

Franklin Forest Elementary

2026-27 Parent & Student Handbook



Together We Soar!

Safe · Organized · Accountable · Respectful

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Dear Franklin Forest Falcons,

We are excited to welcome your family to the 2026-2027 school year at 1 Scholar Lane! It remains our mission to create a safe and supportive environment built on strong connections and high expectations for success. As Principal, I am eager to continue fostering the collaborative partnerships between home, school, and community that make our school so special.

You have much to be proud of at Franklin Forest Elementary. This year, we are thrilled to be entering our second year of implementing the Leader in Me program! This transformative framework helps us cultivate leadership, responsibility, and life skills in every student, empowering our Falcons to discover their unique strengths and lead with confidence. We can't wait to share more about this amazing process of building a student-led school culture with you!

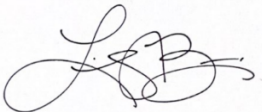
In addition to our leadership journey, we are excited to launch our refreshed PBIS framework. This year, our Falcons will S.O.A.R. by being Safe, Organized, Accountable, and Respectful. We encourage you to ask your students how they meet these expectations each day, as these core values will guide our school community toward a positive and productive environment.

The FFE Family takes great pride in an instructional program that provides students with a well-rounded elementary education. As we enter this new school year, we look forward to working alongside our students, staff, and parents to keep growing the relationships that meet the unique needs of every child.

We hope you find this calendar and student handbook helpful. It serves as a vital tool to keep all stakeholders informed about Title I meetings, school events, and district policies. Please take time to read through it carefully and review the expectations with your child.

Feel free to contact us with any questions. We look forward to an incredible school year and having YOU as a vital part of our FFE family!

Together We Soar,



Lindsey Binion
Principal





BOARD OF EDUCATION
Ferrell Blair, Chair
Rev. Allen Simpson, Vice Chair
Kevin Dunn
Rev. Claude Foster III
Dr. Dan McAlexander
Anne O'Brien
Mark Thompson

July 22, 2026

Dear TCSS Families:

Welcome to the 2026–2027 school year!

It is with great joy and enthusiasm that I welcome you to another exciting year in the Troup County School System. I am honored to serve this incredible community—one filled with dedicated educators, supportive families, and students who inspire us every day.

At Troup County School System, our commitment is reflected in our guiding tagline: **Our Schools, Our Community, Our Future**. These words represent who we are and what we value. Our schools are strengthened through meaningful partnerships with families and the community, and together we are preparing students with the knowledge, skills, and character they need to thrive in an ever-changing world.

With more than 12,000 students and 1,800 dedicated staff members, Troup County Schools offers the ideal balance of opportunity and personal connection—large enough to provide diverse academic, athletic, fine arts, and extracurricular experiences, yet close-knit enough to ensure every student is known, supported, and encouraged to reach their fullest potential. This year, we look forward to building on our strong foundation through innovative instruction, engaging learning experiences, and programs that inspire creativity, leadership, and lifelong success.

As we prepare to open our doors on **Friday, August 7**, this first day of school will serve as a "soft start" to help students transition into the new year, reconnect with friends, meet their teachers and classmates, and become familiar with daily routines before the first full week of instruction. To help ensure a successful beginning, we encourage all families to verify their child's registration, review school supply lists, and confirm transportation arrangements before the first day.

Thank you for being an essential part of the TCSS family. Your partnership plays a vital role in the success of our students and our schools. Together, we will make the 2026–2027 school year one filled with opportunity, achievement, and memorable experiences for every student. We look forward to an outstanding year together.

Sincerely,

Dr. Rachel B. Hazel
Superintendent

Dr. Rachel B. Hazel, Superintendent of Schools

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100 North Davis Road, Building C | LaGrange, Georgia 30241
Office: 706.812.7900 | Fax: 706-812-7904





2026-2027 FRANKLIN FOREST ELEMENTARY SCHOOL



Calendar



AUGUST

- 5 Meet the Teacher
- 7 First Day of School
- 28 Kona Ice

SEPTEMBER

- 7 Labor Day – No School
- 10 Title 1 Night
- 11 Title 1 Alternative Mtg
- 21 Fall Picture Day
- 25 Kona Ice

OCTOBER

- 8 First Quarter Ends
- 9 Teacher Planning/ Student Holiday
- 12 Fall Break – Staff & Student Holiday
- 26–30 Red Ribbon Week
- 30 Kona Ice

NOVEMBER



- 2–6 Book Fair
- 5 Falcon Support Network Night
- 13 Fall Picture Makeup Day
- 20 Kona Ice
- 23–27 Thanksgiving Holiday

DECEMBER

- 11 Kona Ice
- 17 Christmas Class Parties
- 18 Second Quarter Ends
- 21–Jan 1 Christmas Holidays

JANUARY



- 4 Teacher Work Day/No School
- 5 Classes Resume
- 18 MLK Holiday
- 22 Kona Ice

FEBRUARY



- 3 Class Pictures
- 12 Teacher Planning/ Student Holiday
- 15 Presidents' Day/No School
- 16 Virtual Learning/ Instruction Day
- 26 Kona Ice

MARCH



- 11 Third Quarter Ends
- 12 Teacher Planning/ Student Holiday
- 15 Staff/Student Holiday
- 15–25 Field Day T-shirts On Sale
- 26 Kona Ice
- 31 Spring Pictures

APRIL



- 5–9 Spring Break
- 23 Kona Ice
- 26–May 3 GMAS Testing 3rd–5th

MAY

- | | |
|--|---|
| 12 K & 5th Cap & Gown Pictures | 19 Honors Day 1st & 2nd |
| 13 Field Day PreK – 2nd | 20 Honors Day 3rd & 4th |
| 14 Field Day 3rd – 5th | 21 5th Grade and Kindergarten Graduations |
| 19 PreK, ESOL, Gordon/Mines Celebrations | |

- 24 Class Parties
- 26 Last Day of School



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



MORNING ARRIVAL AND AFTERNOON DISMISSAL PROCEDURES

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

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

1. **Car Riders:** Students should not be dropped off before 7:05 a.m. We have early morning car rider from 7:05 to approximately 7:15 at the end of blue hall, or until the last bus arrives. After 7:15, or when the last bus arrives, you will be directed to use the cafeteria side entrance. Staff members will be on hand to open car doors to ensure student safety. Students are only to be dropped off in the designated area where the staff is assisting. Parents are not allowed to park and walk students in on the car rider side of the building. Please maintain a safe and careful speed when entering and leaving the car rider area to ensure staff and student safety.
2. Parents are allowed to walk students to class for the first two days of school. After the first two days of school, students are to walk themselves to class. Staff will be in the hallway to help. Parents will not be allowed to enter the hallways to walk students to class during arrival or dismissal unless attending a prescheduled meeting.
3. Breakfast is served from 7:05 to 7:35 am.
4. **Tardies:** TARDY BELL RINGS AT 7:45. After 7:45 am you will need to park and walk your student into the front office to sign them in. Late arriving students are required to have someone walk them into the front entrance of the building due to safety concerns. All students arriving at 7:45 am or after are required to have a parent/guardian to sign them in.
5. **Bus Riders:** Buses will drop off students at the cafeteria entrance on the side of the building before normal car rider drop off begins.
6. **Dismissal:** Parents picking up children should enter the campus beside the marque sign and follow the road around the instructional wings on the right side of the school and around to the front gym doors. You are required to have your student's car rider tag hanging from your rearview mirror; if you do not have the tag you will be asked to go to the front office with your I.D. and should be listed in students Infinite Campus. Due to safety factors, it is important for parents to remain in cars and parents are asked not to walk over to get their children. Dismissal will end at 2:45.
7. **Early Dismissal:** **Early dismissals should be for emergency situations only.** Parents/Guardians wishing to check-out a student early will do so using the computer kiosk in the office lobby. The parent/guardian should present a valid state ID. This adult should be recorded on the student's registration information in Infinite Campus. No changes will be accepted over the phone, email or fax. Students will not be released to anyone not designated by the parent for pick up in IC. Early check-outs after 1:45 PM are not allowed.
8. **Transportation changes:** Your child will need to bring a note to the teacher, signed by the parent or guardian each time transportation arrangements are changed. (If a child is going home with another child, both families should send a note giving school personnel notification of the change.) Phone calls, faxes and e-mails to the school for changes in transportation cannot be accepted.
9. **The After-Class Enrichment (ACE) Program** is a Pre Pay only program. Cost is \$7.00 per day for the first child and siblings \$5 per day. ACE Program spots are limited due to staffing. Applications to participate in the ACE program should be completed at registration. Assignment to the program will be based on a lottery selection and a waiting list will be utilized for those who are not initially drawn.
10. **Students Returned to School by BUS** - According to TCSS policy, the following is our standard operating procedure for handling the situation of bus drivers having to return students to school in the afternoon. Parents/guardians will be contacted by the school secretary. The student should be received by school personnel and then released to the parent/guardian. The student cannot get off the bus and go directly to a car to leave. (No late pick-ups and ACE is not an option due to limited spots).
 - 1st Occurrence - School will notify parent/guardian, document and give a warning about future occurrences.
 - 2nd Occurrence - School will hold parent/guardian conference, document and give a warning about future occurrences.
 - 3rd Occurrence - School will notify parent/guardian and will suspend riding privileges for three (3) afternoon days (PM only)
 - 4th Occurrence - School will notify parent/guardian and will suspend riding privileges for five (5) afternoon days (PM only).
 - 5th Occurrence - School will notify parent/guardian and will suspend riding privileges for the rest of the semester.

GENERAL SCHOOL POLICIES

AFTER-CLASS-ENRICHMENT (ACE)

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



After-Class Enrichment (ACE) Program Parent Handbook

The After-Class Enrichment Program is designed to provide a nurturing and engaging space for students beyond the regular school day. With structured activities and peer interactions, our goal is to support families and build strong school and community connections.

Academic Enrichment and Homework Time

Students are given dedicated time each day to focus on homework in a quiet and supportive setting. While one-on-one tutoring is not provided, staff will help foster an environment that encourages independent work. Families are encouraged to review their child's homework at home to reinforce learning.

Conferences and Communication

We welcome open communication! If you have any questions or concerns, please contact the ACE Director by calling the school secretary during school hours to schedule a time to meet after school. We're here to support your child's experience.

Daily Schedule and Hours

The ACE program begins 15 minutes after school dismissal and concludes promptly at 6:00 p.m. To ensure all students are picked up on time, late pick-up fees begin at 6:01 p.m. (\$10 from 6:01–6:30, and an additional \$10 after 6:31). Regular, timely pick-up ensures a smooth experience for all families.

Discipline and Behavior Expectations

The ACE program is a positive space where kindness, respect, and responsibility are expected. Staff work closely with students to promote a safe and respectful environment. The principal and ACE director will work together to establish behavior expectations and communicate to ACE families. Repeated behavior problems can result in your child being dismissed from ACE.

Early Dismissal Plans

In the case of early dismissal due to weather or unforeseen circumstances, ACE staff will follow the parent instructions provided on the registration form. To ensure your child's safety, only individuals listed on the release form will be authorized for pick-up. Please keep contact information current.

Emergency Procedures

Your child's safety is our top priority. In the event of an emergency, students will remain safely supervised on-site or relocated to a designated emergency location, which will be posted. Parents will be contacted using the most up-to-date information on file. Please keep emergency contacts updated.

- **Site Emergency Procedures**

- Children will remain at the site until they can be picked up by the parent or other authorized person.
- In the event of a site evacuation, children will be taken to a local emergency location. The location will be posted on the site door. Efforts will be made to contact parents should evacuation be necessary. **Please keep phone numbers and addresses updated and current on all forms.**
- ACE staff will remain with the children until they are picked up by the parent or authorized person.
- The ACE program will comply with Troup County School System's Tornado and Fire drill procedures.

Health and Wellness

Children's health is important to us. If signs of illness occur during ACE, parents will be contacted to pick up their child promptly. Children will be kept comfortable until a parent or guardian arrives.

Insurance Coverage

All students should be covered by student school accident insurance or an existing family insurance plan to participate in ACE.

Personal Belongings

To help avoid lost or damaged items, students are encouraged to leave toys, electronics, money, and valuable personal items at home unless special permission is granted. **The school and ACE program are not responsible for lost or damaged personal items.**

Registration

Students attending the ACE program should be registered in ACE. Registration forms are available in the school office or online. They should be updated each school year. The program is available for students in Pre-K through 5th grade enrolled in Troup County Schools.

Sign-Out and Dismissal

For the safety of all children, every student should be signed out each day by an authorized adult listed on the registration form. If someone else will pick up your child, a signed note from the parent or guardian is required. We kindly ask that changes not be made over the phone unless it is an emergency.

Snacks and Nutrition

Each afternoon, students enjoy a nutritious snack in a relaxed setting. This time allows students to recharge before beginning enrichment activities and homework. **Please make sure staff are aware of any allergies.**

Supervision and Enrichment Activities

Children are cared for by trained staff in a safe and welcoming environment. Each day includes a balance of recreational, academic, and social enrichment activities designed to support learning and development.

Tuition and Payments

Following notification of enrollment in the ACE program, a recurring weekly tuition of \$35(each additional sibling is \$25) is required per each child enrolled every Friday. This flat fee applies regardless of whether a student is present for the full week, attending part-time, or is absent.

Tuition Examples:

Should a student attend for **five days**, the rate is **\$35**.

Should a student attend for **three days**, the rate is **\$35**.

Should a student attend for **two days**, the rate remains **\$35**.

In the event of an absence, the total weekly tuition stays at **\$35**

Child's Name _____

Homeroom teacher _____

Parent signature _____

CHAIN OF COMMUNICATION IN CASE OF PROBLEMS

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

CLASSROOM OBSERVATIONS

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

- The person requesting a classroom observation should be included in Infinite Campus or a written note by the custodial parent allowing the named visitor.
- A parent/guardian requesting a visit should submit the request at least two days in advance for an appointment through a school administrator. Advance notice gives the teacher adequate time to prepare the children for a parent/guardian and frees up the schedule of the administrator to meet the parent and walk with them to the classroom. We respectfully request that other siblings not be brought to school for this visit.
- On the day of the visit, the parent/guardian should sign in at the office, wear a visitor's sticker, turn off cell phones before going to the classroom, and wait for the administrator to take them to the classroom. Upon completion of the visit the parent should sign out at the office prior to leaving the building.
- In most cases, the teacher will not be able to conference or talk with a parent/guardian upon entering the room because the children may be in the middle of a lesson or activity.

- The parent/guardian should take a seat towards the back or side of the room during the visit. The teacher will provide a location.
- Unless the teacher requests the parent to interact with the children, the parent/guardian is not to talk with the students or assist a child with his work.
- Parents/guardians are asked to limit their visit to about thirty minutes to minimize the impact on the class' attention and focus on the lesson.
- Most importantly, parents/guardians are expected to keep confidential anything they observe regarding other students. Example: If the visitor observes that a child (or children) misbehaving or that a child is inattentive, that student's rights would be violated if such information was shared with others in the community.
- No videos, photos or recordings are allowed during the visit due to privacy rights of other students.

COUNSELING

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

DRESS CODE

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

Young ladies may wear dresses, or jumpers, skirts, slacks, walking shorts or jeans with an appropriate shirt. Young men may wear casual slacks, jean style pants or walking shorts with an appropriate shirt.

Shorts should come to fingertips. Belts should be worn with skirts, pants, shorts, or jeans that are too large. No excessive jewelry is allowed. All clothing should be free of holes or tears above the knees. "Sagging" pants are considered inappropriate dress for school. Pants that are excessive length are considered a safety hazard. Any clothing that a student has to be asked to pull up is inappropriate and will be a violation.

Shoes should be worn daily. Slippers/bedroom shoes should not be worn due to safety concerns.

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

- Inappropriate clothing with pictures or writing advertising drugs, alcohol, or suggestive and/or vulgar language
- Halter tops, bare midriff tops, sheer blouses, low-cut, fishnet jerseys, or off the shoulder blouses.
- Oversized, baggy pants & shirts
- Clothing that has been cut or torn
- Holes above knees in jeans & pants
- Headwear of any type (hoods, hats, caps, scarves, bandanas, etc). Hats and ball caps may be worn on designated HAT DAYS only.
- Inappropriate fitting jogging or sweat suits
- Visible undergarments
- Cleated shoes
- Rubber flip flops (3 prong shower flip flops)
- Mini-skirts, mini-length dresses or shorts (this includes flowy athletic shorts or 2-in-1 shorts "butterfly" type shorts)
- Spaghetti straps shirts
- Blankets, with the exception of PreK for naps
- Pajamas or sleepwear (except on designated school spirit days)

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

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

- Parents bring a change of clothing from home
- Student/parent conference
- Student Contract
- Removal from school pending a parent conference
- Disciplinary Conference Hearing

HEAD LICE

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

HOMEWORK

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

HONOR'S DAY ACADEMIC AWARDS

Kindergarten:

- Diploma - given at graduation
- Classroom Awards: (Separate certificates for the following)
- Participation: Given to students for classroom participation – who do not receive a diploma (retained)
- Perfect Attendance: Given to students who are present every day of school.
- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.
- Art Award- given to the top boy or girl in each homeroom for art achievement
- Music Award- given to the top boy or girl in each homeroom for music achievement
- Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.

1st Grade:

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

2nd Grade:

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

3rd Grade:

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

Special Awards:

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

4th Grade:

- Principal's List – given to students who have an all A's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- A/B Honor Roll – given to students who have all A's or B's in the five content areas of Language Arts, Math, Reading, Science and Social Studies for each 9 week grading period.
- Citizenship Award – given to students from each homeroom that have all S's in conduct for each of the 4 grading periods and no disciplinary referrals. These outstanding students show exemplary behavior at all times. They are respectful, helpful, and courteous throughout the school year.
- Music, Art and PE Class Award - given to two students in each class that displayed the highest levels of conduct, effort and/or ability in the subject matter.
- Physical Fitness Award: given to the top boy or girl in each homeroom for outstanding physical fitness based upon the physical fitness test given this year.
- Chorus Club – given to members of the after school chorus program
- Art Club – given to members of the after school art club.
- Library Leader - Given to 4th grade students that worked in the library throughout the year.
- Perfect Attendance – Given to students who are present every day of school.

Special Awards:

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

5th Grade:

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

Special Awards:

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

ILLNESSES AND/OR ACCIDENTS

In case of a minor illness or injury at school, the student will be administered first aid by the school nurse, office personnel or the classroom teacher. If a child is not running a fever, vomiting, or having diarrhea, then we would consider the child to have a minor illness. Minor injuries would be described as

a scraped knee or elbow requiring a band-aid. We realize there are exceptions to these rules and we will do our best to determine if a parent needs to be called. When in doubt, school personnel will contact parents.

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

IMMUNIZATION RECORDS

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

MEDICATION

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

1. Prescription and Non-Prescription medication should be in the original container (This includes Tylenol, Dimetapp, etc.)
2. Labeled with the following (from pharmacy):
Name of Patient (not brother or sister's medication)
Name of Physician
Name of Pharmacy
Order – how much to give, when (exact time)
3. Permission Forms
This form should be filled out and sent in with the medication. We should have your permission before we can give your child any medication. (Forms are given to parents at registration and are also available in the front office.)
4. The administration of medication will be supervised by the principal/designee at the school.

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

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

PARENT RESOURCE CENTER

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

PARENT/TEACHER CONFERENCES

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

PARENT VOLUNTEERS

Franklin Forest Elementary values the concept of parents as partners in education. Parent and community support are vital to all facets of the school program. Parents are encouraged to visit the school. When visiting, parents are reminded to present a picture I.D. and sign-in at the office to receive a visitor's pass. Parents are asked to complete the Troup County Volunteer Protocol (available in the front office) if they desire to volunteer on a regular basis in the school. If a parent wishes to visit a

child's classroom, please contact the principal to set up an appointment. It is our hope that all parents feel welcome, while at the same time keeping interruptions in our classrooms to a minimum. A great way to spend time at school is to join us for lunch.

PBIS

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

We will have 4 school wide expectations:
Safe, Organized, Accountable, Respectful

REPORT CARDS

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

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

SCHOOL PARTIES

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

SIGNED PAPERS

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

STUDENT AUDITING CLASSES

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

STUDENT CODE OF CONDUCT AT FRANKLIN FOREST

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

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

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

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

STUDENT DELIVERIES

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

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

STUDENT DRINKS AND SNACKS

Students are encouraged to bring a refillable water bottle to school. **Water is the only beverage permitted in student water bottles.** Soft drinks, sports drinks, energy drinks, flavored beverages, and other carbonated or sugary drinks are not allowed at school, including in lunch boxes.

Students may either purchase a school lunch or bring a lunch from home. To help maintain a healthy and distraction-free learning environment, students should not bring additional snacks or large bags of chips (such as Takis or similar snack foods) to eat with their lunch. Please pack only the items needed for a complete lunch.

STUDENT SUPPORT TEAM

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

VISITORS TO SCHOOL

All visitors should "sign in" and "sign out" on the log sheet provided to keep record of persons entering and leaving school buildings. The FRONT EXTERIOR DOORS WILL REMAIN LOCKED WITH A CAMERA INTERCOM SYSTEM. Visitors and parents are asked to use the doorbell to enter through the front doorway. Remember that you will need a picture I.D., sign-in, and receive a visitor's badge when entering the building, in compliance with system policy for student safety.

