DeKalb County School District
Code of Student Conduct

2026-2027

DeKalb County™
School District

ELEMENTARY
MIDDLE
HIGH

The DeKalb County School District provides translation of DeKalb County School District Code of Student Conduct, courtesy of the English Learners Department. Request for a translated hard copy may be made to the school principal or an electronic version is available at https://www.dekalbschoolsga.org/dese/student-relations/.

The English language version is considered the most accurate.

In the event of a disagreement or discrepancy between the translation and the original English version of this handbook or any notice or disclaimer therein, the original English version will prevail. https://www.dekalbschoolsga.org/dese/student-relations/

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CELL PHONE FREE ZONE



DeKalb County School District

DISCONNECT to Reconnect
DeKalb County School District

House Bill 1009 and the Disconnect to Reconnect Initiative

The DeKalb County School District is committed to creating safe, engaging, and distraction-free learning environments that support student achievement and well-being. In support of this commitment, the district has implemented the Disconnect to Reconnect Initiative, which aligns with Georgia's House Bill 1009 and the expectations outlined in the DeKalb County School District Code of Student Conduct.

What is House Bill 1009?
House Bill 1009, known as Georgia's Distraction-Free Education legislation, was enacted to reduce classroom distractions caused by personal electronic devices and to promote increased student engagement during the school day. The law requires public school districts to establish policies limiting student access to personal electronic devices during the school day while providing exceptions for educational, medical, safety, and legal purposes as required by state and federal law.

The legislation reflects growing research indicating that limiting access to personal electronic devices during the school day can improve student focus, academic engagement, peer interactions, and overall school climate.

The DeKalb County School District's Disconnect to Reconnect Initiative
The Disconnect to Reconnect Initiative is designed to reduce distractions caused by personal electronic devices and increase student engagement in teaching and learning. The district recognizes that excessive use of cell phones, smartwatches, earbuds, headphones, and other personal electronic devices during the school day can negatively impact academic performance, classroom participation, social interaction, and school safety.

As part of this initiative, students are expected to refrain from using personal electronic devices during the instructional day unless specifically authorized by school staff, required by a student's Individualized Education Program (IEP), Section 504 Plan, Individual Health Plan, or otherwise permitted by district procedures. Students are expected to comply with all school and district expectations regarding the possession and use of personal electronic devices.

While House Bill 1009 establishes statewide requirements, the DeKalb County School District has implemented the Disconnect to Reconnect Initiative consistently across all grade levels, kindergarten through twelfth grade, to ensure a unified approach to student engagement, academic focus, and positive school culture.

By limiting distractions and promoting meaningful face-to-face interactions, the Disconnect to Reconnect Initiative helps students remain focused on learning, build stronger relationships with peers and staff, and fully participate in the educational experience.

Together, we can create learning environments where students are engaged, connected, and prepared for success.

Disconnect to Reconnect: Less Screen Time. More Learning. More Connection. More Success.

Citation: O.C.G.A. § 20-2-786 (House Bill 1009, Distraction-Free Education Act) and DeKalb County School District Code of Student Conduct.

2026-2027 Parent/Guardian Signature Page

Please return this page within five (5) days to your school.
To sign electronically, go to Infinite Campus at
https://campus.dekalb.k12.ga.us/campus/portal/parents/dekalb.jsp.

Student/Parent/Guardian
Acknowledgement of Receipt

Please read and review the DCSD Code of Student Conduct with your child and emphasize your child's role in helping to maintain a safe, respectful, and orderly learning environment.

Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), information about how to report concerns such as bullying and harassment, rights of students with disabilities, and other rights and responsibilities.

By signing below, the parent/guardian and student acknowledge that they have received and/or been provided access to the DCSD Code of Student Conduct and accompanying handbook information. If you would like an additional hard copy of the Code of Student Conduct, please contact your child's school.

If you choose not to sign electronically, as outlined above, after signing, kindly return this acknowledgment form to your child's school as soon as possible.

Please note that a parent, guardian, or student who does not sign or return this acknowledgment form shall not be relieved of any responsibility for complying with the provisions, rules, procedures, and expectations contained in the DCSD Code of Student Conduct. Thank you for your support.

Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2026-2027 DCSD Code of Student Conduct* during the 2026-2027 school year and all summer programs following the 2026-2027 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2026-2027 DCSD Code of Student Conduct* if I am found in violation of any infraction during the 2026-2027 school year and all 2027 DeKalb County School District summer school/programs.

Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 3rd through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise, and diet. The surveys are anonymous, and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Refer to the Protection of Pupil Rights Amendment section on page 68 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

Parents of students less than 18 years of age:

_____I do not consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

_____I consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

DeKalb County School District
Safe School Pledge for Students

As a student, my individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the *DCSD Code of Student Conduct*. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school, or my being assigned to an alternative school/program.

Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline. Please see pages 42-43 for more information.

Please sign, date and return to your child's Homeroom Teacher within five (5) days to your school.

