

GREENE COUNTY HIGH SCHOOL

STUDENT HANDBOOK

2025-2026

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Mr. John Ellenberg, Principal & Chief Executive Officer

Dr. James Meneguzzo, Assistant Principal

Ms. Mariana Mansfield, Assistant Principal | Director of CTAE

OUR MISSION

The mission of Greene County High School is to provide all students with a quality education that supports success in an ever-changing world.

ACCREDITED BY SOUTHERN ASSOCIATION
OF COLLEGES AND SCHOOLS CONTINUALLY SINCE 1907

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GCHS

GREENE COUNTY HIGH SCHOOL

Welcome to TIGER Country and the 2025-2026 school year!

Greene County High School (GCHS) and Greene College and Career Academy (GCCA) are dedicated to delivering educational excellence for all students through strong relationships and effective teaching strategies. This year, we invite everyone to continue the proud tradition of TIGER PRIDE that defines Greene County High School. Our students and staff have consistently achieved excellence, earning numerous accolades over the years. Sustaining this legacy requires the daily dedication of talents, skills, and discipline by each member of our TIGER family to meet the challenges of our world.

At Greene County High School, we are unwavering in our commitment to providing educational excellence for every student. We strive to maintain a safe and orderly learning environment each day, where teachers focus on student learning and collaborate with a shared responsibility for outcomes and results. We will deliver high-quality instruction by utilizing research-based strategies, building a foundation of background knowledge, integrating business and industry standards, and providing opportunities for students to use the latest technological innovations in classrooms.

As the educational landscape evolves, we remain committed to providing a safe and meaningful learning environment at GCHS. To ensure our graduates are competitive in any field after graduation, we recognize the importance of offering a rigorous and relevant education that equips students with the skills and knowledge they need for success. We encourage our students to fully engage in the high school experience by taking advantage of all resources available at Greene County High School to support their academic, athletic, and artistic goals. Additionally, we invite parents and community members to actively participate in the educational process as we continue to develop Greene County High School as a cherished and vital part of our community.

I am excited about the future opportunities available to our students as they rise to the challenge of upholding the legacy established by previous graduates, embodying the spirit of "GCHS GRADUATES EXCELLENCE!"

Sincerely,

John C. Ellenberg

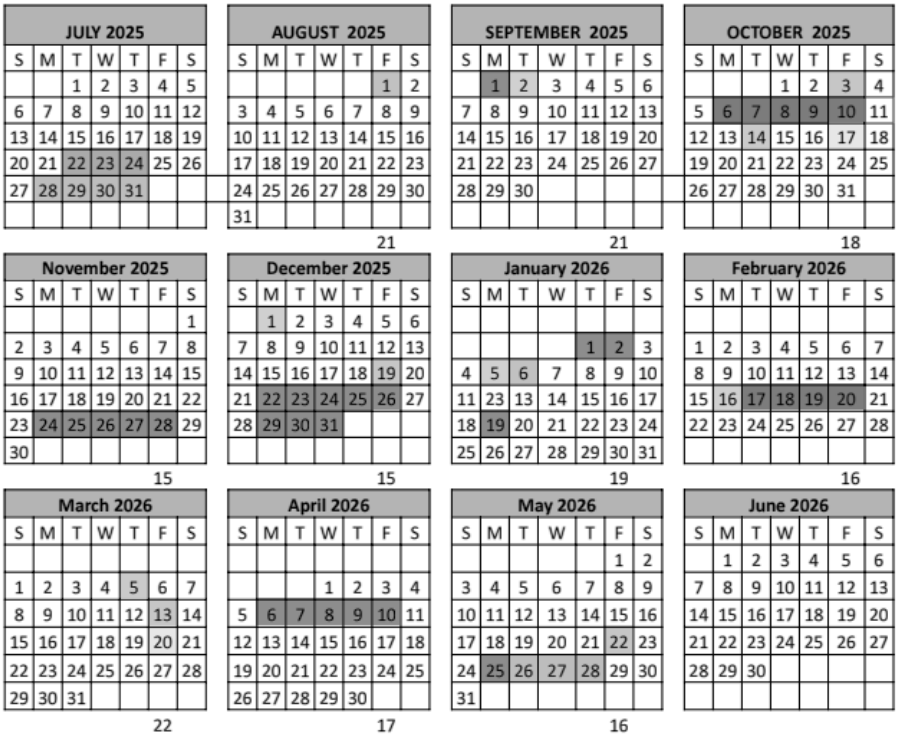
John Ellenberg

Principal, Greene County High School

CEO, Greene College and Career Academy

2025 – 2026 Academic Calendar

BOE Approved 11/21/24



July 22-24: New Teacher Orientation & Virtual Pre-Planning

July 28-31: Pre-Planning

Aug 1: First Day of School for Students

September 1: Labor Day Holiday / No School

September 2: Student Digital Citizenship Day (Distance Learning) & Teacher Planning/PL

October 3: End of First grading period

October 6 - 10: Fall Break

October 14: Fall FTE Date

October 17: Parent Conference Day & Student Digital Citizenship Day (Distance Learning)

November 24 - 28: Thanksgiving Holidays

December 1: Student Digital Citizenship Day (Distance Learning) & Teacher Planning/PL

December 19: End 2nd Grading Period/Early Release

December 22 - January 2: Holiday Break

January 5: Student Digital Citizenship Day (Distance Learning) & Teacher Planning/PL

January 6: Students Return from Winter Break

January 19: MLK Holiday / No School

February 16: Student Digital Citizenship Day (Distance Learning) & Teacher Planning/PL

February 17-20: Winter Break

March 5: Spring FTE Date

March 13: End of Third Grading Period

March 20: Parent Conference Day & Student Digital Citizenship Day (Distance Learning)

April 6-10: Spring Break / No School

May 22: Last Day of School/Early Release

May 25: Memorial Day Holiday

May 26-28: Post-Planning

TABLE OF CONTENTS

Letter from the Principal, John Ellenberg....3
Greene County School System 2024-2025 Academic Calendar....4
Greene County School System 2024-2025 Code of Conduct....6-62
Code of Conduct Table of Contents (Including Attendance, Dress Code, and Discipline)....7
Green County High School Procedures....63-83
- Introduction....63
- Athletics & Attendance....63
- Book Bags & Lockers....65
- Cafeteria Guidelines, Cell Phones/Items of Value, Clubs & Organizations, & Contact Information....65
- Driving & Parking....66
- Grading Procedures....67
- Grades and Parent Portal....67
- Honors, Advanced Placement, & Duel Enrollment....72
- Rules for Determining Valedictorian, Salutatorian, and Class Rank....75
- Assessments and Exams....77
- Grade Progression....78
- Hall Passes, Lost and Found, Media Center, and Medications....79
- Miscellaneous, Money Orders, Obligations, and Organizations....80

Payments Due and Prom....81
Selling Items, Schedule Changes, School Resource Officers/Searches/Drills....81
Students Ethics and Reporting of Acts of Sex Abuse....82
Textbooks and Equipment....82
Tiger Advisement and Transportation Requests....82
Title II Parental Notification Requirements....83
Important and Required Paperwork to be Returned Signed by Student & Parent/Guardian:
Code of Conduct: Student and Parent Acknowledgement Form....86
Photo Release Form....87
Stakeholders Compact....88
Student Residency Statement....90
Student Attendance Acknowledgement....92
Responsible Technology Student and Parent Acknowledgment Form....99

Greene County School System

Code of Student Conduct

2025-2026

The Greene County School System is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

Code of Student Conduct

Georgia law requires the Greene County School System ("GCSS") Board of Education to have policies "designed to improve the student learning environment by improving student behavior and discipline." These policies must include a Code of Student Conduct ("Code") that contains standards for student behavior and discipline consequences. This Code also states the GCSS's guiding principles on school culture and climate through implementation of the Positive Behavioral Interventions and Supports ("PBIS") framework in each GCSS school and through the use of objective, consistent, equitable, and progressive discipline when necessary. The Code will be taught by all teachers during the first two weeks of school. All students will receive a copy of the Code in their agendas and parents have access to the Code through the school district website at https://www.greene.k12.ga.us/.

Table of Contents

Guiding Principles……..…….....*8*

Student Conduct and Behavior……..…….....*10*

Scope of the Student Code of Conduct…… *12*

Student Dress Codes and Uniforms…….……*13*

Prohibited Items……..……*15*

Discipline Guide……..……*19*

District Imposed Consequences……..……*23*

Authorization for Suspension……..……*29*

Appeal Process for Suspension……..……*31*

Attendance……..……*32*

Discipline for Students Eligible for Services under the Individuals with Disabilities Act……..*45*

Discipline for Students Eligible for Services under Section 504 of the Rehabilitation Act of 1973…….*47*

Glossary……..……*50*

Guiding Principles

The Greene County School System is committed to providing a safe and orderly environment and believes a positive school climate promotes a productive learning environment. Greene County schools use a PBIS framework to approach behavior and student discipline in a preventive manner. PBIS is an evidence-based framework that assists school teams in improving the quality of the school experience for all stakeholders. All Greene County schools have developed an individual PBIS plan that strives to teach students expected behaviors and acknowledges students when they are successful.

This Code is composed of policies, rules, and expectations by which order is established and maintained for the benefit of all stakeholders. Discipline within a school must have the qualities of objectivity, consistency, and equity. It is the responsibility of all school personnel, students, parents, external stakeholders, and the greater community to ensure the school environment encourages a climate conducive to learning.

This Code is intended to be an instructive policy based on interventions and supports for students. However, when consequences are warranted, they shall be implemented based on a system of progressive discipline. Minor infractions and first offenses have less serious consequences than major infractions and repeat offenses. Factors such as age, grade level, social, emotional and intellectual development, and overall student rights and responsibilities shall also be considered. Disciplinary issues will be resolved by every means possible prior to exclusion from school. Equitable and reasonable procedures will be followed to assure students of their rights.

Greene County School System expects all stakeholders to demonstrate mutual respect for the rights of others. It is expected that all involved in teaching and learning fully accept their responsibilities to model and practice the Guiding Principles: Participate Fully in the Learning Process, Contribute to a Safe and Productive School Environment, and Show Respect for Yourself and Others. Each school will create its own Behavior Expectations as part of their PBIS plan.
Stakeholders' responsibilities are outlined below:

Student Responsibilities:

- Arrive on time to school daily, be prepared for class, complete assignments to the best of their ability, and expect and believe in yourself.
- Follow the Student Code of Conduct and school-wide behavior expectations.
- Model and practice the expected behaviors and guiding principles.
- Notify school staff about any dangerous behavior, bullying, or activity that occurs on school grounds or off school grounds when it may result in disruption of the educational setting.
- Accept and respect individual differences and people.
- Bring only those materials to school that are allowed.
- Keep parents informed of school related issues.
- Ask school personnel or other trusted adults for help in solving problems.

Parent/Guardian Responsibilities:

- *Read the Student Code of Conduct with your child(ren).*
- *Make certain your child(ren) attends school regularly and on time.*
- *Notify the school of absences or tardies in a timely manner.*
- *Monitor your child(ren)'s academic and behavioral progress.*
- *Talk to your child(ren) about school and behavioral expectations.*
- *Visit your child(ren)'s school as necessary.*
- *Play an active role and support your child(ren)'s educational experience.*
- *Teach and model for your child to respect the rights and property of others.*

Teacher Responsibilities:

- *Teach and review the Student Code of Conduct*
- *Use well planned, creative, and engaging instructional plans daily*
- *Set high expectations, teach rigorous lessons, model expectations, and reinforce positive behavior*
- *Use appropriate classroom management strategies to maintain a learning environment that supports academic success*
- *Provide students with meaningful and relevant feedback on their behavioral and academic progress*
- *Maintain a safe and orderly classroom by using prevention and intervention strategies*
- *Provide corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct*
- *Use professional judgment to prevent minor incidents from escalating*
- *Keep parents informed of students' academic progress and behavior through regular communication*
- *Refer students in need of additional support to the appropriate resources*
- *Request additional training and/or staff development as needed*

Administrator Responsibilities:

- *Distribute the Student Code of Conduct to school stakeholders*
- *Implement the Student Code of Conduct in a fair and consistent manner*
- *Implement all* Greene County School System *policies in a fair and consistent manner*
- *Maintain a safe and orderly school by using prevention and intervention strategies*
- *Provide students will meaningful and relevant positive feedback on their behavioral and academic progress*
- *Communicate policies, expectations, and concerns and respond to complaints or concerns from students and parents in a timely manner*
- *Use professional judgment to prevent minor behavioral incidents from escalating*
- *Monitor, support, and sustain the effective implementation and maintenance of Positive Behavioral Interventions and Support (PBIS)*
- *Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments*
- *Provide meaningful opportunities for parent participation and involvement*
- *Identify appropriate training and resources as needed to implement positive behavior interventions and supports*

- *Establish a Threat Assessment Team comprised of persons with expertise in counseling, instruction, school administration, and law enforcement. Their duties include coordination of resources, assessments and intervention for students whose behavior poses a threat to the safety of school and /or staff*

Additional School-based Staff Responsibilities:

- *Maintain a safe and orderly school environment by modeling and supporting appropriate student behaviors.*
- *Provide students with meaningful and relevant positive feedback on their behavioral progress.*
- *Provide appropriate corrective feedback and re-teach appropriate behaviors when a student demonstrates misconduct.*
- *Monitor, support, and sustain the effective implementation and maintenance of a positive school culture and learning environment.*
- *Use professional judgment to prevent minor incidents from escalating.*

District Staff Responsibilities:

- *Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff, and principals*
- *Protect the legal rights of school staff, principals, students and parents*
- *Provide appropriate training and resources to implement positive behavior interventions and supports at each school*
- *Assist parents who are unable to resolve issues at the school level*
- *Utilize individual school discipline data to identify and allocate professional development services for school administrators and staff*
- *Support school Threat Assessment Teams*
- *Review and revise the Student Code of Conduct annually*

Stakeholders are collaborative partners in education and each plays an important role in the commitment to educating all students to reach their highest potential.

Student Conduct and Behavior

All GCSS students are expected to:

- Participate fully in the learning process. Students should report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, complete assignments to the best of their ability, and avoid disrupting the learning environment.
- Contribute to a safe and productive school environment. Students should comply with expected behaviors and avoid behaviors prohibited by the Code of Student Conduct.
- Show respect for yourself and others. Students should respect the knowledge and authority of teachers, administrators, and other school personnel. Students should follow directions and use acceptable and courteous language.

Equity and Student Discipline

The GCSS is committed to reducing the racial/ethnic disproportionality that exists in student discipline. Embedding equity work into school discipline training and support services is critical to reducing disproportionality. Additionally, GCSS is dedicated to collecting, reporting, and using disaggregated discipline data to assess whether the discipline systems are effective for all students. Culturally responsive discipline practices are critical to reducing discipline disparities. Finally, the district strives for greater consistency and equity in the implementation of student discipline. School administrators are encouraged to regularly consult with one another and the district office to ensure equitable discipline in schools.

Positive Behavioral Interventions and Supports (PBIS)

Our commitment to a preventive approach to student behavior is reflected in our use of Positive Behavioral Interventions and Supports ("PBIS"). PBIS is an evidence-based framework that assists school teams in improving the quality of school life, otherwise known as "school climate." Every GCSS school has developed an individual PBIS plan designed to create a positive school climate. PBIS is an evidence-based framework that assists school teams in implementing systems change. In general, the plans focus on (a) teaching expectations at the beginning of each year and re-teaching as needed, (b) acknowledging when students meet behavioral expectations, thus improving motivation and engagement, and (c) examining when, where, and why misbehaviors are occurring to find solutions and address unmet needs. PBIS plans focus on preventing problems by teaching expectations at the beginning of each year, reviewing expectations as necessary, and treating minor misbehavior as a learning opportunity. Teaching desired behaviors to reduce misconduct as much as possible is based on three principles:

- All behavior is learned;
- Any repeated behavior is serving a purpose for the student; and
- Student behavior can be changed.

Confidentiality Regarding Discipline

Confidentiality is an important part of student discipline. Federal and state law requires GCSS to protect the confidentiality of individual student information including any disciplinary action. In some circumstances, a student may be involved in a behavior incident that includes other students. GCSS may not provide information to parents about disciplinary actions imposed on students other than their own.

Scope of Code of Student Conduct

The Code of Student Conduct applies:

- On school property, including on school buses and at school bus stops in the community
- Off school property while attending and/or traveling to or from a school-related activity, function, or event
- Any conduct of a student outside of school hours or away from school, which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. This may include conduct outside of school via social media. (O.C.G.A.§20-751.5(c)).

Student conduct on school buses is a very serious matter. Of particular note:

1. Students shall be prohibited from acts of physical violence, bullying, battery or physical assault, or verbal assault of other persons on the school bus; disrespectful conduct toward the school bus driver or other persons on the school bus; or other unruly behavior (O.C.G.A.§ 20-2-751.5(b)(1)(A)).
2. Students shall be prohibited from using any electronic devices during the operation of a school bus (including cell phones, audible radios, headphones, or any other electronic device) in any manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
3. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

GREENE COUNTY HIGH SCHOOL

2025-2026 DRESS CODE



TOPS

Collared Shirt or Blouse.

Any solid color, no patterns or stripes.



Hoodies may be worn over a collared shirt, but the hood must remain down at all times.

Students who can't keep their hoods down will have their hoodies confiscated.



BOTTOMS

Pants & Shorts only.

Khaki, Black, or Navy Blue.

Solid color, no patterns or stripes.

Shorts must have belt loops.



Jeans may only be worn on specified days.

Jeans cannot have rips or tears.

DRESS CODE APPLIES 5 DAYS A WEEK

GC Logo shirts may be purchased from the GCSS online store at www.greene.k12.ga.us

GREENE COUNTY HIGH SCHOOL

2025-2026 DRESS CODE



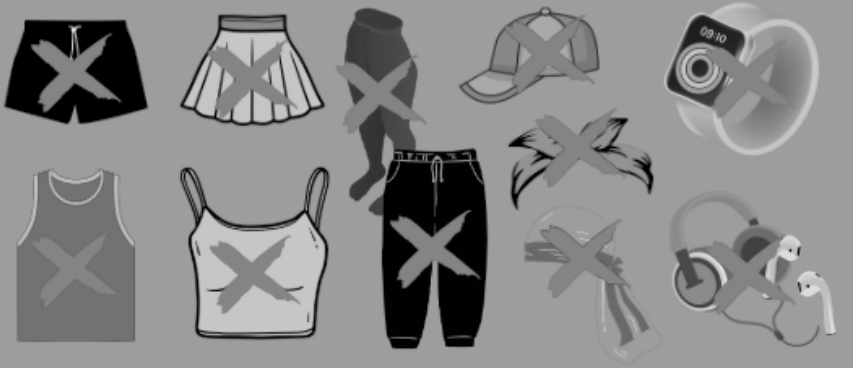
SHOES

Closed toe shoes only.
No Bedroom Slippers, Slides or Crocs.



OTHER PROHIBITED ITEMS

No Athletic Shorts, Skirts, Tank Tops, Spaghetti Straps, Tube Tops, Cut Off Tops, Sweat Pants, Leggings, Tights (with or without pockets), Hats, Headbands/Bows, Durags, Headphones, Air Pods, or Smart Watches.



DRESS CODE APPLIES 5 DAYS A WEEK

GC Logo shirts may be purchased from the GCSS online store at www.greene.k12.ga.us

GCHS Student Dress Code Policy for 2025-26 School Year:

Tops

- Solid color shirts only. No designs, stripes, or patterns.
- Shirts, Blouses, or Tops must have a collar.
- T-Shirts may not be worn except for on designated “Spirit Days”.
- School or GCSS logos and small manufacturers’ logos will be allowed. No large logos.
- Any vests, including sweaters worn over collared shirts, must be in compliance with dress code.

Bottoms

- Colors: Khaki, Black, or Navy Blue.
- Must be worn at natural waist.
- No Skirts.
- No athletic/gym shorts. Shorts must have belt loops.
- Shorts must be no more than 2 inches above the knee.
- Jeans may not be worn except for on designated “Spirit Days”.
- Jeans cannot have rips or tears.
- No Cargo Pants/Shorts, or Bottoms with excessive pockets or zippers.
- No Leggings, Yoga Pants, Sweat Pants, Pajamas/Sleepwear, Jumpers, or Overalls.
- Clothing that is too tight, too loose, or too short will be considered inappropriate.

