetings if needed. Please call the office about this service.

Annual Title I Parent Meeting - Beginning of the Year

We invite you to an evening of learning and sharing about our Title I program, including our parental involvement policy, the schoolwide plan, the school-parent compacts, and parents' requirements. Invitations will come home in Tuesday folders, will be posted on the website, and mentioned in grade level newsletters.

Grade Level Lunches and Family Workshops – Our families are invited to come eat lunch with their children and learn about the exciting instruction that is happening in our classrooms. We will also review the grade level compact and share ways our families can help our students have a successful year! Check out the Student/Parent Handbook and Calendar of Events for specific dates and times. Invitations will also be placed in Tuesday folders, posted on the school website, and mentioned in grade level newsletters.

Academic Workshops – Throughout the year, parents and students are invited to learn together. Our academic workshops include family reading and/or math workshops and testing workshops. Invitations will come in Tuesday folders and will be posted on the school marquee and website, and mentioned in grade level newsletters.

Parent Conferences— Parent conference will be held throughout the school year to share your child's progress, what they are learning, assessment information and resources you can use to support learning at home.

School Improvement Forum - This forum is held in the spring. We will invite you to review and give feedback on the School Improvement Plan (SIP)/ schoolwide plan, the Parent & Family Engagement Policy (PFEP), and the Title I Budget.

Parent Resource Center

Our Parent Resource Center is located in the front lobby of Clearview Elementary. Feel free to come look through pamphlets on a variety of topics or use the computer to find other resources. *Hours of operation are 7:30-2:00.

Parent & Family Engagement

CVES believes that parent & family engagement is important. This means the participation of parents is a 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 at school.
- 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 as described in this plan.

Living by the 8 Keys of Excellence!

Clearview Elementary will take the following measures to promote and support parents as an important foundation of the school in order to strengthen the school and reach our school goals. We will:

Ensure that all information related to school and parent programs, meetings, and other activities is published in grade level newsletters and in Tuesday folders. We will also be sure information is posted on the school website for parents.

Provide regular information for staff during faculty meetings and in staff updates on strategies to improve communication with parents and ideas to increase family engagement. Staff will also share best practices during regularly scheduled faculty meetings.

Partner with Head Start and Early Reading programs by conducting joint staff meetings for parents and sending school information about parent engagement activities to help prepare parents and their child for kindergarten and improve school transition.

Share information in grade level newsletters and on the website for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.

Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, Zoom meeting and flyers.

Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parental involvement.

Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.

Provide translated materials and interpreters during meetings and conferences to the extent possible to help parents work with their child to improve achievement.

Collect feedback from parents at all events and post suggestion form on the school website in order to respond to parents' requests for additional support for parental involvement activities.

Use our Partners in Education, School Council, and Parent Advisory Council (PAC) to improve awareness of the activities and events listed in the school parental involvement policy. We have a Family Liaison in our building who strives to strengthen ties between home and school. Mrs. Vickie Montgomery is an asset to our school. Her main goals are to be available to parents based on their needs, coordinate parent programs, and maintain the necessary Title I documentation for the system and the state.

Title 1 Parent Advisory Council

CVES invites all parents to join the Parent Advisory Council (PAC) to share ideas and ways to involve other parents and to build partnerships with school, families, and the community. The council will meet several times during the school year. Dates will be posted on our website and Social Media.

If you'd like to know about the PAC, please contact Mrs. Montgomery or complete the interest form and leave it in the Main Office.

CVES is committed to helping our parents attend the parental activities listed in this plan. Please call or email us if you miss a meeting and would like a copy of the minutes.

(706) 812-7968 or clearview.troup.org

Title 1 Parent Advisory Council

- o Yes, I am interested and wish to join the Title 1 Parent Advisory Council (PAC)
- 0 Please contact me so I can learn more joining the PAC
- 0 Please send me notifications about future meetings and updates

Name:	
Child's	Name and Grade:
Phone	Number:
Email a	address:

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of this plan that you feel is not satisfactory with the students' and the school's goals for academic achievement, please complete the form at the link below:





A Place For Every Kid

100 North Davis Road, Building C - LaGrange, GA 30241

www.troup.org (706) 812-7900

Parent & Family Engagement POLICY

2024-2025

Revised April 16, 2024

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 the system'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 2024, the Parent Advisory Council and all parents were invited to participate and provide suggestions and ideas to improve this district policy for the 2024-2025 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 FY25 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 2024

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 student, parent, and teacher collaboration. They are reviewed throughout the year, as well.

District Improvement Forum • Spring of 2025

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 2025-2026 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 2025

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 notify parents of the scheduled date and time of their forum. Information regarding the School Improvement Forum may also be made available on each Title I school website, on social media and in weekly classroom newsletters. If you are unable to attend these meetings, call the school for more information.

Building Capacity

Of Parents

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.

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.

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) composed 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, 2024** Check the website for special ways to get involved!

<u>District Improvement Forum</u> Spring, 2025 Administrative Services Center

> <u>School Improvement Forums</u> March -May, 2025 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, 2024

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 16, 2024. The policy will be in effect for the 2024-2025 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.