Student Name (Please Print) _____Student Signature _____Date _____

Parent Name (Please Print) _____Parent Signature _____Date _____

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Translation Availability Statement

Amharic

የ DeKalb ካውንቲ ት/ቤት ዲስትሪክት የDekalb ካውንቲ ትምህርት ቤት ዲስትሪክት የተማሪ ስነምግባር ፣የእንግሊዘኛ ተማሪዎች ዲፓርትመንትን ግምት ውስጥ ማስገባት ትርጉም ይሰጣል። የተተረጎመ ቅጂ ለማግኘት ጥያቄ ለት/ቤቱ ርእሰ መምህር ሊቀርብ ይችላል ወይም ኤሌክትሮኒክ እትም እዚህ https://www.dekalbschoolsga.org/dese/student-relations/ ይገኛል::

Arabic

وفر منطقة DeKalb County School District التعليمية ترجمة لمدونة سلوك طالب DeKalb County School District، بإذن قسم دارسي اللغة الإنجليزية (English Learners Department). يمكن تقديم طلب الحصول على نسخة ورقية مترجمة إلى مدير المدرس أو تتوفر نسخة إلكترونية على https://www.dekalbschoolsga.org/dese/student-relations/.

Bengali

DeKalb County School District ইংরেজি জিক্ষার্থী জিভারে েএ স ৌিরযে DeKalb County School District-এে জিক্ষার্থীে আচেণজিজিে অযুি াদ প্রদায করে। স্কুরে অিেরক্ষে কারে অযূজদত মুজিত ংস্কেরণে অযুরোি করুয অর্থা এখারয ইরেক্ট্রজযক ংস্কেণ পায: https://www.dekalbschoolsga.org/dese/student-relations/।

Burmese

DeKalb က ေကာင်တီ ခရိုင်က ေကာင်းသည် အင်္ဂလပ်စောကလေ့လောသူမ ေကာ်ငးဌာန (English Learners Department) မှ ူ့ငးယူက ေကာ်ပပသည့ေ DeKalb က ေကာင်တီ ခရ ိုင်က ေကာင်း
က ေကာင်းသော် ငေ့ဝတ်ဆိုင်ရော ငေ့ထို်ငး (Code of Student Conduct) ကောသောပပန်ကပ်းပါသည်။ ကောသောပပန်ထော်းကသော ောာ က ေကာင်အ်ိုပ်က ိ်ငးထ
ကတောင်းဆ ိုနိုင်သည် သို့မဟုတ် အီလ ်ထရွန်နိုစ်ေော်းရှင်း ိ https://www.dekalbschoolsga.org/dese/student-relations/ တွင် ရနိုင်ပါသည်။

Chinese

DeKalb 县学区提供《DeKalb 县学区学生行为规范》的译本，经由英语学生系提供。可向校长索取译本复印件，或从此处获取电子版：https://www.dekalbschoolsga.org/dese/student-relations/。

French

Le district scolaire du comté de DeKalb propose une traduction du code de conduite des élèves du district, fournie par le département d'anglais langue étrangère. Il est possible de demander des exemplaires papier au principal de l'école ou une version électronique est disponible à https://www.dekalbschoolsga.org/dese/student-relations/.

Hindi

DeKalb काउंटी स्कूल डिडस्िक्ट अंग्रेज़ी डिक्षार्थी डिभाग के सौजन्य से DeKalb काउंटी स्कूल डिडस्िक्ट के छात्र आचार संडिता, का अनुि ाद प्रदान करता
ि ै। अनुि ाददत ि ाि ड कॉपी के डलए स्कूल प्रिंडसपल को अनुरोध दकया जा सकता ि ै या https://www.dekalbschoolsga.org/dese/student-relations/ पर इलेक्ि ॉडनक संस्करण उपलब्ध ि ै ।

Karen

DeKalb ကိ်ရှ်ခီးထံ်ကွိလိ်ကဝိ်ဟှ်လိ်တ၊်ကျိးထံ DeKalb ကိ်ရှ်ခီးထံ်ကွိလိ်ကဝိ်ဟှကွိဖိတ၊်သိ်တ၊်သီတ၊်ဘျ. တ၊်သံ်စုးဆဲးလ၊လ၊ ဟှ၊မ၊လိ
အဲကလံးကျိ်ဝဲ၊ကျိ၊ (English Learners Department) နှ်လီ၊. တ၊်ယ့ထိ်တ၊်ကျိးထံအကွဲးဒိတဖ်ဆုကွိခိ် မ့တမ့်၊ တ၊်မ၊နှ်လ၊အံ်လဲးထြိနံးအကျိ၊အကျဲသ့ဖဲ
https://www.dekalbschoolsga.org/dese/student-relations/.

Nepali

DeKalb County School District ले अङ्ग्रेजी भाषा अध्ययन डिभागको सौजन्यमा DeKalb County School District को डिद्यार्थी आचार संडिताको अनुिादन प्रदान गछड । डिद्यालयका प्रधानाध्यापकसँग अनुिाद गररएको कागजी प्रडतडलडप माग्न सदकन्छ िा https://www.dekalbschoolsga.org/dese/student-relations/ मा डिद्यूतीय संस्करण उपलब्ध छ ।

Somali

Dugsiga Degmada Gobolka DeKalb ayaa bixiyo turjubaanida Xeerka Anshaxa Ardayga ee Dugsiga Degmada Gobolka DeKalb, waxaa ixtiraamka leh Waaxda Ardayda af Ingiriiska. Codso koobi la turjumay oo laga codsado maamulaha dugsiga ama qaab elecktaroonik ah ayaa laga helayaa https://www.dekalbschoolsga.org/dese/student-relations/.

Spanish

El Distrito Escolar del Condado de DeKalb ofrece la traducción del Código de Conducta Estudiantil del Distrito Escolar del Condado de DeKalb, cortesía del Departamento de Aprendices del Inglés. Usted puede solicitar una copia al director de la escuela o una versión electrónica está disponible en https://www.dekalbschoolsga.org/dese/student-relations/.