SYSTEM POLICIES

ABSENCES



Board Policy Manual Troup County Schools

Board Policy JB: Student Attendance

Status: ADOPTED

Original Adopted Date: 08/21/2025 | Last Reviewed Date: 08/21/2025

Overview

Under Georgia Law (O.C.G.A. Section 20-2-690.1), it is mandatory for all children between the age of 6 and 16 to maintain regular school attendance. As a district, we are required to inform families of the attendance for all enrolled students.

Definitions

Truant

Any child subject to compulsory attendance who during the school calendar year has more than 10 days of unexcused absences.

Compulsory Attendance

Attendance in a public school, private school, or home school program is required for children between their 6th and 16th birthdays. Every parent, guardian, or other person residing in this state having control or charge of any child between their 6th and 16th birthdays shall be responsible for enrolling and sending such child to a public school, private school, or home school program. Attendance in a public school, private school, or a home school program is required regardless of the fact that a child has been suspended or expelled from school by the local board of education. Official Code of Georgia (O.C.G.A.) § 20-2-690.1

Tardy

Students are considered tardy to school or class if the student arrives at a designated location after a school bell, chime, or buzzer has sounded. (Local schools will include specific information relevant to their facility to identify the designated location for student arrival.)

Early Checkout

When a parent, guardian, or other person having charge or control of a student authorizes a student to leave the facility before the end of the school day. School day hours are published in local school handbooks.

Chronic Absenteeism

A student is considered chronically absent if they miss 10% or more of the required school days in an academic year for any reason, including both excused and unexcused absences.

CHINS

Child in Need of Service refers to a student who is subject to compulsory attendance and has 10 or more unexcused absences.

Unexcused Absences

Absences from school or class periods, with or without the knowledge of the parent/guardian, for reasons other than those specifically outlined as excused absences.

Excused Absence

As defined by State Board of Education Rule 160-5-1-.10 an excused absence is an absence from school for a reason recognized by law or district policy as valid and unavoidable. Examples include personal illness, serious illness or death in the immediate family, religious observances, court appearances, or conditions that make attendance impossible or unsafe. Proper documentation must be provided for the absence to be officially excused.

The Troup County Board of Education believes that punctual and regular attendance is important and expected. Students should participate in the experiences, discussions, activities and special projects integral to the learning process. Regular attendance in school is the joint responsibility of the student and his/her parents or guardians.

In addressing student attendance issues, the Troup County School System shall comply with all the requirements of state law, State Board of Education rules, and the Student Attendance Protocol developed by the Troup County Attendance Protocol Committee.

Georgia's Compulsory Attendance Law

§ 20-2-690.1. Mandatory education for children between ages 6 and 16

(a) Mandatory attendance in a public school, private school, or home school program shall be required for children between their sixth and sixteenth birthdays. Such mandatory attendance shall not be required where the child has successfully completed all requirements for a high school diploma.

(b) Every parent, guardian, or other person residing within this state having control or charge of any child or children during the ages of mandatory attendance as required in subsection (a) of this Code section shall enroll and send such child or children to a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program; and such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program under such penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child's failure to enroll and attend is caused by the child's parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible; provided, however, that tests and physical exams for military service and the National Guard and such other approved absences shall be excused absences. The requirements of this subsection shall apply to a child during the ages of mandatory attendance as required in subsection (a) of this Code section who has been assigned by a local board of education or its delegate to attend an alternative public school program established by that local board of education, including an alternative public school program provided for in Code Section 20-2-154.1, regardless of whether such child has been suspended or expelled from another public school program by that local board of education or its delegate, and to the parent, guardian, or other person residing in this state who has control or charge of such child. Nothing in this Code section shall be construed to require a local board of education or its delegate to assign a child to attend an alternative public school program rather than suspending or expelling the child.

(c) Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested, or first-class mail. Prior to an action to commence judicial proceedings to impose a penalty for violating this subsection on a parent, guardian, or other person residing in this state who has control or charge of a child or children, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for children and their parents, guardians, or other persons having control or charge of children. The parent, guardian, or other person who has control or charge of a child or children shall sign a statement indicating receipt of such written statement of possible consequences and penalties; children who are age ten years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, other person who has control or charge of a child, or children. Public schools shall retain signed copies of statements through the end of the school year.

(d) In the case of private schools or home study programs, local school superintendents shall have the authority and responsibility to initiate court proceedings to enforce this subpart. For public schools, this authority and duty shall rest with school administrators, school social workers and attendance officers. The Department of Education shall coordinate with local school superintendents to maintain attendance records and provide notifications for students enrolled in home study programs.

(e) An unemancipated minor who is older than the age of mandatory attendance as required in subsection (a) of this Code section who has not completed all requirements for a high school diploma who wishes to withdraw from school shall have the written permission of his/her parent or legal guardian prior to withdrawing. Prior to accepting such permission, the school principal or designee shall convene a conference with the child and parent or legal guardian within two school days of receiving notice of the intent of the child to withdraw from school. The principal or designee shall make a reasonable attempt to share with the student and parent or guardian the educational options

available, including the opportunity to pursue a general educational development (GED) diploma and the consequences of not having earned a high school diploma, including lower lifetime earnings, fewer jobs for which the student will be qualified, and the inability to avail oneself of higher educational opportunities.

ATTENDANCE PROTOCOL

Attendance Referral Process

The primary goal of this attendance protocol is to address unexcused absences for students ages six to sixteen, as well as to monitor and support students with excessive excused absences. This protocol applies to all students enrolled in face-to-face programs within the District. Absences resulting from out-of-school suspensions, while concerning, shall not automatically warrant a referral to the School Social Worker unless deemed necessary by school administration.

- **Three (3) unexcused absences**

Teacher or designated school staff member (Family Liaison, Attendance Clerk) will communicate with parent or guardian regarding student attendance via phone or in person, which shall then be confirmed in writing.

Documentation should be kept by teachers throughout the school year. Teachers will utilize district translators to assist in communicating with parents who do not speak their primary language.

- **Five (5) unexcused absences**

Each school will utilize an A2A generated letter in order to communicate with parents. This must be adhered to as the Georgia Law referencing attendance states that the school is required to contact parents by two reasonable attempts. The school will conduct a parent conference to determine appropriate next steps. Upon the occurrence of the first absence after the conference, the school shall refer the student to the school-based Attendance Review Team.

- **Five (5) consecutive unexcused absences**

The school staff or designee may contact the school social worker to investigate the reason for the absences and determine appropriate next steps.

- **Seven (7) unexcused/excused absences**

School staff shall notify the parent or guardian that a referral will be made to the District Attendance Review Team. A detailed, school-based intervention plan must be submitted with the referral, and each intervention should be thoroughly documented. A2A generated letter will be sent to parent or guardian. Upon the occurrence of the first absence after the 2nd A2A notification, the school shall notify the parent or guardian of its intent to initiate the warrant referral process and file an Educational Dependency or Children in Need of Services (CHINS) complaint.

- **Ten (10) unexcused or excessive excused absences**

School staff may file an Educational Dependency or Child in Need of Services (CHINS) complaint prior to submitting a warrant request. The A2A-generated "Final Notification of Truancy" Letter will be sent to the parent or guardian.

- After eleven (11) or more unexcused or excessive excused absences, the school should collaborate with the Department of Family and Children Services (DFCS) and/or the Juvenile Court on the Educational Dependency or CHINS proceeding.

- At this point, the school may submit a warrant request to the appropriate Magistrate or Juvenile Court, which must be approved by the Director of Prevention and Intervention. Any attendance-related information obtained by law enforcement will be provided to the school and kept on file there.

- **Excessive Absences (excused or unexcused)**

At the discretion of local school administration, a referral to the School Social Worker may be made at any time if excessive excused or unexcused absences warrant additional support. Attendance records from previous years shall be considered when determining the need for a referral. The principal may require additional documentation to verify that absences are excused, especially when a student accumulates more than three (3) absences during the semester.

- **Students over the age of 16**

Attendance referrals to the School Social Worker shall not be initiated for students over the age of sixteen, as they are not subject to the Compulsory Attendance Law. Local schools are responsible for developing programs, strategies, and interventions to address attendance concerns for this population. However, if a parent, guardian, or student requests assistance from the School Social Worker, a referral should be made at that time.

- **Ten (10) or more unexcused absences**

Students and/or parents may be referred to Juvenile Court, Magistrate Court and/or Department of Family and Children Services (DFCS) for truancy and/or educational neglect when a student accumulates ten (10) or more unexcused absences. Detailed documentation of the student's attendance history, school and district level interventions, and school social work involvement will be required when filing a complaint with DFCS or the courts. Before any judicial is taken to impose penalties on a parent, guardian, or other person responsible for the student, appropriate notification must be provided.

Board Policy JBA: Compulsory Attendance Ages

Status: ADOPTED

Original Adopted Date: 08/21/2025 | **Last Reviewed Date:** 08/21/2025

Purpose

Troup County Board of Education recognizes its responsibility to enforce the compulsory school attendance laws to ensure that all eligible students receive the benefits of a full and uninterrupted education.

Policy Statement

In accordance with state law, every parent, guardian, or other person residing within the district having control or charge of any child between the ages of **six (6)** and **sixteen (16)** years shall enroll and ensure the attendance of such child in a public school, private school, or approved home study program during the entire length of the school term.

Provisions

1. The school district shall comply with all applicable state laws regarding compulsory attendance, including the identification, monitoring, and reporting of students subject to compulsory attendance requirements.
2. Parents/guardians shall be informed annually of their legal obligations under compulsory attendance law.
3. The Superintendent or designee shall develop procedures to address absences, truancy, and interventions to support regular attendance in compliance with the state's compulsory attendance requirements.
4. Students who are enrolled in the district, regardless of age, are subject to all attendance requirements and policies.
5. Exceptions to the compulsory attendance requirements shall be granted only in accordance with state law, including but not limited to:
 - a. Completion of high school prior to age sixteen
 - b. Enrollment in an approved home study program
 - c. Court-ordered exemptions

Enforcement

Parents/guardians who fail to comply with this policy may be subject to penalties as provided by state law. The district will work collaboratively with students, families, and community agencies to address attendance barriers before pursuing legal action.

Legal References

- O.C.G.A. § 20-2-690.1 (Georgia Compulsory School Attendance Law)

Board Policy JBD: Absences and Excuses

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 08/21/2025 | **Last Reviewed Date:** 08/21/2025

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

1. Personal illness or attendance in school endangers a student's health or the health of others.
 - Local boards of education may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is an excused absence.
2. A serious illness or death in the student's immediate family necessitating absence from school.
 - In the event of a serious illness in a student's immediate family, local boards of education may request students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.
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. The observation of religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety. (For Troup County School System, the closure of schools for hazardous conditions may only be made by the Superintendent for the purposes of excused absences.)
6. Registering to vote or voting in a public election, which shall not exceed one day. Local boards of education shall count students present when they are serving as pages for the Georgia General Assembly.
7. A student whose parent or guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.
8. 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 excused absences, up to a maximum of five school days per school year, not to exceed two school years, for the day or days missed from school to attend military affairs sponsored events, provided the student provides documentation prior to absence from:
 - A provider of care at or sponsored by a medical facility of the United States Department of Veterans Affairs; or
 - An event sponsored by a corporation exempt from taxation under Section 501(c)(19) of the Internal Revenue Code.
9. Students who are in a foster home or otherwise in the foster care system under the Division of Family and Children Services of the Department of Human Services will be counted present for any day, portion of a day, or days missed from school when attending court proceedings related to that student's foster care.
10. A student who successfully participates in the Student Teen Election Participant (STEP) program will be counted as present and given full credit for the school day during which he or she served in the STEP program. No student shall be permitted to be absent from school or participate in the STEP program for more than two school days per school year.
11. A student who participates in an activity or program sponsored by 4-H.

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

Absences and Grading

Absences shall not penalize student grades if the following conditions are met:

- Absences are justified and validated for excused
- Make-up work for all absences is completed satisfactorily. (Although an absence may be considered "unexcused," make-up work for approved, prearranged absences will be permitted. Procedures for doing so may be acquired from the local school.)

When students are suspended short-term (1–10 days), work missed will not count for or against their final grade. Suspended students shall make up those tests and assignments that the teachers determine will have an impact on the student's final grade and mastery of course content. Assignments that the teacher does not require to be made up will not count toward a student's final grade. Students are responsible for making arrangements and completing make-up work within the timeline specified by the local school. Students will be provided grade level instructional materials when they are suspended pending a tribunal and awaiting completion of the discipline tribunal.

Attendance for Course Credit in Grades 9-12

When a student in grades 9-12 has more than five (5) unexcused absences in a course, the student is in danger of losing credit for the specified class unless approved by the waiver committee. It is the responsibility of the student and parent to apply for a waiver at the end of the semester. A parent or student must submit a request in writing to the principal within ten (10) school days following the last day of the semester. Students with serious medical illnesses/conditions may be eligible for home bound services.

All work missed is expected to be made up for all absences. Students are expected to make arrangements within three (3) days to make up missed work following their return to school. A student who loses credit in a specified class due to having more than five (5) absences may request a review of the loss of credit. The review will be conducted by a waiver review committee composed of the principal or designee, counselor and a teacher. For consideration to regain lost credit, the student must provide an explanation of absences leading to the loss of credit and all course requirements must have been satisfied, resulting in a passing grade.



Board Policy Manual Troup County Schools

Board Policy JBE: Truancy

Status: ADOPTED

Original Adopted Date: 08/21/2025 | **Last Reviewed Date:** 08/21/2025

Every parent, guardian or other person residing in Troup County is required either to enroll and send children in their care and charge between the ages of six and sixteen to a public or private school or to provide a home study program for these children which meets the requirements set forth in law, unless the child is specifically exempt.

The Superintendent will develop and implement procedures necessary to assure regular school attendance by all students enrolled in the system. Such procedures will provide for the documentation of potential truancy cases and the cooperation between system administrators, teachers, school social workers, attendance clerks and officials of the Juvenile Court.

ASSESSMENTS

Assessments in the Troup County School System

The Troup County School System administers state and local assessments to measure student learning, monitor academic progress, and meet state and federal accountability requirements. Assessment results provide valuable information for students, families, teachers, and schools by identifying strengths, areas for growth, and readiness for the next level of learning.

State assessments are administered in accordance with the Georgia Department of Education's Student Assessment Handbook, Georgia State Board of Education Rule 160-3-1-.07 (Testing Programs – Student Assessment), and the Every Student Succeeds Act (ESSA). The Troup County School System follows all state requirements for test security, administration, and reporting.

Required State Assessments

The following assessments are required by the State of Georgia and/or federal law:

Georgia Milestones Assessment System (GMAS) – Measures student achievement of Georgia's state standards in grades 3-8 (End-of-Grade) and high school (End-of-Course).

- Grades 3-8: English Language Arts and Mathematics
- Grades 5 & 8: Science
- Grade 8: Social Studies
- HS: Literature and Composition II, Algebra: Concepts and Connections, Biology, and United States History

Amira Universal Reading Screener – Amira helps identify students in grades K-3 who may be at risk for reading difficulties. As a screening tool, Amira does not diagnose dyslexia or other reading disabilities. Results are used alongside other academic data to guide instruction and student support.

Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) – A formative assessment that measures kindergarten students' progress in literacy, mathematics, and social-emotional development to support instruction and determine readiness for first grade.

WIDA ACCESS for ELLs and WIDA Alternate ACCESS – Administered annually to students identified as English Learners in grades K-12 to measure English language proficiency in listening, speaking, reading, and writing.

Georgia Alternate Assessment (GAA 2.0) – Administered in lieu of the Georgia Milestones assessments to eligible students in grades 3-8 and high school with significant cognitive disabilities who meet the state's participation criteria.

In addition to state assessments, students may participate in district and classroom assessments throughout the school year to monitor academic progress and guide instruction.

Why Participation Matters

The Every Student Succeeds Act (ESSA) requires states to assess students annually and requires school districts to assess at least 95% of eligible students. The Troup County School System is required to administer all state assessments and report participation and results to the Georgia Department of Education. The district cannot waive state assessment requirements or exempt students from participation unless permitted under state policies.

How Assessment Results Are Used

Assessment results help the Troup County School System:

- Monitor student academic progress and achievement.
- Identify individual student strengths and areas for improvement.
- Guide classroom instruction and intervention.

- Support placement decisions for academic programs, including gifted education and intervention services.
- Measure school and district performance for state and federal accountability.
- Provide parents with information about their child's academic progress and readiness for future learning.

ASSESSMENT CALENDAR

2026-2027 TCSS Elementary School Assessment Calendar				
Grades K - 5				
Testing Window	Assessment	Grade	Brief Description	Mandate
August 17 - August 21 (Fall) December 7 - December 18 (Winter) March 16 - March 19 (Spring) April 19 - April 23 (Spring)	Amira Universal Reading Screener	K-3 K-2	Amira helps identify students in grades K-3 who may be at risk for reading difficulties. As a screening tool, Amira does not diagnose dyslexia or other reading disabilities. Results are used alongside other academic data to guide instruction and student support.	State
August 24 - August 28 (Fall) December 14 - December 18 (Winter) March 16 - March 19 (Spring) April 19 - April 23 (Spring)	IXL Math Diagnostics	K-5 K-2	An adaptive, online assessment tool for math that determines student proficiency levels. Determines personalized learning path, guides differentiated instructional block, and monitors student growth.	Local
August 31 - September 11	GKIDS Readiness Check	K	GKIDS Readiness Check is a component of the Georgia Kindergarten Inventory of Developing Skills (GKIDS) 2.0, designed to be administered during the first six weeks of the kindergarten year. The goal of the assessment is to provide information about the skills of students entering kindergarten.	State
August 31 - September 4 (Fall) January 11 - January 15 (Winter)	DRC BEACON	3-5	DRC BEACON is a through-year, formative interim assessment system administered in English language arts (ELA) and mathematics that measures progress throughout the school year, allowing educators to target instruction and make informed decisions.	Local
September 8 - September 18 (Fall) January 19 - January 27 (Winter)	Gifted Testing	K-5	Identified students will be given a variety of assessments related to mental ability, achievement, creativity, and motivation to determine eligibility for gifted services. While some testing may occur outside the designated windows, the majority of gifted assessments are conducted during these scheduled periods.	Local
September 21 - May 10	GKIDS 2.0	K	GKIDS 2.0 is a year-long, progression-based formative assessment, integrated into classroom work, that is aligned to Georgia's state content standards. GKIDS 2.0 is organized around big ideas and learning progressions and provides teachers with one source of real-time information to adjust instruction.	State
September 29 - October 6 (Fall) December 8 - December 15 (Winter) February 23-26 and March 2-5 (Spring)	Troup Common Assessment 01 Troup Common Assessment 02 Troup Common Assessment 03	2-5	Troup Common Assessments (TCAs) are quarterly assessments administered in all State Assessed Areas to monitor student progress and provide real-time standard level data to drive instruction. These assessments are created by Troup County Schools Teachers and are administered in a way to mirror the GMAS assessments to practice the EOG testing environment. Students are assessed only on standards for which they have been taught. The following assessments will be administered in each grade level: 2nd: ELA; 3rd & 4th: ELA and Math; 5th: ELA, Math, and Science.	Local
January 11 - February 5	WIDA ACCESS and Alternate ACCESS	K-5	ACCESS for ELLs is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten through grade 12. WIDA Alternate ACCESS is an individually administered test for English Learners in grades K through 12 with the most significant cognitive disabilities.	State
January 19	Georgia Milestones End-of-Grade Secure Practice Test w/Response Transmission	3-5	DRC Secure Practice Test w/Response Transmission provides an opportunity for students to have experience on the secure testing platform. It also provides the districts an opportunity to test bandwidth in preparation for testing.	State
TBD (if selected)	National Assessment of Educational Progress	4 or Age 9	NAEP is the only ongoing effort to obtain comprehensive and dependable achievement data on a national basis in a uniform and scientific manner. Commonly known as "The Nation's Report Card," NAEP is a congressionally mandated project of the U.S. Department of Education's National Center for Education Statistics (NCES). The assessment is administered to students in randomly selected schools across the nation.	National
January 27-28	360 Writing Assessment	3-5	The 360 Writing Assessment will be given in grades 3-5. It will reflect Day 1 of GMAS. Please note that this assessment will not include a peer revision task. All students will be given an opinion writing prompt. 360 Writing provides nine weeks of lessons and assessment materials for each of the three techniques (opinion-argumentative, expository, and narrative-poetic).	Local
March 22 - April 23	Georgia Alternate Assessment 2.0	3-5	The Georgia Alternate Assessment 2.0 (GAA 2.0) is designed to ensure that students in grades 3-8 and 11 with significant cognitive disabilities who qualify based on the state eligibility criteria are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.	State
April 13	Georgia Milestones End-of-Grade Secure Practice Test	3-5	DRC Secure Practice Test provides an opportunity for students to have experience in the secure testing platform. Students are able to practice using the online testing tools that will be accessible to them during testing.	State
April 26 - May 7	Georgia Milestones End-of-Grade (EOG) Assessment	3-5	Georgia Milestones (GMAS) measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies. GMAS is a single assessment system that consists of end-of-grade measures in English language arts and mathematics in grades 3-8, end-of-grade measures in science in grades 5 and 8, and end-of-grade measures in social studies in grade 8.	State
June 16 - June 17	Georgia Milestones End-of-Grade (EOG) Retest	3 and 5	The Georgia Milestones EOG Retest administration is for students in grades 3, 5, and 8 who did not meet grade-level expectations in reading and/or students in grades 5 and 8 who did not meet grade-level expectations in math on the EOG Spring assessment.	State

ASSESSMENT SECURITY

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

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

The FFE Assessment Plan is available upon request.