Hoodies, Jackets, Sweaters, Sweatshirts

- Hoodies may be worn over a collared shirt.
- Hoodies must be solid color only. Only School Logos allowed on Hoodies.
- Hoods may not be worn on the head at any time during the school day.
    - Students caught with their hoods up are subject to having their hoodies confiscated.
- Only light or fleece jackets are permitted to be worn during the school day; heavy jackets or coats must be stored in a locker or other appropriate location prior to entering first block.
- Jackets worn during the school day must open in the front (snaps or zippers permitted) and must be solid in color. No designs, stripes, or patterns.
- Outerwear cannot be printed with large logos, insignia, emblems, or slogans. A small manufacturer's logo, or school/school system logo will be allowed.
- Jackets must fit appropriately; oversized outer garments are prohibited.

Shoes

- Shoes must be closed toe.
- Shoes must be tied or properly secured at all times.
- No High Heels, Pumps, Mules, LED Lights, House Slippers, Flip-Flops, Slides, or Crocs allowed.

Headwear

- Headwear may not be worn on campus.
- This includes, but not limited to, Bandanas, Hair Bows, Head Bands, Du- Rags, Combs, Scarves, Hats, Bonnets, Hair Curlers, etc. (Weather related headwear may be worn to and from school).
- Earbuds, Airpods, Headphones, or other audio devices may not be worn during the school day.
- No Sunglasses.

Athletic Wear

- School-sanctioned sportswear may be worn by student athletes during the school day on competition days as approved by the school administration.
- Sportswear not in compliance with school dress code cannot be worn during the school day.

Bookbags and other storage containers

- Students must have a mesh or clear backpack at all times.
- Non see-through bags (other than small purses. Must match the athletic event policy for size.) must remain in lockers during the school day.

Cell Phones & Personal Technology

- Students may have their cell phones with them at school.
- However there are some expectations:
    - Cell phones should not be visible in class.
    - Students have two options to keep cell phones out of sight:
        - Students may place their cell phone into their backpack (turned off or on do not disturb) during class.
        - Students may place their cell phones into the teacher's cell phone holder for PBIS points.
    - Students who cannot keep their cell phone away and out of sight may have their phone confiscated by the teacher or an administrator.
    - There will be special rules for testing that must be followed. This includes formative exams, summative exams, benchmarks, and any other exams.
- Students may only use GCSS issued devices (Chromebooks) during instructional time to complete coursework. Students are responsible for ensuring their Chromebooks are charged each day.
- Personal devices (laptops, iPads, phones, tablets, etc.) are not permitted for the completion of assignments and/or assessments.

Special Considerations

- Parents/Students may request an exemption based on:
    - Bona fide religious beliefs.
    - Medical purposes or disabilities.
        - We will require documentation for a medical need for a cell phone. (ex. diabetes monitoring)

Academic Dishonesty

Academic dishonesty includes giving or receiving information from another source or person with regard to completion of a quiz, test, exam, homework, independent class activity, or any other assignments where the student is expected to produce his or her own work (including authorized assistance from parents). Giving or receiving information can include, but is not limited to, directly copying information from another source (plagiarism), talking, signaling, failing to cite proper documentation or authorship, using someone else's research, logging on to school software programs and completing work under someone else's name, or other similar activities. The GCSS Code delineates the consequences for academic dishonesty.

Prohibited Items

The following items are expressly forbidden at all times on buses and during the school day and will be confiscated immediately with possible legal action taken against the person found to be in possession:

- **Electronics to Include Cell Phones, Smartwatches, Earbuds, Airpods, Listening Devices** Allowed on person, but must remain powered off and completely out of sight during the school day, except for purposes authorized by school administrators
- **Personal Items of Value** (electronic games, music players, large amounts of cash, jewelry) - the school is not responsible for lost, stolen, or damaged personal items
- **Flowers, balloons, stuffed animals, gifts -** the delivery of said items will not be accepted
- **Glass containers -** water bottles or other such containers can be used only during lunch
- **Animals/pets**
- **Chains and heavy necklaces**
- **Weapons to Include Firearms of any kind, Ammunition; Knives, Box Cutters, Razors, or Other Sharp Objects**
- **Drugs, alcohol, or other controlled substances**
- **Fireworks or explosives**
- **Tobacco products** (vaping cartridges, lighters, matches, or associated paraphernalia)
- **Laser lights/pointers**
- **Obscene items** (books, magazines, pictures, clothing)
- **Toys** (skateboards, playing cards, dice, trading cards, yo-yos, etc.)
- **Water pistols, balloons, paint/stink bombs**
- **White-out and irritant chemicals**
- **Items for sale** (unless in conjunction with an approved school fundraiser)

Items confiscated from students may be returned on the last day of school unless picked up earlier by a parent. Students are to notify school staff immediately when prohibited items are brought to school, found in the school, found on the school grounds, or found on the school bus. Students are advised not to handle found items, but to report items to an adult immediately.

Bus Safety Regulations & Transportation Procedures

Pupil Management

One of the most essential parts of a bus driver's job in providing safe, expedient transportation is maintaining proper discipline. In order to do this effectively, the approach to discipline must be consistent, caring and not physically or psychologically damaging to the students. It is in the best interest of the driver, the aide and that of the pupil that physical force, terrorizing, bullying or yelling not be used in an effort to enforce discipline. To maintain the proper discipline, the driver has many tools that can be used to encourage positive results, as well as documenting instances of misbehavior concerns.

1. Be Courteous at all times. A "thank you" when a student follows your direction will lessen the sting of humiliation for the disciplined student and will lead to quicker acceptance of future instructions.
2. Identify good student morale and cooperation. Look for good qualities in all the students and praise them. The majority of students will respond positively and peer pressure will help control those students who may be inclined to misbehave.
3. Define the Rules. Post and explain the reason for the rules. Enforce the rules equally with everyone, including yourself.
4. Maintain a calm demeanor, at all times. Never scream, shout, or refer to students in a derogatory manner.
5. Use positive instruction. Give simple, direct, easily understood instruction. Say "Do this…" instead of "Don't do that…"
6. Develop Assigned Seating. Use a limited designated seating plan to isolate potential conflicts. The driver has the right to assign and enforce a total seat assignment plan.
7. Use Video Monitoring. Use the video as documentation of the pupil activities. Have the video system on before the problem occurs rather than using it in response to a problem. Drivers must request removal of DVR and or SIM card from camera if there is an incident and a the DVR and or
   SIM card should be installed immediately.
8. Complete Bus Courtesy Notices. Use the bus courtesy notice to document the behavior issue and contact parents ASAP.
9. Establish good Driver-Principal Relations. Establish a line of communication with the persons responsible for discipline at the school. Respect their authority and follow the remedies agreed upon, which may sometimes differ from school to school.

Conduct Notices vs. Conduct Reports

Unresolved discipline problems, should be referred to the principal's office on a Bus Conduct Report form, only after you have provided two (2) documented courtesy notices to parents, showing notification of contact on separate occasions about the student behavior. The principal will take the necessary action to ensure operational safety of the bus and well-being of all persons on the bus.

Discipline problems generally fall into two (2) categories:

1. General violations to bus conduct rules
2. Serious misconduct.

General Violation of Bus Conduct Rules

Behavior in this group includes, but is not limited to, the following types of action:

1. Failure to remain seated
2. Loud and /or disruptive behavior
3. Bothering other students and/or their belongings
4. Disrespectful behavior to driver
5. Extending arms, legs, or feet out of bus window
6. Eating or drinking on the bus

First Offense - Driver verbally warns students and documents actions on a Bus Courtesy Notice. Report and contact parents, and maintain copies at all times.

Second Offense - Driver counsels privately with student and documents actions on Bus Courtesy Notice. Report and contact parents, and maintain copies at all times.

Third Offense - Driver reassigns student a seat, documents actions and submits Bus Conduct Report to school officials, along with proof of courtesy notices for offense 1 and 2.

Subsequent Offense - Driver completes and submits Bus Conduct Report to school officials.

Serious Misconduct

A Bus Conduct Report should be issued each time an incident occurs which endangers the safety or well being of others and/or causes damages to the bus. This includes, but is not limited to, the following.

Types of Actions:

1. Instigating a fight on the bus
2. Physical or verbal abuse of the bus driver or passengers, i.e. vulgar language, threatening actions etc.
3. Vandalism of the bus
4. Possession of controlled substance, alcohol, tobacco, or dangerous weapons on the bus.
5. Igniting an incendiary object on or throwing it into a bus
6. Any action which may potentially constitute a serious threat to the safety and/or well-being of others.

Authority of School Leaders

The Principal is the designated leader of the school and, with the staff, is charged by the Superintendent with the safe and orderly operation of the school. In case of disciplinary violations not covered by this Code, the Principal may impose reasonable corrective measures which he or she believes to be in the best interest of the student involved and the school. The Progressive Discipline Guide contained herein is a guideline for school leaders to use when providing interventions and responses for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose consequences ranked higher or lower or outside of the Progressive Discipline Guide than indicated for each behavior except in cases where state law requires certain actions.

Authority of the Teacher

The Superintendent fully supports the authority of principals and teachers in the school system to remove a student from the classroom pursuant to provisions of state law. Each teacher shall comply with the provisions of O.C.G.A. § 20-2-737 which requires the filing of a report by a teacher who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the code of student conduct. Such a report shall be filed with the principal or designee on the school day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior. The principal or designee shall, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or designee. The principal or designee shall notify in writing the teacher and the student's parent/guardian of the discipline or student support services which have occurred.

Prevention and Progressive Discipline Actions

The prevention of student misbehavior by teaching appropriate behaviors is always preferable. The GCSS takes a school-wide approach to promoting positive behavior. The district strives to infuse social emotional learning into a culturally responsive curriculum that engages students. Faculty and staff meet regularly to ensure a comprehensive student support program is in place including counseling services, opportunities for social-emotional learning, student engagement opportunities, and behavioral supports to encourage and motivate prosocial student behavior and positive connection to the school environment. All schools have systems in place for early identification of students in need of intervention and/or support services.

The prevention of student misbehavior by teaching appropriate behaviors is always preferable. Despite these interventions and supports, it is developmentally appropriate and expected that there

will be a need for discipline as students move through childhood and adolescence. When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline imposed will be in accordance with the progressive discipline process unless otherwise stated.

This Code provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with appropriate behaviors. Disciplinary actions that may be imposed include, but are not limited to: warning and/or conferencing with a teacher, administrator, or counselor; loss of privileges; parent notification or conference; detention; in-school suspension; short-term suspension; or placement in an alternative education setting. The maximum punishment for an offense includes long-term suspension or expulsion/permanent expulsion. Maximum punishments will be determined only by a disciplinary tribunal as outlined in the Board of Education policies.

Progressive discipline means the interventions and responses become more and more serious, if student misbehavior continues. The GCSS progressive discipline model is divided into four levels. Each level represents progressively more serious misbehavior and discipline responses. The level of response imposed shall be based on the severity of the misbehavior and should be used in a graduated fashion. For example, Level 1 responses should typically come before Level 2 responses, and if behaviors continue, staff should increase the disciplinary response.

The most serious discipline consequences that can be imposed on a student is out of school suspension (OSS) or expulsion. It is the practice of GCSS, that OSS or expulsions will only be used (a) if prior less serious responses have been used, but have not been successful in correcting the student's behavior, (b) if suspension is necessary to assure the safety of the student or others, (c) if suspension is necessary to allow continuation of the educational process, or (d) if suspension is required by law. Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parents will be notified. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

Levels of Infractions

Violations of the Code of Conduct are grouped into four levels (Classroom-Managed, Level 1, Level 2, and Level 3). Before determining the level of a violation, the principal or assigned administrator will review the facts and consult with individuals necessary to make this determination. In the case of a student with an IEP/504, which is a legally binding document, this document shall be reviewed. All Behavior Intervention Plans (BIPs) contained therein must be addressed. Please refer to the Georgia Board of Education Rule 160-4-7-10 – Discipline, if clarification is needed. Once the level of the violation has been determined, appropriate disciplinary procedures will be implemented.

For minor Classroom-Managed behaviors, the teacher will use research based interventions for positive behavior support, and where appropriate, will contact the student's parent(s) or guardians(s). If the student's behavior does not improve, or the disruption is severe, or when local Board of Education policy or state or federal law has been violated, a referral will be made to the principal or assigned administrator. Misbehavior on the bus may be treated in the same manner as misbehavior in the classroom or on school property. Riding the school bus is a privilege, not a right.

Administrators will follow a progressive discipline process whenever discipline is to be imposed, including bus misbehavior. However, the degree of the discipline to be imposed for any violation, including the first time a student had committed a disciplinary infraction, will be in proportion to the severity of the violation. When considering the discipline to be imposed, administrators will take into account any and all relevant factors to assure that the appropriate degree of discipline is imposed. These factors include: the seriousness of offense, the student's prior disciplinary history as part of the permanent record; the degree of pre-meditation, impulse of self-defense, the student's age, and/or disability, and the student's attitude and willingness to cooperate.

Offenses severe in nature will be referred to the district's Discipline Liaison. The Discipline Liaison reviews documents submitted and in compliance with the district's code of conduct makes the determination of whether a tribunal hearing should be held or if a waiver is appropriate. A Hearing Officer will preside over the tribunal hearing and determine whether the student should be assigned to the Alternative Program, suspended, or expelled. For the purpose of this Code, minor offenses will be defined as behavior that temporarily impedes instruction. Major offenses will be defined as behavior that stops instruction. The violations, for which referral to the school district's Hearing Officer will be made, include offenses listed in Level 2 which are serious in nature and offenses listed in Level 3. In some situations, parents will be given the option to waive the Student Due Process Disciplinary Hearing from the Discipline Liaison. The Discipline Liaison will obtain a recommendation from the school and apply it to the waiver. The parent will be contacted by the Discipline Liaison to complete the waiver process.

Students are reminded of restrictions during disciplinary action. Students shall not be allowed to participate or attend any school sponsored activities including, but not limited to school dances, athletics, and marching band and are restricted from attending any school events where Greene County students are guests during the period of time that they are being disciplined through an assignment to In-School Suspension (ISS), OSS, Alternative School, or Expulsion. A roster will be provided to the Athletic Department, SRO's and other designees to curtail restriction violations. Further, the student may not enter into any GCSS building or onto property owned and operated by the GCSS. Failure to comply with this restriction may result in the student being arrested for trespassing and could result in expulsion from GCSS.

Teachers and administrators will report to the principal the names of students who have committed aggravated assault with a firearm, aggravated battery, sexual offenses, and possession of a deadly weapon and commission of drug offenses. Such students will be reported to the Superintendent, School Resource Officers, and the District Attorney as required by O.C. G.A. § 20-2-1184. These

students are also restricted to their assigned campus unless otherwise approved. NOTE: Students in grades K-5 are subject to the Code, and may be referred to the District Discipline Liaison where appropriate.

For the purpose of this Code of Conduct, Levels of Infractions will be defined as below:

Classroom-Managed. These behaviors are minor and occur in the classroom and/or in other settings throughout the school. These behaviors are handled by the teacher or staff member in charge. These behaviors are not typically referred to the office unless they are excessive in terms of damage, loss, disruption, or injury whereupon, they become a Level 1 event (or higher). Any Classroom-Managed behavior that shows a pattern of repetition in spite of teacher intervention will be referred to the office as a Level 1 (or higher at the Principal's discretion).

Level 1. These are Classroom-Managed or state-coded (see page ___ of this Code for definitions and examples) behaviors that have become excessive in terms of damage, loss, disruption, injury, or show a pattern of repetition in spite of teacher intervention. These behaviors will result in an office referral as a Level 1 (or higher at the Principal's discretion).

Level 2. This is the category of moderate to major offenses and are behaviors that cannot be managed in the classroom. These behaviors result in referral to the office for administrative action. The administrator will choose actions based on the facts generally following the continuum in the Progressive Discipline Guide. Repeat behaviors will result in increasing penalties and may be handled as Level 3 behaviors. Behaviors that are excessive in terms of damage, loss, disruption or injury become Level 3 events.

Level 3. This is the category of serious offenses. It includes dangerous, defiant, and highly disruptive behaviors. Repeated behaviors at Level 3 may result in recommendation to an alternative program or expulsion. This category includes repeated fights or assaults, assault on a staff member, possession of deadly weapons and sale or transfer of drugs. In addition, these behaviors may result in action by law enforcement, charges being filed and/or in expulsion from the GCSS.

The charts on the following pages outline the classroom and administrative actions taken for the Levels of Infractions explained above. Complete GaDOE definitions and examples of all behaviors included herein are provided on page 32 of the Code.

Classroom-Managed

Classroom-Managed. In an effort to fully implement (PBIS) and reduce the loss of instructional time, the GCSS expects that each school will utilize a wide variety of corrective strategies and actions. Teachers must utilize and document a **minimum of three** research-based interventions prior to writing and submitting a discipline referral on a classroom-managed behavior.

CORRECTIVE STRATEGY	***DESCRIPTION - Responses are delivered in a calm, consistent, respectful manner***
Redirection	Restate the desired behavior using specific directions that prompt or alert the student to stop the undesired behavior and engage in the desired behavior.
Reteach Expectations	State and model the behavior. Have the student demonstrate. Provide immediate feedback.
Provide Choice	Provide choice(s) to complete task in another location, order of task completion, alternate supplies to complete the task, or for a different type of activity that accomplishes the same instructional objective. Choices should lead to the same outcome.
Planned Ignoring	Deliberate and consistent teacher inattention to the occurrence of the undesired behavior(s). Reinforce appropriate behaviors.
Conference With Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction of expected or desirable behaviors: describe the problem; describe the alternative behavior; tell why the alternative is better; practice; provide feedback.
CLASSROOM ACTIONS	***DESCRIPTION - Actions are delivered in a calm, consistent, respectful manner***
In-Class Time-out	Predetermined consequence for breaking classroom rules of short duration (ten minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforces (a time for student to reflect on his or her action). Time-out procedure must be taught to students before implementing.
Conference With Parent(s)	Teacher communicates with student's parent(s) through a telephone conversation, email, written notes, or in person about the problem.
Out-of-Class Time-out	Student is assigned to another supervised environment for a period of time-out (i.e., another classroom), slightly longer duration than in-class time-out (30 minutes or less). Time-out procedure must be taught to students before implementing.
Corrective Assignment/ Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior. (*i.e.,* cleaning-up, helping another person).

Teacher Detention	Required attendance for a monitored period of time, generally after/before school or during lunch.
Privilege Loss	Incentives given for positive behavior are lost, (i.e., five minutes off computer free time).
Classroom Success Contract	Student, teacher, and parent(s) may formulate a document expressing the student's intention to remediate or stop further occurrences of a problem behavior. Written contract should be positive in tone and it should include incentives, but may also include consequences for misbehavior.

Classroom-Managed - Progressive Discipline Guide

CLASSROOM-MANAGED

These behaviors are minor and occur in the classroom and/or in other settings throughout the school. These behaviors are handled by the teacher or staff member in charge. These behaviors are not typically referred to the office unless they are excessive in terms of damage, loss, disruption, or injury whereupon, they become a Level 1 event (or higher). Any Classroom-Managed behavior that shows a pattern of repetition in spite of teacher intervention will be referred to the office as a Level 1 (or higher at the Principal's discretion).

BEHAVIORS

- Class Disruption (noise, calling out, horseplay, out of seat)
- Defiance (refuse to follow directions)
- Disrespectful Behavior
- Dress Code
- False Information
- Inappropriate Language (profanity, inflammatory statements, vulgar comments/jokes)
- Out of Assigned Area
- Public Display of Affection
- Physical Aggression
- Property Destruction
- Tardy to Class
- Unauthorized Cell Phone
- Unauthorized Food (candy, gum, drinks)

RANGE OF CORRECTIVE STRATEGIES PRIOR TO ADMINISTERING CLASSROOM ACTION

- Redirection (**M**)
- Reteach Expectations (**M**)
- Conference with Student (**M**)
- Provide Choice
- Planned Ignoring

TEACHER RESPONSIBILITIES

- **1ST Offense**
  - 0 Redirection (**M**)
  - ○ Reteach Expectation (**M**)
  - ○ Conference with Student (**M**)
- **2ND Offense**
  - 0 Redirection (**M**)
  - ○ Reteach Expectation (**M**)
  - ○ Conference with Student (**M**)
  - ○ Classroom Action (**M**)
- **3RD Offense**
  - 0 Redirection (**M**)
  - ○ Reteach Expectation (**M**)
  - ○ Conference with Student (**M**)
  - ○ Conference With Parent(s) **M**)
  - ○ Classroom Action (**M**)

M = Mandatory

RANGE OF ACTIONS

The teacher or staff member will select from the following Classroom Actions after the range of Corrective Strategies have been used and documented. If the student reaches a 4TH Offense for the same behavior, the teacher or staff member will process an Office Discipline Referral. School Administrators may authorize use of Level 1 (or higher) Actions for repeated, serious, or habitual Classroom-Managed behaviors.