Swahili

Wilaya ya Shule za Kaunti ya DeKalb hutoa tafsiri ya Maadili Mema ya Wanafunzi wa Shule za Wilaya ya Kaunti ya DeKalb, kwa hisani ya Idara ya Wanafunzi wa Kiingereza. Unaweza kuomba nakala halisi iliyotafsiriwa kutoka kwa mwalimu mkuu wa shule au toleo la kielektroniki linaweza kupatikana kwenye https://www.dekalbschoolsga.org/dese/student-relations/.

Telugu

DeKalb కౌంటీ స్కూ ల్ డిస్ట్రిక్ట్ ఇంగ్లీష్ లర్న ర్స్ డిపార్ట్మెంట్ సౌజన్యంతో, DeKalb కౌంటీ స్కూ ల్ డిస్ట్రిక్ట్ కోడ్ ఆఫ్ స్టుడెంట్ కాండక్ట్ యొకూ అనువాదాన్ను ఈందిస్తోంది అనువదించబడిన హార్డ్ కాపీ కోసాం స్కూ ల్ ప్రిన్స్ పాల్కు ఆర్డర్ చవచ్చు లేదా ఎలక్ట్రానిక్ వెర్షన్ https://www.dekalbschoolsga.org/dese/student-relations/ వద్ద లభిస్తోంది.

Tigrinya

DeKalb County School District፡ ትርጉም ናይ ደንቢ ኣደብ ተማሃሮ DeKalb County School District ይህብ፣ እዚ ድማ ብፍቓድ ክፍሊ ተማሃሮ እንግሊዝኛ (English Learners Department) ዚውሃብ እዩ። ዝተተርጎመ ተነባቢ ቅዳሕ ንምርካብ ንናይ ትምህርት ቤት ርእሰ መምህር ምውካስ ወይ ድማ ኤሌክትሮኒካዊ ግልባጥ ኣብ https://www.dekalbschoolsga.org/dese/student-relations/ ምርካብ ይከኣል።

Vietnamese

DeKalb County School District cung cấp bản dịch Bộ Quy Tắc Ứng Xử của Học Sinh DeKalb County School District, với sự giúp đỡ của Bộ Phận phụ trách Học Viên Anh Ngữ. Quý vị có thể yêu cầu hiệu trưởng trường cung cấp một bản dịch bằng giấy hoặc tìm bản dịch điện tử có sẵn tại https://www.dekalbschoolsga.org/dese/student-relations/.

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DEKALB COUNTY SCHOOL DISTRICT
Code of Student Conduct

POLICY STATEMENT

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only rigorous courses, highly qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior to foster learning.

The *DCSD Code of Student Conduct* identifies the rules of student behavior applicable to all DeKalb students, the discipline approach used to promote and enhance positive behaviors, and the procedures for imposing discipline consequences on students who violate these rules. When discipline must be administered, the *DCSD Code of Student Conduct* ensures that it is fair and serves the best interests of all students in the School District.

In general, discipline is designed to promote positive behavior and to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. DCSD understand that students' misconduct is influenced by many factors, including trauma, mental health, disabilities, discrimination, and chronic stress. Responses to misconduct and the resulting supports will address the root cause of misconduct to the extent possible. The *DCSD Code of Student Conduct* is focused on behavioral expectations, rights, and responsibilities, and is not an exhaustive overview of positive responses and supports.

Disciplinary actions in response to unacceptable behavior will be administered based on the discretion of the handling administrator in proportion but not limited to the severity of the unacceptable behavior, its impact on the school environment, the student's age, developmental disabilities, grade level, the context and apparent intentionality, the student's previous discipline history, substantial injuries, and other relevant factors. The Board prefers to reassign disruptive students whose behavior cannot be corrected within the home school setting to alternative educational settings rather than suspend or expel such students from school, as authorized by Georgia law.

In considering the nature or severity of the behavioral situation, the disciplinary process may include student support services provided by the District and other public entities or community organizations to provide services to help maximize the academic potential along with the social and emotional well-being of students through the practices of effective consultations, comprehensive evaluations, and the development of prevention and intervention strategies.

Parental notification and parental involvement are essential to any effort to modify a student's inappropriate behavior. The *DCSD Code of Student Conduct* will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Student Relations.

The *DCSD Code of Student Conduct* is authorized pursuant to Board Policy JCD: Student Code of Conduct.

PURPOSE OF THE CODE OF STUDENT CONDUCT

The *DCSD Code of Student Conduct* is intended to inform students in grades K-12 of the types of behaviors that are acceptable versus unacceptable. It is impossible to write a Code that addresses every conceivable variation of permitted and prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school, that endangers safety or that is otherwise determined by school administration to be unsuitable to maintain a safe, positive, and supportive learning environment, whether or not it is specifically listed in the *DCSD Code of Student Conduct*.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this *DCSD Code of Student Conduct* that are geared toward improving safety, well-being, and academic progress. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the *DCSD Code of Student Conduct*. The determination of whether a student has violated the *DCSD Code of Student Conduct* will be based solely on a preponderance of the evidence. In other words, is it more likely than not, based on the evidence, that the student violated the rule?

LEARNING AND COMPLIANCE

All students, regardless of age or grade level, are required to know the contents of the *DCSD Code of Student Conduct* and abide by it and any other rules of conduct imposed by the school district and/or the school they attend, to the extent possible based on their overall developmental level. Teachers are required to conduct a more thorough review of the *DCSD Code of Student Conduct* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding. The *DCSD Code of Student Conduct* is distributed to all schools and centers. The *DCSD Code of Student Conduct* shall be available in each

school and classroom. Prior to the distribution of the *DCSD Code of Student Conduct*, it is reviewed with the faculty and staff before school begins and students arrive to ensure their understanding.