TCSS STUDENT CODE OF CONDUCT

Board Policy Manual Troup County Schools

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

Student Code of Conduct

A. STATEMENT OF PURPOSE

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

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

Also, students may be disciplined for conduct off campus which is felonious or which may pose a threat to the school's learning environment or the safety of students and employees. Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community.

AUTHORITY OF THE PRINCIPAL

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

DISCIPLINE & PARENTAL INVOLVEMENT

Education is a partnership in which most successful schools are those where parents/guardians and educators work together to provide children with the best education possible. The responsibility includes maintaining good discipline on the part of all students. The key to a successful discipline program is parental involvement; therefore, parents should expect to be contacted by the school if their student experiences problems regarding inappropriate behavior at school. Different violations of the Code of Conduct warrant different responses and consequences, the teacher may work with the child first to correct these problems; then if they persist, the teacher may contact parents for help and input. If the problems still cannot be worked out, the child may be referred to the assistant principal. At that time parents may be asked to come to the school for a conference.

B. EFFECTIVE TIME AND LOCATION

These District's Code of Conduct are effective during the following times and in the following places:

1. On the school grounds during and immediately before or immediately after school hours or off school grounds while enroute to or from school.
2. On the school grounds at any other time when the school is being used by a school group or at school related functions.
3. Off the school grounds at a school activity, function, or event.
4. Enroute to and from school on a school bus or other school vehicle or while waiting off school grounds at a designated school bus stop for a school bus to transport a student to or from school or a school activity.

5. Off school grounds when the prohibited conduct is directed, because of a school-related connection, against the person, family, property, privacy, or tranquility of an employee of the Troup County Board of Education.
6. Apply to conduct by student whether directed to or committed upon another student or a teacher, administrator, or other school personnel or toward persons attending school related functions.
7. Apply to any off-campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at school or which disrupts the educational process.

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

C. STUDENT BEHAVIOR CODE

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

Codes L1 -L4 in the following list of offenses are aligned to the Georgia Department of Education Discipline Matrix utilized for state reporting purposes.

Level 1 behaviors are minor disruptions that interfere with the learning environment or the overall operation of the school. These behaviors may be addressed by the classroom teacher and do not always require administrative involvement. The primary goal in responding to Level 1 behaviors is to correct the misconduct while minimizing loss of instructional time. Staff are encouraged to use a range of graduated interventions to address these behaviors effectively.
Level 2 behaviors involve actions that pose a risk to the safety or well-being of others, cause damage to property, or significantly disrupt the school environment. These behaviors may also include repeated instances of similar misconduct. Such offenses can lead to the student's temporary removal from the school setting and related activities. Unless specified otherwise, school administrators have the discretion to apply consequences that balance the seriousness of the offense with efforts to minimize the impact on the student's education. Responses may include a combination of interventions, restorative practices, and disciplinary measures—up to and including a disciplinary tribunal hearing and/or involvement of law enforcement.
Level 3 behaviors are serious violations that involve actions against individuals or property which may directly or indirectly compromise the health, safety, or well-being of others. These offenses represent severe forms of misconduct and must be reported to the principal immediately. Due to their severity, these incidents may necessitate the involvement of external agencies and/or law enforcement and could result in criminal charges. Any behavior that poses a significant threat to the school community may lead to the student's immediate suspension from school and school-sponsored activities, pending the outcome of a disciplinary investigation. Based on the investigation, a disciplinary tribunal hearing may be required.
Level 4 behaviors are the most egregious violations of the Student Code of Conduct and involve intentional, malicious, or criminal acts that present a direct and substantial threat to the safety, security, or well-being of students, staff, or the school environment. These actions may also include repeated or escalating Level 3 offenses that demonstrate a pattern of disregard for school rules and authority. Level 4 offenses require immediate administrative action and must be reported to the principal, district officials, and appropriate law enforcement agencies. A disciplinary tribunal hearing may be required. The severity and intent of the behavior, as well as the student's disciplinary history, will be considered when determining final outcomes.

Progressive Discipline Process

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

The Code of Conduct 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 the character traits taught through our Social and Emotional Program.

The following disciplinary actions may be imposed for any violation of this Code of Conduct:

Notification of Parents

Parent Conference

Counseling with a school Administrator or Counselor

Loss of Privileges

Isolation or Time Out

Temporary Removal from Class or Activity

Altered School Day

In School Detention (ISS)

Short-term Suspension

Long-Term Suspension

Referral to a Discipline meeting for temporary placement in Alternative Education Program

Suspension or Expulsion from School Bus

Expulsion

Permanent Expulsion

Referral to Law Enforcement or Juvenile Court Officials: Georgia Law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate

BULLYING

Bullying, as the term is defined in Georgia law (O.C.G.A. §20-2-751.4), is strictly prohibited. The Student Code of Conduct for all schools within the school system expressly prohibits bullying. If you or your student believe that a student is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as 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; or
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 that a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. causes another person substantial physical harm or visible bodily harm;
 - 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.

Bullying may occur as a single severe act or as a pattern of behavior. Repeated conduct is not required when a single act is sufficiently serious to meet the definition of bullying.

The term "bullying" 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 networks, or other electronic technology of a local school system. Such terms include acts of cyberbullying that originate on school property or involve the use of school equipment, including, but not limited to, acts that occur within a school sponsored online activity.

"Cyberbullying" means bullying that involves the use of electronic communication, including, but not limited to, communication devices and services, including, but not limited to, cellular telephones, cameras, computers, social media platforms, text messages, chat platforms, and internet sites.

Professional development and training opportunities for school staff on how to respond appropriately to acts of bullying, victims of bullying, and bystanders who report bullying, shall be in place. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the school principal. The school system shall provide age-appropriate instruction to students on bullying prevention, digital citizenship, and strategies for reporting bullying. Schools may incorporate bullying prevention lessons into counseling programs, advisory periods, or character education initiatives.

All reports of bullying shall be documented and investigated promptly. Documentation shall include the report, witness statements when available, investigative findings, and actions taken by the school. Investigations should begin promptly and be completed within a reasonable timeframe unless extenuating circumstances exist.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include disciplinary action as appropriate under the circumstances. However, upon a finding by the Disciplinary Hearing Officer/Tribunal Panel that a student in grades 6-12 has committed the violation of bullying for the third (3rd) time in a school year, the student shall be assigned to the alternative school.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a student to a disciplinary hearing for the first (1st) or second (2nd) bullying violation whereby the student, if found to have committed the violation, will be subject to disciplinary action pursuant to the student and parent handbook, including but not limited to, suspension or expulsion.

Upon a determination by a school administrator that a student has committed an act of bullying, as defined by Georgia law, or has been the victim of bullying, the administrator or designee shall promptly notify the parent, guardian, or other person having control or custody of the student by telephone call or through written notice, which may include electronic communication. Each local school shall provide annual notice to students and parents of the prohibition against bullying and the procedures for reporting incidents of bullying. Such notice shall be disseminated by posting information in a prominent location at each school and by including the applicable policy and consequences in the student and parent handbook.

BULLYING VIOLATIONS

Bullying Level 1, 2, 3	Elementary	Middle & High
	Consequence	Consequence
Level 1 1st Violation	Parent Conference/ Restorative Conversation/One (1) Days OSS/No Contact Agreement /Referral to Counselor/and all other actions deemed appropriate	Parent Conference/ Restorative Conversation/Three (3) Days OSS/No Contact Agreement /Referral to Counselor/and all other actions deemed appropriate
Level 2 2nd Violation	Parent Conference/ One (1)- Three (3) day OSS Referral to school counselor/ No Contact Agreement and all other actions deemed appropriate	Parent Conference/ Five (5) days OSS / Referral to school counselor/ and all other actions deemed appropriate
Level 3 3rd Violation	Parent Contact/ Short Term Out of School Suspension Three (3)-Five (5) Days/Reentry Plan	Referral for required placement to the system's alternative education program in accordance with district procedures
Required actions in all cases of bullying • Documented Investigation • Written Communication to both families • Support Plan for the targeted student • Opportunities Peer mediation and Skill-building		

False Reports of Bullying

The school system prohibits knowingly making false reports of bullying. Any individual who knowingly files a false report of bullying or provides false information during an investigation may be subject to disciplinary action in accordance with the Student Code of Conduct. A report made in good faith shall not be considered a false report solely because the investigation does not result in a finding of bullying.

Prohibition Against Retaliation

Retaliation against any individual who reports bullying, provides information during an investigation, or participates in the investigation of a bullying complaint is strictly prohibited. Retaliation includes intimidation, harassment, threats, or any adverse action taken against a person for reporting bullying. Any student found to have engaged in retaliation shall be subject to disciplinary consequences.

Bystander Reporting

Students and staff are encouraged to report bullying behavior when they witness it or have reliable information that bullying may be occurring. Reports may be made to a teacher, counselor, school administrator, or through any reporting procedures established by the school.

Supportive Interventions

When bullying is substantiated, the school may provide support services to both the student who engaged in bullying behavior and the student who was targeted. Such services may include counseling, behavioral interventions, conflict resolution strategies, or other appropriate supports designed to restore a safe learning environment.

Anonymous Reporting

Individuals may report bullying anonymously through procedures established by the school system. While anonymous reports will be investigated to the extent possible, disciplinary action may be limited when sufficient evidence cannot be obtained through the investigation.

Good Faith Reporting

Any student, parent, or staff member who reports bullying in good faith shall not be subject to retaliation or disciplinary action for making the report.

Administrative Authority to Investigate

School administrators may investigate reports of bullying even when a formal complaint has not been filed if reliable information suggests that bullying behavior may be occurring.

Distinguishing Bullying from Peer Conflict

The school system recognizes that not all disagreements, conflicts, or inappropriate behaviors between students constitute bullying. Bullying typically involves behavior that is intended to harm, intimidate, or harass another student and may involve an imbalance of power or repeated actions.

Peer conflict refers to disagreements or arguments between students who have relatively equal power in the situation. While peer conflict may still result in disciplinary action if it violates the Student Code of Conduct, it may not meet the legal definition of bullying.

School administrators will review each reported incident to determine whether the behavior constitutes bullying as defined by Georgia law or another violation of the Student Code of Conduct.

Non-Consensual Intimate Imagery

The Troup County School Board of Education is committed to maintaining a safe, respectful, and supportive learning environment. The creation, possession, distribution, or threat to distribute non-consensual intimate imagery is strictly prohibited and may constitute sexual harassment under Title IX, as well as a violation of state and federal law.

By definition Non-Consensual Intimate Imagery (NCII) refers to any image, video, or digitally altered content (including AI-generated content) that:

- Depicts a student or staff member in a state of nudity or engaged in sexual conduct;
- Is created, shared, stored, or distributed without the knowing and voluntary consent of the person depicted;
- Is shared beyond the scope of consent originally granted; or
- Is used to harass, threaten, embarrass, intimidate, or exploit another person.

NCII includes, but is not limited to:

- Screenshots of private images
- Images obtained through coercion or manipulation
- AI-generated or digitally altered “deepfake” images
- Threats to release intimate images (“sextortion”)

Consent may be withdrawn at any time. Prior consent does not authorize redistribution.

Prohibited Conduct

The following behaviors are strictly prohibited:

- Creating or generating intimate images of another person without consent
- Sharing, forwarding, reposting, or storing intimate images without consent
- Pressuring, coercing, or blackmailing someone into sending intimate images
- Threatening to distribute intimate images
- Possessing intimate images of minors, which may constitute child sexual abuse material under federal law
- Students may face disciplinary action regardless of whether the conduct occurs:
 - On school grounds
 - During school-sponsored activities
 - Through district-issued devices
 - Off campus if the conduct substantially disrupts the school environment

Reporting Procedures

Any student, parent, or staff member who becomes aware of possible NCII must report it immediately to one of the following :

- A school administrator
- The Title IX Coordinator
- A counselor or trusted staff member

Reports may be made verbally or in writing. Anonymous reports will be investigated to the extent possible.

Students are prohibited from:

- Creating or generating intimate images of others
- Sharing, forwarding, reposting, or storing such images

- Pressuring or coercing others to send intimate images
- Threatening to distribute intimate images

This policy applies whether the conduct occurs on campus, off campus, or online if it substantially disrupts the school environment.

Violations may result in disciplinary action up to and including suspension, expulsion, loss of technology privileges, and referral to law enforcement.

Retaliation against anyone who reports a violation is strictly prohibited.

L3.3A Sexual Misconduct: Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any intentional act of indecent exposure of the intimate body parts/genitals, including “flashing,” “mooning,” or “streaking” as those terms are commonly understood, any act of indecent fondling, groping or touching of the student’s own intimate body parts or the intimate body parts of another; any act of viewing or possessing of any materials which depict a minor or any student in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person. Note: May also involve a separate sexual harassment investigation.

L3.3B Sexual Misconduct/Non-Consensual Intimate Imagery: The creation, possession, sharing, or threat to share intimate images or videos of another person is strictly prohibited. Non-Consensual Intimate Imagery includes: Nude or sexually explicit images or videos shared without permission, Images originally shared privately but redistributed without consent, AI-generated, altered, or “deepfake” images, Threats to release intimate images to embarrass, harass, or blackmail someone.

TCSS Vaping & Drug Infractions

L3.14 Possession of any Vaping Device/Electronic Cigarettes, Tobacco/Nicotine Products, or Related Products:

Possession, use, distribution, sale, purchase, giving away, bartering, exchanging, or otherwise providing any device, product, or paraphernalia designed, marketed, or intended to simulate smoking or deliver vapor, aerosol, tobacco, nicotine, or related substances through inhalation. This prohibition includes, but is not limited to, electronic cigarettes, e-cigarettes, e-cigs, JUULs, vapes, vape pens, vaping cartridges or pods, hookah devices or hookah look-alikes, advanced personal vaporizers, nicotine pouches, tobacco pouches, nicotine or tobacco patches, chewing tobacco, snuff, long-cut dip, snus, and other tobacco- or nicotine-related products or smoking paraphernalia. Students may be held responsible for the possession or use of prohibited products regardless of whether the student claims to have been unaware of the product's contents or intended use. (42)

The severity of a violation may be elevated when circumstances demonstrate intentional distribution, sale, purchase, exchange, or provision of prohibited products to another person; possession or use in a manner that creates a risk of harm to others; concealment or other efforts to avoid detection; repeated violations; or other circumstances that increase the seriousness or potential impact of the conduct.

First Offense (Elementary)

- Administrator confiscates the device
- Administrator will notify parent
- Student will be OSS up to (5) Days

All suspensions greater than 5 days, consequence must be given through MTSS meeting and MTSS team decision

First Offense (Middle & High School)

- Administrator confiscates the device
- Administrator will notify parent
- Student will be assigned (10) Days, pending discipline hearing

Second Offense-Repeat first offense protocol (Middle & High School)

L3.7 Drugs: Possession, use, distribution, sale, purchase, giving away, bartering, exchanging, receiving, or otherwise providing any illegal drug, narcotic, controlled substance, or other substance or chemical that is mood-altering when consumed, inhaled, injected, or otherwise introduced into the body, unless the substance has been lawfully prescribed to and is being used by the student for whom it was prescribed. This prohibition includes substances identified as illegal drugs or narcotics under the Official Code of Georgia and other substances prohibited by applicable federal, state, or local law or district policy. This infraction also includes being under the influence of a prohibited substance while on school property, at a school-sponsored activity, or while participating in school-related activities, regardless of where the substance was obtained or consumed. (07)

The severity of a violation may be elevated when circumstances demonstrate an intent to distribute, sell, provide, exchange, or otherwise facilitate access to a prohibited substance; when the quantity, type, or nature of the substance increases the potential for harm; when the student engages in concealment or other efforts to facilitate possession or distribution; when the conduct involves multiple prohibited substances; when the violation is repeated; or when the conduct creates an increased risk of harm to the student or others.

First Offense (Elementary)

- Administrator confiscates the device
- Administrator will notify parent
- Student will be OSS up to (5) Days

All suspensions greater than 5 days, consequence must be given through MTSS meeting and MTSS team decision

First Offense (Middle & High School)

- Administrator confiscates the substance
- Administrator will notify parent and campus SRO
- Student will be assigned (10) Days, pending discipline hearing

Second Offense-Repeat first offense protocol (Middle & High School)

Transportation

Bus Conduct. Students must obey all bus safety rules and all rules listed in the Student Code of Conduct. In addition, Georgia law prohibits the following acts while on a bus:

1. Acts of physical violence.
2. Bullying.
3. Physical assault or battery of persons on the bus.
4. Verbal assault of persons on the bus.
5. Disrespectful conduct toward bus drivers or other persons.
6. Unruly behavior.
7. Students shall be prohibited from using any electronic devices with or without headphones or ear buds during the loading and unloading process. Students should keep electronic equipment packed away when preparing to board and when getting off the bus. Use of electronic devices while onboard the bus with headphones or ear buds is permitted as long as it does not interfere with the driver's operation of the school bus.
8. Using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the bus.
9. Students must maintain silence at all railroad crossings until the driver has crossed and gives all clear.
10. Students must obey all rules listed in the Bus Transportation Safety section of this handbook.

Any violation of the Code of Conduct occurring on any bus may have consequences of being suspended from riding on the bus in addition to any other discipline consequences set forth in the Code of Conduct.

During the period of bus suspension, parents/guardians will be responsible for providing the student's transportation to/from school. Bus suspension is not an excused absence or tardy. If a student causes damage to a school bus, parents/guardians will be required to repay the cost of any damage to the bus. At the discretion of the principal, parents/guardians may be asked to meet with school officials to develop a school bus behavior contract for the student.

BUS CONDUCT

Bus Conduct Level	Elementary	Middle & High
1.3	Consequence	Consequence
1st Violation	Warning and Parent Notification and Parent Conference	Warning and Parent Notification and Parent Conference
2nd Violation	Bus Suspension for (3) Days	Bus suspension for (3) Days
3rd Violation	Bus Suspension for (5) Days	Bus suspension for (5) Days
If a student accumulates four (4) or more bus conduct violations within a semester or school year, school administration reserves the right removal from bus transportation for the remainder of the current school year.		

Additionally, misconduct on the school bus may result in both transportation-related and school-based disciplinary actions. Severe or repeated bus infractions may lead to a long-term suspension or expulsion from bus services. All bus violations will be investigated and consequences issued by school based administration

Level 1 Violations with Consequences

L1 Behavior Detrimental to Learning: Such behaviors include, but is not limited to, conduct that disrupts the learning environment and insulting/disrespectful communication (06)

L1.2 Bullying 1st Violation: Bullying/Cyberbullying, as the term is defined in Georgia law (O.C.G.A. §20-2-751.4), is strictly prohibited. The Student Code of Conduct for all schools within the school system expressly prohibits bullying. Bullying is one of three Level 1 violations that has an alternate progression, please see the Bullying progressions on pg. 4 (29)

L1.3 Bus Conduct: Students must obey all bus safety rules and all rules listed in the Student Code of Conduct. Bus Conduct is one of three Level 1 violations that has an alternate progression, please see the Bus Conduct progression on page 10 (33)

L1.4 Unexcused Tardies to school or class: Students that briefly miss class can accumulate tardies which may result in a level 1 violation. Tardies to class of an extended nature may result in an immediate level 1 violation. (30)

L1.5 Dress Code: Violation of the dress code. Refer to Dress Code Policy on Page (31)

L1.6 Misuse of Electronic Devices: Unauthorized possession, displaying or using a cell phone, or other electronic communication device during the school day without the consent of the principal or his/her designee. This includes, but is not limited to, headphones, earphones, earbuds, ocular and other listening devices. (45)

L1.7 Encouraging Prohibited Behavior: Inciting, urging, encouraging, counseling, or advising others to engage in prohibited behavior that violates the K-12 Student & Parent Handbook or any policy of the district. A student violates this rule when he/she verbally or physically encourages others to engage in prohibited behavior, which may include oral instruction or physically showing a student how to engage in prohibited behavior in addition to videoing prohibited behavior (06)

L1.8 False Information: Deliberately giving false or misleading information, including, but not limited to, forgery, altering records and academic dishonesty/cheating. (32)

L1.9 Gambling: Includes, but is not limited to, betting money or other items on card games, dice games, or the outcome of athletic contests or other activities, and/or possession of gambling materials or paraphernalia. (06)

L1.10 Failure to Report: Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others. (24)

L1.11 Inappropriate items and activity: Possessing, using, selling, buying, giving away, bartering, or exchanging any material, substance, food item, or personal belonging that is inappropriate for school. Possession or non-damaging use of a laser pointer. (34)

L1.12 Inappropriate physical contact between students: Includes, but is not limited to, non-violent, disruptive pushing, inappropriate displays of affection (including, but not limited to kissing or embracing on campus), or minor inappropriate touching and/or continuous horseplay (24)

L1.13 Incivility/Insubordination: Being insubordinate to school personnel or school volunteers. All students shall comply with directions or commands of all authorized District and school personnel or designees. (33)

L1.14 Over the counter medications: Using or possessing over-the-counter medication at school without the written consent of the principal or his/her designee. **When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a Student Health and Medication Authorization Form.** Medicine cannot be given without written permission and instructions from the parent. Please do not send medicine to school with students. All prescriptions and over-the-counter medicines must be kept in the school clinic or office unless authorized in writing by a physician and approved by the principal in accordance with Regulation JGCD-R(1): Medication Procedures. Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions. (24)

L1.15 Profanity: Using profane, vulgar, obscene, insulting, language, gestures, graphics, or materials, whether spoken, written, gestured, or communicated in person or via any electronic device. (33)

L1.16 Possessing obscene materials: Possessing obscene or vulgar materials when such conduct does not involve another student. Included, but not limited to, videos or pictures of self, or items that can disrupt the school day and cause mental anguish to others (34)

L1.17 Skipping School/Class: Leaving school without permission of the principal or his/her designee, skipping school, or skipping class. (For high school students, parking privileges may be revoked for two or more Skipping School violations). (30)

L1.18 Unauthorized Area: Being in an area without the permission of school personnel. (33)

L1.19 Allowing unauthorized entry: Opening or propping open doors to allow unauthorized entry into the school (24)

L1.20 Parking/Driving Violation: Students who drive to school must follow all safety rules and procedures established by the principal, including obtaining a parking permit. Violation of safety rules and procedures related to parking and/or driving to school may result in revocation of parking privileges and/or other disciplinary action. (24)

L1.21 Miscellaneous Violations: Violating other Board of Education or school rules, including, but not limited to, failing to report to detention and/or violating rules of the In-School suspension program. (30)

Committing a Level L1.21 Violation (violating the rules of In-School Suspension program) may result in the remainder of days being assigned as Out-of-School Suspension.