CLASSROOM ACTIONS

- In-Class Time-out
- Conference With Parent(s)
- Out-of-Class Time-out
- Corrective Assignment/Restitution
- Teacher Detention
- Loss of Privilege
- Reflective Assignment
- Classroom Success Contract

4TH+ OFFENSE(S) OF SAME BEHAVIOR:

- Referral to Office

Level 1 - Progressive Discipline Guide

LEVEL 1	**ADMINISTRATOR RESPONSIBILITIES**	**RANGE OF ACTIONS**
These are Classroom-Managed or state-coded behaviors that have become excessive in terms of damage, loss, disruption, injury, or show a pattern of repetition in spite of teacher intervention. These behaviors will result in an office referral as a Level 1 (or higher at the Principal's discretion). **BEHAVIORS** ● Academic Dishonesty (intentional) ● Alcohol (unintentional) ● Battery (intentional; no injuries) ● Bullying (1st offense) ● Class Disruption (noise, calling out, horseplay, out of seat) ● Defiance (refuse to follow directions) ● Disorderly Conduct (moderate disruption) ● Disrespectful Behavior ● Dress Code ● Drugs (unintentional) ● Electronic Smoking Device ● False Information ● Fighting (no injury) ● Inappropriate Language (profanity, vulgar comments/jokes) ● Larceny/Theft ($25-$100) ● Out of Assigned Area ● Physical Aggression ● Possession of Unapproved Items ● Property Destruction ● Public Display of Affection ● Repeated Offenses ● Sexual Harassment ● Sex Offenses ● Student Incivility (failure to comply) ● Tobacco ● Tardy to Class ● Unauthorized Cell Phone ● Unauthorized Food (candy, gum, drinks) ● Weapons-Knife (unintentional) ● Other - Attendance Related	Parent/Guardian Contacted **(M)** Conference with Student **(M)** **M = Mandatory**	Where appropriate, School Administrators should apply discipline in a progressive manner. School Administrators may authorize use of Level 1 (or higher) Actions for repeated, serious, or habitual Classroom-Managed behaviors. **LEVEL 1 ACTIONS** ● Conference with Parent(s) ● Administrative Time-out ● Detention ● Loss of Privilege ● Confiscation ● Behavior Success Contract ● ISS (1-2 days) ● Bus Suspension (1-2 days) OSS (1-2 days)

Level 2 - Progressive Discipline Guide

LEVEL 2

This is the category of moderate to major offenses and are behaviors that cannot be managed in the classroom. These behaviors result in referral for administrative action. Repeat behaviors or behaviors that are excessive in terms of damage, loss, disruption or injury will result in increasing penalties and may be handled as Level 3 behaviors.

BEHAVIORS

- Academic Dishonesty (intentional)
- Alcohol (under influence without possession)
- Arson (attempt without damage)
- Battery (intentional; mild/moderate injuries)
- Bullying (2nd offense)
- Computer Trespass (unauthorized use)
- Disorderly Conduct (bus violations, substantial disruption)
- Dress Code (suggestive clothing)
- Drugs (except Alcohol & Tobacco)
- Electronic Smoking Device
- Fighting (mild/moderate injury)
- Gang-Related (apparel, communication)
- Larceny/Theft ($100-$250)
- Possession of Unapproved Items
- Repeated Offenses
- Robbery (without weapon)
- Sexual Harassment (suggestive jokes or lewd gestures)
- Sex Offenses (sexting, lewd behavior)
- Student Incivility (insubordination)
- Threat/Intimidation
- Tobacco
- Trespassing
- Vandalism
- Weapons-Knife (without intent)
- Weapons-Other (unintentional)
- Other Incident (pattern of offenses)

ADMINISTRATOR RESPONSIBILITIES

Investigate **(M)**

Parent/Guardian Contacted **(M)**

Conference with Student **(M)**

Notify School Resource Officer

Referral to School-based support team (IEP/504/MTSS)

Witness Statements (as applicable)

M = Mandatory

RANGE OF ACTIONS

Where appropriate, School Administrators should apply discipline in a progressive manner. School Administrators may authorize use of Level 1 (or higher) Actions for repeated, serious, or habitual Classroom-Managed behaviors.

LEVEL 2 ACTIONS

- Conference with Parent(s)
- Administrative Time-out
- Detention
- Loss of Privilege
- Confiscation
- Behavior Success Contract
- ISS (1-5 days)
- Bus Suspension (1-5 days)
- OSS (1-5 days)

Level 3 - Progressive Discipline Guide

LEVEL 3

This is the category of serious offenses. It includes dangerous, defiant, and highly disruptive behaviors. Repeated behaviors at Level 3 may result in recommendation to an alternative program or expulsion. These behaviors may result in action by law enforcement, charges being filed and/or in expulsion from the GCSS.

BEHAVIORS

- Academic Dishonesty (exams)
- Alcohol
- Arson (with damage)
- Battery (intentional; severe injuries)
- Bullying (3rd offense)
- Breaking & Entering-Burglary
- Computer Trespass (hacking)
- Disorderly Conduct (severe disturbance)
- Dress Code (3+ offenses)
- Drugs
- Electronic Smoking Device (3+ offenses)
- Fighting (3+ offenses)
- Gang-Related (solicitation of others)
- Homicide
- Kidnapping
- Larceny/Theft (+$250; 3+ offenses)
- Motor Vehicle Theft
- Possession of Unapproved Items
- Repeated Offenses (severe)
- Robbery (with weapon)
- Serious Bodily Injury
- Sexual Battery
- Sexual Harassment (3+ offenses)
- Sex Offenses
- Student Incivility (pattern)
- Threat/Intimidation
- Tobacco (3+ offenses)
- Trespassing (3+ offenses)
- Vandalism (3+ offenses)
- Violence Against Teacher
- Weapons-Knife (with intent)
- Weapons-Other (intentional)
- Weapons-Handgun/Rifle/Shotgun

ADMINISTRATOR RESPONSIBILITIES

Investigate **(M)**

Parent/Guardian Contacted **(M)**

Conference with Student **(M)**

Notify School Resource Officer

Referral to School-based support team (IEP/504/MTSS)

Witness Statements

M = Mandatory

RANGE OF ACTIONS

Where appropriate, School Administrators should apply discipline in a progressive manner. School Administrators may authorize use of Level 1 (or higher) Actions for repeated, serious, or habitual Classroom-Managed behaviors.

LEVEL 3 ACTIONS

- Conference with Parent(s)
- Administrative Time-out
- Detention
- Loss of Privilege
- Confiscation
- Behavior Success Contract
- ISS (5-10 days)
- Bus Suspension (5-10 days)
- OSS (5-10 days)
- Recommendation for Expulsion

Definitions of Administrative Discipline Actions

Most instances of unacceptable behavior are addressed through positive behavioral interventions and supports. When such strategies fail to correct student behavior, students may be subject to alternative disciplinary procedures. This section describes short-term suspension (including ISS and OSS), long-term suspension, Disciplinary Hearing processes, expulsion, and the role of law enforcement on the rare occasions when the student may be subject to legal consequences outside of school-based discipline.

1. **Administrative Time-out** - Temporary removal of a student from his or her regular classroom for the remainder of that segment/period/block. Student remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. These time-out settings are typically referred to in schools as *Respect Room*, *Opportunity Room*, or *Admin Time-out*.

2. **Detention** - Disciplinary action consisting of the assignment of a student to a certain area of the school outside of regular school hours (before school, after school, lunch time, on a non-school day) for one or more school days or the equivalent hours, or the loss of a privilege during the school day (i.e., lunch detention or Saturday School). Due Process Procedure: The parent/guardian must be notified in writing at least 24 hours before the detention. The notification must explain the reason(s) for the detention and inform the parent/guardian that necessary transportation will be their responsibility.

3. **In-School Suspension (ISS)** - Temporary removal of a student from his or her regular classroom(s) for at least half a school day. Student remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. Due Process Procedure: The parent/guardian should be notified of the reason(s) and length for the in-school suspension assignment. Students assigned to a school's in-school suspension classroom shall be counted present and shall be required to work on classroom assignments at the direction of in-school suspension personnel. Students assigned to in-school suspension may also be excluded from participation in school-related activities and events.

4. **Out of School Suspension (Short-Term)** - Suspension of a student for ten school days or less (O.C.G.A. § 20-2-751) Note: See Students With Disabilities section below. Due Process Procedure: As part of an investigation of a disciplinary incident, the principal or designee shall:
    a. Tell the student, orally or in writing, the allegation(s) against the student and give the student an opportunity to tell his/her side of the story. If the principal or designee finds the student in violation of the Code of Student Conduct and determines that short-term suspension should be imposed, steps i. and ii. will be followed:
        i. Attempt to contact the parent/guardian by telephone to inform them of the suspension;

ii. Within one (1) school day after the suspension begins, send the parent/guardian notice by regular mail informing them of the reason(s) for the suspension and of
their right to discuss the details of their child's misbehavior with school officials

b. A principal or assistant principal may suspend a student without notice of the reason for the suspension or an opportunity to provide an explanation if the student is intoxicated, under the influence of drugs, or where his/her presence otherwise poses a continuing danger to others or a disruption to normal school operations. In such cases, however, the informal hearing outlined above shall occur as soon as practicable.

c. Students who are suspended are barred from all Greene County School System campuses and related activities during the length of their suspension.

5. **Long-Term Suspension or Expulsion -** Long-term suspension means the student loses the right to attend school or participate in school activities for more than ten (10) consecutive days but not beyond the current school quarter or semester (O.C.G.A. § 20-2-751). Expulsion means the student loses the privilege of attending school or participating in school activities for the remainder of the grading period, remainder of the school year or longer. (O.C.G.A. § 20-2-751). Note: See Students With Disabilities section below.
    a. Long-term suspension and/or expulsion may only be imposed by action of the Disciplinary Hearing Officer, except as provided in cases where a tribunal is required, after the student has been afforded notice, opportunity for hearing and other procedural rights prior to such expulsion or suspension becoming effective. Students under suspension or expulsion are not allowed on school district property or at school related functions/activities. Although elementary school students are subject to long-term suspension or expulsion, this discipline is imposed for only the most severe offenses.
    b. In the case of a student of middle or high school age who is suspended for more than ten (10) days or is expelled, the Superintendent or his/her designee may, instead, permit that student to attend an Alternative Education Setting for the period of suspension or expulsion.
    c. Rights of Student Where Long Term Suspension or Expulsion is Recommended
        i. The right to written notice of the specific charges that have been made against the student
        ii. The right to a due process hearing
        iii. The right to be represented by legal counsel at the hearing
        iv. The right to testify and present witnesses
        v. The right to cross-examine witnesses who testify against the student
    d. Due Process Procedure:
        i. The principal or assistant principal must initially recommend long-term suspension or expulsion to the Disciplinary Hearing Officer

ii. A hearing before the Disciplinary Hearing Officer will be scheduled as soon as possible but not later than ten (10) school days after the student has been removed from school

iii. If the hearing date is more than ten (10) school days after the student has been removed from school, and the delay in scheduling is not caused by the student or his parent/guardian, the student may resume attendance to the school at the end of the ten (10) day period

iv. Written notice will be sent to the parent/guardian by regular mail. This notice shall inform the parent/guardian of the following: the violation alleged; the date, time, and place of the hearing; the names of witnesses; and the punishment recommended. In addition, the notice shall inform them of the right to be represented by legal counsel at the hearing; the right to testify and present witnesses; and the right to cross-examine witnesses presented by the school district

v. A verbatim electronic or written record of the hearing will be made and will be
available to the parent/guardian or legal counsel of the student charged

vi. If long-term suspension or expulsion is imposed, the parent/guardian will be notified of the decision in writing and of the right of appeal. This notice will be sent by regular mail within ten (10) days of the completion of the hearing

vii. If there is an appeal, the Superintendent may in his/her discretion temporarily withhold implementation of the suspension or expulsion and return the student to school during the appeal process, but only if this will not endanger others or disrupt normal school operations

e. Appeals - The decision of the Disciplinary Hearing Officer may be appealed to the Board of Education by the student's parent/guardian.

i. The appeal process begins with a written request for review of the Disciplinary Hearing Officer's decision addressed to the Superintendent. This request must be made within twenty (20) calendar days of the date the decision is rendered

ii. The Board of Education will consider only the record of the hearing before the Disciplinary Hearing Officer. A transcript of that hearing will be made only upon receipt of a letter of appeal to the Superintendent. A copy of that transcript will be made available in the office of the Disciplinary Hearing Officer upon request

iii. The Board of Education has the power to uphold the Hearing officer's decision or to find that the student did not violate the Student Code of Conduct. The Board of Education may also reduce or increase the severity of punishment imposed or may impose a different kind of punishment

iv. The decision of the Greene County Board of Education may be appealed to the State Board of Education. Notice of any such appeal must be filed with the Superintendent of the Greene County School System within thirty (30)

calendar days of the date the Greene County Board of Education renders its decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia is contained in O.C.G.A. §20-2-1160

Attendance

School attendance is important because it underscores the significance of learning and the importance of obtaining an education in our society in addition to helping students develop good work habits that will carry over in life. Good attendance also correlates strongly with improved grades. A minimum level of attendance is required for student achievement to occur and students to acquire a level of basic knowledge and education. The responsibility of school attendance is that of both parents and students. This protocol reflects commitments that our various local agencies, offices, and individuals have made to promote the educational progress of children and families in Greene County and to enforce attendance as required by the O.G.C.A. 20-690.1 for all children in the County between 6 and 16 years of age.

Procedure for informing students, parents, guardians, other persons having control or charge of a child - The Greene County School System requires its schools to provide to the parent, guardian, or other person in charge of each student enrolled in school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person in charge of a student will be asked to sign a statement indicating receipt of such written statement of possible consequences and penalties. In addition, students aged ten or older by September 1 must sign a statement indicating receipt of a written statement of possible consequences for non-compliance of the local system's policy. In addition, students aged ten or older shall sign a statement indicating receipt of such a written statement and possible consequences for non-compliance with the school system's attendance policy. After two reasonable attempts by the school to secure such signatures, the school shall be considered in compliance **if** it sends a copy of the statement, via first class mail or certified mail, return receipt requested, to the parent/guardian. This notice to parents shall be included as part of each local school's Handbook. Parents are to review and sign the parent notice of understanding concerning the Attendance policy. This signed document will be retained by the school until the end of the school year.

The Superintendent has designated the minimum levels of attendance in procedure consistent with state standards.

Excused Absences - It is the policy of the State of Georgia and Greene County Board of Education to excuse students from school for the following reasons:

1. Personal illness or attendance in school that endangers a student's health or the health of others.
2. A serious illness or death in a student's immediate family necessitating absence from school.

3. A court order or an order by a government agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
4. Authorization by high school administrators to allow for eligible students a period not to exceed one day for registering to vote or voting in a public election.
5. The observance of religious holidays, necessitating absence from school.
6. Conditions rendering attendance impossible or hazardous to student health or safety.
7. Out of School Suspension (OSS).
8. A student whose parent or legal guardian is in military service in the U.S. Armed Forces or National Guard, and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting will be granted up to 5 days of excused absences per school year to visit with his or her parent prior to the parent's deployment or during the parent's leave.
9. A student whose parent or legal guardian is currently serving or previously served on active duty in the armed forces of the United States, in the Reserves of the armed forces of the United States on extended active duty, or in the National Guard on extended active duty may be granted up to a maximum of 5 school days per school year, not to exceed 2 school years, for the day(s) missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from:
    a. A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs
    b. An event sponsored by a tax exempt corporation.
10. Any other absence not explicitly defined herein but deemed by the local school board of education to have merit based on circumstances.

When a student is absent, a written statement from parent/guardian or medical provider is required.

This written statement must contain the following information:

1. The date(s) of the written statement(s).
2. The date(s) and day(s) of the absence(s).
3. The reason for the absence(s).
4. The signature of the parent/guardian or medical provider.

Within THREE days of an absence a parent may submit a note for undocumented absences for no more than ten (10) days per school year. Phone calls are not accepted, and staff in contact with parents should advise parents as such and encourage submission of written excuses. All other absences must be documented medically (e.g. physician's statement) or legally (e.g. court summons) or they shall be unexcused. To waive this requirement, a parent may submit a physician statement specifically indicating that:

1. The student is experiencing a chronic or extended acute medical condition that is primarily managed at home by the parent/guardian with planned re-evaluation by the physician;
2. The student requires intermittent absences from school.

Students are expected to make up all missed work in a timely manner, regardless of the reason for the absence.

For students meeting either of the exception requirements above, the school will assess the need to develop an appropriate MTSS plan, 504 plan, IEP, or Hospital Homebound service plan to address the student's needs and ensure appropriate accommodations for learning.

Tardies

A student is considered tardy in all schools of the Greene County School System when he/she arrives to homeroom or first period any time after the published school start time or if he/she arrives to a specific class after the second class change bell for each individual class period at the middle and high school grades. Late bus arrivals are the only exception. It shall be the responsibility of each school's principal to determine what action will be taken in regard to a student's tardies and early check-out.

Excessive unexcused tardies or early checkouts will result in contact being made with the student and/or parents and may also result in disciplinary consequences for students per the Code of Conduct.

Grades and Absences

Students are expected to make up all missed work, regardless of the reason for the absence.

Procedures

The Greene County School System will make a good faith effort to notify the parent, guardian, or other person in charge of a student who has attendance concerns and intervene to improve student attendance. Chronic absenteeism will be defined as missing ten percent (10%) or more of enrolled school days during the school year. Truancy will be defined (per law) as any child subject to compulsory attendance who during the school year has more than five (5) days of unexcused absence.

Available Supports for attendance improvement

- Attendance data available in real time in the Infinite Campus Parent Portal
- Regular contact from the schools regarding absences and tardies
- Academic and Behavior Supports through SEL, PBIS, MTSS, 504, Special Education, and School
- Social Work
- Attendance Support Team (School level)
- Attendance Panel (District Level)

Consequences

Criminal Prosecution for Violation of School Attendance Law

O.C.G.A. Section 20-2-690.1 requires any person in this State who has control or charge of a child between the ages of six (6) and sixteen (16) to enroll and send that child to school, including public, private and home schooling.

Court Procedures

A. The following procedures will apply when the limit of unexcused absences has been exceeded.

1. A warrant will be taken through the Magistrate Court against the parent or legal guardian.
2. Parents have a right to bring a lawyer.
3. Requirements can be set by the Magistrate Judge.
4. **The following penalties may be assessed:**
    - **a. At least a $25 and not more than a $100 fine;**
    - **b. Up to 30 days of jail time;**
    - **c. Community service;**
    - **d. Any combination of these penalties;**

B. Students who are 13-15 years of age who have exceeded the allowable number of absences will have juvenile charges filed against them through the Department of Juvenile Justice.

C. Parents of students who are 13-15 years of age who allow their child/children to exceed the allowable number of absences will also have a warrant filed against them through the magistrate court.

Absent without leave (AWOL) - Student leaves or is late to class during the school day and misses more than 40% of the total class time without a teacher or administrator excuse shall be marked absent for that class period. (i.e.: Skipping class, leaving campus without being checked out, in another teacher's class without permission for an extended time.)

Attendance Provisions - A student shall be counted present when:

1. Students in foster care shall be counted present when attending court proceedings relating to their foster care.
2. Students who are in school for at least one-half of the instructional day will be considered present.
3. Students serving as a pages of the Georgia General Assembly shall be counted present
4. A Student who successfully participates in the Student Teen Election Participant (STEP) program shall be counted as present and given full credit for the school day during which he/she served. No student shall be permitted to be absent from school or participate in STEP for more than 2 school days per school year.
5. Students are not counted absent when served by the hospital / homebound teacher.
6. Students engaged in joint enrollment with another institution shall be counted present
7. Students engaged in some sort of work study program that requires them to be off campus for a period of time.
8. Students engaged in an off campus school related activity that adheres to the guidelines for such activity, (e.g. music festivals, literary meets, athletic events, approved field trips such as a college/career visitation.
9. Final Course grades will not be penalized because of excused absences if make up work is completed satisfactorily.