The *DCSD Code of Student Conduct* is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 1 is required from each student and parent/guardian**. A parent or legal guardian that does not acknowledge receipt of the student code of conduct shall not be absolved of any responsibility with respect to the information contained in the student code of conduct. A district-wide **mandatory** test on the *DCSD Code of Student Conduct* is administered to students within the first two weeks of school. This test may be administered during the traditional school day or electronically during virtual instruction. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

Students who enter the School District during the school year will receive the *DCSD Code of Student Conduct* and will be tested on its contents.

Students sent to in-school suspension for the first time are retaught and retested on the *DCSD Code of Student Conduct*. As with the initial teaching, teachers are required to conduct a more thorough review of the *DCSD Code of Student Conduct* with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

Students are urged to ask faculty or staff members for clarification of any part of the *DCSD Code of Student Conduct* they do not understand.

EQUAL EDUCATIONAL OPPORTUNITIES

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the District's educational programs, activities, or practices, including implementation of this *DCSD Code of Student Conduct*.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the *DCSD Code of Student Conduct* applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- While the student is participating in virtual instruction;
- When either the alleged perpetrator or the alleged victim is in route from school, to home, in route from a school activity, function, or event;
- When utilizing district technology resources, including but not limited to equipment, networks, virtual platforms, and software;
- When utilizing school equipment;
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a DCSD school-sponsored or school-related activity;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c)); or is in violation of state cyberbullying definition (O.C.G.A. § 20-2-751.4).
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave).

INVESTIGATION OF MISCONDUCT

Minor misconduct is often correctable with immediate feedback from the teacher or other personnel. When a more severe violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged

perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured.

If administrators believe a request for a due process hearing will be made, the administrator should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence will be collected and preserved. School counselors, school social workers, school police, and other support staff will be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention will be provided, and the parent or guardian will be notified immediately. Furthermore, if the incident involves a threat to safety or intervention of law enforcement is otherwise determined to be appropriate, appropriate authorities shall be contacted and the school investigation will proceed to the extent possible while avoiding interference with any law enforcement investigation or detention.

The determination of whether a student has violated the *DCSD Code of Student Conduct* will be made based solely on a preponderance of the evidence. To determine if a preponderance of the evidence exist, the District will determine if it is more likely than not that the student did violate the rule? For short term suspensions (10 days of suspension or less) there is no formal appeal process. If the parents/guardians or student disagree with the decision, they may petition to the school principal. If they disagree with the principal's decision, they may petition in writing to the Area Superintendent. Please refer to the Discipline Due Process flowchart in this document for a summary of the District's discipline process. If a referral for District due process hearing is made, the student will be provided with the opportunity to participate in a disciplinary hearing and appeals process, as described herein.

SAFE SCHOOLS

Our top priority in DeKalb County School District is keeping our students and staff safe. A bold new step in that direction has been taken by installing CENTEGIX® CrisisAlert™ throughout our schools to create safer spaces by delivering precise alert location, immediate audio, and visual incident notifications. CrisisAlert™ covers the entire school campus while enabling staff and security professionals to request assistance and implement emergency protocols from anywhere on campus. In compliance with Ricky and Alyssa's Law, the District's implementation of the CrisisAlert™ system empowers teachers and administrators to act and respond with confidence during emergency and non-emergency situations. When educators and children feel safe and secure, they can focus on their goals: learning and academic achievement.

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DEKALB COUNTY SCHOOL DISTRICT
2026-2027 CHARACTER TRAITS

*"The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education." –**Martin Luther King, Jr**.*

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

Benefits of Character Education:

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

Respect, Responsibility & Caring
Modeling cornerstones of good character

Respect
Showing high regard for self, others and property

Responsibility
Being accountable for your own behavior

Honesty
Being truthful in word and action

Caring
Showing concern for the well-being of others

Justice and Fairness
Demonstrating impartial, unbiased and equitable treatment for all

Citizenship
Being an informed, responsible and caring participant in your community

Courage
Doing the right thing in the face of difficulty and following your conscience instead of the crowd

Perseverance
Staying on task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

Hope
Believing you will be successful

**Character Education Informational Handbook & Guide, DPI*
https://files.nc.gov/dpi/documents/charactereducation/handbook/content2.pdf