Refer to Chronic Disciplinary guidelines for students with four or more Code of Conduct violations. After four level one Code of Conduct violations, a Chronic Discipline Meeting must be held, and a disciplinary and behavioral correction plan devised. Chronic discipline forms can be found on the Student Success & Accountability Hub

After a student has reached (7) seven level 1 violations, with proper documentation and supporting evidence of restorative practices and interventions administrators may recommend a Waiver Conference or Tribunal

LEVEL 1 VIOLATIONS

Level 1 Violations	Elementary	Middle & High
	Consequences	Consequences
Warning Violation	Verbal Warning and Parent notification	Verbal Warning and Parent notification
1st Referral	One (1) day Timeout/ISS	In School Suspension for (1-3 Days) One-Three days
2nd Referral	Three to Five (3-5) day ISS Referral to MTSS	In School Suspension for (3-5 Days) Three-Five days
3rd Referral	One (1) day OSS	OSS Three-Five days (3-5)
4th Referral	Three (3) day OSS/and Chronic Discipline Conference and MTSS Data review	OSS Three-Five Days (3-5) and Chronic Discipline meeting
5th Referral	After five referrals all code of conduct infractions will be disciplined from the level 2 matrix	OSS (5) Five days
6th Referral		Short Term Out-of-School Suspension for (7) Seven days Consider Follow- Up to Chronic Discipline Meeting
7th Referral		Refer for Waiver Conference or Tribunal
After a middle and high school student has reached (7) level 1 violations, with proper documentation and supporting evidence of restorative practices and interventions administrators may recommend a Due Process Hearing		

Level 2 Violations with Consequences

L2 Bullying (2nd Violation): Bullying/Cyberbullying, as the term is defined in Georgia law (O.C.G.A. §20-2-751.4), is strictly prohibited. The Student Code of Conduct for all schools within the school system expressly prohibits bullying. Bullying is one of two Level 2 violations that has an alternate progression.(29)

L2.1 Disruption of School: Causing or contributing to the disruption and interference of school operations but not posing an immediate threat to the health or safety of others. It is unlawful for any person to disrupt or interfere with the operation of a public school under Georgia Code § 20-2-735. Examples of prohibited conduct include, but are not limited to, causing, participating in, contributing to, or encouraging a food fight; elopement from campus that poses a danger to self or others; running from school personnel; refusing to comply with a search when the student is reasonably believed to be in possession of an illegal or inappropriate item or substance; organizing, participating in, or encouraging planned walkouts, protests, demonstrations, or group actions that result in students leaving assigned areas without authorization or otherwise interrupting the instructional day; or any disturbance that substantially disrupts the normal operation of the school environment. Incidents that create significant disruption to the school day, involve large groups of students, create safety concerns, or involve refusal to comply with staff directives may be elevated and addressed as a Level 3 infraction in accordance with the Code of Conduct. (06)

L2.2 Violation of Electronics and Technology Policy: Unauthorized possession, displaying or using a cell phone, or other electronic communication device during the school day without the consent of the principal or his/her designee. This includes, but is not limited to, headphones, earphones, earbuds, ocular and other listening devices. Misuse of electronic or technological resources or devices, including, but not limited to, filming and/or posting images without the permission of the individual(s) being depicted, unauthorized access to the system network, creating or using the email or messaging account of another without permission to send communications, and disrupting a virtual classroom, this includes videoing fights/physical altercations, Refusal to give electronic devices to school personnel (45)

L2.3 Giving False Information: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior or ethics violations by a teacher, administrator, or other school employee toward a student. (32)

L2.4 False Representation of Substances: False representation of a substance as a drug for which the student has no valid prescription or false representation of a substance as an illegal drug as defined under the laws of the State of Georgia. (34)

L2.5 Gang Affiliation: Exhibiting gang affiliation, as evidenced by a common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic. Exhibiting, gang affiliation and/or engaging in any gang-related activity is not permitted. For this handbook, a gang is defined as any group or association of three (3) or more persons, whether formal or informal, as evidenced by a common name or common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic, that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive activity. Students shall not use any speech or commit any act or omission in furtherance of the interests of any gang-related activity, including, but not limited to: (35)

1. Soliciting others for membership in a gang.
2. Requesting any person to pay for protection, bullying, or otherwise intimidating or threatening or physically harming any person.
3. Inciting other students to engage in any gang-related activity; and,
4. Defacing any school property with any kind of gang graffiti.

L2.6 Non-Dangerous Use and/or Possession of Hazardous Objects: Displaying, using, or otherwise exhibiting intent to use a hazardous object in such a manner that is neither dangerous nor threatening to the student,

other students, personnel or any other person. If the hazardous object is displayed or used in a dangerous or threatening manner, or the student exhibits an intent to use the object, in such a way that the object could be considered a dangerous weapon, refer to Level 4 violation below. This includes sharp objects and pepper spray/mace when non-dangerously used. (34)

- **Hazardous Object:** Any dirk, bowie knife, switchblade knife, any other knife having a blade of two or more inches, straight- edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, thermoplastic cup, 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 chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or dart, or any instrument of like kind, any nonlethal gun replica, air gun, any stun gun or taser, and pepper spray, also known as capsaicin spray or capsicum spray, and commonly referred to as Mace, or any other lachrymatory agent meant to cause irritation to the eyes, pain and temporary blindness.

L2.7 Fighting: For this violation, fighting shall include, but not be limited to, mutually and/or intentionally participation in aggressive behavior, hitting, kicking, punching, slapping, intentional spitting or use of other bodily fluids, or other physical contact with another student or person that is not school personnel, including but not limited to any other physical contact intended to cause bodily harm or injury.(08)

Fighting does not include:

- Incidental physical contact;
- Acts of self-defense, as determined through administrative investigation; **Self-Defense** is defined as the reasonable use of force by a student to protect himself or herself from an immediate threat of unlawful physical harm, when the student: Did not provoke, initiate, or willingly participate in the confrontation; Used only the amount of force reasonably necessary to protect against the imminent harm; and Ceased the use of force when the threat of harm ended.

Self-defense shall be determined based on the totality of the circumstances following an administrative investigation. A claim of self-defense does not automatically exempt a student from disciplinary consequences. Students are expected, when possible, to avoid physical confrontation and to seek assistance from school personnel. Behaviors that meet the statutory definition of bullying under O.C.G.A. § 20-2-751.4 may also be addressed under the District's bullying policy. Participation in a fight, whether as the primary aggressor or as a mutual combatant, may result in disciplinary consequences in accordance with the progressive discipline process outlined in this Code of Conduct and does not rise to the level of Excessive Physical Contact as defined under Level 3. Fighting is subject to a separate disciplinary progression; please refer to the Fighting progression for applicable consequences.

FIGHTING VIOLATIONS

Fighting Violations Progression	Elementary	Middle School	High School
	Consequences	Consequences	Consequences
1st Referral	Short term Out of School Suspension One (1)-Three (3) days Building Level Restorative Resolution Practice, Re-entry Parent Conference	Short Term Out of School Suspension for Five (5) days/ Re-entry Parent Conference/ Building Level Restorative Resolution Practice, MTSS Referral	Short Term Out of School Suspension up to Ten (10) days reentry parent meeting and MTSS Referral or Administration may refer for Tribunal
2nd Referral	Short term Out of School Suspension Three (3)- Five (5) days Building Level Restorative Resolution Practice, Re-entry Parent Conference and Referral to MTSS	Short Term Out of School Suspension for Ten (10) days or Administration refer for Waiver Conference/Tribunal	Ten (10) day Waiver Conference/Tribunal
3rd Referral	Short term Out of School Suspension Five (5)- Seven (7) Days Building Level Restorative Resolution Practice, District Level Re-Entry Meeting	Repeat of Second Referral	Repeat of Second Referral

L2.8 Inappropriate Activity of a Sexual Nature: Such conduct which does not rise to the level of severity of a Level 3 violation and may include selling, buying or transmitting sexually explicit or sexually exploitative materials (that do not depict a minor or a student or Staff member), public displays of affection including but not limited to, groping on school property; sexual harassment that does not involve physical contact such as lewd gestures, or verbal conduct or communication of a sexual nature; horseplay with inadvertent physical contact of student's or another's intimate body parts/genitals, such as "panting" or horseplay that does not include intentional indecent exposure; unwelcomed sexual advances; "sexting"; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Note: May also involve a separate sexual harassment investigation (15) if sexual harassment (16)

L2.9 Medicine being used as a drug: The possession, use, distribution, or attempted distribution of any prescription or over-the-counter medication (including but not limited to pills, cough syrup, or other substances) for the purpose of achieving a high or any non-medical use. This includes medications not prescribed to the student or taken in a manner inconsistent with the prescribed or intended use. (34)

1. Possessing or ingesting cough syrup or cold medicine in excessive quantities to induce intoxication.
2. Taking another student's prescription medication (e.g., ADHD medication, painkillers).
3. Distributing or offering pills, syrups, or other medications to peers.
4. Bringing medication to school without proper authorization/documentation.

All prescription medicine must be kept in the clinic or school office unless authorized in writing by a physician and approved by the principal in accordance with regulation JGCD-R (1): Medication Procedures. Students are subject to

disciplinary action, including but not limited to, short-term suspension, long term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions.

L.2.10 Viewing Obscene Materials: Accessing or viewing obscene or vulgar materials when such conduct does not involve another person. (34)

L.2.11 Entering areas Designated for the Opposite Sex: Entering, directing, or soliciting another student to enter into an area designated for the opposite sex only. (33)

L.2.12 Theft (Less than \$500): Theft including, but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property. For theft greater than \$500, refer to Level 3.8 ((11)

L.2.13 Verbal Abuse: Verbally abusing others, including but not limited to, threats or intimidation, use of profanity towards others including students and school personnel (Georgia law prohibits the upbraiding, disrespecting, insulting, or directing vulgar or profane language towards any teacher, administrator, or bus driver upon the premises of any school in the presence and hearing of a student). Use of slurs or acts of bigotry related to or directed toward another person's race, ethnicity, national origin, religion, age, sex, gender, gender identity, sexual orientation, physical characteristics or disability. This includes, but is not limited to, harassing or taunting in person, on the Internet, in writing, or other modes of electronic communications. (17)

L.2.15 Unintentional/Intentional Physical Contact with Students that Causes Harm: Unintentional, but inappropriate, physical contact or action with students that causes harm. (03)

L.2.16 Attempting to Make Harmful Contact with Another Student; Attempting to Start a Fight: This includes but is not limited to situations where fighting words are exchanged with possible posturing to inflict physical harm and/or verbal altercations and yelling but no contact is made.(06)

L.2.17 Trespassing: Entering or remaining on a public-school campus, school bus, or school board facility without authorization or invitation and with no lawful purpose for entry. (19)

L.2.18 Unintentional Physical Contact with School Personnel: Unintentional, but inappropriate, physical contact or action with school personnel. (03)

L.2.19 Vandalism or Damage to Property: Vandalizing or damaging school or personal property, regardless of whether there is a monetary loss of value. For vandalism greater than \$500, refer to Level 3.9 (20)

L.2.20 Damaging or Setting Off a Fire Alarm or attempting to start a fire: (Elementary Only) Willfully damaging or destroying a school fire alarm; setting off a school fire alarm with no reasonable belief that a fire exists on the school premises. This violation shall also include refusing to evacuate the building when a fire alarm sounds, or an evacuation of a school is ordered. Attempting to start a fire on school grounds or at school events. (33)

LEVEL 2 VIOLATIONS

Level 2 Violations	Elementary	Middle & High
(Excludes Fighting)	Consequences	Consequences
1st Violation	Out of school suspension (1) One Day-(3) Three Days/ Reentry Parent Conference/ Building Level intervention	Short Term Out of School Suspension for Three (3) days-Five (5) Days/ Reentry Parent Conference/ Building Level intervention
2nd Violation	Out of school suspension (3) Three Days-(5) Days / Reentry Parent Conference/ Building Level intervention	Short Term Out of School Suspension for Five (5) days-Seven (7) days/ Reentry Parent Conference/ Building Level intervention
3rd Violation	Out of school suspension (5) Five Days-(7) Seven Days / Reentry Parent Conference/ Building Level intervention	Short Term Out of School Suspension for seven (7) days-Ten (10) days/ Reentry Parent Conference/ Building Level interventions
<i>After a student has reached (3) level 2 violations excluding fighting, with proper documentation and supporting evidence of restorative practices and interventions administrators may recommend a Due Process Hearing or Long Term suspension not to exceed 10days with behavior contract if infractions are of non violent nature</i>		

Level 3 Violations and Consequences (Mandatory Hearing Offenses)

A student who has committed a Level 3 violation may receive a consequence of long-term suspension or expulsion at a disciplinary hearing.

L3 Failure to provide notification of charge, adjudication, or conviction of a felony: Upon any enrolled student being charged, adjudicated, or convicted of a felony violation as defined in Level 4, Rule 3, or Rule 4, the student shall immediately notify the Principal and the Superintendent of said charges, adjudication, or conviction and shall provide to the Principal and Superintendent a copy of all documents received by the student concerning said charges, adjudication, or conviction, including any probation terms. This includes any violation held in abeyance or given first offender status. Failure to provide the required documents shall be grounds for disciplinary action. (24)

L3.1 Gang Related Activity: Engaging in a gang-related activity that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive act. (35)

L3.2 Excessive Physical Contact: The use of excessive physical force resulting in harmful contact with a student or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent and advance planning is evident, cause a major disruption to the school operational environment or educational process, group fights of three (3) or more individuals, and/or fights that cause harm. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, and/or where medical attention was sought for a significant injury. (08)

L3.3A Sexual Misconduct: Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any intentional act of indecent exposure of the intimate body parts/genitals, including “flashing,” “mooning,” or “streaking” as those terms are commonly understood, any act of indecent fondling, groping or touching of the student’s own intimate body parts or the intimate body parts of another; any act of viewing or possessing of any materials which depict a minor or any student in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person. Note: May also involve a separate sexual harassment investigation under Sexual Harassment Title IX Policy JCAC: Sex-Based Discrimination. (16)

L3.3B Sexual Misconduct/Non-Consensual Intimate Imagery: The creation, possession, sharing, or threat to share intimate images or videos of another person without their clear and voluntary consent is strictly prohibited. Non-Consensual Intimate Imagery includes: Nude or sexually explicit images or videos shared without permission, Images originally shared privately but redistributed without consent, AI-generated, altered, or “deepfake” images, Threats to release intimate images to embarrass, harass, or blackmail someone. Note: May also involve a separate sexual harassment investigation under Sexual Harassment Title IX Policy JCAC: Sex-Based Discrimination. (15) or If sexual harassment (16)

L3.4 Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm: Committing acts of physical violence against teachers, school bus drivers, or other school officials or employees, is prohibited. For the purposes of this rule, physical violence is defined as intentionally making physical contact of an insulting or provoking nature or posturing to inflict physical harm with school personnel that does not result in physical harm (Could include resisting a School Resource Officer). (08)

L3.5 Alcoholic Beverages: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any alcoholic beverage at school, at any school-related activity, prior to attending school, or prior to a school-related activity. (01)

L3.6 Prescription Medication: Prescription Medication: Possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug not prescribed to the student in possession; wrongfully possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug that is prescribed to the student; or the use of any substance represented to be a prescription drug prior to or after attending school or a school related activity that was not prescribed for the student. When students must take medicine at school,

parents must bring all medicine and related equipment to the school nurse or his/her designee and complete a Medication Permission/Authorization Form. Medicine cannot be given without written permission and instructions from the parent. Please do not send medicine to school with students. (07)

All prescription medications must be stored in the school clinic or designated school office unless the student has written authorization from a licensed healthcare provider and approval from the principal or designee in accordance with Georgia law and local board policy regarding self-administration of medications.

Students found in possession of medication on school grounds without appropriate authorization may be subject to disciplinary action in accordance with the Student Code of Conduct. Disciplinary consequences may include, but are not limited to, short-term suspension, long-term suspension, or expulsion. This includes possession of medication without approval, sharing or distributing medication to others, or using medication in a manner inconsistent with the healthcare provider's orders or manufacturer's label instructions.

L3.8 Theft Greater than \$500: Theft, including but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property when the value of the property is greater than \$500, as estimated by school Officials. (11)

L3.9 Vandalism or damage to property greater than \$500: Vandalizing school or personal property, with the cost of damages being greater than \$500, as estimated by school officials. This includes, but is not limited to, unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (20)

L3.10 Damaging or Setting Off a Fire Alarm or attempting to start a fire: Willfully damaging or destroying a school fire alarm; setting off a school fire alarm with no reasonable belief that a fire exists on the school premises. This violation shall also include refusing to evacuate the building when a fire alarm sounds, or an evacuation of a school is ordered. Attempting to start a fire on school grounds or at school events. (06)

L3.11 Terroristic Threats: A terroristic threat is 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, to commit any act of violence or to burn or damage property. Terroristic threats shall also include, but are not limited to, bomb threats, making false calls to 911 which have the effect of causing a lock-down of a school building, the evacuation of a school building, or the search of a school building, or any bus, property, or building belonging to the school district by the school resource officer or any other public safety officer or agency, or the use of electronic communication to convey text, video, images or spreading false rumors which have the effect of causing a disruption of the school. (17)

L3.12 Possession of Pepper Spray: Possession of, Use or discharge of pepper spray by any student when regardless of intent shall be prohibited. The level of disruption by the discharge or use may determine the severity of the consequence. (34)

L3.13 Non-lethal Weapons: Possession or use of a gun replica, toy gun/splat gun/water gun/airsoft gun that is portrayed as a weapon or could reasonably be mistaken for a weapon. (34)

LEVEL 3 VIOLATIONS

Level 3 Violations	Elementary	Middle & High
	Consequences	Consequences
1st Violation	OSS (5) Five Days/ Altered School Day A.M./P.M./ Re-Entry Plan/ Referral to MTSS/Discipline Conference	Long Term (10) Ten Day Out of School Suspension Waiver Conference/Tribunal
2nd Violation	OSS (7) Seven Days/ Altered School Day A.M./P.M./ Referral to MTSS/District Level Discipline Conference	Long Term (10) Ten Day Out of School Suspension Waiver Conference/Tribunal
3rd Violation	Recommendation for Long-Term Suspension or other sanctions as approved by the Board of Education	Long Term (10) Ten Day Out of School Suspension Waiver Conference/Tribunal
<i>All level 3 infractions are subject to long-term suspension followed by Waiver Conference/Tribunal, with proper documentation and supporting evidence of restorative practices and interventions administrators may recommend a Waiver Conference/Tribunal</i>		

Before a student who is in preschool through third grade is assigned more than five days of out of school suspension, whether consecutive or cumulative, the student must receive a multi-tiered system of support (MTSS). If the student has an Individualized Education Program (IEP) under the Individuals with Disabilities in Education Act or a Section 504 Plan under the Rehabilitation Act of 1973, then the student's IEP or Section 504 Team must meet to review appropriate supports provided to the student under the plan.

Level 4 Violations (Mandatory Hearing Offenses)

If a preschool through third grade student commits a Level 4 offense, specifically if the student possesses a weapon, illegal drugs or other dangerous instrument, or the student's behavior endangers the safety of other students or school personnel, then school administration or a hearing officer may assign age-appropriate consequences without first referring the student to the MTSS process.