College/Career Visitation Days - Seniors students may request approval for one trip per semester, of up to two days in length, for the purpose of visiting a college/university campus, technical school, military installation, or other career related institution or event. Any college/career visitation-related absences that exceed the approved number of days will be treated as unexcused absences. The following guidelines apply to such requests:

1. The student making the request must be on track to graduate at the end of the academic year in which the trip is made.
2. Student making the request must have passed a minimum of one EOC per content area.
3. The student must submit a completed College/Career Visitation Request Form with appropriate documentation, to the student services office two days prior to departure.
4. Student must provide a proposed itinerary, or other documentation explanation of requesting a two-day trip.
5. The student, upon approval of the trip, must inform his/her instructors of the impending absence and make arrangements to make up missed work prior to the trip.
6. The student must present to the student services office within two days of returning to school, signed documentation from an official at the institution or event visited confirming that the trip was career-related. The administration may deny any trips based on a number of actions, including but not limited to, a student's discipline record, attendance record and/or grade average.

Driver's License Denial - The Greene County School System will use its best efforts including first class mail to notify a student age 14 and older when the student has only three absences remaining before violating the state's attendance requirements pursuant to O.C.G.A. 40-5-2 regarding the denial of driver's permits and licenses.

Grades and Absences - Students are expected to make up all missed work, regardless of the reason for the absence.

Student Enrollment and Withdrawal - For the purpose of accurately measuring the academic performance of students continuously enrolled in public schools, the Greene County Board of Education adopts the following uniform criteria for processing enrolling and withdrawing students. To ensure timely enrollment, schools will implement the following procedure:

1. The Registrar or school will notify a building designee of any student who:
    a. Is registered and does not attend the first day of school for the school year;
    b. Does not attend school the first day after registering as a new student during then school year; or
    c. Has any gap in school enrollment of greater than five(5) days.
2. The designee will investigate delays and refer to the building Attendance Support Team as appropriate.

To ensure timely and accurate transfer of withdrawing students, schools will implement the following procedure:

1. The Registrar or school will notify a building designee of any student known to be transferring who's parent or guardian has not completed a withdrawal form or registration in a receiving district (as indicated by receiving a records request) on the second business day following the student's last day of attendance. The designee will attempt contact the parent, guardian, or other individual responsible for the student daily.
2. The school will make a referral to the School Social Worker when a withdrawal form or records request is not received within five(5) school days from the last date of attendance. If a referral form is completed, the referral would occur on the 3rd school day following receipt of the form.
3. Appropriate school personnel are authorized to withdraw a student who:
    a. Has missed more than 10 consecutive days of unexcused absences;
    b. Is not subject to compulsory school attendance; ***and***
    c. Is not receiving instructional services through homebound instruction or instructional services required by the federal Individuals with Disabilities Education Act (IDEA).
    d. The Superintendent or the superintendent's designee shall use his / her best efforts to notify the parent, guardian, or other person who has charge of a student if the school system plans to withdraw a student who is younger than 18 years of age and is not subject to compulsory school attendance.
4. Appropriate school personnel are authorized to withdraw a student subject to compulsory attendance if the superintendent or his/her designee has determined that the student is no

longer a resident of the local school system or is enrolled in a private school or home school program.

Appropriate school personnel shall withdraw students retroactive to the first day of the consecutive absences.

Tardies - A student is considered tardy in all schools of the Greene County School System when he or she arrives any time after the published school start time. It shall be the responsibility of each school's principal to determine what action will be taken in regard to a student's tardies and early check-out. In and out of school suspension is not recommended as a primary disciplinary measure to address class time already missed due to tardies, early check outs, or skipping class.

Once unexcused tardies or early checkouts become excessive in the judgment of school officials, contact will be made with the student and/or parents. If the situation continues, a referral to the Attendance Support Team may be in order.

Absences - The Greene County School System will make a good faith effort to notify the parent, guardian, or other person in charge of a student who has a chronic attendance problem. Chronic absenteeism will be defined as missing ten percent (10%) or more of enrolled school days during the school year.

1. Individual schools will develop and implement a consistent system of documentation, identification, and parent/guardian contact related to total absences. Schools will also implement the following procedure for unexcused absences (truancy) and directly address student attendance as part of ongoing MTSS and PBIS efforts.
2. OSS/ISS days will not be addressed as unexcused absences and schools should follow relevant local protocol for documentation and RTI related to behavior.
3. All parent or student contacts related to student attendance should be documented in the student information system.
4. Schools will utilize the following protocol for addressing Truancy:
    a. The school will make two reasonable attempts to notify the parent, guardian, or other person in charge of a student when the student has three (3) unexcused absences. This will be performed by a school designee or group of designees and can be performed via telephone or written communication.
    b. At five (5) unexcused absences, a school designee will notify the parent, guardian, or other person in charge of a student by written notice via first class mail and a copy sent home with the student.
        i. The notice will outline the penalty and consequences of such absences and emphasize the fact that each subsequent absence will constitute a separate offense.
        ii. The notice will also include an invitation to attend a building level Attendance Support Team (AST) meeting scheduled the next week.
        iii. A meeting invite with the agenda list attached should be sent via email to the school's AST designees, the Social Worker, and the School Nurse.

iv. If a parent or guardian does not attend or reschedule the AST meeting, a team designee will attempt contact via telephone at the designated meeting time.

v. If contact is not established, the school designee responsible for generating AST invites should send a notice of 5 unexcused absences and potential consequences to the parent/guardian via certified mail, return receipt requested.

c. If absences continue to increase to ten (10) unexcused, the AST Lead will refer the student to the School Social Worker and confer with other AST members to consider appropriate referrals for school based support services. The School Social Worker will:

i. Attempt contact with the family to assess the factors that are affecting school attendance.

ii. Monitor student attendance

iii. Access or assist in developing relevant school and community resources to meet identified student and/or family needs.

iv. Refer student to District Attendance Review Panel, as appropriate per protocol.

d. If absences increase to fifteen (15) unexcused, assuming the School Social Worker has had sufficient opportunity to intervene by this point with no improvement, student attendance for students subject to GA Compulsory Attendance Law (Kindergarten
through age 16) will be reviewed monthly at a District Level "Attendance Panel."

i. The Panel will be composed of the building Administrator for the identified students, the Social Worker, a School Resource Officer, and at least two additional BOE cabinet designees as determined by the Superintendent. ii. The parents/guardians will be invited in all cases, as will any student between ages 12 and 16. The Social worker will be responsible for submitting a list monthly to BOE office designee for scheduling and invites.

iii. This committee will be responsible for reviewing the circumstances of each situation, suggesting additional intervention to the school, and assessing the need for community agency referral/legal complaints.

iv. If parent/guardian is unreachable or fails to attend/reschedule an Attendance Panel meeting:

1. A DFCS referral will automatically be made for educational neglect, and 2. A Truancy complaint will automatically be considered on any child ages 12-15 assuming that the progressive discipline procedures for truancy have been followed, and

3. A referral will be made to the appropriate authorities for Failure to Comply with Compulsory Attendance if the child is under age 12 and/or if the child is over 12 and our investigation indicates that the parent is playing a role in absences, and has not responded to progressive efforts to improve their child's attendance

NOTE: Building Administrators will be responsible for determining the best team composition and coordinating scheduling for weekly AST meetings:

- It is highly encouraged that the Attendance Support Team be composed of a building Administrator, School Counselor, School Social Worker, Teacher, School Nurse, parent, and student.
- At the Middle and High School levels, The Graduation Coach, SSIP Coordinator, and SRO should also be considered as appropriate team members.
- It is expected that team members prioritize these meetings in their weekly schedule.

Criminal Prosecution for Violation of School Attendance Law - O.C.G.A. Section 20-2-690.1 requires any person in this State who has control or charge of a child between the ages of six (6) and sixteen (16) to enroll and send that child to school, including public, private, and homeschooling.

A child is responsible to attend school and is subject to adjudication in Juvenile Court as an unruly child for violation of this statue. If a parent, guardian or other person who has control or charge of the child does not make sure the child attends school, then that person and not the child, is in violation of this statue. Such a violation is a misdemeanor and carries a fine between $25 and $100, thirty (30) days in jail, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. The law specified that each day's absence beyond five (5) unexcused days constitutes a separate offense. "Unexcused absences" shall be clearly defined with written notice to parents by school district policy. It is recommended that these definitions be as uniform as possible. For purposes of the protocol, the term "parent" may include any adult who has charge and control over the child, including biological, adoptive, and foster or step-parent, a guardian or any other person who has control or charge of the child's attendance at school. In this regard, two parents residing in the same household with the child are equally responsible for the child's attendance at school.

Once unexcused tardies or early checkouts become excessive in the judgment of school officials, a contact will be made with the student and/or parents. If the student continues to miss school unexcused, the school and school district will follow the prescribed system of attendance procedures (outlined in sections VI Through VII above and Code of Conduct).

Pre- Complaint Truancy Procedures - For the purpose of this Protocol and the code of conduct, truancy is defined as ten (10) or more days of unexcused absence from school. The school district will follow a progressive disciplinary process to address truancy, as well as tardiness and "skipping", prior to filing a complaint against a student for truancy.

Parents will be notified via certified mail, return receipt requested, prior to any action to commence judicial proceedings for imposing a penalty on a parent, guardian, or other person residing in this state who has control or charge of the school aged child for failing to comply with compulsory attendance. In addition to legal mandates and interventions applicable to The Department of Juvenile Justice and The Department of Family and Children's Services, the following agencies are considered partners in preventing and addressing Truancy:

- Law Enforcement- Law enforcement, including building SRO's are empowered to file unruly-truancy complaints and are mandatory reporters under this protocol. School Resource Officers shall actively participate in school Attendance Support Team meetings.
- Public Health- All public health employees are mandatory reporters under this protocol, and shall at a minimum, refer children suspected of truancy to the School Social Worker.
- Mental health-All mental health employees are mandatory reporters under this protocol and shall refer children suspected of truancy to the Interagency Council. Mental health agencies shall provide assessment for services as recommended by the Interagency Council or by court order and shall monitor the progress of the child and/or parent or guardian. Failure of a child or parent to comply with court ordered therapy shall be reported to the juvenile probation officer and the Assistant District Attorney.

1. A juvenile complaint should be filed in the Juvenile Court against a child who is habitually and without justification truant from school. Such complaints are processed according to the Juvenile Justice Reform Bill of 2014 (Children in Need of Services-CHINS)

    a. The Juvenile Court Judge upon adjudication of a truancy charge may place a youth on Probation for Truancy.
    b. At this time, the District Attorney and/or the Department of Juvenile Justice may request a Protective Order to ensure that the parent(s)/ guardians(s) actively assist in the youth's compliance with Conditions of Probation and the youth's attendance at school.
2. If the referral to the District Attendance Panel and subsequent recommendations are not successful in improving attendance, and the parent or guardian is found culpable or in violation of O.C.G.A. Section 20-2-690.1, a pre-warrant hearing may be scheduled through the local Magistrate Court.
    a. The School Worker will file a complaint and petition then review evidence collected with the Magistrate Court official.
    b. The pre-warrant hearing will be scheduled on the earliest possible calendar and may result in a warrant being sought for the parent of a child:
        i. The child is under the age of thirteen (13) years. ii. The child has an illness for which the parent has not been diligent in pursuing medical attention or in seeking financial assistance to procure the proper medical attention.

        iii. The parent has not actively sought assistance from community social services and resources to assist in getting the child to school.
        iv. The parent is absent from the home or neglectful to an extent that it hinders the

            child's willingness or ability to attend school.

        v. The child is a deprived child.
    c. If the warrant is granted, the parent will be given the opportunity to turn themselves in or the warrant will be served. A preliminary hearing to determine if the attendance case goes to a higher court will be held in 30-60 days.

Monitoring the Protocol - To ensure that these written protocol procedures are developed, monitored, and followed, the Attendance Protocol and School Climate Committee, convened by the Chief Superior Court Judge, will meet quarterly for a year, which will begin on the date of the Protocol's adoption. The protocol Committee will then meet bi-annually, as required by law. The Committee's goal will be to foster student and family engagement in school, improve communication among agencies, encourage interagency cooperation, and update the protocol as necessary. Each participating agency shall monitor and evaluate compliance with this protocol, and, as needed, recommend protocol revisions and implementation that best meets the needs of the community and complies with federal, state and local statutes, as well as agency policy.

Greene County School System Procedures

Accidents - Any accident occurring on school property or at a school-sponsored activity must be referred to the supervising teacher and to the school nurse. A written accident report must be filed with the nurse before the end of the day. The office will make every reasonable effort to contact parents if it is necessary for the student to leave school or see a doctor. The work number and home number of the parent or legal guardian of every student is required as part of the school's information file. In addition, one or more emergency numbers are requested. If a parent changes jobs, address or phone number, the office should be notified immediately.

Cafeteria Services - We welcome your child to the School Nutrition Program in Greene County School System. The school nutrition program is a self-sustaining program which operates from monies received through payments for meals and reimbursements from federal and state programs. Meal choices are offered daily. Monthly menus are posted on the Greene County School System web site at www.greene.k12.ga.us.

Career Coaches - A Career Coach is a volunteer who supports their students through all four years of high school. Members of the community tap into their vast experiences to coach students through the creation and implementation of an organized, structured, and personalized career plan. Coaches offer insights on everything from effective study habits, benefits of extracurricular activities, organizational skills, informed decision-making, budgeting and personal finance. Coaches record student progress and serve as support to help each student find his/her passion and path to success. Students have an opportunity to opt in to the career coaching program and receive a career coach that will assist them with a personalized career plan. Students in the Career Coaching Program also have the opportunity to earn financial assistance for their post-secondary plans whether those plans include attending college, a trade school, joining the military, or starting their career.

Conferences - The faculty welcomes the opportunity to engage in conferences with parents and students to discuss classroom performance, behavior, or any other concerns. Any parent/guardian who wishes to have a conference with a teacher should contact the office at least 24 hours in advance of desired meeting time to schedule (conferences will be scheduled around teacher planning periods, before, or after school). Phone calls will not be transferred to classrooms during

the school day. If you have a concern or need to talk with someone other than your child's teacher, please do not hesitate to call the school counselor or school administrator.

Counseling Services - A school counselor is available for every student, not just for those who have experienced or are having trouble. School Counselor services are designed to produce positive changes in students with increased academic achievement, improved attendance, increased social skills, individual goal setting, and career exploration as the goals. The school counselor uses curriculum based on three domains: academic, personal/social, and career. Students are provided services through individual sessions, small groups, classroom guidance, and consultation. Any student desiring an appointment with the counselor must have a pass from the teacher or counselor. Parents are invited to contact the school counselor at any time for assistance or to share concerns.

Gifted Education Program - Greene County School System endorses the philosophy that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge the level of their individual development, whether it is below, at, or beyond the level of their peers. Special programs for gifted students are one outgrowth of this commitment. Students in grades K-12 who demonstrate a high degree of intellectual, academic, and/or creative abilities may be nominated for evaluation to determine eligibility to participate in the Program for Gifted Students. Referrals for consideration may be made by teachers, parents or guardians, counselors, administrators, peers, self, and other individuals with knowledge of the student's abilities. The State Board of Education determines eligibility criteria for placement in this program. For a summary of those criteria or for further information about Greene County's Program for Gifted Students, please contact the Gifted Program teacher at your child's school or the district's program coordinator: (706) 453-7688.

Fire and Safety Drills - Safety drills will be held periodically to keep students and staff familiar with school safety procedures as set forth by the Greene County Board of Education. During the safety drills students will be directed by teachers as to procedures to follow. These drills may include, but not be limited to lockdowns, weather drills, locker searches by administration or law enforcement, drug dog searches, and the use of metal detectors. Fire drills will be signaled by the sounding of the fire alarm system. Upon hearing the alarm, students will wait in the classrooms until the Principal has announced that it is safe to exit the building. At that time, students will exit the building in an orderly manner following a route designated by the fire drill plan and posted in every classroom and area of the building. Upon reaching the designated area outside the building, the teacher will check attendance and report any missing students to the administration. Teachers and students are not to return to the building for any reason until the all-clear signal has been given. Fire drills may be announced or unannounced.

Hospital Homebound Services - Students who encounter long-term illness may be eligible for the Hospital Homebound Program and should apply for this program when they anticipate being absent for 10 or more consecutive days due to personal illness. A physician's statement that a student is too ill to attend school for 10 or more days is required to determine eligibility for the program. Application forms are available upon request from the school office. Regular attendance in school is vital for a quality education. We encourage all students to be present every day. Daily attendance will help you feel more a part of our school and will significantly improve your academic progress.

Medication - All medications that are to be administered at school must be accompanied by the "Administration of Medication Request Form." All medications, both prescription and nonprescription, must be brought into the school and signed in through the clinic by the parent/guardian or by a responsible adult designated by the parent/guardian. Students are not allowed to transport medications to and from school. There are exceptions—inhalers for asthma, Epi Pens, medications for diabetes, etc. Students who self-administer (carry on their own person) medications must have the medical authorization form completed by their physician and parent. No medications sent in a plastic bag will be given. All medications, which are to be given for a period greater than two weeks, will require the form to be completed and signed by the student's physician. Administration of prescription and non-prescription medications, even for a short period of time is discouraged. Parents/guardians should check with the student's physician regarding the need for medication to be administered during school hours. Medications prescribed three times daily often can be administered before school, after school, and at bedtime.

Role of Law Enforcement in Schools - The role of law enforcement in schools is specifically to create and maintain a safe and secure learning environment for students, staff, faculty, parents, and visitors in our schools. The role of police officers in schools is a nationally recognized proven resource of any modern school-safety plan that reduces violent behavior. Police in schools keep students safe and support the mission as informal mentors, counselors, and educators on matters of law enforcement. Officers also serve as a resource for students, teachers, and parents on matters pertaining to law enforcement, crime prevention and awareness. Clear evidence exists that healthy relational bonds of trust are often developed between students and the school police officer.

Police are proven and vital stakeholders. Our policing philosophy coincides with the vision for the future as we work to achieve a cohesive community based educational design. School based police are not school disciplinarians. They are not called to force students to comply with teacher instructions. Student discipline is the responsibility of school administrators. However, school police will respond in their capacity as law enforcement officers to incidents involving violations of criminal law and breaches of the peace that might place an individual or others in threat of physical harm.

State law requires that certain criminal offenses committed by a student while on school property or at a school function be reported to the appropriate law enforcement authority and the district attorney. Such crimes include, but are not limited to: aggravated assault with a firearm involved, aggravated battery, sexual offenses, weapon in unauthorized locations, violations involving weapons in school safety zones, possession of a handgun by a person under 18, and controlled substances violations. (O.C.G.A. § 20-2-1184). Parents and guardians should inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

Severe Weather Procedures - In the event of tornadoes and other severe weather alerts, a signal will be given for students to leave the classroom and proceed to their designated area immediately. If severe weather conditions occur in the area, schools may be closed in Greene County. Students and parents are asked to listen to early morning broadcasts from area radio or television stations for announcements about school closings. An automated phone call from the school district will also be made to notify parents and students about school closings. There may be times when schools have

to close early due to threatening weather conditions. Again, repeated news broadcasts and automated phone calls and text messages are used to notify parents and the community about such emergencies. If such conditions exist, bus transportation services will run early or parents may pick their child up from school. If a child's bus leaves before we receive any word from a parent, the child will be sent home on his/her regular bus. When schools are closed for the day or when they close early, all after-school and extracurricular activities are automatically canceled for that date. Schools are typically constructed to be one of the safest buildings in a community. In the case of a Tornado WARNING students cannot safely be released from the building to go outside into a car and should remain sheltered until the danger has passed.

Special Education Department - The Department of Special Education provides services to eligible students as determined appropriate through an evaluation process in compliance with state and federal laws and guidelines. It is our goal that all students are educated in the least restrictive environment to the greatest extent possible. A variety of service delivery options are available in order to promote student success. Students receiving services under the provisions of the Individuals with Disabilities Education Act (IDEA) are entitled to certain disciplinary safeguards in addition to the same due process procedures given to regular education students. A copy of Parents' Rights as they pertain to Special Education is available by contacting the Special Education Department at (706) 453-7434.

Student Reporting of Acts of Sexual Abuse or Sexual Misconduct - The Georgia Professional Standards Commission has determined that any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

Telephone - Use of the office phone is limited to emergency calls. If you need to get a message to your child, the school receptionist will make sure your child receives the communication. If there is a serious emergency, the parent should contact the front office and the student will be pulled from class. Students may not use the phone without a pass from a teacher and are subject to the discretion of office personnel. In most cases, students will not be permitted to use the phone. Office personnel or the school nurse will determine whether it is necessary for a student to call home due to illness. Telephone calls will not be transferred to classrooms during the school day.