Character Traits Found in the *DCSD Code of Student Conduct*

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

VIOLATIONS		CHARACTER TRAITS
Violation #1:	**Tobacco**	Respect/Responsibility/Caring
Violation #2:	**Electronic Communication Devices**	Respect/Responsibility/Caring
Violations #3a, 3b:	**Weapons**	Responsibility/Caring/Citizenship
Violations #4a, 4b:	**Intentional Physical Violence**	Respect/Responsibility/Caring
Violations #5a, 5b, 5c:	**Drugs/Alcohol**	Responsibility
Violations #6a, 6b, 6c:	**Property**	Honesty/Respect
Violations #7a, 7b, 7c, 7d, 7e, 7f, 7g:	**Bullying/Harassment/Hazing/Fighting/Assault/ Battery**	Respect/Responsibility/Caring
Violations #8a, 8b:	**Refusal to Follow Instructions**	Respect/Responsibility/Caring
Violation #9:	**Unlawful Absence/Truancy**	Responsibility/Courage/Perseverance
Violation #10:	**Skipping Class**	Responsibility/Courage/Perseverance
Violation #11:	**Classroom Disturbance**	Respect/Responsibility/Caring
Violation #12:	**School Disturbance**	Respect/Responsibility/Citizenship
Violation #13:	**Profanity/Vulgarity/Obscenity**	Responsibility/Respect/Citizenship
Violation #14:	**Failure to Accept Disciplinary Action**	Responsibility/Respect/Courage
Violation #15:	**Chronic Tardiness**	Responsibility/Respect/Courage
Violation #16:	**Bus Misconduct**	Responsibility/Respect/Caring
Violation #17:	**Conduct Outside of School Hours**	Responsibility/Respect/Citizenship
Violation #18:	**Gambling**	Responsibility
Violation #19a:	**Repeated Violations**	Responsibility/Respect/Hope
Violation #19b:	**Violation of Probation**	Responsibility/Respect/Courage
Violation #20:	**Parking and Traffic Violations**	Responsibility/Citizenship
Violation #21:	**Loitering/Trespassing**	Respect/Responsibility/Courage
Violation #22:	**Providing False Information**	Honesty/Respect
Violation #23:	**Inappropriate Sexual Behavior**	Responsibility/Respect/Caring
Violation #24:	**Identification Card Violation**	Responsibility
Violation #25:	**Student Dress Code Violation**	Responsibility/Respect/Citizenship
Violation #26:	**Unsafe Action**	Responsibility/Respect/Citizenship



Disconnect to Reconnect Initiative

The Disconnect to Reconnect initiative is a districtwide effort by the DeKalb County School District to cultivate focused, respectful, and emotionally supportive learning environments. Rooted in the principles of the Code of Student Conduct, this initiative is designed to support student achievement, foster interpersonal relationships, and promote a culture of attentiveness and accountability throughout the school day.

As part of this initiative, students are strictly prohibited from using cell phones, smartphones or any other personal electronic devices during the instructional day. This includes, but is not limited to, iPads, tablets, smartwatches, smart glasses, headphones, earbuds, AirPods, and similar accessories.

All personal electronic devices must be powered off and kept out of sight from the moment students board the school bus, are dropped off, or arrive on campus by any means. These devices may not be used at any point during the instructional day, including class transitions, lunch periods, or any other time while on school grounds.

Violations of this policy will be considered disciplinary infractions and will be addressed in accordance with the DeKalb County School District Code of Student Conduct. Consequences may include progressive disciplinary actions based on the nature and frequency of the violation.

The rationale behind Disconnect to Reconnect is grounded in the need to re-establish meaningful engagement in the learning process and to remove barriers to academic and social-emotional growth. The overuse of personal technology in school has led to increased distractions, decreased academic performance, and weakened student-to-student and student-to-staff relationships. By eliminating these distractions, the initiative creates space for students to be fully present, communicate effectively, and build the skills necessary for lifelong success.

Disconnect to Reconnect directly supports the district's broader commitments to legal compliance, student wellness, and restorative practices by reinforcing expectations that promote safety, attentiveness, and mutual respect. This initiative is not solely about device management, it is about empowering students to take ownership of their education, reconnect with their learning environment, and contribute positively to their school community.

In compliance with the Distraction Free Education Act, the DeKalb County School District fully endorses the Disconnect to Reconnect initiative for the 2026–2027 school year and beyond. The Code of Student Conduct and the District's discipline practices have been updated to ensure the effective implementation of this initiative.

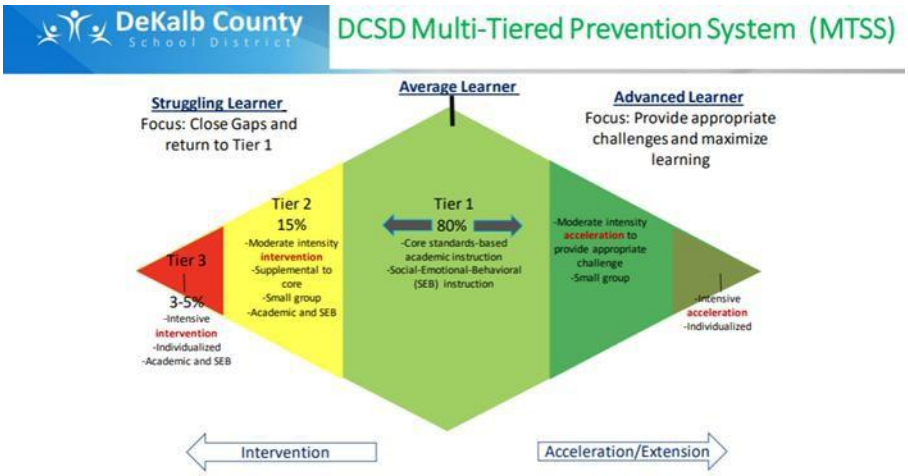
MindSet Verbal De-escalation Program

The District is deeply committed to appropriately addressing student behavior through the use of evidence-based de-escalation techniques. The MindSet Safety Management Program is a nationally recognized, evidence-based professional development model designed to equip educators and support staff with proactive strategies for managing disruptive behaviors through verbal de-escalation. Grounded in trauma-informed practices and neurological research, the program emphasizes prevention over reaction, safety over compliance, and relational trust over control. At the heart of the program is the 4-Step Counseling Model, which guides staff through a structured, empathetic approach to conflict resolution: (1) acknowledging observable behavior, (2) validating the student's emotional state, (3) connecting the emotion to its source, and (4) collaboratively developing a plan of action. This framework helps staff avoid power struggles, reduce emotional triggers, and support students in regaining self-regulation. The training promotes calm, reflective communication, the use of descriptive and non-judgmental language, open-ended questioning, and non-threatening body posture—all aimed at defusing potentially volatile situations before they escalate.