A student who has committed a Level 4 violation will have a mandatory Due Process Hearing that may result in a consequence of expulsion or up to permanent expulsion

L4 Possession of a Firearm, Dangerous Weapon, or Explosive Compound: Possessing, using, selling, buying, giving away, bartering, or exchanging any firearm, dangerous weapon, explosive compound, or an object that can reasonably be considered and/or used as a weapon. Pursuant to O.C.G.A. §20-2-751.1, a violation of this rule has a mandatory minimum one-year of expulsion, but may result in permanent expulsion, at the discretion of the Disciplinary Hearing Officer. It is unlawful for any person to carry, or to possess, or have under his/her control while within a school safety zone or on a bus or other transportation furnished by the district any dangerous weapon, firearm, or explosive compound. Any person violating this rule will be reported to the appropriate authorities for prosecution. (28)

- **Dangerous Weapon:** Includes any weapon or object that could reasonably be used in a manner that may inflict bodily harm to another. Examples include, but are not limited to, sharp objects that are used or pepper spray that is discharged or used with intent to cause harm or injury, a rocket launcher, bazooka, recoilless rifles, mortar, hand grenade, or other similar weapon designed to explode.
- **Explosive:** Includes any bomb, firebomb, Molotov cocktail, firecracker, fireworks, stink bomb, bullet, shell, gun powder, grenade, missile, or any other type of explosive device and/or substance, including a set fire. A student in possession of any such item will be subject to disciplinary action as outlined in the Code of Conduct, with the matter being reported to law enforcement authorities.
- **Firearm:** Includes, but is not limited to, a handgun, rifle, shotgun, or other weapon, which will or can be converted to expel a projectile.

L4.1 Physical Violence Against Personnel with Physical Harm: It is prohibited for any student to intentionally make physical contact which causes physical harm to teachers, school bus drivers, or other school officials or employees. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. (08)

L4.2 Charge, Adjudication, or Conviction of Felony (All Others): This includes any conduct (on campus or off campus) which results in the student being criminally charged with an offense that would be a felony if committed by an adult. This includes, but is not limited to, the adjudication or conviction of a student of a violation that is designated as a felony if committed by an adult under the laws of the State of Georgia, or under the laws of the United States of America, and which makes his/her continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (49)

L4.3 Charge, Adjudication, or Conviction of a Felony ("Seven Deadly"): Being charged with or adjudicated or convicted of one or more of the following violent criminal violations, and which makes his/her continued presence at school a potential danger to persons or property at the school, or which disrupts the educational process: a. **Murder** (O.C.G.A. §16-5-1); **Voluntary Manslaughter** (O.C.G.A. §16-5-2); **Rape** (O.C.G.A. §16-6-1); **Aggravated Sodomy** (O.C.G.A. §16-6-2); **Aggravated Child Molestation** (O.C.G.A. §16-6-4); **Aggravated Battery** (O.C.G.A. §16-5-24); and **Aggravated Armed Robbery** (O.C.G.A. §16-8-41) (49)

L4.4 Sexual Acts: It is prohibited to engage in sexual acts on school campus or during school activities. This includes, but is not limited to, any act of sexual intercourse, oral sex, or sodomy as the term is defined by the laws of the State of Georgia. This includes sexual battery and sexual harassment involving physical contact. (16)

DISCIPLINARY PROTOCOL AND PROCEDURE

A. TYPES OF CONSEQUENCES OR CORRECTIVE ACTION

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

- 1. In-School Suspension:** In-school suspension is the isolation of a student during the school day from the regular classrooms and activities of the school with a continuation of the student's progress **with classroom assignments and additional support.**
- 2. Short-Term Suspension:** Short-term, out-of-school suspension as defined in O.C.G.A. §20-2-751(3) means the denial to a student of the right to attend school and take part in any school-related functions for a period not to exceed ten (10) consecutive school days. The principal and assistant principal of any school shall have the discretionary power to impose a short-term suspension.
- 3. Long-Term Suspension:** Long-term as defined by O.C.G.A. §20-2-751(2) means the denial and suspension of a student of the right to attend school and take part in any school-related functions for more than ten (10) consecutive school days but not beyond the current academic term. A student may receive long-term suspension only as a result of a student disciplinary hearing before a Disciplinary Hearing Officer or Tribunal Panel. A student shall be subject to long-term suspension or expulsion for violation of the rules for student behavior, conduct and discipline as set forth in these policies but only after a hearing or opportunity for a hearing in accordance with the rules and procedures hereafter set forth.
- 4. Expulsion:** Expulsion as defined by O.C.G.A. §20-2-751(1) means the denial to a student of the right to attend school and take part in any school-related functions beyond the current academic term, and any greater duration deemed appropriate by the Disciplinary Hearing Officer or Tribunal Panel including but not limited to the remainder of the current semester, school year, an entire school year or years, or permanently. Expulsion may only be imposed by action of the Disciplinary Hearing Officer or Tribunal Panel after the student has been afforded notice, opportunity for hearing, and other procedural rights prior to such expulsion becoming effective.

B. GENERAL DISCIPLINE PROCEDURES

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

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

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

At the beginning of each school year, the principal or other designated administrator shall conduct such convocations in the first 20 school days, student assemblies or other proceedings with all students enrolled in each school to explain with particularity, the Student Behavior Code and the disciplinary protocol followed to include Mandatory Hearing Offenses.

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

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

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

D. MANDATORY HEARING OFFENSES

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

1. **Mandatory Hearing Offenses:** All Level 3, Level 4, and Multiple Level 2 Infractions will result in Mandatory Hearing
2. **Elementary Schools:** There shall be no Mandatory Hearing Offenses for Grades PK-5. However, the principal of each elementary school in consultation with the Superintendent may treat an offense as a Mandatory Hearing Offense based upon the nature and circumstance of the offense and the student involved. Unless specifically stated in the policy, discipline for students in grades PK-5 will be at the discretion of the principal; however, discipline determinations by Discipline Hearing Officer or Tribunal Panel also apply to students in PK-5 if the principal deems it to be necessary. In grades PK-5, students' unstructured time may be withheld for violation of general school discipline or for specific violation of any school rule. A PK-5 student may be assigned to the Sandbox program to address specific discipline issues.

E. DISCIPLINE PROCEDURES

1. Upon reasonable suspicion that a student has committed an offense warranting a Disciplinary Hearing or Tribunal, the principal or administrator in charge of discipline at each school shall immediately separate the student from the rest of the student body while the investigation of the conduct is being conducted. The principal or administration in charge of discipline shall advise the student that evidence exists that the student may have committed an offense warranting a Disciplinary Hearing or Tribunal.
2. The school administrator shall advise the student that (1) the offense which the student is alleged to have committed carries the consequences of a mandatory referral to a Disciplinary Hearing of the Troup County Board of Education with short term suspension pending the hearing of the charges by the Disciplinary Hearing Officer or Tribunal Panel; and (2) if the circumstances warrant it, that the alleged violation of the Student Behavior Code is being reported to the appropriate law enforcement agency in which the school is located and to the Juvenile Court of Troup County.

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

4. **Informal Review.** Where a disciplinary hearing is required by law or when a Principal recommends a long-term out of school suspension/expulsion (More than 10 school days of out of school suspension) and a disciplinary hearing is scheduled, a parent conference will be offered within three (3) school days of the first suspension. Legal counsel/Student Advocate for students and/or parents is not allowed. The principal designee should be prepared to offer and discuss the investigation completed by the school, the discipline procedures afforded and any witness/student statements; as well as the current status of the student's conduct and academic status. Please Note: A parent conference is not required before a discipline matter proceeds to a discipline hearing and failure of school administration to offer such conference shall not disqualify the hearing in any manner or the results of any hearing.

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

6. **Written Notice of Hearing.** When a discipline hearing is required, the school will provide written notice of the relevant procedures to the student's parent/guardian/student age 18 or older. Delivery of Notification: The notice of hearing shall be delivered to the student and his/her parent/guardian either in person, by electronic mail, or by standard mail to the last known address or email listed in Infinite Campus of the parent or guardian.

7. **Referral to a Disciplinary Hearing.** Following the commission of a Mandatory Hearing Offense, the student shall be referred to a Disciplinary Hearing Officer or Tribunal Panel of the Troup County Board of Education. If you receive Special Education or Section 504 Services, a District Special Education and/or Section 504 representative, Special Education teacher and/or regular education teacher will be part of a manifestation determination review meeting to be scheduled prior to the hearing. The IEP or 504 team will determine if the alleged behavior is a manifestation of your disability based on the evidence presented. If the IEP or 504 team determines that the alleged behavior is a manifestation of your disability, the IEP or 504 team will determine the appropriate action to address your behavior. If the IEP or 504 Team determines that the alleged behavior is not a manifestation of your disability, the scheduled hearing will proceed at the scheduled date where a Disciplinary Hearing Officer/Tribunal Panel will decide whether you violated the Student Code of Conduct. If it is determined that you violated the rule(s), the disciplinary Hearing Officer or Tribunal Panel will also decide the appropriate disciplinary action. The hearing of the disciplinary charges before a Hearing Officer or Tribunal Panel shall be within ten (10) school days of the day on which short term suspension is imposed and removed from the general student population. Where extenuating circumstances exist, the hearing by the Disciplinary Hearing Officer/Tribunal Panel may be held more than ten school days following notification of charges; provided however, that the student must be returned to the general school population at the end of the short-term suspension unless an extension has been requested by the parent/guardian and such extension has been granted. Such an extension can only be requested in writing by the parent/guardian/or retained legal counsel for the student.

8. **Juvenile Court:** If warranted by the circumstances, the principal of the school in which the student is enrolled shall consult with and, to the extent and in the manner allowed by law, provide to the education protocol officer of the Troup County Juvenile Court such educational records on the student to include attendance, grades, standardized test scores,

and disciplinary record as may be needed for an evaluation of the student by the Juvenile Court.

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

F. PROTOCOL AND MANDATORY PUNISHMENTS FOR OFFENSES AGAINST SCHOOL PERSONNEL

1. Procedure - Any student who is alleged to have committed any act of physical violence as defined in Level 3 (L3.4) or Level 4 (L4.1) violence against another school official or employee, or school bus driver shall be referred to a disciplinary hearing officer or tribunal panel of the Troup County Board of Education. The student alleged to have committed such an act of physical violence shall be suspended out of school pending a hearing. The Hearing Officer or Tribunal Panel shall be appointed in accordance with State Board of Education Rule 160-4-8-.15 and applicable Board policy. When a Tribunal Panel is convened, it shall consist of three (3) impartial teachers or certified education personnel. The Hearing Officer or Tribunal Panel shall hear the evidence, determine all issues of fact and intent, and render written findings and a recommendation to the Troup County Board of Education regarding the appropriate disciplinary action if the student is found to have committed the alleged offense(s). The findings and recommendation shall include a determination as to whether the student shall be permitted to return to the regular school program and, if so, the conditions and timing of such return. The Troup County Board of Education shall review the record and may adopt, reject, or modify the recommendation of the Hearing Officer or Tribunal Panel, including the imposition of a more or less severe disciplinary consequence than that recommended.

2. Punishment for Violation of Level 3 L3.4 Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm - Any student found by a Disciplinary Hearing Officer/ Tribunal Panel to have committed an act of physical violence by intentionally making physical contact of an insulting or provoking nature against a teacher, administrator, school personnel or employee, or bus driver may be disciplined by expulsion, long term suspension or short-term suspension as those terms are defined in the Official Code of Georgia and Troup County Board of Education Policies.

3. Punishment for Violation of Level 4 L4.1 Physical Violence Against Personnel with Physical Harm - A student found by a Disciplinary Hearing Officer/ Tribunal Panel to have committed an act of physical violence by making physical contact, which causes physical harm as defined in Level 3 & 4 against a teacher, administrator, school personnel or employee, or a bus driver shall be expelled from the Troup County Schools. The expulsion shall be for the remainder of the student's eligibility to attend public schools pursuant to O.C.G.A. 20-2-150. The Troup County Board of Education, at its discretion, may permit the student to attend an alternative school program for the period of the student's expulsion. If the student who commits an act of violence by making physical contact which causes physical harm is in Kindergarten through Grade 8, then the Troup County Board of Education, at its discretion, and on the recommendation of the hearing officer/tribunal panel may permit such student to re-enroll in the regular public-school program for Grades 9 through 12. If Troup County Board of Education does not operate an alternative education program for students in Kindergarten through Grade 6, the Troup County Board of Education, at its discretion, may permit a student in Kindergarten through Grade 6 who has committed an act of physical violence against a teacher, administrator, school personnel or employee, or bus driver to re-enroll in the public school system.

4. Juvenile Court Referral - Any student found by a Disciplinary Hearing Officer/ Tribunal Panel to have committed an act of physical violence as defined in Level 3.4 & 4.1 against a teacher, administrator, school personnel or employee, or bus driver shall be referred to Juvenile Court.

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

1. **Firearms** - A student found to have violated Level 4 L4 shall be expelled from the Troup County schools for a period of not less than one (1) calendar year. On a case-by-case basis, a Disciplinary Hearing Officer/Tribunal Panel or the Superintendent are authorized to place a student determined to have brought a firearm to school in the Troup County alternative school program if extenuating circumstances are found to exist.

2. **Bullying and Cyberbullying** - Any student in grades 6-12 who has committed and been punished twice for the offense of bullying and cyberbullying as defined in L1 & L2 Bullying/Cyberbullying who is alleged to have committed a third act of bullying or cyberbullying within a school year shall be referred to a hearing before a Disciplinary Hearing Officer/Tribunal Panel. If the student is found guilty of a third offense by the hearing officer/tribunal panel of the offense of bullying or cyberbullying, the student shall be assigned to the Troup County alternative school program for such time as deemed appropriate; provided however, this shall not prohibit the expulsion or long-term suspension of the student for the third offense. At the discretion of the school administration, a student may also be referred to a disciplinary hearing/tribunal for a first or second offense of bullying or cyberbullying.

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

I. Alternative Placement Parental Option Policy

When a student is assigned to The Hope Academy for an alternative educational placement as a result of a disciplinary decision, the parent or legal guardian maintains the right to seek and enroll the student in an outside educational setting during the duration of the assigned placement period.

Alternative Placement Assignment

1. A student may be assigned to The Hope Academy in accordance with district policies related to student discipline.
2. The length of the alternative placement will be clearly communicated to the parent/guardian in writing, including a start and end date.

Parent/Guardian Educational Choice

1. During the alternative placement period, the parent or legal guardian may choose to withdraw the student from the district and enroll them in another educational program or institution, including private or virtual settings.
2. The parent/guardian must notify the district in writing of their intent to pursue an external educational option, and must assume all costs associated with that choice.

Return to District

If the student returns to the district before the external placement requirement has been completed, they must fulfill any remaining days of the originally assigned alternative placement at The Hope Academy before re-entering their home school, unless otherwise determined by district administration.

Student Records and Status

1. The student will remain coded as "assigned to alternative placement" in district records for the duration of the assigned term, regardless of whether an external educational option is pursued.
2. Completion of the assigned placement period is required before full reentry into the student's home school can be considered.

Special Education Considerations

For students with an Individualized Education Program (IEP) or 504 Plan, any decision to change educational setting must be in compliance with federal and state special education laws, including the requirement to convene an IEP or Section 504 team meeting, as appropriate.

(Previously Policy JCDAD)**Bus Conduct**

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

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

While riding a school bus:

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

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

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

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

and suspension from riding the bus.

Student Dress Code (Previously Policy JCDB)

The Troup County School System is committed to fostering a conducive learning environment that respects each student's individuality. To support safety, positive behavior, and community standards, students are expected to dress in a manner appropriate for the educational setting. Research indicates a connection between student attire and behavior, attitude, and academic achievement. Clothing and personal appearance must not be disruptive or interfere with the welfare of any student.

Coverage

- Clothing must fully cover the chest, back, stomach, and midriff. See-through or transparent fabrics do not count as coverage.
- Pants, shorts, skirts, skorts, and dresses must be long enough to cover the mid thigh.
- Undergarments must remain fully covered at all times. Outer clothing must provide complete coverage; see-through or transparent fabrics do not qualify. Blankets may not be worn as clothing or used as cover-ups.

Tops and Straps

- Shoulders and straps must be covered by clothing at all times.
- Tops with thin straps (e.g., spaghetti or halter straps) must be layered with an opaque garment such as a jacket or cardigan.

Leggings, Tights, and Form-Fitting Pants

- Leggings, tights, or similar form-fitting garments must be worn with a top that fully covers the hips, buttocks, and genital area. This requirement applies to all students.

Footwear

- For safety, shoes must provide safe support for walking and physical activity.
- Shoes with wheels or rollers are prohibited.

Safety and Prohibited Items

- Students may not wear clothing or accessories that could be used to harm others, including chains, chokers, or hanging straps.
- Bonnets, wave caps, ball caps/hats, hoodies and blankets may not be worn in the building or used as clothing layers.
- For safety and identification purposes, a student's face must remain visible at all times during the school day. Bona fide religious attire is permitted provided it does not fully cover the face.

Prohibited Clothing Content

- Clothing, accessories, or items that display profanity, hate speech, sexual content, or depictions of alcohol, drugs, weapons, or other sexually suggestive, obscene, or disruptive content are not permitted on school grounds or at school-sponsored activities.

Sleepwear and Professional Attire

- Pajamas, slippers, and other clothing intended for sleep or lounging are not permitted.
- Students are expected to wear attire that reflects a professional and work-ready standard.

Consequences

First Offense: Non-Punitive

Parents/guardians are contacted to bring appropriate clothing/shoes, or a change of clothes will be provided. The student returns to class. If the student refuses the provided clothing, they will be placed in ISS for the remainder of the day.

Second Offense: Non-Punitive

Parents/guardians are contacted to bring appropriate clothing/shoes, or a change of clothes will be provided. The student returns to class after an administrative conference. If the student refuses the provided clothing, they will be placed in ISS for the remainder of the day.

Third Offense: Consequential

Parents/guardians are contacted to bring appropriate clothing/shoes, or a change of clothes will be provided. Parent and Student conference with administration. Students remain in ISS for a duration determined by the building administrator.

Fourth Offense: Consequential

Parents/guardians are contacted to bring appropriate clothing/shoes, or a change of clothes will be provided. Students receive a referral for willful disobedience/defiance.

**Bona fide religious attire refers to clothing or head coverings that are sincerely worn as part of a student's religious beliefs or practices, rather than for fashion, personal preference, or style trends.*

**Administrative discretion may be used when a parent/guardian is unavailable to bring appropriate clothing. The student may be placed in isolation for the remainder of the day.*

**Administration will determine whether attire is appropriate. Clothing must not be extreme or disruptive to the educational environment.*

**Administration reserves the right to address dress code violations on a case-by-case basis and may deem clothing inappropriate even if not explicitly stated in this policy.*

Interviews and Searches of Students (Previously Policy JCAB)

A. Student Searches

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school administrators may search student vehicles, student desks, student learning devices, and student lockers at any time. In addition, a student's person and/or personal effects (e.g. purse, bookbag, etc.) may be searched if administrators have reason to believe the student is in possession of an article or substance, which is illegal, prohibited by school rules, or dangerous. Students are given the opportunity to produce the item sought, or to voluntarily empty their pockets, purses, or book bags. Students may be asked to remove their jacket, vest, shoes, or socks. A School Resource Officer will be called if search yields illegal substances or other illegal materials. **Where administrators have reasonable suspicion to search a student who refuses to allow an administrator to search him/her will be subject to disciplinary action, up to and including suspension and/or a disciplinary hearing.**

B. Student Questioning by Officials

School Administrators: Principals and Assistant Principals have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. **Though it is important to inform parents about issues of concern, parental consent is not required prior to the questioning of students.**

Department of Family and Child Services (DFCS): DFCS officials investigating suspected child abuse are permitted to conduct reasonable interviews and inspections of children. Notice to parents is neither required nor desirable when the object of that investigation may be the parents. If the investigation involves suspected child abuse by individuals other than those residing in the child's household, parents will be informed that such interviews are being requested, if prior notification is possible.

Guardian Ad Litem: The Guardian Ad Litem is a trained professional appointed by the court to represent the best interests of minor children in court cases. Any request to interview a student or to inspect the student's school record should be submitted, in writing, along with court documentation establishing the Guardian Ad Litem relationship with the child.

Law Enforcement: School Resource Officers, as well as Probation Officers of the Juvenile Court, are permitted to question students at school without prior parental approval and notification.

C. Student Vehicle Searches

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school administrators may search student vehicles at any time. As a condition of parking on premises owned by the Troup County Board of Education, students consent to a search of their vehicles. Students must have an approved parking permit application on file to park on school premises. Such application provides notice to the consent to search. If school authorities have a reasonable belief that a student's vehicle, which is parked on school premises, contains an article or substance which is illegal, prohibited by school rules, or dangerous, school authorities may initiate a search of the vehicle. Failure of any student to comply with school authorities' search of their vehicle may subject the student to disciplinary actions. If a search yields illegal or contraband materials, said contraband material shall be deemed to be constructively possessed by the student who owns, possesses, and parks the searched vehicle onto premises owned by Troup County Board of Education, and said student will be subject to school disciplinary actions for violation of the Code of Conduct. Illegal or contraband items recovered from the search of a student vehicle shall be turned over to proper legal authorities for ultimate disposition. If recovered items are not illegal but are in violation of Board policies, the items will be held by the school until claimed by the student's parents or guardian.

D. Locker Searches

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

E. Seizure of Illegal Materials

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

D. Video Incident Footage Access

The school district is committed to protecting the privacy and safety of students and staff. Requests from parents, guardians, students, or other individuals to view video recordings maintained by the district will be handled in accordance with district procedures and applicable law, including FERPA, the Georgia Open Records Act, and other privacy requirements. Access to video recordings may be limited or denied when disclosure would compromise the privacy rights of students, staff, or other individuals; expose sensitive safety or security information; or otherwise fail to meet FERPA requirements and related privacy protections.