Visitors - Parents are invited to visit their child's school regularly and to be involved in all school activities. For the safety of our students, all visitors are required to report directly to the main office when entering the school. A 24 hour advance notice must be given before visiting a classroom. After signing in, a visitor's badge will be issued and must be worn while on the school campus. Student visitors are not allowed. At no time are teachers/students to be disturbed during lessons. Observations should occur with minimal distraction and school administrators will uphold this expectation.

Volunteers - If a person is interested in volunteering at a Greene County School to help meet the needs of students, contact is first made with the Volunteer Coordinator. The Volunteer Coordinator distributes the packet which includes an application with contact information and past experiences

with volunteering, a code of conduct and release of liability form as well as a form with instructions on how to obtain a background check. Once the background check is completed, returned to the volunteer coordinator and approved, the volunteer will go through an in-person orientation with the coordinator which includes a handbook overview, mandated reporting requirements, volunteer options and an assignment to the appropriate school within the district. There is a person of contact at each school who then assists with making the match between a volunteer and a teacher's classroom. This person of contact at the school site serves as the liaison for future communications between the volunteer, the teacher and the school.

Withdrawal from School - If it becomes necessary to withdraw a student from school, a withdrawal form must be obtained from the attendance office and taken to the persons indicated on the form for signatures. All textbooks and library books must be turned in, and all money due for lost/damaged books or unpaid fees, etc., must be paid. A parent may call or send notice of a student's withdrawal. Twenty-four-hour notice is preferred. If prior notice is not given, please understand that the process may take up to an hour to complete while you wait. A parent's signature is required for the withdrawal process to be complete.

Georgia Law

Bullying (GA .29) - An act that is:

1. Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
2. Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
    a. Causes another person substantial physical harm within the meaning of the Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section

        16-5-23.1;

    b. Has the effect of substantially interfering with a student's education;
    c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

    d. Has the effect of substantially disrupting the orderly operation of the school

The term applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication;

1. Is directed specifically at students or school personnel;
2. Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school; and
3. Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

A student disciplinary hearing finding that a student in grades 6-12 has committed the offense of bullying for the third time in a school year will result in referral to the District Hearing Officer with a school recommendation of placement in the Alternative Program (O.C.G.A. § 20-2-751.4).

House Bill 740 - Requires local school systems to conduct certain screenings, assessments, and reviews prior to expelling a student in grades preschool through third grade (O.C.G.A. §20-2-242). No student in public preschool through third grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention, unless such student possessed a weapon, illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel. If such a student is receiving or has received a multi-tiered system of supports, the school shall be deemed to have met the requirements of this Code section. The school or program shall comply with all federal laws and requirements required obtaining parental consent during any advanced tier within the system of supports prior to certain screenings or evaluations. In addition to the requirements in subsection (b) of this Code section, prior to assigning any student in preschool through third grade out-of-school suspension for more than five consecutive or cumulative days during a school year, if such student has an Individualized Education Program (IEP) pursuant to the federal Individuals with Disabilities Education Act or a plan under Section 504 of the federal Rehabilitation Act of 1973, the school or program shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of such Individualized Education Program or Section 504 plan.

Provisions Applicable to Students with Disabilities - The Code of Student Conduct applies to all students including students with disabilities. However, students with disabilities are afforded specific due process protections. A student served by Section 504 of the Rehabilitation Act must have a manifestation determination before being suspended for more than ten (10) days.

- Students with disabilities can be suspended for a total of up to ten (10) consecutive or ten (10) cumulative school days in one school year without providing special education procedural safeguards and services. Saturday school and before/after-school detention do not count toward the ten (10) days. The district's Coordinator of Special Education should be notified of any special education student/504 student approaching 10 days of suspension, so that the appropriate supports are put into place.
- Suspension Beyond 10 Days in a School Year
    1. School provides written notice to parent/guardian of intervention or consequence being considered and date of Individual Education Program

("IEP") Manifestation Determination Reviews and 504 Plans. A meeting must be held within ten (10) days of the date of the decision to discipline a student. A copy of the Notice of Procedures Safeguards should be provided to parents.

2. The IEP or 504 team will determine whether the misconduct is caused by the student's disability by reviewing all current and relevant information.
3. If the behavior is a manifestation of the disability, the IEP team or 504 team will review and revise the behavior intervention plan specifically for the misconduct of the student. A disciplinary change in placement (expulsion) cannot occur if the behavior is a manifestation of the disability except in cases of weapons possession, drug possession, and infliction of serious bodily harm. If the following behaviors are determined to be a manifestation of the student's disability, the student can be placed at an alternative educational setting for up to 45 days: Weapons possession, drug possession and infliction of serious bodily harm.
4. If the behavior is not a manifestation of the disability, school officials may apply the Code of Conduct interventions and consequences. However, the student may not be suspended for more than ten (10) consecutive or cumulative school days in a year without providing appropriate educational services.
5. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

Definition of Weapons, Firearms, or Hazardous Objects per O.C.G.A. §20-2-751.1;O.C.G.A. §16-11-127.1; O.C.G.A. §16-11-131:

1. "Dangerous weapon" means any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an anti-personnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.
2. "Firearm" means a handgun, rifle, shotgun or other weapon, which will or can be converted to expel a projectile by the action of an explosive or electrical charge.
3. "Hazardous Object" means any dirk, bowie knife, switchblade knife, ballistic knife or any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood or other similar material, blackjack, any bat, club or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chaka, nunchuck, nunchaku, shuriken, or fighting chain or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any non-lethal air gun, and any stun gun or taser as defined in subsection (a) of O.C.G.A.§ 16-11-106. Such terms shall not include any of these instruments used for classroom work authorized by the teacher.

4. “Dangerous Devices and Compounds” include mace or chemical spray, knives of any type or size though not described in #3 above, any explosive, incendiary, over-pressure or dangerous device; or explosive or incendiary compound; or any device or substance that may reasonably be
construed as such or that the student represents to be such. Without limitation, this prohibition extends to any type of detonator, fuse, ammunition, fireworks, smoke bomb, paint bomb or stink bomb.

Penalties for Weapons:

1. Firearms and Dangerous Weapons: A student who is determined to have possessed a firearm or dangerous weapon at school or school-sponsored function shall be expelled from school for a period of not less than one calendar year. However, the Hearing Officer, or the Board of Education on appeal from the Hearing Officer’s decision, shall have the authority to modify such expulsion requirements on a case-by-case basis. A student violator can be assigned to an alternative education setting.
2. As to violations involving hazardous objects and dangerous devices and compounds not involving firearms or dangerous weapons, middle and high school students shall be disciplined per the Code of Student Conduct and depending on the circumstances, may be referred to the Hearing Officer who may impose an appropriate disciplinary action. Instances of such violations in elementary schools shall be reported by principals to the Hearing Officer; discipline may be imposed at the school level or through a disciplinary due process hearing.
3. False Claims: A student shall not falsely claim to be in possession of a weapon or dangerous device or compound, that another person is in possession of a weapon or dangerous device or compound, or that the student or another plans to bring a weapon to dangerous device or compound to school or a school-sponsored function.

Protection of Pupil Rights Amendment (PPRA) - PPRA affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

Parents and eligible students (18 or older or emancipated minors) shall be notified at the beginning of the school year if the school district has identified the specific or approximate dates during the school year when any of the activities listed below are expected to be scheduled. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. The Board of Education has developed and adopted policies, in conjunction with parents, regarding the activities described below. In accordance with Board policies, prior written consent must be obtained from parents before students are required to submit to any survey that contains questions about one or more of the areas listed in paragraph (A) and that is funded in whole or in part by the U.S. Department of Education. You have the right to inspect any survey or instrument used in the collection of information under subparagraphs (A) and (B) before the instrument is administered or distributed to a student and to opt your student out of participation in any activities described below in accordance with regulations developed by the Superintendent.

1. The administration of any survey containing one or more of the following items:
    a. Political affiliations or beliefs of the student or the student's parent;
    b. Mental or psychological problems of the student or the student's family;
    c. Sex behavior or attitudes;
    d. Illegal, anti-social, self-incriminating, or demeaning behavior;
    e. Critical appraisals of other individuals with whom respondents have close family relationships;
    f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
    g. Religious practices, affiliations, or beliefs of the student or student's parent; or
    h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.
2. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, or of other students. You may, upon request, inspect any instructional material used as part of the educational curriculum for your student. The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above. If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all the rights as described herein.

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

Student Searches - School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus; student book bags, school lockers, desks and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Cell phones/multimedia/electronic devices taken from students due to possession and/or use in violation of school rules are subject to having their contents searched. If asked, students are required to cooperate to open book bags, lockers, or any vehicle brought on campus. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function, including activities that occur outside normal school hours or off the school campus at the discretion of administrators.

School Safety Hotline - The School Safety Hotline is sponsored by the Georgia Department of Education and is designed for crisis prevention. If students know of an unsafe situation in school (weapons violations, bomb threats, drugs or alcohol, bullying, etc.), students can **anonymously** pass on this information through the hotline, initiating immediate and appropriate action. The Hotline number is 1-877-SAY-STOP (1-877-729-7867). Depending on the urgency of the call, the hotline operator contacts the appropriate law enforcement agency and the local school system. During regular business hours, the operator at the Georgia Department of Education works the hotline.

Hotline calls are transferred to the Georgia Department of Public Safety after regular business hours and on weekends and holidays.

Statement of Nondiscrimination - Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl Perkins Vocational and Applied Technology Education Act of 1990); or disability (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Employees, students, and the general public are hereby notified that the Greene County Board of Education does not discriminate in any educational programs, activities, or policies. The Assistant Superintendent is the employee responsible for coordinating the school system's effort to implement this nondiscrimination policy. Inquiries concerning the application of the Perkins Act, Title VI, Title IX or Section 504, and ADA to the policies and practices of the school system may be addressed to the assistant superintendent at the Greene County Board of Education, 101 E. Third Street, Greensboro, Georgia 30642; to the Georgia Department of Education, Twin Towers East, Atlanta, Georgia 30334; and/or to the Regional Office of Civil Rights, Education Department, Washington, DC 20201.

Discrimination/Harassment Reporting - The Greene County School System does not discriminate on the basis of race, color, religion, national origin, age, disability, or gender in employment decisions or educational programs and activities, including athletic programs. Any individual who believes he/she has been subjected to harassment or discrimination by students or employees of the school district based upon any factors listed should promptly report the same to any teacher, counselor, or school administrator.

Section 504 Procedural Safeguards Notice - Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards and Notice of Rights of Students and Parents Under Section 504 may be found at the system website or may be picked up at the central office or at any of the school offices.

FERPA Notice to Parents/Guardians and Eligible Students of Your Rights - The Family Educational Rights and Privacy Act (FERPA) provides parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

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

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students should write the school principal and clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education; 400 Maryland Ave, SW; Washington, D.C. 20202.
5. The Georgia Student Data Privacy, Accessibility, and Transparency Act affords parents and eligible students the right to file a complaint with the school district regarding a possible violation of rights under O.C.G.A. §20-2-667 or under other federal or state student privacy and security laws.

State Behavior Definitions & Examples

Definitions, numbers 1-36 and severity level determinations contained herein are aligned with the Georgia Department of Education Discipline Matrix and state reporting guidelines.

1. Alcohol - Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of students being under the influence of alcohol may be included, if it results in disciplinary action.

- Severity Level 1 - Unintentional possession of alcohol
- Severity Level 2 - Under the influence of alcohol without possession
- Severity Level 3 - Violation of laws prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol **2. Arson** - Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. Note: Possession of fireworks or incendiary devices must be reported as "Possession of Unapproved Items". Use of such items should be reported as Arson.
- Severity Level 1 - N/A
- Severity Level 2 - Attempt to commit arson or use of matches, lighters, or incendiary devices at school; includes but is not limited to the use of fireworks or trash can fires without damage to school property

- Severity Level 3 - Intentional damage as a result of arson related activity or the use of an incendiary device; includes but not limited to setting fires to school property

3. Battery - 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.

- Severity Level 1 - Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries; includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations
- Severity Level 2 - Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries; includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries
- Severity Level 3 - Intentional physical attack with the intent to cause bodily harm resulting in severe injuries; Severity Level 3 may be used for students that violate the school policy on battery three or more times during the same school year; 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.

4. Breaking and Entering (Burglary) - 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-Burglary is that Trespassing does not include forceful entry into the school building. ● Severity Level 1 - N/A

- Severity Level 2 - N/A
- Severity Level 3 - Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)

5. Computer Trespass - 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.

- Severity Level 1 - N/A
- Severity Level 2 - Unauthorized use of a school computer for anything other than instructional purposes. Includes but not limited to computer misuse, using computer to view or send inappropriate material, and violation of school computer use policy
- Severity Level 3 - 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; includes but not limited to hacking

6. Disorderly Conduct - 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 inciting, advertising or counseling of others to engage in prohibited acts. (Includes disruptive behaviors on school buses.) *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - 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; includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior
- Severity Level 2 - 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; includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior
- Severity Level 3 - Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Severity Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year; includes but not limited to disruptive behavior on school bus, misbehavior during a fire drill or other safety exercise

7. Drugs, Except Alcohol and Tobacco - Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school. Middle and high school students are allowed to carry over the counter non-prescription medications on their persons, in book bags, or in lockers only if a school medication consent form is completed and signed by a parent or guardian. This form should be on file in the office with the school nurse.

- Severity Level 1 - Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A.§ 20-2-776
- Severity Level 2 - 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
- Severity Level 3 - 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. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A.§ 20-2-776

8. Fighting - 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. *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries;/ no injuries
- Severity Level 2 - A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries. Mild or moderate injuries may include but are

  not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body
- Severity Level 3 - A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Severity Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year. Repeated physical confrontations resulting in severe injuries that require medical attention

9. Homicide - Killing of one human being by another

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Killing of a human being; includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.

10. Kidnapping - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will
- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.

11. Larceny/ Theft - The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm. Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery. *Age and developmentally appropriate behavior are considered before using this code.*
- Severity Level 1 - 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; includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
- Severity Level 2 - 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; includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
- Severity Level 3 - The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding $250. Severity Level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year; includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception

12. Motor Vehicle Theft - Theft or attempted theft of any motor vehicle
- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Theft or attempted theft of any motor vehicle; includes but not limited to cars, trucks, ATVs, golf carts, etc.

13. Robbery - The taking of, or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery.
- Severity Level 1 - N/A
- Severity Level 2 - Robbery without the use of a weapon. taking something by force or threat of force
- Severity Level 3 - Robbery with the use of a weapon; weapons may include but are not limited to guns, knives, clubs, razor blades, etc.

14. Sexual Battery - Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent
- Severity Level 1 - N/A
- Severity Level 2 - N/A

- Severity Level 3 - Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent: includes but is not limited to rape, fondling, child molestation, indecent liberties and sodomy

15. Sexual Harassment - Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment

- Severity Level 1 - Comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals; includes but not limited to insensitive or sexually suggestive comments or jokes
- Severity Level 2 - Comments that perpetuate gender stereotypes, suggestive jokes or lewd gestures that are directed towards specific individuals or group of individuals; includes but not limited to insensitive or sexually suggestive comments or jokes; leering
- Severity Level 3 - Physical or non-physical sexual advances; requests for sexual favors; Severity Level 3 may be used for students that violate the school policy on sexual harassment three or more times during the same school year.

16. Sex Offenses - Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual. *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - 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; public groping or inappropriate bodily contact
- Severity Level 2 - Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts
- Severity Level 3 - Engaging in sexual activities on school grounds or during school activities; oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts

17. Threat / Intimidation - 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

- Severity Level 1 - N/A
- Severity Level 2 - Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack
- Severity Level 3 - 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; includes but not limited to bomb threats or unauthorized pulling of the fire alarm.

18. Tobacco - Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events and on transportation to and from school. Per Exhibit GAN-E(1) - 100% Tobacco Free Schools - the definition of tobacco products and tobacco use are defined to include cigarettes, candy cigarettes, chewing tobacco, blunts, blunt wraps, pre-wrapped blunt cones & tubes,

cigars, cigarillos, bidis, pipes, e-cigarettes, vaping products cigarette packages or smokeless tobacco containers, lighters, ashtrays, key chains, t-shirts, coffee mugs, and any other items containing or reasonably resembling tobacco or tobacco products. Tobacco use includes smoking, chewing, dipping, use of electronic nicotine delivery systems or other combustible tobacco products.

- Severity Level 1 - Unintentional possession of tobacco products
- Severity Level 2 - Intentional use of or knowledgeable possession of tobacco products
- Severity Level 3 - Distribution and/or selling of tobacco products; Severity Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year

19. Trespassing - 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 Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.

- Severity Level 1 - N/A
- Severity Level 2 - Entering or remaining on school grounds or facilities without authorization and with no lawful purpose
- Severity Level 3 - 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; Severity Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year

20. Vandalism - The willful and/or malicious destruction, damage, or defacement of public or private property without consent, including the marking, defacing, or destroying the property of another student ● Severity Level 1 - N/A

- Severity Level 2 - Participating in the minor destruction, damage or defacement of school property or private property without permission
- Severity Level 3 - Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Severity Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year

21. The Georgia Department of Education does not include a state reportable Code #21.

22. Weapons - Knife - The possession, use, or intention to use any type of knife.

- Severity Level 1 - Unintentional possession of a knife or knifelike item without intent to harm or intimidate
- Severity Level 2 - Intentional possession of a knife or knife-like item without intent to harm or intimidate
- Severity Level 3 - Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate

23. Weapons - Other - 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 but does include fireworks).

- Severity Level 1 - N/A
- Severity Level 2 - 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; includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nunchucks, throwing stars, stun guns, tasers, etc.

- Severity Level 3 - Intentional possession and use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm; includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nunchucks, throwing stars, stun guns, and tasers, etc.

24. Other Incident for a State-Reported Disciplinary Action - Any other discipline incident for which a student is administered detention, in-school or out-of school suspension, expelled, suspended from 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)

- Severity Level 1 - Any other discipline incident for which a student is administered detention, in-school or out-of-school suspension, expelled, suspended from 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)
- Severity Level 2 - Severity Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types; includes but is not limited to parking violations, etc.
- Severity Level 3 - N/A

25. Weapons - Handgun - Possession of a firearm that has a short stock and is designee 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].

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm

26. Weapons - Rifle / Shotgun - The term ''rifle'' means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term ''shotgun'' means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]. ● Severity Level 1 - N/A

- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm

27. Serious Bodily Injury - The term “serious bodily injury” means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death

28. Other Firearms - Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including a starter 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 muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than 1⁄4 ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1⁄2 inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks. [Pursuant to Gun-Free Schools Act Public Law 107-110, Section 4141]

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - 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; includes any weapon (including starter 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 muffler or firearm silencer; any destructive device,
  which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than 1⁄4 ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1⁄2 inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141].

29. Bullying - A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property (cyber-bullying), on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm.

- Severity Level 1 - First Offense of bullying as defined in O.C.G.A.§ 20-2-751.4; includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or using any type of electronic means to harass or intimidate
- Severity Level 2 - Second incident of bullying as defined in O.C.G.A.§ 20-2-751.4; includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate. "Hazing" means to

subject a 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.

- Severity Level 3 - Repeated acts, as defined in O.C.G.A.§ 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 the victim in 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; includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate

30. Other - Attendance Related - Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, failure to comply with disciplinary sanctions, or failure to comply with compulsory attendance as required under O.C.G.A.§ 20-2-690.1. The State of Georgia considers a student truant if they have 6 or more unexcused absences.

- Severity Level 1 - Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions
- Severity Level 2 - N/A
- Severity Level 3 - N/A

31. Other - Dress Code Violation - Violation of school dress code that includes standards for appropriate school attire.

- Severity Level 1 - Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Severity Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; 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 headwear worn inside school building
- Severity Level 2 - Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Severity 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
- Severity Level 3 - Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Severity 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 - Receiving or providing unauthorized assistance on classroom projects, assignments or exams.

- Severity Level 1 - Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments; may include but is not limited to failure to cite sources

- Severity Level 2 - Intentional plagiarism or cheating on a minor classroom assignment or project; includes but is not limited to intentional dishonesty on minor classroom projects, assignments, homework, etc.
- Severity Level 3 - Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery); 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; Severity Level 3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year

33. Other - Student Incivility -Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth.

- Severity Level 1 - Failure to comply with instructions or the inadvertent use of inappropriate language; may include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions
- Severity Level 2 - Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth/profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination
- Severity Level 3 - Blatant and repeated insubordination or intentional misrepresentation of the truth; issuing false reports on school staff; Severity Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year

34. Other - Possession of Unapproved Items - The use or possession of any unauthorized item disruptive to the school environment. Although cell phones may be allowed, please see individual student handbooks for guidelines regarding cell phone possession and use at school. Note: The use of fireworks or incendiary devices must be coded as Arson.