The DeKalb County School District has strategically adopted the MindSet Verbal De-escalation Program as part of its district-wide initiative to promote positive student behavior, reduce disciplinary incidents, and create safer, more supportive learning environments. As outlined in the district's 2024–2029 Strategic Plan, a key objective is to equip staff with the tools and strategies necessary to effectively respond to behavioral concerns while minimizing the use of exclusionary discipline practices.

The DeKalb County School District is working to reduce behavioral referrals, maintain student engagement, and keep students in school where they can learn and grow. A phased program for implementation of this meaningful and impactful practice has been adopted across the district as we continue to prioritize the social-emotional well-being of students and ensure that our schools remain environments where every learner feels supported, understood, and valued.

Multi-Tiered Systems of Support and Response to Intervention (RTI): What happens if a student needs help with academic and social-emotional behavior support?



General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

Multi-Tiered System of Supports (MTSS) is a General Education Framework that supports ALL students. This framework integrates assessment and intervention within a school-wide, data-driven, multi-level prevention system to maximize student achievement. Within a multi-level prevention system, there are three levels of intensity or prevention: Tier I: Primary Level – Core Curriculum and Instruction, Tier II: Secondary Level – Intervention, and Tier III: Tertiary Level - Intensive Intervention. ALL students receive support from MTSS at Tier 1. The standards-based curriculum is taught to all students. For students who need more than Tier 1 support to be successful, Tier 2 and/or Tier 3 supports are added. At Tier 2 and Tier 3, interventions are implemented to target specific skill needs or gaps. Most students master skills taught through intervention and close gaps in their learning. Supports are provided in academics, speech, writing, and/or social-emotional behavior. MTSS is intended to be fluid and flexible so that once the gaps are filled, the student maybe released from the intervention and move on to other learning needs/supports. MTSS does **not** mean a child automatically qualifies for Special Education services. In fact, most students who receive support from MTSS **do not** need Special Education services. Those students may need help with specific skills they have struggled with or missed along their learning path.

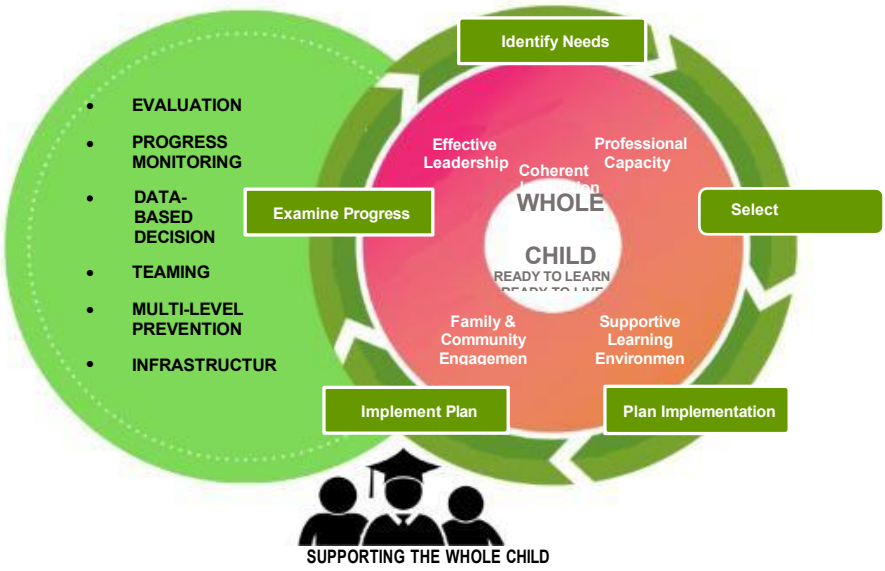
Teaching strategies and interventions used in Tiers 1-3 are General Education supports; consent is **not** required. MTSS is not Special Education, 504, Gifted, or ESOL. Some students learn at a different pace or in a different way. If a student is not progressing and interventions have already been tried at Tier 3, parents or the team can request a comprehensive evaluation to determine eligibility for Special Education services.

DeKalb County School District (DCSD) MTSS

MTSS is a required element of the continuous school improvement process. MTSS involves alignment of appropriate assessment with purposeful instruction for all students. The DCSD MTSS framework supports both academic and behavioral development, teaching to mastery, maximizing the growth of every learner, and continuous school improvement. MTSS integrates academics, behaviors, and wellbeing. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil. A key element within the MTSS is ongoing data monitoring for student response to intervention (RTI) to inform intentional decision-making for instructional planning and supports.

Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid. As students make progress, they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.

Essential Components of the MTSS Framework



The key components in Georgia's MTSS-RTI process include:

1. The three tiered delivery model gives learning support that is matched to the student's need.
2. Evidence-based instruction is the core of a teacher's classroom lesson plan.
3. Evidence-based interventions that increase or decrease in intensity if the results of the progress monitoring show a change is needed.
4. The use of a variety of ongoing assessment (test) data determines which students need supports to meet academic and/or behavior expectations.
5. Delivery of resources for learning interventions are based on student assessment data and classroom observation.