Parent/Guardian Viewing Requests

- The district generally does not preserve surveillance or video footage unless it is required to be maintained by law, regulation, or as part of a specific investigation or proceeding. Routine surveillance recordings are not considered education records under FERPA and are typically overwritten or deleted in the ordinary course of system operation. Recordings used by the district to make disciplinary decisions may be retained as part of the educational record of each student whose conduct is at issue. Such records may be stored in the student's file, Department of Student Success, Human Resources, or Curriculum and Instruction.

Classroom Camera Footage

- Video footage from cameras located inside classrooms is considered confidential and is not available for viewing or request by parents, guardians, or legal representatives under this policy.
- This restriction is in place to protect the privacy and instructional integrity of classroom environments.

Recordings Used at Tribunal Hearing:

- The District need not obtain parental/guardian consent to use a video or audio recording in a student tribunal hearing. Recordings available to the District, whether or not created by the District, may be offered as evidence in disciplinary or other hearings. Students and parents/guardians of students coming before a disciplinary tribunal will be permitted the opportunity to view recordings used as evidence.

E. Appeal Rights

Parents or guardians shall be afforded due process rights as provided by Georgia law. Any student who is subject to a disciplinary hearing or tribunal pursuant to O.C.G.A. § 20-2-751 and related provisions shall have the right to reasonable notice of the charges, the opportunity to present and respond to evidence, the right to examine and cross-examine witnesses, and the right to be represented by legal counsel at the student's or parent's expense.

Following the conclusion of a disciplinary hearing, the disciplinary officer, panel, or tribunal shall render a written decision based solely upon the evidence presented. Written notice of the decision shall be provided to the parties in accordance with O.C.G.A. § 20-2-754.

Any party aggrieved by the decision of the disciplinary officer, panel, or tribunal may appeal such decision to the Board of Education by filing a written notice of appeal within twenty (20) calendar days from the date the decision is rendered. The Board of Education shall review the record of the proceedings and issue a written decision based solely upon the record. The Board may affirm, reverse, modify, or take any other action authorized by law.

Pursuant to O.C.G.A. § 20-2-1160, any party aggrieved by a final decision of the Board of Education rendered on a contested issue after a hearing shall have the right to appeal the decision to the Georgia State Board of Education. Such appeal must be filed in writing with the Superintendent within thirty (30) days of the local Board's decision and shall distinctly set forth the issue in dispute, the decision being appealed, and the reasons for the appeal. The Superintendent shall transmit the appeal and the record of the proceedings to the Georgia State Board of Education as required by law. The parent is also responsible for the financial obligation to transcribe the record for appeal at any level.

The Georgia State Board of Education may affirm, reverse, or remand the decision of the local Board of Education. Any party aggrieved by the decision of the Georgia State Board of Education may further appeal to the Superior Court of the county in which the local Board of Education is located, as provided in O.C.G.A. § 20-2-1160.

Unless otherwise ordered by the Superintendent, Board of Education, or other reviewing authority, disciplinary consequences imposed by the disciplinary officer, panel, tribunal, or Board shall remain in effect during the pendency of any appeal.

General Student Discipline Guidelines (Previously Policy JD)

A. Perspective

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

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

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

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

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

B. Teacher's Rights and Responsibilities

The teacher has a right to appropriate behavior by all students, and failing to get it, the teacher has the responsibility to take corrective measures including, but not limited to enlisting parental assistance, imposing detention, revoking

privileges, referring students and providing input in any referral case. The teacher has a right to receive a report of any action taken. The teacher's responsibilities include conducting a well-planned and effective program, establishing and enforcing regulations within the school's educational environment that will facilitate learning, and maintaining written records of the conduct of students who may later be referred to others for help and/or disciplinary action.

A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or his designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn shall file a report of such behavior with the principal or his designee. The principal and the teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.

C. Administration's Responsibilities

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

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

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

D. Parental Responsibilities

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

E. Options in Disciplinary Actions

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

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

F. Discipline of Students with Disabilities

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

Before long-term suspension or expulsion may occur, it must first be determined whether the misconduct of the student in issue is a manifestation of the disabling conditions of the students. The decision of whether the misbehavior of disabled students is a manifestation of their disabling conditions must be determined by a school committee (IEP) comprised of professionals in the school system. The committee shall determine whether a causal relationship exists between the disability or disabling condition of the students involved and their misconduct. If the disciplinary committee finds that the misbehavior is not a manifestation of the students' disability (ies), then these students may be expelled or

suspended for longer than ten days. However, complete cessation of special education services mandated by federal law during the time the students are suspended or expelled from school is not permitted.

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

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

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

Bus Conduct

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

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

While riding a school bus;

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

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

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

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



Board Policy JCDB: Student Dress Code

Status: ADOPTED

Original Adopted Date: 01/01/1900 | **Last Revised Date:** 03/01/2010

The wearing of garments appropriate for school by students shall be required by the school principal. Regulations related to dress codes shall be uniform for various grade levels throughout the school system. Under the direction and supervision of the Superintendent, principals shall work together to create consistency and uniformity regulations. Reasonable and rational exceptions may be allowed from school to school for the various grade levels.

Student Dress Code

A. Beliefs

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

B. Guidelines

Students should adhere to the following guidelines:

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

Revised 10.11.2023

Interviews and Searches of Students

A. Search and Seizure

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

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

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

B. Personal Searches

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

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

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

C. Locker Searches

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

D. Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

E. Seizure of Illegal Materials

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

CELL PHONE POLICY



Statewide "Bell-to-Bell" Phone Restrictions Headed to Troup County Schools for 2026-2027 Year

FOR IMMEDIATE RELEASE

LaGrange, Ga. July 6, 2026 — The Troup County School System will begin implementation of a new statewide law designed to create a more focused and distraction-free learning environment for all students for the 2026-2027 school year.

Georgia House Bill 1009 is a law signed by Governor Brian Kemp that enacts a "bell-to-bell" ban on personal electronic devices for public high school students. The legislation requires high schools to restrict the use of devices like smartphones, smartwatches, tablets, and headphones during the instructional school day.

Previously, the Troup County Board of Education adopted a policy regarding the use of personal electronic devices during the school day for students in Pre-K through 8th grade. HB 1009 now expands to students in Pre-K through 12th.

The policy requires that all **cell phones, smartwatches, tablets, e-readers, headphones, earbuds, smart lenses, and any devices capable of recording be turned off and kept out of sight during school hours, including in hallways and lunch periods.**

Here's what you need to know about the new policy:

- **No Devices During School Hours:** Personal electronic devices must be turned off and put away from the moment a student arrives until the end of the school day.
- **No Use in Restrooms/Locker Rooms:** Devices are never permitted in restrooms or locker rooms.
- **Consequences for Violations:** Students who do not follow the policy will face disciplinary consequences as outlined in the Student Code of Conduct.
- **Confiscation:** School staff have the right to confiscate devices used in violation of the policy. If this happens, a parent or guardian must pick up the device from the school office.
- **Communication During School:** We understand that emergencies happen. If you need to contact your child during the school day, please call the school's front office directly. We will ensure the message is delivered promptly and securely.

Please note that this policy does not affect the use of district-owned devices provided for classroom instruction. Accommodations will also be made for students with an approved medical plan, IEP, or 504 Plan that requires a personal electronic device.



**TROUP COUNTY
SCHOOL SYSTEM**

OUR SCHOOLS • OUR COMMUNITY • OUR FUTURE



GEORGIA HOUSE BILL

1009



EXPECTATIONS FOR STUDENT PERSONAL ELECTRONIC DEVICES

HB 1009 establishes new state requirements for the use and storage of personal electronic devices in all Georgia public schools, including high schools.



**ALL TROUP COUNTY
SCHOOLS WILL BEGIN
IMPLEMENTATION IN THE
26-27 SCHOOL YEAR**

HB 1009 REQUIREMENTS



BELL-TO-BELL RESTRICTIONS

Devices must be turned off or silenced and put away from the morning bell until dismissal.



SECURE STORAGE

Schools must mandate storage methods like lockers, locked pouches, or designated classroom areas.



EMERGENCY COMMUNICATIONS

In the event of an emergency, communication must go through official school management systems—not directly to student cellphones.



CELLPHONES



SMART WATCHES



TABLETS



E-READERS



HEADPHONES/EARBUDS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

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

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



Regulation IHA-R(1): Grading Systems

Status: ADOPTED

Original Adopted Date: 06/15/2010 | Last Revised Date: 07/01/2026 | Last Reviewed Date: 07/01/2026

In order to comply with the TCSS Administrative Regulation IHA-R(0), Beliefs on Grading, and in order to bring grading consistency across all schools, the following grading policies will be implemented in each school beginning Fall 2026:

PreK

- Teach using the Georgia Early Learning and Developmental Standards (GELDS)
- Assess through Work Sampling Online (WSO), the online version of the Work Sampling System.
- Use the Work Sampling System P-4 Developmental Checklist and Narrative Summary to document student progress.
- Conduct parent conferences two times a year (December and May).

Kindergarten

- Teach/assess based on the required State standards.
- Administer GKIDS Readiness Check during the first six weeks of school.
 - SBOE rule 160-3-1-.07 *Testing Programs - Student Assessments* which allows students who take a universal reading and dyslexia screener to be exempted from taking the English Language Arts (ELA) portion of GKIDS-R.
 - Assessed areas: Foundations of School Success and Mathematics.
- Administer a universal reading screener to students in kindergarten (HB 307) within the first 30 days of school.
 - The universal screener must assess foundational literacy skills (e.g., phonological awareness, phonics, fluency, vocabulary, reading comprehension).
 - SBOE rule 160-3-1-.07 *Testing Programs - Student Assessments* which allows students who take a universal reading and dyslexia screener to be exempted from taking the English Language Arts (ELA) portion of GKIDS 2.0.
 - The screener is administered three times per school year and results are communicated to parents at the conclusion of each testing window.
- Use GKIDS as formal reporting tool four times a year.
 - Assessed/reported areas: math, approaches to learning, personal/emotional development, fine and gross motor skills.
- Conduct parent conferences two times a year. (October, March).

Grades 1-2

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

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

Offer parent conferences two times a year (October, March)

Assigning Numerical and Letter Grades for Grades 3 - 12

In grades 3-12, the following grading scale will be used.

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

Grades 3-5

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

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

Teachers will not enter in gradebook a grade less than 40 for any work attempted.

Academic grades will be separate from social/work skills (homework, behavior, neatness, etc.).

Scores of S (Satisfactory), N (Needs Improvement), U (Unsatisfactory) will be assigned for participation, conduct, and work habits.

Grades 6-8

Semester grades are the average of two quarter grades.

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

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

Grades 9-12

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

The daily grading system consists of three types of graded learning categories:

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

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

Minimum Assessments for Grades 6-12

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

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

Minimum Grades for Grades 6-12

- Teachers will not enter in gradebook a grade less than 40 for any work attempted in any format. If a student scores below a 40 for a grade, the actual grade should be placed in the comments area.
- Students will receive a "0" for work not attempted. This includes but is not limited to: not turning in the assignment, not filling in any answer of the answers, filling in answer blanks with answers not related to the topic, marking an answer document in a pattern or with all one answer, etc.
- Work submitted where a student has either cheated or plagiarized will receive a 0.
- Final grades will not be less than 40.

Make Up Work

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

Advanced Academic Programs & Courses for Grades 9 - 12

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

IB courses will follow grading procedures as outlined in LHS IB diploma programme policies and IBO policies.

Cambridge courses will follow grading procedures as outline in the CHS Cambridge policies handbook.

Other

Grades will not be given for district diagnostic assessments.

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

Teachers should give serious consideration to any final grade ending in a 9.

- At middle school: a grade of 69 may not be given without consulting the principal.
- At high school: a grade of 69, 79, or 89 may not be given without consulting the principal.

HEALTH SERVICES



Troup County School System

Health Services Department

Welcome Back to School!

Dear Troup County School System Families,

Welcome to the 2026–2027 school year!

On behalf of the Troup County School System Health Services Department, welcome back! We are excited to partner with you to ensure every student has a healthy, safe, and successful school year.

Our Health Services team consists of dedicated nurses who provide care in every school throughout the district. Our mission is to support student health and wellness by promoting disease prevention, responding to illnesses and injuries, managing chronic health conditions, and removing health-related barriers to learning. We are committed to creating a safe school environment where every student can reach their full potential.

Before the First Day of School

Please help us prepare for a successful year by completing the following:

- ✓ Update your emergency contact information in Infinite Campus.
- ✓ Notify the school nurse of any new medical conditions, allergies, surgeries, or hospitalizations.
- ✓ Submit updated physician orders for any medications or medical procedures needed during the school day.
- ✓ Provide updated Asthma, Allergy/Anaphylaxis, Diabetes, or Seizure Action Plans if applicable.
- ✓ Ensure your child's immunizations meet Georgia school requirements.

Georgia Immunization Requirements

Georgia law requires students attending public school to have a current **Georgia Certificate of Immunization (Form 3231)**.

Students entering:

- **Kindergarten Requirement**

Four (4+) DTaP (# of Doses depends upon age given)

Four (4+) IPV (# of Doses depends upon age given)

Three (3) Hepatitis B

Two (2) doses of Measles vaccine, Two (2) doses of Mumps vaccine, and One (1) dose of Rubella vaccine OR
Two (2) doses of the combined MMR [OR Documented History of disease or Serology]

Two (2) Hepatitis A [Hepatitis A (Required if born on or after 01/01/2006)] • Two (2) doses of Varicella vaccine
[OR Documented History of disease or Serology]

- **7th Grade** must have the required Tdap and Meningococcal vaccines.
- **11th Grade** students who are 16 years of age or older must receive the required meningococcal booster unless exempt under Georgia law.

New students enrolling in a Georgia public school may also need to provide a **Georgia Vision, Hearing, Dental, and Nutrition Screening Certificate (Form 3300)**.

Medications at School

If your child requires medication during school hours:

- Prescription medication must be in the original pharmacy-labeled container.
- Over-the-counter medication must be in its original unopened container.
- A completed Medication Permission Form must be on file before medication can be administered.
- Medications should be delivered to school by a parent or guardian.
- Students may only carry approved emergency medications (such as inhalers, EpiPens, or diabetes supplies) self-carry authorization paperwork must be on file.

Medicaid Billing

Our school district participates in Georgia's Children's Intervention School Services (CISS) Program, which allows schools to seek Medicaid reimbursement for certain health-related services provided at school, such as nursing, speech, occupational, and physical therapy services. Your child's services will **not** change whether or not you provide consent, and your private health insurance benefits will not be affected. By completing and returning the Medicaid Parent Consent form that you will receive, you help support school health services for all students. If you have questions, please contact your school nurse.

When Should My Child Stay Home?

Please keep your child home if they have:

- Fever of **100.4°F or higher**
- Vomiting or diarrhea within the past 24 hours
- A contagious rash that has not been evaluated
- Symptoms of a contagious illness
- Any illness that prevents participation in normal school activities

Students should remain home until they have been fever-free for **24 hours without fever-reducing medication**.

Important Health Screening Dates

Throughout the school year, our Health Services team provides several health screenings and educational programs to support student wellness. Mass vision and hearing screenings for students in **2nd and 5th grades** begin in **September**. **Scoliosis screenings** for students in **6th and 8th grades** are conducted in **November**, and **puberty education classes** for **5th grade students** are scheduled in **February**.

Parents and guardians will receive notification before all screenings and educational programs and will have the opportunity to opt their child out if they choose. If you have any questions about these services, please contact your school nurse.

Frequently Asked Questions

Will I be notified every time my child visits the clinic?

No. Minor first aid (such as small cuts, scrapes, or brief rest periods) generally does not require parent notification. Parents will always be contacted if a student has a significant illness or injury, requires emergency care, experiences a head injury requiring monitoring, or needs to go home.

Can my child carry an inhaler or EpiPen?

Yes. Students may self-carry certain emergency medications but are required to have healthcare provider and parent authorization forms on file.

My child has asthma, diabetes, seizures, or severe allergies. What should I do?

Please contact your school nurse before school begins whenever possible. Providing updated physician orders and action plans allows us to safely care for your child while at school.

Can I send medication with my child?

For student safety, medications should be delivered to school by a parent or guardian unless your child has approved self-carry authorization.

What if my child becomes sick during the school day?

Your child will be assessed by the school nurse or trained school personnel. If your child needs to go home or requires additional medical care, a parent or guardian will be contacted.

Are student health records confidential?

Yes. Student health information is maintained in accordance with applicable state and federal privacy laws and is shared only with authorized personnel who have a legitimate educational interest.

Where can I find Health Services forms?

These forms are available on the Troup County School System Health Services Forms page:

[TCSS Health Services Forms](#)

Additional information about the Health Services Department is available on the **[TCSS Health Services website](#)**.

How can I contact my school nurse?

Each Troup County School System school has a dedicated school nurse. If you have questions about your child's health, medications, or medical needs, please contact your child's school and ask to speak with the school nurse.

Thank You!

Thank you for partnering with us to keep our students healthy, safe, and ready to learn.

We look forward to serving your family throughout the school year and wish everyone a wonderful 2026–2027 school year!

INDIVIDUALS WITH DISABILITIES EDUCATION ACT - <https://sites.ed.gov/idea/>



Board Policy IFBG: Internet Acceptable Use

Status: ADOPTED

Original Adopted Date: 01/01/2000 | Last Revised Date: 11/20/2025 | Last Reviewed Date: 11/20/2025

1. Purpose:

The Troup County School System (TCSS) provides access to computers, networks, the Internet, electronic communications, and school-issued devices to support its mission of providing high-quality educational opportunities. This Acceptable Use Policy (AUP) establishes clear guidelines to ensure the safe, responsible, ethical, and educationally appropriate use of these resources by all users.

2. Scope:

This policy applies to all students, employees, contractors, vendors, volunteers, and visitors using TCSS-owned or managed technology resources, whether on school property, at home, or through remote access.

Technology is changing the way information may be accessed, communicated, and transferred. The Troup County Board of Education is committed to providing a wide range of instructional materials for teachers and students, including access to electronic resources through computers, computer networks, and other information systems such as the Internet.

The use of computers, computer networks, and other electronic information services must be in support of and consistent with the vision, mission, and goals established by the Troup County Board of Education. The use of computers, computer networks, and other electronic information services must also comply with all applicable local, state, and federal laws and regulations.

The Internet, a global electronic information infrastructure, is used by educators, businesses, the government, and numerous organizations. The Board of Education believes that the Internet should be used in the schools to educate and inform. The Internet is considered primarily as a learning resource, similar to books, magazines, video, CD-ROM, and other information services. Student access and use of the Internet will be through approved Administrative Regulations.

When using a global network, it is difficult to control or predict all materials a user may accidentally or purposely discover on an electronic resource. Because access to the Internet provides connections to other computer systems located all over the world, users (and parents of users) should understand that neither the Troup County Schools nor any district staff member controls the content of the information available on these other systems. The Troup County School System will make reasonable efforts to filter offensive parts of the Internet, and access to workstations should be monitored by adults authorized by the district. The Troup County School System does not condone user access or use of such offensive material. Inappropriate or illegal computer, computer network, or information access or use may result in legal action and/or the assignment of disciplinary action consistent with the Troup County Public Schools Student Behavior Code.

Acceptable Use Procedures for computers, computer networks, and electronic information access will be established through Administrative Regulations. The Acceptable Use Procedures shall specify a process for informing students, parents, and staff about district Acceptable Use Procedures and their implementation.

3. Definitions:

School-Issued Device: Any computer, laptop, tablet, or mobile device provided by TCSS for educational use.

Social Media: Online platforms that allow users to create, share, or interact with content and communities (e.g., Facebook, Instagram, TikTok, Snapchat, YouTube, X/Twitter).

Technology Protection Measures: Tools such as filters, firewalls, and monitoring software used to block or restrict access to harmful or inappropriate online content.

Web Filtering: The practice of restricting access to websites based on content or categories.

Linewize: TCSS's approved vendor for web filtering and monitoring. Linewize provides technology protection measures to block inappropriate material, configure category-based restrictions (including blocking social media), and

detect online safety threats through Linewize Monitor.

Qustodio Parent App: A parent-accessible tool that allows parents/guardians to view and monitor their child's online activity on school-issued devices during after-school hours.

Digital Citizenship: The responsible, safe, ethical, and respectful use of technology and online resources.

4. Acceptable Use & Prohibited Use:

Acceptable Use:

- Use of technology must support education, research, professional duties, and district goals.
- All use must comply with federal, state, and local laws as well as Board of Education policies.

Prohibited Use (not limited to):

- Accessing obscene, harmful, or illegal materials.
- Cyberbullying, harassment, or posting content that harms others.
- Unauthorized access, hacking, or attempts to bypass district security measures.
- Installing unapproved software, applications, or browser extensions.
- Using district technology for personal financial gain, commercial purposes, or political activities.
- Accessing social media platforms on school-issued devices, except as outlined in Section 10.

5. Filtering, Monitoring, & Technical Controls:

The Troup County School System is committed to providing a safe, secure, and educational online environment for all students, educators, and staff. In accordance with state and federal law, including O.C.G.A. 20-2-234, the district has adopted a comprehensive content filtering solution to protect against access to inappropriate or harmful online material, while ensuring equitable access to age-appropriate educational resources.