- Severity Level 1 - 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; includes but is not limited to possession of toys, unauthorized use of cell phones and mobile devices, gadgets, personal items, gum, candy, etc.; includes possession of pepper spray
- Severity Level 2 - The use of any unauthorized item (i.e. toys, cell phones and mobile devices, or gadgets); does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous; includes but is not limited to use of toys, mobile devices, gadgets, personal items, etc.; includes the use of pepper spray without injury
- Severity Level 3 - 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, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury; The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Severity Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items

35. Gang-Related - Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity (O.C.G.A. § 16-15-3)

- Severity Level 1 - N/A

- Severity Level 2 - Wearing or possessing gang-related apparel; communicating either verbally or nonverbally to convey membership or affiliation with a gang; possessing 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
- Severity Level 3 - The solicitation of others for gang membership; the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang; the requirement or payment for protection or insurance through a gang; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity; Severity Level 3 should be used for students who display a pattern of violating the school policy related to gang activity

36. Repeated Offenses - Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.

- Severity Level 1 - Collection of minor incidents
- Severity Level 2 - Collection of moderate incidents
- Severity Level 3 - Collection of severe incidents

42. Electronic Smoking Device - 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. Such devices include those manufactured, distributed, marketed or sold as an electronic cigarette, cigar, cigarillo, pipe, hookah, vape pen, nicotine delivery system or any cartridge or other component of the device or related product.

- Severity Level 1 - Unintentional possession of an electronic smoking device
- Severity Level 2 - Use or knowledgeable possession of an electronic smoking device
- Severity Level 3 - 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

44. Violence Against a Teacher - Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.

- Severity Level 1 - N/A
- Severity Level 2 - N/A

Severity Level 3 - Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.

Board Policy JBCD: Transfer and Withdrawals

Students transferring into Greene County Schools who have become residents of Greene County must furnish evidence of their attendance and a transcript of their school record from the school from which they are transferring. Without such records, the principal of the school to which the student is transferring may suspend admission until such documents are received except in the case of "homeless students" [see policy JBC(1)].

If the principal elects to make tentative placement and allow admission, he/she is invested with the authority to do so. However, no admission is final until the proper transcripts and records are received. Placement shall be the responsibility of the principal based on interpretation of student records and data ascertained from locally adopted assessments will be used to assist for placement purposes. However, no placed student will be able to graduate from Greene county High School without receipt of proper transcripts and earning the required credits by the Greene County High School.

If a student has withdrawn, been suspended or expelled from a public or private school because of low grades, misconduct or for any other reason, the principal shall obtain the records from the last school attended, review them and make a recommendation to the Superintendent for the student's placement.

In order to provide for proper grade placement and diagnosis of student need, all students not having pre-test data in a cumulative record shall be given the locally adopted assessment.

The Board maintains the authority to transfer students from one school to another within the school system just as the Board has the authority to make initial school assignments. Permission to move students within the school system must be obtained from the Superintendent.

An emancipated minor who is older than the age of mandatory attendance who wishes to withdraw must have the written permission of a parent or guardian. Prior to accepting the withdrawal, the principal or the principal's designee will make reasonable efforts to conduct a conference with the parent and the student. During the conference, the principal or the designee should share with the student and parent/guardian the educational opportunities available, including the option of a G. E. D. diploma. Additionally, the principal or the designee must explain the consequences of a student's failure to obtain a high school diploma, including lower lifetime earnings, fewer jobs for which he or she will be qualified, and the inability to pursue higher educational opportunities. Forms will be provided to all principals of grades six through twelve for parental signature. Such form shall include a statement of the information set forth in this paragraph.

GCHS PROCEDURES

At the beginning of the year, all students will be given a student handbook. All students should have their agenda on a daily basis. The agenda handbook is a guide for the student and parent. and is considered an essential piece of school equipment. It is recommended for students to bring their student agendas and writing utensils to all classes as well as to grade level meetings and conferences with administrators and/or counselors. Students may use their agendas as a means of tracking important dates, homework, assignments, and projects.

ATHLETICS

To participate in athletics, students may be required to pay an athletic participation fee. Information regarding the fee is available from the GCSS Athletic Director or the head coach of each sport. For eligibility, Greene County High School adheres to the policies and procedures set forth by the Georgia High School Association (GHSA).

NO PASS/NO PLAY PROCEDURE for GCHS ATHLETICS/CLUBS - In order to participate in competitive organizations such as athletics, fine arts/music productions, class offices, and clubs, all students will follow the guidelines established by the GHSA.

ATTENDANCE

ARRIVAL TO SCHOOL - Students who arrive at school before the 7:55 a.m. bell must report to the commons area. All bus riders and student drivers will enter the building via the designated entrance located adjacent to the student parking lot - South/CTAE hall entrance. All car riders will enter the building via the main entrance in front of the building. After the first bell at 7:50, the student parking lot doors will lock and all students must proceed to the front of the building. After the 7:55 tardy bell, all late arrivals will enter the front and proceed directly to the administrative office receptionist for a "late arrival" pass. **On the fourth late arrival, the parent/guardian is required to enter the building with the student and meet with an administrator.**

FULL DAY ATTENDANCE - Students are expected to be in attendance for the full school day. The principal must approve any exception to this policy. Checking out for lunch is not permitted.

EARLY CHECK-OUT - Students requiring early check-out will not be permitted to leave school without parent, guardian, or authorized listed adult contact only in Infinite Campus present to check the student out. If an adult is not listed in Infinite Campus, the adult may not check the student out of school. Check-outs after 2:00 p.m. are not permitted. Phone check-outs are not permitted unless authorized by an administrator or an email/letter is given signed by a parent listed in Infinite Campus. Once approval is obtained, the student must check out with the front office. There will be no checkouts during final exam dates.

- The administrative team retains the right to deny students early check-out without a parent/guardian being present.
- The administrative team retains the right to offer a GCHS "dual enrollment" attendance procedure, a work-based learning attendance procedure, or any other attendance variation

which facilitates the student's progression toward receipt of academic credit at GCHS or at a post-secondary institution of learning.

- Students involved in extracurricular activities must be present in school for **half of the school day (*Two Academic Blocks and the Lunch Period*)** in order to participate in a school activity in the afternoon or evening.

PERIOD ATTENDANCE – Attendance will be taken at the beginning of the class period. Students must be present for at least 40% of the class block period to be counted present for the class. Students must be present for 30 minutes of TAP to be considered present.

Note: Tardies, AWOLs, and days absent may affect the capacity to meet requirements for honors and awards, e.g. valedictorian, salutatorian, scholarships, advisory councils, athletic competitions, etc.

END OF SCHOOL DAY - A student is expected to leave campus within ten (10) minutes of the end of the regular school day, unless the student is under the direction of a teacher or coach. Students participating in after school activities must be in their designated area within ten (10) minutes of the end of the regular school day. A sponsor or coach will be present until all students are picked up by a parent/guardian.

MAKE UP WORK

Students who miss a day of school for any reason have 7 school days to complete and turn in assignments. The teacher will have assignments posted on Canvas so that students can access and turn in their work. The teacher will also have printed assignments in the classroom for students to pick up when they return to school.

Students are allowed to turn in assignments missed due to absences and extenuating circumstances until the date of the summative assessment for the corresponding unit. Teachers may opt to give students who are absent alternative assignments or formative assessments. Any student who finds it necessary to turn in a formative assignment after the date of the summative assessment must make individual arrangements with the teacher. Circumstances will be considered on a case-by-case basis.

Summative assessments that are missed due to an absence or extenuating circumstance will be given to the student within seven days of returning to school. Teachers may opt to give students who miss an assessment an alternative assessment over the same knowledge and skills.

Students should have the opportunity to complete missed work during the seven school days following their absence. The determination of when the student will be pulled to complete missed work is at the discretion of the grade-level team and connections teachers. **It is the student's responsibility to initiate contact with the teacher to discuss any questions or concerns on make-up work. However, students must be permitted to complete all assignments. All assignments and assessments given to students at GCHS are expected to be completed and turned in.**

BOOK BAGS AND LOCKERS

Upon registration, a locker will be made available upon request. Lockers have a built-in combination lock. Guidelines for use of school lockers are as follows:

1. Each student will be assigned only one locker. There will be no sharing lockers. Placing items in a locker that is not assigned to the student may result in school discipline. Sharing lockers greatly increases the opportunity to become a victim of theft or other crimes, of which the school assumes no liability. All students will be held responsible for the contents of the locker assigned to them. If a student has a locker problem, the student should notify his/her advisor.

2. Students may not display any posters, pictures, or other articles on the walls of lockers by any adhesive means including tape and glue. Marking or writing with any type of writing instrument is prohibited.

3. Lockers should be locked at all times unless in use by the student assigned that locker. The school is not responsible for losses of technology equipment, books, notebooks, gym clothes, etc., from lockers whether they are locked or not locked. Security of one's personal items is dependent upon maintaining confidentiality of the combination. Students who steal, use without permission, or give out information of another student's combination will risk losing his/her locker privilege and face disciplinary consequences.

4. Money, jewelry, or other valuable items may be at risk and should never be placed in lockers.

5. All lockers are subject to search if, in the opinion of the school administration, reasonable suspicion of a violation of a school rule exists.

6. Random locker checks are subject to occur at any time during the day at the discretion and coordination of the administrative team and/or the school resource officer.

7. Students must have clear or mesh book bags, all other bags will need to be placed in lockers. (Ex. Athletic Bags)

CAFETERIA GUIDELINES

Meal periods are breakfast, lunch and after-school snack for designated after-school programs. For meals, students access their account using their student ID. All meals must be obtained by scanning student ID's. Charging meals is prohibited in the cafeteria. Students are required to have their student ID in the lunch line. Students are entitled to one meal per meal time at no charge.

1. Breaking in line is prohibited. Neither a class nor student has "break-in" privileges.

2. Food will be sold only during breakfast and lunch.

3. Change for use in machines will be made only if the serving line is not busy and if the student goes to the end of the line and waits his/her turn.

4. Theft of food items from the serving lines will result in disciplinary action.

5. Students desiring to go to the media center during lunch must have a "media pass" from a teacher.

6. All food and drinks must be consumed in the cafeteria/commons. Students are not allowed to eat in hallways or classrooms.

CELL PHONES & PERSONAL ITEMS OF VALUE

Students cell phones and other electronic devices must remain powered off throughout the school day and stored out of sight during class. Audio devices such as AirPods, headphones, and personal speakers are not allowed at any time during the school day. If an electronic device is seen or heard in class administrators will enforce the following consequences:

Please see code of conduct for progressive discipline as it relates to electronic devices.

Students should not bring personal items of value to school (electronic games, music players, lots of money, etc.). The school is NOT responsible for any lost or stolen personal items.

CONTACT INFORMATION: CURRENT INFORMATION

To facilitate the safe operation of the school day for all students, parents and students are required to provide appropriate emergency contact information, medication information, and permission for student use of certain school tools such as those identified in the student user agreement for technology and the Internet.

DRIVING AND PARKING

DRIVERS LICENSE CERTIFICATION - In accordance with state law, all applicants under the age of 18 must provide a Certificate of Enrollment in order to receive their driver's permit/license. Certification forms are in the main office. A student must complete the appropriate form and should expect to wait 2 business days for confirmation. GCHS staff will not honor "on-demand" requests. Notarized certificates expire in thirty (30) days. Students with birth dates falling over long holidays must request a review in advance. Beginning the last week of the GCSS school calendar year, students with birth dates through the summer will receive a form with a "valid until" date good through the summer break.

In addition, all teens under the age of 18 must complete and pass the Georgia Alcohol and Drug Awareness Program (ADAP) in order to receive their Class D driver's license. Students take the ADAP course during the 9th grade health class. Students who have taken and passed this course at GCHS will receive a copy of their ADAP Certificate when their Certificate of Enrollment is processed. Students who have failed the test or who missed the opportunity to take the test during their 9th grade year will need to contact the Georgia ADAP. **Learner's permits are not the same as driver's licenses. Students with learner's permits are not allowed to drive to or park on campus.*

Parking on Greene County School System property is a privilege. Students who drive vehicles to school will park at their own risk and must understand that neither the school nor the Greene County School System can be held responsible for the vehicle or its contents.

Students should adhere to the following guidelines and procedures:

1. Students with parking permits are to park in the student parking lot only. Permits are only valid during school hours. Parking by GCHS students in the back parking lots could result in the vehicle being towed in all occurrences. No warnings will be issued.

2. Permits cost $20.00 per vehicle. Students who purchase permits will sign and be given a copy of GCHS Student Parking Regulations and Expectations for parking on campus. The driver must adhere to these regulations or risk losing his/her permit. Proof of ownership, insurance, and a driver's license is required at the time of purchase.

3. Permits may be purchased during designated sale periods prior to school or from the Administrative Assistant (in the main office) before homeroom, during lunch, or after school until 3:30 p.m.

4. All cars parked on the campus must be registered. Records kept by the school will be the official documentation to determine the number of violations. Parking violations are a Level I Offense.

5. Vehicles without permits that park on the campus may be towed at the owner's expense.

6. Sale or transfer of permits between students or to any other vehicle is prohibited. (This applies to students who own more than one vehicle. Each vehicle requires a separate permit.

7. All vehicles are subject to search if, in the opinion of the administration, reasonable suspicion of a violation of a school rule exists and during school-wide drills.

8. Neither the school nor any staff member will be responsible for any damage to car locks or batteries if a student or parent makes a request for help.

9. For the safety of all students, a 10-mph speed limit will be strictly enforced on campus.

10. Reckless driving or speeding will result in loss of parking privileges at the school. No warning will be issued.

11. Students are not allowed to ride in the bed of an open pickup truck either for purposes of moving school equipment or for other purposes. Additionally, students are not allowed to ride on the hood or trunk of a car or truck.

GRADING PROCEDURES and GRADE PROGRESSION

Parents/guardians and students may access student grades, class assignments, and attendance information daily through the Internet using **Parent Portal**. Parents and students are encouraged to register for and access **Parent Portal** via the website below.

https://campus.greene.k12.ga.us/campus/portal/greene.jsp

Parents and students can use Parent Portal to keep track of student progress as well as class assignments and attendance throughout the semester. To qualify for access, the parent must provide documentation confirming parental rights to such information, complete a parent portal registration application, and receive a password. The media center staff will support parents with this registration process.

GRADING INFORMATION & PARENT PORTAL - Students should become familiar with grading systems as described in class syllabi. Students will receive grades on a semester basis as follows:

- Progress Reports will be issued at 4 ½ weeks, 9 weeks and 13 ½ weeks.
- Report Cards will be issued at the end of each 18 weeks with the final assigned numerical grade permanently recorded.
- For 8th grade middle school courses (in which high school credit is not awarded), students will receive a cumulative grade for each course they take. Grades on the report card shall be numeric and based on students' mastery of the standards.
- Numerical grades and/or non-numeric designations shall be recorded for all students for whom a grade is given in grades 9 – 12.

GCHS Grade Weights

10% Learning Practice Instructional Activities

45% Formative Assessments

45% Summative Assessments

GCHS Number of Assignments

2-5 Classwork Instructional Activities per unit of study

3-6 Formative Assessments per unit of study

1 Summative Assessment per unit of study

1 Performance Exam each semester *this can be project-based or essay-style

Learning Practice: Students have opportunities to engage in learning and get feedback on progress informally from teachers, peers, or through self-reflection. Learning practice is an important component of the learning process to demonstrate mastery prior to a summative assessment. Examples include hands-on learning activities, group work, classwork practice, self-reflection, small group discussion with exit ticket on learning target). Classwork that is not finished may be finished for homework and will be graded. Small, more informal learning practice activities count as 10% of each semester average.

Formative Assessment: process used by both teachers and students during instruction that provides descriptive feedback to adjust teaching and learning. Formative assessment informs students about their learning progress and next steps for learning growth before a summative assessment. Examples include quizzes, journals, hands-on learning activities with oral or written response to learning target are quizzes, drafts or portions of essays, projects, research papers, choice board activities, and presentations. They provide practice while learning. These assignments, observations, and conversations are used to inform both the teacher and student about the learning process and lead to potential success on summative assessments. They count as 35% of each semester average.

Summative Assessments: measures student academic achievement and progress towards mastery of power standards/learning targets. They provide opportunities to measure student progress by determining if students have learned the intended goals. Providing actionable feedback on the results is important so students can monitor their progress and set future learning goals. Examples include assignments/assessments such as unit tests, projects, essays, research papers, and presentations which may integrate multiple standards. These grades reflect student mastery of standards after the learning activity is completed and count as 45% of each semester.

Performance Task: a project that requires students to apply their knowledge and skills to real-life problems or scenarios. While this is a summative assessment, it will receive its own category of 10%of each semester average as it will incorporate multiple units of study within the project. It shows mastery of the standard at a higher-level than other types of assessment.

Work habits are behaviors that have the potential to increase academic achievement, promote lifelong learning and foster personal accountability. The feedback procedure for work habits is defined under "Grading Procedures."

Grading Procedures:

The uniform procedures for evaluating and communicating student progress in learning toward the GSE are as follows:

1. The teacher(s) of each student is responsible for evaluating the individual student's progress toward and achievement of the GSE.

2. Teachers are accountable for grade calculations and reporting that is clear, complete, and conducted according to the approved standard system of weights and measures. Teachers will use district gradebook software for grade reporting and for parent portal communication.

3. Principals are responsible for implementing a local process for monitoring grading procedures. The number of individual grades for each category (percent of spread) should

be monitored at the school level to ensure percentages are fair and equitable. A principal, in consultation with the Director of Teaching and Learning, may correct a teacher-assigned grade if it is determined that the grading procedures were not followed.

4. Final grades should represent the student mastery of the GSE over the entire grading period.

5. Grades should reflect **academic achievement only** and should not evaluate effort and participation. Students are not to be penalized in grading because of fees owed. Work habits will be evaluated separately by a mark of: “exceeds,” “meeting,” “does not meet.” Work habits include Responsibility, Participation, Assignment Completion, and Interpersonal Skills. Teachers may leave comments on work habits to support student progress toward meeting and exceeding expectations in those areas.

6. Teachers are responsible for providing intervention strategies for students not progressing toward mastery of the standards. Teachers must give specific intervention to students making below 70% on formative and summative work. Any student can request to reassess on a summative assessment, regardless of their grade on the assessment.

a. Any summative assessment at 70% or below requires reteaching and one reassessment. Reassessment grades higher than the original grade should be averaged with the original assessment grade for entry into the gradebook.

b. Requests for reassessment should be made within 7 days of receiving a graded test.

c. Reassessments will take place during a time set by the teacher and student that is outside of academic instructional hours of the school day.

d. This policy (#6 a-c) DOES NOT APPLY to Final Exams, Benchmarks, or EOC assessments.

7. The teacher's evaluation of student progress toward the GSE should be made continuously available through the parent portal.

8. Teachers who need to change a student's grade after a final grade is posted for the report card must secure the approval of the supervising principal and/or his/her designee.

9. The grade is a report of the individual student's progress to the student, to his or her parents, and to others who are concerned with the student's progress in education. Student academic progress shall be graded by means of a numerical average according to the following scale for grades 9-12:

- 90% and above A shall indicate excellent progress on standards
- 80%-89% B shall indicate above average progress on standards
- 70%-79% C shall indicate average progress on standards

- 0%-69% U/F shall indicate unsatisfactory progress/failure of acceptable progress on standards
- **I* - Incomplete
    - A student who has not completed the requirements of a given course. (Specific to EOC Tests)
- **P - Pass*
    - The student satisfactorily meets course requirements or extenuating personnel issues exist(ed) impacting the student's ability to satisfactorily meet course requirements. This designator can only be authorized in grades 8-12 by the Principal and Superintendent.
- **F - Fail*
    - The student's work is unsatisfactory with little growth evident. Failure to achieve at the assigned performance level. A recorded designator of Fail is equivalent to a letter grade F (below 70). A non-numeric designator of Fail can only be authorized in grades 9 - 12 by the Principal and Superintendent.

Online Learning Lab

Online Learning Lab is a placeholder course name for students who are enrolled in elective courses we do not offer face to face or a credit recovery course that is required for graduation. Online Learning Labs are offered during the school day and are on the student's schedule. Grades for Online Learning Labs will be reported on the progress report using the Actual Grade in Edgenuity. Teachers will record the Percent Complete in the comments section when they post progress report grades. Since RISE and PREP students are enrolled in multiple OLL sections those teachers will not post grades in IC. Instead, parents may request the Edgenuity progress report from the RISE and PREP administrator.