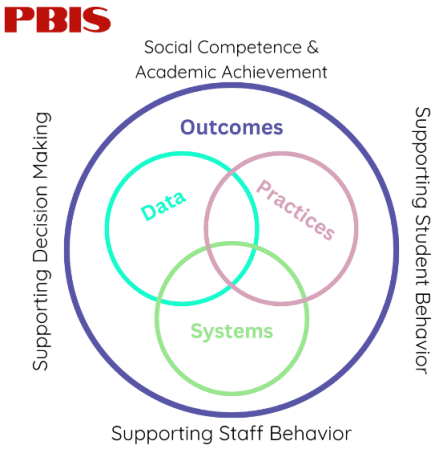
Parents: You can help with the MTSS-RTI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. You can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org., ask for ways you can help at home to improve your child's school performance, review and ask questions about your child's progress on assessments during parent conferences, become knowledgeable about the classroom intervention process in your school or district, and if your child is being supported with an intervention, request progress updates so you know if the intervention is working.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. PBIS focuses on prevention over punishment. The premise of the PBIS framework includes a combination of consistent teaching and reinforcing positive behaviors to create a safe, productive, and conducive learning environment that supports student success. This foundation is strengthened by key Tier I features including a committed leadership team, clearly defined expectations, direct behavior instruction, consistent acknowledgment systems, and ongoing evaluation to sustain positive outcomes. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate for all students (Center on PBIS, 2024). DeKalb County School District (DCSD) uses the PBIS framework to guide the overall approach to discipline.

Research states that parents report safety of their child as their main school concern (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007). Challenging behaviors in schools, ranging from disruptive classroom behaviors to physical violence, are safety concerns and represent barriers to teaching and learning. Schools are focusing on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, hallways, playground, etc. This system of support offers all students social skills instruction, positive and proactive discipline, social behavior expectations, active supervision and monitoring, positive acknowledgement, fair and corrective discipline, and parent training and collaboration. The primary goal of PBIS is to help schools design effective environments that will increase teaching and learning for all students. (Georgia Department of Education, GaPBIS). Over 1,400 Georgia schools and 27,000 schools nationwide are creating a better learning environment for their students using the PBIS framework (Georgia Department of Education, GaPBIS).

Throughout the district, there are currently 57 schools, 2 Georgia Network for Educational and Therapeutic Supports (GNETS) Centers, and the DeKalb Alternative Program that are actively implementing the PBIS framework. DeKalb County School District is progressing towards full PBIS implementation, with strategic plans in place to ensure the framework is effectively adopted across all DCSD schools and centers.



(Georgia Department of Education, GaPBIS, recreated by District PBIS Coaches Team)

RESTORATIVE PRACTICES

In conjunction with a PBIS framework, DeKalb County School District is utilizing innovative restorative practices aimed at improving climate and culture when the school community is affected by a student violating the rules of the *DCSD Code of Student Conduct.* . The use of restorative practices encourages a multi-faceted approach to student discipline.

Restorative practices helps to:

- reduce crime, violence and bullying,
- improve human behavior,
- strengthen civil society,
- provide effective leadership,
- restore relationships, and
- repair harm.

Figure 1. What Are Restorative Practices?



Information sourced via The American Federation of Teachers.
http://www.aft.org/ae/winter2015-2016/resources

Restorative practices promote dialogue between those who have been hurt and those who have inflicted the harm. This allows the victim and wrongdoer to have an opportunity to discuss how they have been affected by the violation and to decide what should be done to repair the harm and relationship. This is a victim-sensitive tool that encourages victims to take an active role in addressing the violation. Wrongdoers are encouraged to take responsibility for their actions, to repair the harm they have done by apologizing, returning stolen property, community service, or restitution. This may allow for the greatest victim contentment and wrongdoer accountability. Restorative practices offer a common thread to tie together theory, research, and methods in diverse fields such as education, counseling, criminal justice, psychology, social work, and organizational management.

A restorative conference is carefully planned to ensure that those who have been victimized and those who have done wrong are properly prepared and that any further harm from confrontation is prevented. During the restorative conference, the victims, wrongdoers, both parties' family and friends, staff, and other community members volunteer to participate in a structured, scripted meeting to address the violation, consequences, and restitution. The conference facilitator arranges the meeting, reads a script, and keeps the conference focused, but intentionally does not actively participate in structuring the outcome of the conference. The goal of the conference is for the participants to arrive at a jointly acceptable agreement that addresses the harm caused by the wrongdoer and necessary reparations.

Wachtel, Ted. http://www.iirp.edu/what-is-restorative-practices.php. International Institute for Restorative Practices. Retrieved 11 July 2012.

BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

Progressive discipline is designed to teach and reinforce good conduct, correct a student's misconduct, and encourage the student to be a responsible citizen of the school community. Progressive discipline should promote positive student behavior while establishing clear and fair consequences for unacceptable behavior; and state what is unacceptable. Disciplinary actions are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the context and apparent intentionality, the student's previous discipline history, and other relevant factors. All due process procedures required by federal and state law will be followed through the progressive discipline process. (***O.C.G.A. § 20-2-735).***

The school discipline process should include appropriate consideration of support processes to help students resolve such problems. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, counseling with school counselor, school social worker involvement, school resource officer reports, behavior, attendance and academic contracts or plans, peer mediation, and prevention programs. The offenses have a range of seven (7) levels of unacceptable behaviors. Each offense provides interventions as well as a range of consequences including suspension and expulsion if the level permits.