The district utilizes Linewize, a digital safety platform, to provide, to the extent practicable, real-time filtering, monitoring, and reporting tools designed to help safeguard users from inappropriate websites, explicit content, malware, and other online threats. While no filtering or monitoring system can be completely effective, Linewize enables the district to apply differentiated filtering policies that meet the instructional and safety needs of students and staff while maintaining compliance with applicable state and federal requirements.

The district has implemented Linewize as its official content filter solution. Linewize is a leading digital safety platform that provides real-time filtering, monitoring, and reporting tools to safeguard users against inappropriate websites, explicit content, malware, and other online threats. It enables the district to apply differentiated filtering policies that meet the unique needs of students and educators, while also maintaining compliance with state requirements.

In order to meet the minimum provisions of O.C.G.A. 20-2-234, the Linewize content filtering solution implemented within the district meets or exceeds the standards and specifications outlined in the RFI document and vendor responses as published on the Georgia Department of Education (GaDOE) Technology Services Focus site. This ensures that the district is in compliance with state law and adheres to the standards established for internet safety in Georgia schools.

Through the use of Linewize, the district provides:

- Filtering of inappropriate content including adult material, violence, and other harmful or non-educational websites.
- Protection from online threats such as phishing, malware, and unsafe downloads.
- Customizable filtering policies to support instructional needs across grade levels.
- Monitoring and reporting tools to assist administrators, teachers, and parents in promoting digital citizenship and safe internet use.

TCSS uses Linewize to block access to inappropriate content and maintain compliance with the Children's Internet Protection Act (CIPA). Linewize filters all social media platforms by default; to the extent practicable. Linewize Monitor provides threat detection to identify concerning online behaviors and alert designated personnel. Technology staff may adjust filtering settings only with approved administrative direction.

By implementing Linewize, the district affirms its commitment to maintaining a safe and supportive digital learning environment that fosters academic success while ensuring the safety of all users.

6. Parental Controls & Requests:

Parents/guardians may request information about their child's online activity.

TCSS provides the Qustodio Parent App to families, currently configured for after-school hours monitoring.

Parents will be notified if their child is involved in bullying or cyberbullying, either as a victim, suspected victim, or perpetrator. Referrals to counseling or other appropriate services will be provided when necessary.

7. Digital Citizenship Instruction:

All students and educators must complete required digital citizenship training annually.

TCSS uses the Common Sense Media Curriculum:

PK-8: "Digital Literacy & Well-Being Curriculum (K-8)."

9-12: "Digital Citizenship Curriculum (K-12)."

Instruction will occur in the first semester, with a review in the second semester each school year.

Training emphasizes responsible technology use, online safety, prevention of cyberbullying, digital well-being, and ethical decision-making.

8. Data Privacy & Vendor Obligations:

All vendors providing technology solutions to TCSS must comply with federal and state student data privacy laws, including FERPA, COPPA, and CIPA.

Vendors are prohibited from selling or sharing student data for commercial purposes.

TCSS requires strict safeguards to protect student and staff information.

9. Enforcement, Discipline, & Appeals:

Violations:

Violations of this policy may result in loss of access to district technology, disciplinary measures consistent with the TCSS Student Behavior Code, and/or legal action. Employees violating this policy may face disciplinary action up to and including termination. Students and staff retain the right to appeal disciplinary decisions through established district procedures and policies.

Intentional Violations by Students and Employees:

Students and employees who intentionally violate this policy—whether on school property, on a school bus or other vehicle, at a school-related function, or elsewhere—will be subject to disciplinary measures consistent with the TCSS Student Behavior Code (for students) and district employment policies (for employees). Specific measures may include, but are not limited to:

- Temporary or permanent loss of access to TCSS technology resources.
- Detention, in-school suspension, or out-of-school suspension (students).
- Progressive discipline procedures, reprimand, reassignment, suspension, or termination of employment (employees) in keeping with relevant laws and regulations.
- Restitution for damages caused to district equipment or networks.

Violations by Non-Students/ Non-Employees:

Any individual who is not a TCSS student or employee and who violates this policy may have their access to TCSS

technology revoked immediately. TCSS reserves the right to pursue legal action, deny future access, or refer the matter to law enforcement, as appropriate.

Administrative Procedures for Enforcement:

The Superintendent or designee shall establish administrative procedures to ensure consistent enforcement of this policy across all schools and departments. These procedures will define steps for investigating violations, documenting incidents, and applying consequences proportionally.

Administrative Procedure for Complaints:

A formal process shall be established for receiving, investigating, and resolving complaints related to violations of this policy. Complaints may be submitted in writing by students, staff, parents, or community members. All complaints related to students will be reviewed by the school principal or designee, and unresolved matters may be elevated to district-level administration. All complaints related to alleged violations by employees will be reviewed by the district's Human Resources department in line with district policies and procedures for handling complaints.

Expedited Review of Denied Access:

TCSS shall provide a process for the expedited review and resolution of claims that this policy has denied a student or employee access to material that does not fall within the prohibitions of this policy. Requests for review must be submitted in writing, and the district shall respond promptly. If access is determined to have been improperly denied, access will be restored without delay to minimize disruption of educational or professional activities.

10. Exceptions:

Access to social media and other restricted platforms may be granted only when:

- Approved in writing by the building administrator.
- Documented in lesson plans with a clear curricular purpose.
- Supervised by school personnel at all times.
- Exceptions must have a direct educational justification.

11. Computer Fraud and Abuse:

Whoever knowingly and willfully, directly or indirectly, without authorization, accesses, causes to be accessed, or attempts to access any computer, computer system, computer network, or any part thereof which, in whole or in part, operates in commerce or is owned by, under contract to, or in connection with State, county or local government or any branch, department, or agency thereof, any business, or any entity operating in or affecting commerce for the purpose of:

- Devising or executing any scheme or artifice to defraud, or
- Obtaining money, property, or services for themselves or another by means of false or fraudulent pretenses, representations, or promises shall, upon conviction thereof, be fined a sum of not more than two and one-half times the amount of the fraud or theft, or imprisoned not more than 15 years, or both.
- Whoever intentionally and without authorization, directly or indirectly accesses, alters, damages, destroys, or attempts to destroy any computer, computer system, or computer network, or any computer software, program or data shall, upon conviction thereof, be fined not more than \$50,000.00 or imprisoned not more than 15 years, or both.

Users must be aware of their responsibilities and of the regulations governing the network environment. To be eligible for computer and network access, users must be in support of and consistent with the educational objectives of the Troup County School System.

The purpose of school system-provided network access (which includes Internet access) is to facilitate communications in support of research and education. Access is a privilege, not a right. Students will be guided toward topics that have been matched to specific learning objectives rather than being allowed to "surf" the Internet without direction. Troup County School System will allow limited access to students using filtering devices. Student access to workstations should be monitored at all times by adults authorized by the district. Even with such steps to ensure that Internet resources are used only for purposes consistent with approved curricula, students may be able to search for and access materials that have not been evaluated by staff. Families should be aware that some material accessible via the Internet may contain items that are inaccurate, defamatory, illegal, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet that could result in unwanted financial obligations for which a student's parent or guardian would be liable.

All users' files, content, and communications stored on school-based computers, networks, or other electronic devices are subject to access and review to maintain system integrity and ensure that users are acting responsibly. These files are subject to the Georgia Open Records Act and may be accessible to others as a matter of public records.

The user (student and/or staff) is responsible for his/her actions and activities involving computers, network usage, and electronic messaging. Examples of prohibited conduct include, but are not limited to the following:

1. Accessing, sending, creating, or posting materials or communications that are damaging to another person's reputation, abusive, obscene, sexually oriented, threatening, demeaning to another person's gender or race, harassing, or illegal.
2. Violating any local, state, or federal statute.
3. Vandalizing, damaging, or disabling the computer and/or related equipment of any individual or organization.
4. Using the school's computer hardware or network for illegal activity such as copying software or violating copyright laws.
5. Making illegal copies of software on any school's computer or computer network.
6. Copying or downloading copyrighted software for one's own personal use.
7. Violating copyright or otherwise using the intellectual property of another individual or organization without permission.
8. Using the network for private financial or commercial gain.
9. Loading or using any unauthorized software programs on any school's computer or computer network. Examples include games, public domain, shareware, etc.
10. Intentionally infecting any school computer or network with a virus or program designed to damage, alter, or destroy data.
11. Attempting to gain or gaining unauthorized access to network resources.
12. Invading the privacy of other individuals by gaining unauthorized access to their files or documents.
13. Using or attempting to use another person's username (User ID) or password without authorization. Passwords must be kept confidential and must not be shared by anyone.
14. Posting or plagiarizing work created by another person without their consent.
15. Posting anonymous messages.
16. Using the network for commercial or private advertising.
17. Forging electronic mail messages.
18. Attempting to access, alter, delete, or copy the electronic mail of other system users without authorization.
19. Using the school's computers, network, or Internet link while access privileges are suspended.
20. Using the school's computers, network, or Internet link in a manner that is inconsistent with the teacher's directions and generally accepted network etiquette.
21. Attempting to alter the standard configuration of a computer, a network, or any of the resident software on the computer or network within the assigned user environment.
22. Using personal diskettes and personal CDs, and/or digital storage devices in school equipment without authorization.
23. Posting/sharing electronic messages that undermine and violate district policies and practices or become detrimental to the health, welfare, discipline, or morals of others.
24. Violating confidentiality laws that govern student records, health, and select personnel records and information.
25. Storing personal files, photos, data, and other content on school system equipment.

The use of Troup County School System's computers or networks in violation of system policy or rules may result in loss of computer privileges and additional disciplinary actions in keeping with existing procedures and practices regarding inappropriate behavior.

Troup County School System believes that the benefits to users provided by access to the Internet far exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standard that their children should follow when using media and information sources. To that end, the Troup County School System supports and respects each family's right to decide whether or not to permit a child Internet access.

Only users who have on file a signed Computer, Network, Internet, Electronic Communications, and Social media Acceptable Use Agreement may request access to the Internet.

12. Annual Review & Submission:

This policy will be reviewed annually by district leadership, technology staff, and designated stakeholders.

The review will include:

- Updates to comply with federal and state laws and guidelines.
- Evaluation of filtering and monitoring effectiveness.
- Vendor performance reviews (Linewize, Qustodio).
- Updates to address new technologies, online threats, and prevention strategies for cyberbullying.

Revisions will be submitted annually to the Superintendent and Board of Education for approval.

LITERACY INFORMATION

Georgia House Bill 307 (Georgia Early Literacy and Dyslexia Act) and Georgia House Bill 1193 (Georgia Early Literacy Act of 2026)

In accordance with [Georgia House Bill 307](#) and [Georgia House Bill 1193](#), all school systems are required to screen students in kindergarten through 3rd grade to help identify those who may need extra support with reading. These screeners, along with other data, help us determine if a child is significantly at risk for not meeting grade-level reading proficiency.

Please note that these screeners are not designed to diagnose a reading disability or dyslexia. If the results show that your child may have significant reading challenges, you will be notified in writing. You may also request a copy of your child's screening results at any time. For more information visit [Dyslexia Resources for Georgia Families](#).



Board Policy JGCD: Medication

Status: ADOPTED

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

A. Administration of Medication

1. All medications other than the exceptions listed in the following paragraph, whether prescription or over-the-counter, may be administered only in accordance with the guidelines set forth by the Troup County School System.
2. All medications must be delivered to the school's office staff by the student, parent or guardian immediately upon arrival at school and must be in original pharmaceutical containers, clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the times for the medication to be administered.
3. Any student possessing prescription or over-the-counter medication not in accordance with this policy will be considered in violation of the School System's drug policy and shall be subject to the discipline policy as set forth in the student code of conduct and/or student/parent handbook.
4. A student for whom the school has supporting medical documentation on file may at all times carry, with parental/guardian permission, inhalers for asthma, auto-injectable epinephrine (epipens) for allergic reactions and medical needs for diabetes.
5. A student who is authorized by her parent, physician and school to self-administer auto-injectable epinephrine for allergic reaction and medical needs for diabetes may possess and use such medication as follows:
 - a. While in school;
 - b. At a school sponsored activity;
 - c. While under the supervision of school personnel; or
 - d. While in before-school or after-school care on school operated property.
6. Students authorized to self-administer such medication shall be instructed not to permit any other student to handle, possess or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the student code of conduct.
7. No student shall sell, give, lend or administer any medication, whether prescription or over the counter, to any other student or person. The sale or gift of any medication to another shall constitute a violation of the student code of conduct .

B. Parental and Physician Permission

1. In order for the student to carry and self-administer such medications, parents/guardians must provide a written statement from a licensed physician confirming that the student is able to administer the medication to himself or herself. The parent/guardian shall also provide written permission for the school nurse or designated employee to store and administer the medication for students who are unable to self-administer regardless of reason, as well as consult with the student's doctor regarding any questions that may arise concerning the medication. (FERPA and HIPAA compliance is maintained).
2. The parent/guardian shall release the school district and its employees and agents from civil liability for administering such medication to students, or if the self-administering student suffers an adverse reaction as a result of self-administration of such medication. Parents are encouraged to provide to the schools duplicate medication and supplies in the event a student is unable to self-administer or fails to bring the medication or equipment to school.

C. Auto-injectable Epinephrine

1. The term "auto-injectable epinephrine" means a disposable drug delivery device that is easily transportable and contains a premeasured single dose of epinephrine used to treat life-threatening allergic reactions.

2. A school may receive and store prescription auto-injectable epinephrine on the school premises on behalf of a student who is not able to self-administer the medication because of age or other reasons, if the parent or guardian provides the following:
 - a. A written statement from a physician licensed under Georgia law detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken; and
 - b. A written statement by the parent or guardian providing a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise with regard to the medication, and releasing the school system and its employees and agents from civil liability; and
 - c. The written statements specified above shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
3. Nurses or other school employees are authorized to administer an Epinephrine Auto-Injector (e.g., Epi-pen), if available, to a student who is having an actual or perceived anaphylactic adverse (allergic) reaction, regardless of whether the student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer an Epinephrine Auto-Injector to a student in such circumstances shall be immune from civil liability.

D. Levalbuterol Sulfate

1. The term "Levalbuterol Sulfate" is an orally inhaled medication that contains a pre-measured dose delivered by a nebulizer or inhaler used to treat perceived respiratory distress.
2. A school may receive and store a prescription of Levalbuterol Sulfate on the school premises on behalf of a student who is not able to self-administer the medication because of age or other reasons, if the parent or guardian provides the following:
 - a. A written statement from a physician licensed under Georgia law detailing the name of the medication, method, amount, and time schedule by which the medication is to be taken; and
 - b. A written statement by the parent or guardian providing a release for the school nurse or other designated school personnel to consult with the physician regarding any questions that may arise with regard to the medication, and releasing the school system and its employees and agents from civil liability; and
 - c. The written statements specified above shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.
 - d. Nurses or other school employees are authorized to administer Levalbuterol Sulfate, if available, to a student who is having perceived respiratory distress, regardless of whether the student has a prescription for Levalbuterol Sulfate. Any school employee who in good faith administers or chooses not to administer Levalbuterol Sulfate to a student in such circumstances shall be immune from civil liability.

E. Naloxone (Narcan)

1. The term naloxone is a nasal spray opioid antagonist indicated for the emergency treatment of a known or suspected opioid overdose.
2. A school may receive and store prescription naloxone on the school premises on behalf of a student or any person that may be experiencing a known or suspected opioid overdose.
3. Nurses or other school employees are authorized to administer naloxone, if available, to a student/person who is experiencing or suspected to be experiencing an opioid overdose, regardless of whether the student/person has a prescription for naloxone.

PARENTS' BILL OF RIGHTS



Board Policy Manual Troup County Schools

Board Policy JRB: Parents' Bill of Rights

Status: ADOPTED

Original Adopted Date: 08/18/2022 | Last Reviewed Date: 08/18/2022

DEFINITION

Instructional material-As used in this policy, the term "instructional material" means:

- a. Instructional materials and content which constitute the principal source of study for a state funded course to be used in the various grades in Georgia's public schools, including the elementary grades and high school grades; and
- b. Locally approved instructional materials and content which constitute the principal source of study for a state funded course, not including supplementary or ancillary material, which is adopted by a local board of education or used by a local school system. Supplementary or ancillary material includes, but is not limited to, articles, online simulations, worksheets, novels, biographies, speeches, videos, music, and similar resources in any medium, including both physical or digital.

REQUIREMENTS

The Board of Education promotes parental involvement in school district schools.

1. The Superintendent or his or her designee shall ensure that each school within the school district has in place and makes available procedures for a parent to:
 - a. Review records relating to his or her minor child;
 - b. Learn about his or her minor child's courses of study, including, but not limited to, parental access to instructional materials intended for use in the classroom. Such instructional materials will be made available for parental review during the first two weeks of each grading period, either online or on site upon a parent's request made during the review period.
 - c. Object to instructional materials intended for use in his or her minor child's classroom or recommended by his or her minor child's teacher;
 - d. Withdraw his or her minor child from the school's prescribed course of study in sex education if the parent provides a written objection to his or her child's participation. Such procedures will provide for a parent to be notified in advance of such course content so that he or she may withdraw his or her minor child from the course; and
 - e. Provide written notice that photographs or video or voice recordings of his or her minor child are not permitted, subject to applicable public safety and security exceptions.
2. The procedures required by this policy will be posted on the school district's website and made available for review on site upon request of a parent.



Board Policy IHE: Promotion and Retention

Status: ADOPTED

Original Adopted Date: 09/23/2021 | **Last Revised Date:** 11/17/2022 | **Last Reviewed Date:** 11/17/2022

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

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



**TROUP COUNTY
SCHOOL SYSTEM**

OUR SCHOOLS • OUR COMMUNITY • OUR FUTURE

BACK-TO-SCHOOL SAFETY & SECURITY UPDATE

for Families

**2026-2027
SCHOOL YEAR**



A SAFE START BEGINS WITH ALL OF US

As we begin a new school year, the Troup County School System remains committed to providing every student and staff member with a safe, welcoming, and supportive learning environment.

School safety is a shared responsibility. While our schools work every day to prepare, train, and respond, families are an essential part of keeping our schools safe. Together, we can ensure every student is ready to learn and thrive.

★ WHAT WE'RE DOING TO KEEP STUDENTS SAFE ★



SECURE CAMPUSES

- All schools maintain controlled entry during the school day.
- Visitors are required to check in through the front office and present a valid photo ID.
- Exterior doors remain locked during instructional hours.



SAFETY PARTNERSHIPS

- TCSS works closely with:
- Local law enforcement agencies
 - Emergency management personnel
 - Fire and EMS departments
 - Community safety partners

These partnerships help ensure coordinated responses and ongoing safety planning.



EMERGENCY PREPAREDNESS

- Throughout the year, students and staff participate in age-appropriate safety drills, including:
- Fire drills
 - Severe weather drills
 - Lockdown drills
 - Evacuation procedures

These drills are designed to build confidence, preparedness, and calm responses during emergencies.



STUDENT WELL-BEING

Physical and emotional safety go hand in hand. Our schools provide support through:

- School counselors
- Social workers
- School psychologists
- Behavioral and mental health supports
- Threat assessment teams when concerns arise

NEW CELL PHONE EXPECTATIONS

All K-12 campuses will be
DISTRACTION-FREE.



All devices must remain **OFF** and **OUT OF SIGHT** while on campus.

This helps students stay engaged, build stronger relationships, and focus on what matters most—learning.

SEE SOMETHING. SAY SOMETHING.

Students and families are encouraged to report concerns when something doesn't seem right.

Examples include:

- ✓ Threats or concerning statements
- ✓ Bullying or harassment
- ✓ Weapons
- ✓ Unsafe social media posts
- ✓ Self-harm concerns
- ✓ Suspicious activity on or near campus

Never assume someone else has already reported a concern. When in doubt, speak up.



Contact:

- Your child's principal
- School counselor
- School resource officer
- Any trusted school employee



Report anonymously using STOPit.

Students can submit reports 24/7 about safety concerns, bullying, threats, or anything that impacts their well-being.



In an emergency, always call 911.

HOW FAMILIES CAN HELP



Keep emergency contact information current.



Talk with your child about reporting concerns to a trusted adult.



Reinforce respectful behavior both in person and online.



Follow all visitor procedures when visiting school campuses.



Help students arrive on time and ready to learn each day.



TRANSPORTATION SAFETY

- Arriving at bus stops early.
- Waiting a safe distance from the roadway.
- Following driver instructions.
- Never passing a stopped school bus with flashing lights.
- Using designated parent pickup and drop-off locations.

Patience during the first few weeks of school helps keep traffic flowing safely for everyone.



DIGITAL SAFETY MATTERS

Families can help students become responsible digital citizens by:

- Monitoring online activity.
- Discussing appropriate social media behavior.
- Reminding students that online threats or inappropriate posts may have serious school and legal consequences.
- Encouraging kindness and respect in all digital interactions.



ATTENDANCE SUPPORTS SAFETY & SUCCESS

Regular attendance allows students to:

- Build positive relationships with trusted adults.
- Stay connected to learning.
- Access school supports when needed.
- Feel a greater sense of belonging.

Every day matters.



RESOURCES & MORE INFORMATION

For more information on safety resources, policies, and handbook details, please contact your child's school or district office.