If a student completes an Edgenuity course with a passing grade by the time the semester ends, a grade for OLL will not be posted to transcript. Instead, the Actual Grade for the Edgenuity course will be posted to transcript by the registrar once the Edgenuity Completion Form has been completed and approved by the Edgenuity administrator and counselor. If the student did not complete the Edgenuity course with a passing grade by the end of the semester, the OLL teacher will post the Actual Grade for the 18 Week, Final Exam, and Semester Average. The Edgenuity administrator will work with OLL teachers to ensure the correct grades are posted to the transcripts.

Dual Enrollment Grading

Students in dual enrollment do not have grades posted in IC due to state privacy laws/policies. Instead, once the grades are received from Athens-Tech, the registrar will manually enter these grades on transcripts. Parents can also have students login to Blackboard and have students click on the My Grades section of the course to see their In Progress grades from Athens Tech.

- Students who pass 3 Core Dual Enrollment courses will be credited with the Early College/ College Essentials Pathway.
- Students who pass 6 Core Dual Enrollment courses will earn a Technical College Certificate for the Early College/ College Essentials Pathway.
- Students who complete all required courses for a CTAE Dual Enrollment Pathway will earn a Technical College Certificate in that industry/field. (Welding, Culinary Arts, AVT, etc.)

Final Dual Enrollment grades received from the college come in letter format. However, high school grades are numerical. With the Flat 4.0 GPA Scale, Dual Enrollment Final Grades will receive an additional +10 on the high school grade before being posted to the high school transcript. Please see chart below on Dual Enrollment grades and high school weighted GPA:

Dual Enrollment Grade/GPA Chart (Flat 4.0 Scale)

College Grade	HS Numerical Grade	+10 Rigor Boost (Grade on Transcript)	HS Weighted GPA
A	95	105	4.5
B	85	95	4.0
C	75	85	3.0
D	65	75	2.0
F	55	65	0.0

Off Schedule Independent Study Dual Enrollment courses will not be calculated into a student's high school weighted GPA or class ranking. These courses will not be added to the high school transcript until after the Top Ten and Valedictorian and Salutatorian have been determined.

Work Habits Feedback:

1. Does not meet expectations 2. Meets expectations 3. Exceeds expectations

Work Habits Feedback Guide			
	1	**2**	**3**
Responsibility (RE) – *the student adapts to classroom practices*	Requires frequent redirection; strays off-task; disrupts learning environment; fails to follow class procedures.	**Is a self-starter; remains on-task; asks questions for clarifications when needed; applies strategies for meeting learning goals; follows class procedures.**	Displays independent initiative; maximizes opportunities; solves problems.
Participation (PA) – *The student pursues learning through active involvement*	Disengages from the learning environment; responds only to teacher prompts.	**Engages in activities and discussions.**	Leads others to participate; explores new class ideas and approaches.
Assignment Completion (AC) – *The student completes work by the designated time/date and according to directions*	Fails to complete assignments or submit work; struggles to follow directions.	**Produces completed work on a consistent basis by the designated time/date; follows directions.**	Demonstrates new applications and examples of standard; exceeds assignment expectations; extends personal learning.
Interpersonal skills (IS)- *The student interacts with others to create a positive learning environment*	Lacks flexibility when working with peers; isolates self.	**Works well with peers; listens and speaks respectfully; questions ideas rather than the person.**	Adjusts to a variety of classroom roles; mediates; influences others to learn.

HOMEWORK

Regular daily homework is given for practice only. If your student needs extra practice on a standard or skill, a teacher may assign practice work. This work will not be graded but will be used to assess the student progress toward mastery of the standard. There are some cases that homework may be graded:

1. If a student is not able to complete their work in class, they will be asked to complete it for homework. If it is a formative classwork assignment, it will be graded.

2. Projects and longer research-based formative or summative assessments may require some work at home to complete. This is not considered homework as there will also be ample time in class to work on projects. This work will be graded.

3. After an absence, if students are not able to complete their work during the school day, they will need to complete missed work at home. This work will be graded.

4. In a flipped classroom, Advanced Placement, Honors, and Dual Enrollment courses the homework procedures do not apply. IN these courses homework guidelines are made by the instructor.

HONORS/STUDENT RECOGNITION

In addition to student of the month, academic excellence and/or character excellence is recognized in a variety of ways. Annually, honor clubs such as the BETA Club and Interact induct those students who, by virtue of academic achievement and good character, qualify for membership. At the end of the fall semester, those students who have no grade below a 90% will be listed on the **A Honor Roll**. The **A/B Honor Roll** consists of students earning no grade below 80%. At the annual Honors Night ceremony held each spring, various departments recognize outstanding students. For membership in some clubs, grades of 90+ may be required as well as community service obligations.

ADVANCED PLACEMENT/DUAL ENROLLMENT

AP courses are opened to all students (Grades 9-12). CTAE Dual Enrollment courses are opened to all students (Grades 10-12). CORE Dual Enrollment courses are opened to all students (Grades 11 & 12). TCSG and its partnering colleges have HOPE GPA requirements to participate in Dual Enrollment Courses. Students wishing to apply for CTAE Dual Enrollment courses must have at least a 2.0 HOPE GPA. Students wishing to apply for CORE Dual Enrollment courses must have at least a 2.5 HOPE GPA. There are also class size limits on Dual Enrollment courses: CTAE courses have a 12 student limit and CORE courses have a 24 student limit. Dual Enrollment applications will be processed on a first-come-first served basis.

AP/Dual Enrollment courses are college level courses. Students will be expected to keep deadlines and turn in college level work. The general rule for these classes is for every hour of work in class, students can expect to put in at least an hour of work outside of class. Parents are encouraged to support students in adding rigor to their courses for increased student achievement, which may enhance opportunities to be accepted to college and/or receive scholarships. AP/Dual Enrollment courses calculate into a student's Weighted GPA and Class Ranking.

CALCULATING GPA

The final Cumulative GPA, Weighted GPA, and Class Rank will be calculated at the end of the third marking period during the senior year. It should be noted that mid-year and marking period GPA's and rank are unofficial due to the potential unavailability of grades and credit status in certain courses.

Transfer credit earned from institutions that are accredited by the Georgia Accrediting Commission, or by the equivalent accrediting association from another state will be considered in calculating grade point average for purposes of these rules in accordance with policy JBC(4).

Cumulative grade average for purposes of these rules shall be based on course work completed in grades 9-12 and calculated after first semester grades of the senior (12th) grade year have been posted to student grade histories (i.e.: semester one report cards).

Each student's rank in class is determined by listing the students according to grade point average including quality points earned (Weighted GPA). Beginning with the 2024-2025 school year GCHS will switch to a Flat 4.0 Scale. Instead of Quality Points and a 3 Tiered GPA scale, all courses will be on a Flat 4.0 GPA scale. Honor courses will no longer be on the 4.5 GPA scale. For Advanced Placement and Dual Enrollment courses, +10 will be added to the Final Semester Average in lue of quality or rigor points that would have been earned on a 5.0 GPA scale. See charts below.

GPA Scales Prior to the 2025-2026 school year.

Grade Received	AP and College Courses	Honors Courses	All Other High School Courses
A (90-100)	5.0	4.5	4.0
B (80-89)	4.0	3.5	3.0
C (70-79)	3.0	2.5	2.0
F (69-0)	0.0	0.0	0.0

Flat 4.0 GPA Scale beginning with the 2025-2026 school year.

HS Course Grade	High School GPA	AP/DE Course Grade	High School GPA
A (90-100)	4.0	A (90-100) +10	4.0-5.0
B (80-89)	3.0	B (80-89) +10	4.0
C (70-79)	2.0	C (70-79) +10	3.0
F (69-0)	0.0	F (69-0) +10	1.0-0.0

Courses taken/Grades earned under the previous GPA system will not be changed on the transcript.

Students may monitor their HOPE GPA/Scholarship eligibility through GAFutures website. gafutures.org

RULES FOR DETERMINING VALEDICTORIAN, SALUTATORIAN, AND CLASS RANK

The senior student with the highest grade point average including quality points (Weighted GPA) will be designated as the senior class valedictorian. The senior student with the second highest grade point average including quality points (Weighted GPA) will be designated as the salutatorian.

In the event that two or more students are tied for the rank of Valedictorian, they shall be designated as co-valedictorians and the senior with the next highest weighted grade point average shall be designated salutatorian.

Moreover, in the event that two or more students are tied for the rank of salutatorian, co-salutatorians shall be designated.

Additionally, Greene County High School recognizes the ten seniors (including valedictorian and salutatorian) who graduate at the top of their class. This "top ten" honor, like the valedictorian and salutatorian distinctions, is determined by the students' grade point averages, including quality points (Weighted GPA) and in accordance with this rule.

HOMECOMING COURT

To be eligible for homecoming court, students must be in good academic standing in all current classes (passing with a 70 or higher), be on track to graduate with their cohort, have paid junior/senior dues (if applicable), be absent no more than 5 days, and with fewer than two (2) days of In-School Suspension and no days Out-of-School Suspension.

*ALL students attending any extracurricular events that are non-athletic events must be in good academic standing in all current classes (passing with a 70 or higher) with fewer than two (2) days of In-School Suspension and no days Out-of-School Suspension.

PROM INFORMATION (Issued at the Prom Assembly)

Senior dues and Junior dues are to be paid by the end of first (1st) semester of the current school year. Late fees will be assessed after the deadline.

To be **eligible** to attend prom:

- students must be in good academic standing in all current classes (passing with a 70 or higher) or classes that count toward graduation.
- be on track to graduate with their cohort.
- have paid junior/senior dues (if applicable).
- be absent no more than 5 days, and with fewer than two (2) days of In-School Suspension and no days Out-of-School Suspension.
- All prom tickets are non-refundable. If a prom ticket is purchased and a student fails to meet the requirements to attend prom, a refund will not be given.

PROM GUEST REQUEST FORMS

Juniors and Seniors wishing to bring a date who is not a GCHS junior or senior must submit a guest form.

- This includes GCHS freshman and sophomore dates.
- Each student must have this form completed before a ticket can be purchased.
- It requires the signature of an administrator of the guest's school and of a GCHS administrator.
- The minimum grade level for all guests is ninth (9th) grade and no attendee should be over the age of 21, unless authorized by the school principal.
- Prom Guest Request form(s) must be completed and submitted to the front office by the designated deadline.

FOR THIS APPLICATION TO BE CONSIDERED, A PHOTOCOPY OF THE GUEST DRIVER'S LICENSE OR HIGH SCHOOL I.D. CARD MUST BE ATTACHED.

The GCHS administration reserves the right to deny admittance to the Prom and to remove any student or guest from the Prom.

FINAL EXAMS

FINAL EXAMS - The final exam schedule for each semester will be shared the last week of each semester and will be announced via the school announcements and social media. Attendance for final exams and other required tests, e.g. EOC, are integral parts of course requirements for students in the secondary schools of Greene County. A final assessment, which counts no more than 20% (unless otherwise required by the state) of the semester grade, will be given in each class at the end of the semester. All students will be required to take final exams and/or other required assessments for courses in which they are enrolled at the time those exams are scheduled. A schedule of exam dates will be published with the annual school calendar in order for students and parents to be informed of the exact dates of required exams/assessments. Only those students who present evidence of an excused absence will be permitted to make up an exam. All make-ups for required assessments must be approved by the administration and must be completed within five (5) days of the date on which the assessment was scheduled or on the assigned date if the assessment is state mandated. All students will be required to take a state exam or final assessment.

EXEMPTION GUIDELINES FOR FINAL EXAMS GRADE 9-12

- Students MUST have no missing Formative/Summative assignments.
- Students MUST have a 90 or better for the 18 Week Average in the class.
- Students MUST have no more than 5 tardies for the class.
- Students MUST have no more than 5 absences for the semester.

Note: Students are not exempt from End-of-Course Tests, End-of-Grade Tests, or GCHS or GCSS assigned assessments; however, scores on these tests may or may not contribute to exemption status. Also, teachers may require semester exams regardless of attendance or course average.

FINAL EXAMS/EARLY RELEASE - Some semesters may afford the opportunity for early release during final exams. With parental permission students may check out of school after the completion of his/her exams on the early release day. If a student earns the privilege to exempt their final exam, they are not required to attend school during that exam time. If a student chooses to arrive late or leave early, they must provide their own transportation to and/or from school. Students may not go on the campus of any other Greene County school during that school day. **Completed forms signed by parent(s)/guardian(s) MUST be received by the required deadline.**

GRADUATION REQUIREMENTS & GRADE LEVEL PROGRESSION

Twenty-four credits are required for all students to graduate from Greene County High School.

The state of Georgia requires students to pass 16 Core Courses: (**EOC courses are in BOLD**)

- 4 Maths - **Algebra Concepts**|Geometry Concepts| Advanced Algebra Concepts | 4th Math
- 4 Science - Physical Science or Physics | **Biology** | 3rd Science | 4th Science
- 4 English - Lit Comp I | **Lit Comp II** |Lit Comp III | Lit Comp IV
- 3 Social Studies - AM Govt/Civics | World History | **US History** | Personal Finance & Economics
- 1 Health/Personal Fitness - Health | Personal Fitness

Students need to pass an additional 8 Elective Courses.

- There are three types of Elective Courses students can take at GCHS:
    - CTAE Pathway Courses
    - Fine Arts/Foreign Language/Local Pathway Courses
    - Non-Pathway Elective Courses

Students will have the opportunity to complete multiple pathways at GCHS. Students will need to complete at least one CTAE pathway and one other pathway. The second pathway can be an additional CTAE pathway, or a Fine Art, Foreign Language, or School Culture (Local) Pathway.

To Transition from each grade, the number and type of credits are listed below:

- 9th to 10th .....6.0 credits
- 10th to 11th .....12.0 credits, (Must have 2 Math, 2 Science, 2 English, & 2 Social Studies)
- 11th to 12th .....18.0 credits

***Athletic Eligibility Requirements are different from Grade Progression Requirements:**

- The Georgia High School Association (GHSA) requires the following:
    - Students must earn a minimum of 2.5 Credits each semester.
    - End of Year Credit Requirements:
        - END OF FIRST YEAR: 5 Credits
        - END OF SECOND YEAR: 11 Credits
        - END OF THIRD YEAR: 17 Credits
    - Eligibility is gained or lost on the first day of the new semester.

HALL PASSES

A student in the hall or on any part of the campus during class time must have their agenda book (signed) or teacher hall pass and student ID with the appropriate information in the appropriate space giving the student permission to go to a designated area on a specific date at a specific time. Students are not allowed to leave the room during the first and last ten (10) minutes of class. Some teachers may require additional proof for student hall passes. Special passes will be used during TAP.

LOST AND FOUND

All lost or found items should be reported or brought to the Main Office. Items will be kept in lost and found for two (2) weeks. Thereafter, items will be donated or recycled. **Each student is responsible for the textbooks assigned to him/her.** Students should not bring large sums of money or valuables to school. The school cannot assume responsibility for personal loss, e.g., personal items such as cell phones, iPods, iPads, clothing, etc.

MEDIA CENTER

The administration, library staff, and faculty want the Tiger Media Center to be a vital part of all students' educational development. The following information should be helpful:

1. The media center will be open daily for use during school hours.
2. Students are expected to enter and exit quietly through the main entrance from the commons area.
3. To come to the media center during any class period or lunch, students must have a teacher pass.
4. Most media materials may be borrowed for two (2) weeks and then renewed.
5. A late fee of five cents ($.05) per day will be charged for overdue books from the general collection.
6. If a student loses a book, the student must pay the replacement cost, which is the cost of the book. This does not include the condition of the book at the time of issuance.
7. **No food, drink, or gum** is allowed in the media center unless approved by media personnel.

MEDICATION(S)

Medicines must be in their original container. Medication must be administered under direct supervision of the school nurse. There are exceptions – inhalers for asthma, epi-pens, medications for diabetes, etc. Students who self-administer (carry on their person) medications must have a medical authorization form completed by their physician and parent and must be submitted to the school nurse. Specific allergies must be reported to the school nurse and included on the GCSS Health Information Form.

MISCELLANEOUS

1. GCHS does not assume responsibility for lost/stolen merchandise on our campus. Students should not leave anything of value - money, technology, etc. - unattended during the school day.
2. No invitations, posters, maps, announcements, or any articles of information or decorations can be placed on walls or doors, inside or outside the building without prior permission from the principal.
3. Any individual who believes he/she has been subjected to harassment or discrimination by students or employees of GCSS should promptly report the incident to a teacher, counselor, or the principal.
4. A student is **ineligible** to participate in any school-sponsored extra-curricular activity, i.e., JR/SR prom, athletic events, homecoming parade, etc., on the day of an In-School Suspension (ISS) or during the week of an Out-of-School Suspension (OSS) discipline.
5. Students who are being picked up at school (during school hours) must follow appropriate procedure.
6. School/organizations or individuals must have the approval of the principal prior to the sale of any items on school property or at school activities.
7. To be **eligible** for homecoming court, students must be in good academic standing in all current classes (passing with a 70 or higher), be on track to graduate with their cohort, have paid junior/senior dues (if applicable), and with fewer than two (2) days of In-School Suspension and no days Out-of-School Suspension.

MONEY ORDERS

Checks are prohibited. Payments for field trips, dues, etc. must be paid with cash or money order. Please make money orders payable to Greene County High School.

OBLIGATIONS

Students who fail to return books, chromebooks, student ID's, loaned instructional materials, fundraiser funds/items for a class will be given an Obligation Notice. A copy of the Obligation Notice is mailed home to parents at the end of the school year. Student notices are also given for unpaid fees and financial obligations incurred during school (i.e. library fines, rental fees, etc.). Seniors who do not pay their obligations will not be allowed to participate in graduation.

EXTRACURRICULAR ACTIVITIES

Students are strongly encouraged to participate in sports activities, clubs, and other school supported organizations. School clubs and organizations organize and meet for common goals, objectives, and purposes. State law requires that parents have the right to withhold permission for their children to participate in any school sponsored club or organization designated by them. Club information will be available on the school website or by calling 706.453.2271.

Students participating in organized sports activities, clubs, and/or organizations must maintain acceptable academic and behavior standards. Modification or dismissal from such activities may occur if the student is in danger of academic failure. Students may be placed in study sessions to support academic achievement. Students involved in a disciplinary process may not be allowed to participate in extracurricular activities. The principal will make all final decisions.

Academic Bowl	Yearbook
Band (Marching & Concert) Dance & Flag Lines	Volleyball (Girls)
Baseball	Track (Boys/Girls)
Basketball (Girls/Boys)	JROTC/Color Guard
BETA Club	Skills USA
Career Coaches	Soccer (Boys/Girls)
Cheerleaders (Football/Basketball)	Student Council (Co-Ed)
Color Guard	Student Travelers
Cross County (Girls/Boys)	Football
HOSA	Tiger Productions
Flag Football (Girls)	TOME Society
National FFA Organization	
Wrestling (Co-Ed)	
FCCLA	

PAYMENTS DUE

Payments only in the form of cash, debit card, or money order will be acceptable. Students will receive prior notification.

SELLING ITEMS AT SCHOOL

Students are not allowed to sell items on school property or at school-sponsored events unless in conjunction with an approved school fundraiser.

SCHEDULE CHANGES

Students have 5 days to submit a schedule change request for and will report to the classes on their current schedule until a new schedule is issued. Requests for change(s) in schedule(s) will be approved for the following reasons: the student has already received credit for the class or has not fulfilled prerequisite requirements; the class is needed to complete a pathway requirement; there is opportunity to recover a credit or enroll in an advanced placement class; or, the student can participate in dual enrollment. The guidance office supports assisting parents in helping their child meet graduation requirements.

SCHOOL RESOURCE OFFICER(S)/SEARCHES AND DRILLS

School Resource Officers assist with traffic logistics planning and operation, work with students and faculty in promoting and implementing safe driving programs, serve as guest speakers for classes where expertise is beneficial, and work with school employees for the safe operation of the school. If a School Resource Officer, a student, and/or an employee has reason to believe the safety of the school environment is threatened, the school administration may conduct searches and drills.

STUDENT ETHICS

Greene County High School students are expected to display ethical behavior at all times; abide by all federal, state, and local laws and statutes; be honest and show integrity in all their work and actions.

STUDENT REPORTING OF ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

The Georgia Professional Standards Commission has determined that any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

TEXTBOOKS & EQUIPMENT

All textbooks and lab equipment such as computers, microscopes, etc. are loaned to the students by the Greene County Board of Education at no cost to the student. All textbooks are issued by number and the condition is noted when issued. Loss, unusual wear, damage, or destruction of school property will result in the student being charged a replacement fee. It is strongly recommended that book covers be used to minimize wear on books. Fines for damages can be expensive as some current textbooks cost more than $40. Having a textbook stolen does not release the student from responsibility for the book. Students are strongly encouraged to keep up with books and use their locker appropriately.

TIGER ADVISEMENT PERIOD (TAP)

Greene County High School students will be assigned to a Tiger Advisement group. TAP is an intervention, remediation, and enrichment period that supports Multi-Tiered Systems of Support (MTSS). TAP is a credit-earning course, .5 credit each semester.

TRANSPORTATION REQUESTS

The school receptionist may not take messages regarding checkout or afternoon transportation for students. It is impossible for us to be certain with whom we are speaking. Our primary concern is each child's safety. Your cooperation is appreciated in this effort.

We ask that all students come to school in the morning clearly knowing whether their parents expect them to ride the bus, walk, or be picked up by car in the afternoon. We also ask that parents clearly know whether or not their children are planning to stay for an after-school activity.

If you have questions or concerns regarding transportation, please call 706-453-1013.

TITLE II-A PARENTAL NOTIFICATION REQUIREMENTS

Right to Know Professional Qualifications of Teachers and Paraprofessionals

In compliance with the requirements of the "Every Students Succeeds Act," Greene County School System would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/ or paraprofessional(s).

The following information may be requested:

Whether the student's teacher –

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact:

Dr. Russell Brock

Executive Director of Human Resources

101 East Third Street Greensboro, Georgia 30642



GREENE COUNTY SCHOOL SYSTEM

Dr. Chris Houston
Superintendent of Schools

Board of Education Members:

Dr. Otho Tucker- Board Chair

Steve Kilgore- District 1

Joe Bashore- District 2

Regina Gainer- District 3

Maggie Combs- District 4

101 East Third Street, Greensboro, Georgia 30642
www.greene.k12.ga.us

CODE OF CONDUCT ACKNOWLEDGMENT FORM

The Greene County School System Code of Conduct establishes a safe, comfortable atmosphere which assures that each student can learn and grow as an individual in a safe environment.

Included in the Code of Conduct are the general requirements of the school as well as penalties and consequences of the compulsory attendance law as established by the state of Georgia.

It is important for each student to understand and learn to accept the consequences of inappropriate choices as well as rewards for appropriate behavior(s). No student may interfere with the educational process and impede the work of teachers and/or other students.

I have read, understand, and agree to abide by the Greene County School System Code of Conduct as detailed in the Greene County High School Student Handbook.

Date: _____

Student Signature: _____

Date: _____

Parent Signature: _____

IF YOUR CONTACT INFORMATION HAS CHANGED SINCE LAST SCHOOL YEAR, PLEASE COMPLETE THE BELOW.

Student Name (Please Print)	**Parent/Guardian's Name (Please Print)**
_____	_____
Student Signature	**Parent/Guardian's Signature**
_____	_____
Street Address	**Work Phone Number**
_____	_____
City, State, Zip	**Home Phone Number/Cell Phone Number**

GREENE COUNTY SCHOOL SYSTEM PHOTO RELEASE FORM

I hereby consent to the photographing, videotaping or interviewing of my child while at school or while participating in school functions. I consent to the use of my child's photograph or likeness in printed publications (e.g., newspapers, magazines, yearbooks, programs and bulletin boards); public displays (e.g., posters, display boards, exhibits and banners); websites (e.g., local school, district, state, and/or other academic or promotional sites); and any other student or employee intellectual property that promotes the positive image(s) of any Greene County School System student, employee or school group.

As the child's parent or legal guardian, I agree to release and hold harmless Greene County High School and the Greene County School System. I also agree that no monies or other consideration will become due to me or my child because of my child's participation in these activities.

Student Name: _____

Date: _____

Parent Signature: _____

OR

If you do not consent to having your child photographed, videotaped or interviewed while at school or while participating in school functions, please fill out your child's name and sign below.

Student Name: _____

Date: _____

Parent Signature: _____

GREENE COUNTY HIGH SCHOOL 2025-2026 STAKEHOLDERS COMPACT

The mission of Greene County High School is to provide all students with a quality education that supports success in an ever-changing world.

TEACHER AGREEMENT – I believe that each child can be successful. I will:

- € Believe that each child can learn as I come to class prepared to teach.
- € Show respect for each student and his/her family.
- € Enforce school and classroom rules fairly.
- € Demonstrate professional behavior and a positive attitude.
- € Seek ways to involve parents in the school program.
- € Schedule parent conferences on various dates and times of the day.

Teacher Signature: _____ Date: _____

STUDENT AGREEMENT – I believe that I can be successful. I will:

- € Attend school regularly and on time.
- € Show respect for myself, teachers, staff (including substitute staff), and school resources.
- € Believe that I can and will learn.
- € Obey the school rules in and out of the classroom.
- € Always try my best in my work and behavior.
- € Work cooperatively with my classmates, teachers, and other school staff.
- € Complete classroom and homework assignments.

Student Signature: _____ Date: _____

PARENT/GUARDIAN AGREEMENT – I believe that my child can be successful. I will:

- € See that my child is punctual and attends school regularly and on time.
- € Communicate with my child's teachers on a regular basis.
- € Support the school in developing positive behaviors.
- € Provide a home environment that encourages my child to learn.
- € Stay aware of what my child is learning and their progress in class.

Parent/Guardian Signature: _____ Date: _____

THE ADMINISTRATION TEAM agrees to:

- € Provide an environment that allows for positive communication between the teacher, parent and student.
- € Support the teachers in providing high quality instruction.
- € Provide a safe and orderly school learning environment conducive to learning.
- € Encourage students, their families and staff to keep this compact.

Student Attendance Acknowledgement

A minimum level of attendance is required for student achievement to occur and for students to acquire a level of basic knowledge and education. The more days of school students miss, the lower their academic performance. Regular school attendance is the responsibility of parents and students.

Each day your child misses school is another day of learning that is lost. The academic success of your child is important to us. This success is greatly impacted by whether or not he/she participates in learning experiences provided by Greene County School System. Please make sure your child has good school attendance to promote success for both your student and the school as a whole.

Please remember to submit a doctor excuse or parent note for any absences within three (3) days of returning to school. A maximum of ten (10) absences will excused via parent note per school year. After that, all excuses will require a note from a doctor, court etc. to be considered an excused absence.

Please be advised that O.C.G.A. Section 20-2-690.1 requires any person in Georgia who has control or charge of a child between the ages of six (6) and sixteen (16) to enroll and send that child to school, including public, private, and home schooling. Each day's absence from school is in violation of the Compulsory Attendance Law, and each five (5) days constitutes a separate offense. This Student Handbook further outlines the potential legal consequences for parents and students.

The following penalties may be assessed:

a. At least a $25 and not more than a $100 fine;
b. Up to 30 days of jail time;
c. Community service;
d. Any combination of these penalties;

Students who are 13-15 years of age who have exceeded the allowable number of absences will have juvenile charges filed against them through the Department of Juvenile Justice. Parents of students who are 13-15 years of age who allow their child/children to exceed the allowable number of absences will also have a warrant filed against them through the magistrate court.

Parents can logon to the Infinite Campus Portal at: www.greene.k12.ga.us to view current information (updated nightly) on attendance, discipline, class schedule, and grades.

I have read, understand and agree to abide by the Greene County School System Student Attendance Agreement as detailed in the Student Handbook.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Greene County School System (GCSS)/Homeless Education Program (HEP)

STUDENT RESIDENCY STATEMENT

Date: _____

School Name: _____

Child's Name: _____

Grade: _____ Date of Birth: _____

Information provided on this form is confidential.

1. Do you live in any of these following situations?

_____ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.).

_____ in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations.

_____ in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing through MUST, Center for Family Resources or other shelter or agency.

_____ have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans.

_____ in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

_____None of the above

2. How long do you anticipate living at this location? _____

Address: _____

_____

Phone: _____

Parent/Guardian Signature: _____

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act.

Please contact your local school if you have any concerns or questions. This form can be mailed to the Greene County Board of Education or delivered to the main office of your child's school.

GCSS RESPONSIBLE TECHNOLOGY USE STUDENT AGREEMENT

The GCSS Responsible Technology Use Student Agreement is adopted pursuant to 47 U.S.C. 254(l).

I. Introduction

All students and their parent and/or guardian shall sign a GCSS Responsible Technology Use Student Agreement saying they have read and understand the administrative procedures set forth for using the Greene County School System (GCSS) telecommunication infrastructure and the resources provided via said infrastructure.

Consistent with GCSS's Board of Education Electronic Communications Policy (IFBGA) and consistent with the educational mission and goals of GCSS, all students and employees are provided access to its telecommunication infrastructure for educational purposes. The Greene County School System believes the use of telecommunications in instructional programs is an educational tool that facilitates communication, access to information, resource sharing, and innovation.

Due to the complexity of accessible networks and the magnitude of potential information available via the Internet, students and employees using telecommunications will comply with the GCSS Board of Education Electronic Communications Policy (IFBGA) and system administrative procedures with regards to technology use including Bring Your Own Tools (BYOT). Bring Your Own Tools means that users bring their own personal electronic devices to school for educational purposes.

For the purpose of BYOT, the Greene County School System defines technology as meaning any privately owned wireless and/or portable hand held equipment that includes, but is not limited to, existing and emerging mobile communication systems and smart technologies, portable Internet devices, personal digital assistants (PDAs), hand-held entertainment systems or portable information technology systems that can be used for word processing, wireless Internet access, image capture and/or recording, sound recording, information transmitting/receiving/storing.

Because of the changing nature of technology and due to changes recommended or required by federal law, the Board of Education reserves the right to amend the GCSS Board of Education Electronic Communications Policy (IFBGA) and/or its procedures. GCSS administration reserves the right to make further restrictions based on specific needs.

The Board of Education makes no assurances of any kind, expressed or implied, regarding any telecommunication services provided. Neither the school system nor individual schools in the system will be responsible for any damages the student/user suffers. Use of any information obtained via the system's telecommunication infrastructure is at the user's own risk. The school system specifically denies any responsibility for the accuracy or quality of information or software obtained through its electronic services. The Board of Education can assure parents that employees will be trained and reasonable precautions-- including content filtering and monitoring--will be taken to keep GCSS users safe from illegal and/or offensive material in compliance with FCC guidelines.

II. Staff Training and Monitoring

Greene County School System employees will become familiar with the GCSS Board of Education Electronic Communications Policy (IFBGA) and its applicable procedures as well as the GCSS Responsible Technology Use Student Agreement. Employees will be trained in the use of appropriate telecommunications and informed of "no right to privacy." The Technology Director and/or designee will lead this instruction. The instruction will include training and any needed clarification on policy and applicable procedures established and/or amended during the school year. No employee shall have

access to the Internet within a classroom or other school setting unless the employee has completed appropriate training and signed the GCSS Responsible Technology Use Employee Agreement. When, in the course of their duties, any employee becomes aware of violation of the GCSS Responsible Technology Use Student Agreement, they must correct the student and address the matter in accordance with this procedure and the procedures outlined in the school's Code of Conduct which is consistent with the GCSS Board of Education's general disciplinary policies and procedures.

The Board of Education, through its administrative staff, reserves the right to monitor and filter all computers, electronic mail, voice mail, Internet, and all other forms of electronic activity and/or use by students and employees. The Internet network structure makes it extremely difficult for the Board of Education and/or schools to regulate completely and filter the information received or sent by users. As such, the Board of Education and/or schools cannot assure that students will not access undesirable materials or send or receive objectionable communications.

In doing the most controlled monitoring possible, school administrative personnel will enforce administrative procedures. Failure to comply with these administrative procedures shall be deemed grounds for revocation of privileges and disciplinary and/or appropriate legal action for both students and employees. A copy of the procedures shall be distributed to each school system employee. The Superintendent will instruct the administration at each school to provide a student copy in the form the school deems appropriate (student handbook, parent and student information sheet, etc.). The media center at each school and the central office shall house a copy for public examination. In addition, copies of this GCSS Responsible Technology Use Student Agreement will be found on the school web pages (http.//www.greene.k12.ga.us), and a hard copy will be housed at the Technology Department along with a copy of the Children's Internet Protection Act.

It shall be the policy of the Greene County Board of Education that the school system shall have in continuous operation, with respect to any electronic devices providing access to global communication, the following:

1. A qualifying "technology protections measure," as that term is defined in Section 1703 of the Children's Internet Protection Act of 2012; and
2. Procedures or guidelines developed by the Superintendent, administrators, and/or other appropriate personnel which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, as that term defined in section 1460 of title 18, United States Code; (ii) child pornography, as that term defined in section 2256 of title 18, United States Code; or (iii) harmful to minors, as those terms are defined in Section 1703 of the Children's Internet Protection Act of 2012. Such procedures or guidelines shall be designed to:

a. Provide for monitoring the online activities of users to prevent, to the extent practical, access to inappropriate matter on the Internet or the World Wide Web.

b. Promote the safety and security of users when using electronic mail, chat rooms, or any other form of electronic communications;

c. Prevent unauthorized access, including so-called "hacking," and other unauthorized online activities;

d. Prevent the unauthorized disclosure, use or dissemination of personal identification information;

e. Restrict access to materials "harmful to minors" as that term is defined in Section 1703 of the Children's Internet Protection Act of 2012 which states *The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that*

i. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

ii. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

iii. Taken as a whole, lacks serious literary, artistic, political or scientific value to minors.

II. Network Security

The user is responsible for all of his/her actions and activities involving the Internet and the system's telecommunications infrastructure. Network security is a high priority. If either an employee or a student identifies or perceives a security problem or a breach of these responsibilities on the Internet, network, or telecommunications infrastructure the user must immediately notify the GCSS security contact (SRO). THE USER MUST NOT DEMONSTRATE THE PROBLEM TO OTHER USER(s). Any student or employee identified as a security risk will be denied access to the system wide network during which time an investigation will be conducted.

Examples of prohibited conduct include but are not limited to the following:

A. Accessing, sending, or posting materials or communications that are:

1. Damaging to another person's reputation, the school's reputation (e.g., photos, videos, blogs messages), the community's reputation, or intended to cause emotional abuse in visual or verbal format.

2. Abusive, obscene, sexually oriented, pornographic, intended to cause intimidation, threatening or violent.

3. Harassing or contrary to the GCSS Board of Education's policy on harassment, cyber bullying, and illegal or controlled substances.

B. Using the telecommunication infrastructure or any other electronic devices for any illegal activity, including violation of copyright or other contracts or transmitting any material in violation of Federal or State regulations.

C. Copying or downloading any material, other than appropriate resources, to a server or workstation connected to the school network **without** proper permission for approved/assigned classroom projects.

D. Utilizing any software for the purpose of monitoring the network, performing remote administration, registry management, or any other activity that might cause damage to the school's network system or any other system. This includes but is not limited to electronic devices that may contain viruses.

E. Attempting to read, delete, move, copy, or modify any file on the network system or deliberately interfering with the ability of other system users on the network.

F. Wastefully using resources, (time-on- line, paper for printing, ink, or instructional time, etc.).

G. Gaining access to unauthorized resources or materials or invading the privacy of individuals.

H. Using the network to send, receive, or view messages and/or images that are inconsistent with the GCSS educational goals, objectives, and conduct guidelines.

I. Using the network(s) in a manner inconsistent with directions from teachers and/or other school staff.

J. Using the network while access privileges are suspended or revoked.

III. Password Security

Passwords shall be kept confidential. Students or employees who reveal passwords to students or other employees will be responsible for compensating the GCSS for any losses, costs or damages incurred by the school system relating to or arising from any violation of this policy or applicable procedures. Additionally, the following actions and any other inappropriate or illegal actions are strictly prohibited and violations will result in accordance with the GCSS Code of Conduct. Those actions include but are not limited to:

A. Creating materials and signing another person's name without consent or forging electronic mail messages.

B. Attempting to log onto the network using another person's password or falsely posing as a school network administrator, another student or employee.

IV. Network Etiquette

All users of Greene County School System's telecommunication infrastructure must behave in an ethical and legal manner, mindful that their action reflects upon the system as a whole. All users are expected to abide by the generally accepted rules of network etiquette. These include but are not limited to the following:

A. The user must be polite and use appropriate language. Use of abusive language, swearing, vulgarity or bullying will not be tolerated and will result in disciplinary action.

B. GCSS users may not reveal, publish, or post personal addresses or telephone numbers on the Internet. Responsible use allows revealing this information on a college application, a resume, or any other appropriate document.

C. The user must recognize that Internet use, e-mail, online chatting, and voice mail accounts are not private. Greene County Board of Education provides no expectation of privacy in regards to computer or other technology use.

D. The user must consider all communications and information accessible via the data and telephone network to be the Greene County Board of Education's private property with **no expectations** of privacy.

Note: Technicians, network administrators and certain identified GCSS administrators who operate the system at the school or system network level have access to web, e-mail, and telephone monitoring, software, computer history, voice mail and e-mail accounts. Messages relating to illegal activities will be reported to the appropriate authorities and may result in legal action.

TERMS AND CONDITIONS

Access to the GCSS Internet and networks is provided for educational purposes. To that end, the following is identified:

V. Privileges

The use of the Greene County School System telecommunications infrastructure is a privilege, not a right. Inappropriate use of the Greene County School System telecommunication infrastructure may result in cancellation of privileges. The Superintendent and/or designee will make all decisions regarding user violation of this policy. Computer network use is also governed by federal and state laws which specify punitive legal actions that can be taken as well as terms of imprisonment and/or financial fines.

The principal and/or designee of each school will maintain accurate records that include the following:

a. A signed copy of the GCSS Responsible Technology Use Student Agreement,
b. A signed copy of the GCSS Responsible Technology Use Employee Agreement,
c. A signed copy of the GCSS Responsible BYOT Use Student Agreement, and
d. A signed copy of the GCSS Responsible BYOT Use Employee Agreement.

VI. Vandalism and Compensation

Vandalism is defined as "any malicious attempt to harm or destroy the system's network hardware, data or software," e. g., intentional uploading, downloading, or creation of computer viruses, or any other harmful activity. Vandalism is also defined as utilizing any software for the purpose of monitoring the network, performing remote administration, registry management, or any other activity that might cause damage. Vandalism may result in cancellation of privileges and other disciplinary and/or legal action.

Each user of the GCSS electronic infrastructure is responsible for compensating the school system for any loss, cost, or damage incurred by the school system relating to or arising from any violation of this policy or applicable procedures formulated that guide this agreement.

VII. Access, Suspension/Termination, and Reentry

- Upon completion of the appropriate GCSS forms and required training, all GCSS students and employees may obtain access to the GCSS telecommunications infrastructure.
- Upon either suspension or termination of employment from the GCSS, employee access to the system's telecommunication infrastructure is discontinued.
- Upon graduation, withdrawal, expulsion or termination from the GCSS, student access to the system's telecommunication infrastructure is discontinued.
- Upon reentry to the GCSS as either an employee or a student, all procedural forms must be revalidated before access to the system's telecommunication system is granted.

VIII. Bring Your Own Tools Responsible Use

GCSS students and parents/guardians who participate in the GCSS BYOT must adhere not only to the GCSS Responsible Technology Use Student Agreement but must also adhere to classroom standards set by classroom teachers and/or administration. These procedures will include but will not be limited to the following: technology permitted, permitted times and uses, restricted times and uses, and other considerations. Teachers permitting BYOT will include an administrative approved procedure guideline with the class syllabus. Acknowledgment of guidelines requires parental/guardian and student signature. Violation of the BYOT contract will result in appropriate disciplinary action as outlined the GCSS Board of Education Electronic Communications Policy (IFBGA).

IX. Updating User Identification Information

When making application for using the Greene County System telecommunication infrastructure, all applicants are required to provide current contact information. Occasionally, Greene County School System may require new or updated information from users of the system's telecommunications infrastructure. Users must provide all such information as requested.

Note: Students who choose BYOT will sign terms and conditions for classroom use of those tools

X. Responsible Technology Use Student Agreement—Copy will be kept on file in the school library by the media specialist.

GCSS RESPONSIBLE TECHNOLOGY USE STUDENT AGREEMENT

I have read the terms and conditions regarding the legal and ethical use of technology resources, e-mail, and the Internet for GCSS. My child has permission to access the Internet at school. I understand that if my child violates the terms and conditions set forth in the GCSS Responsible Technology Use Student Agreement, such action may result in cancellation of privileges and/or incur other disciplinary actions.

_____/_____

STUDENT SIGNATURE DATE

_____/_____

PARENT/GUARDIAN SIGNATURE DATE