OUR DISTRICT SAFETY DIRECTOR
Andrew Calhoun



WORKING TOGETHER
The safest schools are built on strong partnerships between

ONE TROUP.
Safe Schools.
Stronger Community.

**Board Policy JBC: School Admissions**

Status: ADOPTED

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

I. Definitions

1. **Attend** - A student's physical or virtual presence in the educational programs for which he or she is enrolled.
2. **Case Management Consultation (CMC)** - a consultation by a school social worker or case manager in which a process is used to discover whether any transition problems exist and whether any services are necessary for a child placed by the Department of Human Resources (DHR) or Department of Juvenile Justice (DJJ). This process, as defined in State Board Rule 160-4-8-.17, will be utilized each time a DHR or DJJ placed child enrolls in a new school.
3. **Education For Homeless Children and Youths** - Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) that requires each state to ensure that each child of a homeless individual and each homeless youth has equal access to the same, free, appropriate public education as provided to other children and youth as described in Policy JBC(1).
4. **Emancipated Minor** - An individual under the age of eighteen who is no longer under the control or authority of his or her parents or guardians by operation of law or pursuant to a petition filed by the minor with the juvenile court as provided in O.C.G.A. the Juvenile Code. Emancipation by operation of law occurs when a minor is validly married or as otherwise prescribed by law. Emancipation by petition is granted by a judge in juvenile court after the judge determines emancipation is in the best interest of the minor.
5. **Enroll** - The registration of a student by a parent, guardian or other person (in loco parentis) having control or charge of a child, or the student (in the case of an emancipated minor providing the school system with the appropriate documentation). Once enrolled, the child shall be eligible to attend the assigned school.
6. **Other Person** - An adult at least 18 years of age or an emancipated minor at least sixteen years of age residing within the school system who is not the parent or guardian of a child but stands in loco parentis (i.e., to assume the duties and responsibilities of a parent such as providing food, shelter, clothing or medical care.)
7. **Residency** - Residency as applied to this policy shall mean the place where the student lives full time with a parent, guardian, or other person (in loco parentis), unless the student is an emancipated minor. The student must be a full time occupant of such dwelling located within the school system. Proof of residence in the school district shall be required (1) upon initial enrollment in the school system, (2) upon annual registration in the school system, and (3) whenever a change of residence occurs, unless the student is homeless. Individuals not legally admitted into the country shall not be denied a free public education.
8. **Withdraw** - The removal of a student from the official roll of a school.

II. General Guidelines

All students attending Troup County Schools must live and reside in Troup County and must continue to so live and reside while attending Troup County Schools. Additionally, each such student will be assigned to and must attend the school covered by the attendance zone for the area in which the student lives and resides.

Except as may be permitted for:

1. Special education students allowed to cross district lines pursuant to agreement with other school districts; or for Local District Zone Assignments,
2. Children of teachers, staff members or employees of the Troup County School System who are residents of the State of Georgia,

The place of residence or the place at which the student lives will be:

1. The bona fide residence of both parents of the child or if one parent is deceased, the residence of the surviving parent, or if the parents are divorced or living separately, the residence of the parent having actual custody of

the child pursuant to an appropriate order of a Superior Court or similar court of another state having jurisdiction of the parties at the time such order is rendered; provided that the provisions of Paragraph I shall not apply if the right of a parent or parents to custody and possession of a child has been terminated as authorized by law by a court or state agency having jurisdiction. The term parent or parents as used herein means natural parents, foster parents, and adoptive parents by virtue of legal adoption pursuant to law.

2. In the instance of a child who in good faith resides full time with another family member who is in *loco parentis*, the residence of such family member can be the residence of such child if the Superintendent in each instance shall find and determine that such child does in fact reside full time with such relative and that such residence is not an attempt to circumvent the provisions of this policy.

The child or children of a teacher, staff member or employees of the school system who are residents of the State of Georgia shall attend the school at which employed, if appropriate, and if not, such other appropriate school designated by the Superintendent, or his designee.

III. Requirements for Enrollment

1. Authority to Enroll

Under the provisions stated in O.C.G.A. 20-2-690.1, a parent, guardian, or other person has the authority to enroll a student in a publicly funded Georgia school.

- a. A student who meets the age eligibility requirements is eligible to enroll in the school system if the student's parents or legal guardian (or the student in the case of an emancipated minor) is a resident of the school district. Proof of residence is required in accordance with regulations developed by the superintendent.
- b. If the person enrolling a student is not the parent and does not hold legal guardianship, the person enrolling the student must complete a Non-Parental Affidavit specifying the reasons why the student is living with the "other person".
- c. If the person enrolling the student is acting under the authority of a grandparent power of attorney, power of attorney executed by a parent or guardian serving in the military, the school shall allow the student to enroll. The school system may require proof of a duly executed power of attorney and/or certificate of acceptance as guardian, escort, or attorney. The school system shall not require such persons to obtain legal guardianship.

2. Age Eligibility

Other than students specifically exempted by rule or by law, the following individuals are eligible for enrollment:

- a. Students who have attained the age of five by September 1 unless they attain the age of 21 by September 1, or they have received a high school diploma or the equivalent, provided they have not dropped out of school for one quarter or more as prescribed in O.C.G.A. 20-2-150; Students who have dropped out of school for one quarter or more are eligible to enroll unless they attain the age of 20 by September 1. or
- b. Students who were legal residents of one or more other states or countries for a period of two years immediately prior to moving to Georgia and who were legally enrolled in a public kindergarten or first grade accredited by state or regional association or the equivalent thereof, are otherwise qualified and will attain the age of five for kindergarten or six for first grade by December 31; or
- c. Special education students through the age of 21 or until they receive a regular high school diploma.

3. Evidence of Date of Birth

- a. Other than students specifically exempted by State Board Rule or by Georgia Law, before admitting any student to a school in the school system, the superintendent or designee shall accept evidence in the order set forth below that shows the individual's date of birth:
 1. A copy of a birth certificate, hospital issued birth record or birth certificate;
 2. A passport;

3. An adoption record;
- b. Upon presentation of one of these evidences above, a photocopy of the document shall be placed in the student's record and the document that is presented shall be returned to the parent, guardian, or other person.
- c. A student will be identified in the local Student Information System (SIS) and in the Georgia Statewide Student Information System (GSSIS) by the student's legal name as it appears on the documentation submitted for age verification as cited above or in a court order changing the student's name.
- d. Once a student has successfully enrolled in any publicly-funded Georgia school by providing one of the evidences cited above and is recorded in the Georgia Testing Identifier application (see SBOE Rule 160-5-1-.07), further proof of age is deemed unnecessary.

4. Other Documents Required During the Enrollment Process

The parent or guardian, or other person must provide:

- a. A copy of the enrolling student's social security number or sign a form stating the individual does not wish to provide the social security number, pursuant to O.C.G.A. 20-2-150.
- b. A certificate in accordance with the provisions of O.C.G.A. 20-2-771, concerning the immunization of students, which includes an exception for religious grounds.
- c. A certificate in accordance with the provisions of O.C.G.A. 20-2-770, concerning nutritional screening and eye, ear, and dental examinations of students.
- d. Proof of residence shall be required, unless the student is homeless and the McKinney-Vento Act applies. A homeless child shall be enrolled immediately even in the absence of any appropriate documentation. Upon determining that a student is homeless, the child must be allowed to either remain in the district in which he or she was enrolled prior to becoming homeless or enroll in the district where he or she is now located. Proof of residence is not required. The employee or other designated individual responsible for care of homeless students shall assist the homeless student in acquiring the necessary records for enrollment.

5. Students Placed by DHR or DJJ

- a. When a student is being placed by DHR into a new home or facility that would require a change in school or school system, the school system in which that student is attending school shall consult with the student's custodian to ascertain whether the student should be maintained in the school of origin or assigned to the appropriate school in the new school system in accordance with the McKinney-Vento Act.
- b. Upon notification by DJJ that a student will be enrolling in the school system, the school system shall enroll the student in his or her home school, as opposed to an alternative educational setting, unless the Case Management Consultation team concludes that the best placement for the child would be the alternative setting. Any placement made pursuant to an Individualized Education Program (IEP) team shall take precedence.
- c. Upon notification by DHR or DJJ, the school system shall immediately enroll a student in the physical or legal custody of DHR or DJJ or a student placed by DHR or DJJ in a residential facility located within the school system's jurisdiction, pursuant to O.C.G.A. 20-2-133. The school system will follow guidelines developed by the State Department of Education governing the provision of education services provided by local school systems to students being served in therapeutic facilities.

6. Provisional Enrollment

- a. A student shall be enrolled on a provisional basis and allowed to attend a school for 30 calendar days while awaiting evidence of age, residence, or other local requirements. The provisional enrollment period may be extended for extenuating circumstances in the discretion of the superintendent or designee.
 1. The superintendent or designee shall notify the registering parent, guardian, or other person at least 10 calendar days prior to the withdrawal of the student.
 2. If evidence is not provided within this period, the superintendent or designee shall mark the

student withdrawn at the end of the thirtieth day.

- i. The registering parent, guardian, or other person will be considered noncompliant and subject to all penalties as prescribed in O.C.G.A. 20-2-690.1.
 - ii. The superintendent shall report violations to the appropriate authorities for adjudication.
3. O.C.G.A. 20-2-150(c) concerning compulsory attendance of students prior to their seventh birthday does not apply to provisional enrollment.
4. Students pre-registering for school are not eligible for provisional enrollment until the beginning of the attendance period of the school term for which the student is enrolling.
5. The provisions of O.C.G.A. 20-2-670 regarding transferral of discipline actions or felony convictions for student in grade 7 and above shall take precedence over any provisional enrollment.
6. A Student shall be allowed to enroll in the school system if the student meets residency and other specified qualifications and otherwise would not be denied enrollment under O.C.G.A. 20-2-751.1 and O.C.G.A. 20-2-751.2 concerning student expulsion.
7. The school system is not responsible for making determinations regarding immigration and visa status. The school system will accept non-immigrant, foreign students on visas and immigrants/non-visa-holders who meet age and residence requirements without inquiring about their legal status, in accordance with federal or state law and SBOE rule.

SCHOOL CALENDAR



2026-2027 Student Calendar

OUR SCHOOLS • OUR COMMUNITY • OUR FUTURE

JULY 2026

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
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AUGUST 2026

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SEPTEMBER 2026

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OCTOBER 2026

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NOVEMBER 2026

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DECEMBER 2026

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Key Dates

August 3 - August 6 Teacher Planning/Staff Development Day (PreK-12 Staff)

August 7**First Day of School (PreK-12: ALL STUDENTS)**

September 7 Labor Day Holiday

October 8 First Quarter Ends

October 9 Teacher Planning/Student Holiday

October 12 Fall Break

November 23 - 27 Thanksgiving Break

December 18 Second Quarter Ends

December 21 - January 1 Christmas Break

January 4 Teacher Planning/Student Holiday

January 5 Classes Resume

January 18 MLK Holiday

February 12 Teacher Planning/Student Holiday

February 15 Presidents' Day Holiday

February 16 Virtual Learning/Instruction Day

March 11 Third Quarter Ends

March 12 Teacher Planning/Student Holiday

March 15 Staff/Student Holiday

April 5 - 9 Spring Break

May 26**Last Day of School (PreK-12: ALL STUDENTS)**

May 27 - 28 Teacher Planning/Staff Development Days

May 27 Callaway High School Graduation

May 28 LaGrange High School Graduation

May 28 Troup County High School Graduation

May 31 Memorial Day

JANUARY 2027

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FEBRUARY 2027

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MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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Key Dates Legend:

- Student/Staff Holiday
- Teacher Planning/Staff Development Day
- First/Last Day of School
- Virtual Learning/Instruction Day

SCHOOL HOURS

• BWES, CES, RES	7:40am - 2:10pm
• CVES, EKES, HES, HHES, LCES	7:40am - 2:15pm
• HCES	7:40am - 2:20pm
• WPES	7:45am - 2:15pm
• FFES	7:45am - 2:15pm
• CMS	8:10am - 3:25pm
• GNMS	8:15am - 3:15pm
• LCMS	8:20am - 3:15pm
• CHS, THS	8:10am - 3:20pm
• LHS	8:15am - 3:20pm
• THA	8:30am - 2:30pm
• THINC	Morning: 8:15 - 11:03am Afternoon: 12:09 - 2:57pm
• TCCC	8:25am - 2:55pm

Scan the QR Code to see school menus or visit troupcutrislice.com




Scan the QR Code to download the Here Comes the Bus app to track your kids.




www.troup.org
 @troupcountyschoolsystem
  Troup County School System

Administrative Services Center • 100 North Davis Rd. Building C • LaGrange, GA 30241
 Phone 706.812.7900 • Fax 706.812.7904 • Dr. Rachel B. Hazel, Superintendent

<https://resources.finalsite.net/images/v1783447958/troupk12gaus/raqv4zdxhomdp86xeiz27CalendarSheet2.pdf>

[Skip To Main Content](#)

 English



Board Policy JCAC: Sexual Harassment of Students

Status: ADOPTED

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

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

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

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

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



Board Policy JR: Student Records

Status: ADOPTED

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

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

A. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

B. DIRECTORY INFORMATION

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

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

Directory information is defined as follows:

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

Excluded Student Information

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

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

C. Procedures For Obtaining Access to Student Records

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

records of his or her child.

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

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

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

D. PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Definition of Terms Used in PPRA:

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

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

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

Requirements:

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

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

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

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

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

immediate health and safety of the student, or of other students.

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

TITLE ONE INFORMATION FOR FAMILIES:

Franklin Forest Elementary School

Parent and Family Engagement Policy

2026–2027 School Year

Lindsey Binion, Principal
1 Scholar Lane
(706) 845-7556
franklin.troup.org

Plan Revised March 26, 2026

What is Title I?

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

Title I programs must be based on effective means of improving student achievement and include strategies to support parent and family engagement.

Title I schools must jointly develop a written Parent and Family Engagement Policy.

School Plan for Shared Student Achievement

What is it?

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

How is it revised?

FFES invited all families to attend our annual School Forum last spring to review and revise this parent and family engagement policy, the school improvement plan/schoolwide plan, and the parental involvement budget. Additionally, parent input and comments regarding this plan are welcome during the school year through a form available in the Parent Resource Center. The plan is posted on our school website for families to view and submit feedback throughout the year. All parent feedback received during the year will be used to revise the plan for the next school year.

Who is it for?

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

Where is it available?

At the beginning of the year, the plan is included in the student handbook that is available on our website for families. Copies of the plan are available at your request, too. The plan is also housed in the Parent Resource Room, as well.

2025–2026 District Goals

Goal 1: Strengthen High-Quality Instruction and Student Achievement

Goal 2: Foster a Supportive, Engaging, and Future-Ready Learning Environment

Goal 3: Build Professional Capacity Through Collaborative Leadership and Data-Driven Practices

District Values

Connection	Equity
Achievement	Resilience
Integrity	Compassion

School-Parent Compacts

As part of this plan, FFES and our families will develop school-parent compacts by grade level. These are agreements that parents, teachers, and students will develop that explain how all parties will work together to make sure all our students reach grade-level standards and goals. The compacts will be reviewed and updated annually based on feedback from parents,

students and teachers during the beginning of each school year. Parents will receive a copy of the compact to keep at home. Compacts will be reviewed with parents during the year, as well.

Let's Get Together!

Franklin Forest Elementary School will host the following events to build the capacity for strong parent and family engagement to support a partnership among the school, parents, and the community to improve student academic achievement. Many meetings will be offered at 2 different times to accommodate our families. Invitations will come home in Tuesday folders, and information will be posted on the website and in grade level newsletters. We may also be able to offer childcare during meetings if needed. Please call the office about this service.

Annual Title I Parent Meeting –September 2026

We invite you to an evening of learning and sharing about our Title I program, including our parent and family engagement policy, the schoolwide plan, the school-parent compacts, and parents' requirements.

K – 5th Grade Conferences - October 2026

We invite families of students in grades K-5 to a scheduled conference time. During this time you will hear from your student's teacher and your student about academic as well as social and emotional progress thus far in the school year. You will receive the School Parent Compact.

Academic Nights– November 2026 and March 2027

We invite families to come and learn and interact with Literacy activities that your student is involved with to make learning engaging and fun. More family events will be planned throughout the year to support families as well.

K, 1st, & 2nd Grade Conferences - March 2027

We invite families of students in grades K-2 to a scheduled conference time. During this time you will hear from your students' teacher about academic as well as social and emotional progress thus far in the school year. Report card information is also given out to families.

Spring Title 1 School Improvement Forum – March 2027

We invite you to an evening of learning and sharing about our Title I program, including information/suggestions on our School Improvement Plan/schoolwide plan, our budget, and our Parent and Family Engagement Policy.

Parent Resource Center

Our parent resource center is located in a large room to the left off the front lobby. Come to look through the pamphlets on a variety of topics or use the computer to find other resources.

Hours of operation are 7:30-2:00.

Parent and Family Engagement

FFES believes that parent and family engagement means the participation of families in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- That parents and families play an integral role in assisting their child's learning.
- That parents and families are encouraged to be actively involved in their child's education at school.
- That parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- The carrying out of other activities as described in this plan.

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

(706) 845-7556 or
franklin.troup.org

FFE...Respectful..Responsible..Safe

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

- ✓ Ensure that all information related to school and parent programs, meetings, and other activities is published in grade level newsletters and in Tuesday folders. We will also be sure information is posted on the school website for parents along with social media outlets.
- ✓ Provide regular information for staff during faculty meetings and in staff updates on strategies to improve communication with parents and ideas to increase family engagement. Staff will also share best practices during regularly scheduled faculty meetings.
- ✓ Partner with Head Start and Early Reading programs by conducting joint staff meetings for parents and sending school information about parent engagement activities to help prepare parents and their child for kindergarten and improve school transition.
- ✓ Share information in grade level newsletters and on the website for parents to understand the school's academic standards and assessments as well as the ways parents can monitor their child's progress and work with educators.
- ✓ Communicate with all families and the community on a regular basis regarding school wide events and activities, through phone messages, social media, and flyers.
- ✓ Work with our parents to develop relevant trainings and helpful presentations to educate our staff on the importance of parent and family engagement.
- ✓ Provide necessary materials and handouts for parents at conferences, meetings, and activities to help parents work with their child to improve their child's achievement.
- ✓ Provide translated materials and interpreters during meetings and conferences to the extent possible to help parents work with their child to improve achievement.
- ✓ Use our Partners in Education, School Council, and Parent Advisory Council (PAC) to improve awareness of the activities and events listed in the school parent and family engagement policy.
- ✓ Share information about literacy and computer classes for families to help further enhance their various educational levels.
- ✓ Collect feedback from families at all events and post a suggestion form on the school website in order to respond to parents' request for additional support for parent and family engagement activities.

Family Liaison

We have a Family Liaison in our building who strives to strengthen ties between home and school. Myia Gates is an asset to our school. Her main goals are to be available to parents based on their needs, coordinate parent programs, and maintain the necessary Title I documentation for the system and state.

Title 1 Parent Advisory Council

FFES invites all parents to join the Parent Advisory Council (PAC) to share ideas and ways to involve other parents and to build partnerships with school, families, and the community. The council meets several times during the school year. Dates will be posted on our website and invites to meetings will come home in Tuesday folders each month.

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

Title 1 Parent Advisory Council

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

Name: _____

Child's Name and Grade: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

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



TROUP COUNTY SCHOOL SYSTEM

Complaint Form for Federal Programs under the No Child Left Behind Act of 2001

Please Print

Name of Complainant:	
Mailing Address:	
Phone Number (home):	Phone Number (work):
Person/department complaint is being filed against:	
Date on which violation occurred:	
Statement that the Troup County School System has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):	
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):	
List the names and telephone numbers of individuals who can provide additional information	

Please attach/enclose copies of all applicable documents supporting your position.	
Signature of Complainant:	Date:
Mail or deliver this form to: Troup County School System, Superintendent Troup County School System 100 North Davis Road, Building C LaGrange, Georgia 30241	
Date Received:	
Date of Response to Claimant:	

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

TITLE I SCHOOL PROGRAM - TCSS Title I Schools

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

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

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

TRANSPORTATION

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

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

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

law to attend school. Parents will be responsible for providing transportation to and from school. Bus riders are subject to the state and county rules and regulations posted on each bus. In order to ensure a safe bus ride for all students, we ask that you review the bus rules listed below with your child.

School Bus Conduct And Safety Instructions

Safety Instructions and Behavior Rules for School Bus Riders

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

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

Failure to comply with bus rules will result in:

Bus Driver

- Initial Concern- the bus driver will speak to the student and ask for the appropriate behavior

- 2nd concern- the bus driver will speak to the parent to help correct the students'
- 3rd Concern- the bus driver will write a courtesy note reporting the students' behavior
- 4th Concern- the bus driver will write a bus behavior referral

School Administrator

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

Fighting – automatic 3 days bus suspension.

STUDENTS RETURNED TO SCHOOL

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

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

VISITORS TO SCHOOL - Board Policy KM



Board Policy Manual Troup County Schools

Board Policy KM: Visitors to School

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 10/13/2022 | **Last Reviewed Date:** 10/13/2022

All visitors must report to the building administrator's office before entering and leaving school system buildings.

The integrity of the instructional day will be maintained. Visits must be scheduled by or coordinated with the building administrator or his or her designee.

Student Auditing Classes

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

Classroom Observations

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