Each violation in the *DCSD Code of Student Conduct* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. ***Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in preschool through third grade for 5 or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel.*** **Exceptional Education Student procedures must apply.** ***(O.C.G.A. § 20-2-742)*** In addition to discipline, behaviors may also be reported to law enforcement at the District's discretion and as required by law, including O.C.G.A. § 20-2-1184. Major offenses including, but not limited to, drugs and weapon offenses, can lead to a school being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

Levels and Consequences Matrices

LEVEL 1	**Teacher selected strategies should be** used for minor acts of student behavior that is not suitable for the context. Level 1 behaviors include behaviors that may be permissible in some contexts (e.g, playing with toys) but are not appropriate for the current context. Teachers will ensure that students understand when such behaviors are not appropriate and will provide positive feedback and reinforcement before addressing recurring behaviors as possible misconduct. Teachers should keep a written record of the violation and **strategies** used to address the behavior. If a Level 1 violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level **after teacher selected strategies have been utilized**. Necessary strategies and positive behavioral interventions and supports will be provided through the MTSS-RTI process **at Tier 1 (pages 15-16).** ***Examples of behaviors that may impact only the student*** ▪ Chewing gum ▪ Tapping pencils ▪ Writing on self ▪ Writing on desk ▪ Not in seat ▪ Not prepared for class ▪ Off-tasks behaviors ▪ Drawing instead of working ▪ Tardy to class ▪ Criticizing teacher one on one ▪ Whining ▪ Wearing a hat in school, minor deviation from dress code ▪ Eating food when not allowed **Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.** **Disciplinary Options may include, but are not limited to: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and** **Redirect behavior. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

LEVEL 2	Level 2 violations include infractions which are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation of the learning environment, school transportation or a school-sponsored activity. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process **at Tier 1. Certain level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the student or others are present (pages 15-16).** Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others. ***Examples of behaviors that interfere with the learning of others:*** ▪ Touching ▪ Poking ▪ Standing on furniture ▪ Constant talking ▪ Out of seat and interfering with others learning ▪ Inappropriate chair manners ▪ Consistently not following directions ▪ Unauthorized electronic device usage including, but not limited to cell phones and iPads/tablets ▪ Running away and leaving the classroom ▪ Throwing items in classroom ▪ Disrespectful language to adult ▪ Yelling at teacher ▪ Moving or kicking furniture in an angry way/tantrum ▪ Bus misbehavior ▪ Gambling ▪ Dress code violations that noticeably affect safety or respect for self and others **Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.** **Disciplinary Options may include, but are not limited to: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

LEVEL 3	Level 3 violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the learning environment, school transportation or a school-sponsored activity. These violations include repeated, unrelated acts or misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the MTSS-RTI process **at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the MTSS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 15-16)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of the misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ Pushing ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Conduct outside of school hours or away from school ▪ Unsafe action ▪ Dress code violations that noticeably affect safety or respect for self and others **Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.** **Disciplinary Options may include, but are not limited to: In-School Suspension for 1-3 days with Instructional Module. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

LEVEL 4	Level 4 violations include infractions, which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, behavior that results in serious disruptions of the school environment and behavior that presents threats to health, safety, or property. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RTI process**. Certain Level 4 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 4 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 15-16)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity **(pages 15-16)**. Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and iPods ▪ Conduct outside of school hours or away from school ▪ Unsafe action ▪ Dress code violations that noticeably affect safety or respect for self and others **Disciplinary Options may include, but are not limited to: Targeted Behavioral Contract. Consequence: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

LEVEL 5	Level 5 violations include infractions which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, behavior resulting in serious disruptions of the school environment, behavior that present threats to health, safety, or property. Student will be placed on a mandatory Probationary Contract which may result in expulsion if the student is found in violation of the contract, may result in expulsion. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RTI process**. Certain Level 5 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RTI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 5 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 15-16)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Stealing ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Growing Responsibly, Increasing Possibilities).** **Consequence: Suspension for 6-10 days with a Probationary Contract. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**
LEVEL 6	Level 6 violations include infractions which are of a serious and aggravated nature such that the **student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing** that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 6 violations and independent law enforcement investigations may result in state criminal or juvenile proceedings being initiated by such outside agencies against the student accused of a Level 6 violation. Certain Level 6 violations may be elevated to Level 7 violations or higher based on the severity or context of the misconduct. Level 6 infractions should be met with Tier 3 intervention supports through MTSS-RTI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 15-16)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

LEVEL 7	Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to expulsion, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school, but to continue beyond the current semester. The student may be excluded from ALL units of the District for a specified period of time through permanent expulsion if applicable. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 7 violations, an independent law enforcement investigation may result in state criminal or juvenile proceedings being initiated by such outside agencies against the student accused of a Level 7 violation. Level 7 infractions should be met with Tier 3 intervention supports through MTSS-RTI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 15-16)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
1-Tobacco and Other Tobacco Products	●	●	●	●	●				
2-Electronic Communication Devices	●	●	●	●	●				
3a-Weapons			●	●	●	●	●	Police Report	SRO
3b-Weapons	●	●	●	●	●				SRO
4a-Intentional Physical Violence Not Causing Harm			●	●	●	●	●	Incident Report	Student Relations/SRO
4b-Intentional Physical Violence Causing Harm **Contact Student Relations Prior to Submitting Charge**						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute			●	●	●			Police Report	SRO
5b-Possession/Use/Under the Influence-1st Offense			●	●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2nd Offense & Subsequent Offenses						●	●	Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-1st Offense			●	●	●			Police Report GRIP	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2nd Offense & Subsequent Offenses					●			Police Report	SRO
6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property		●	●	●	●			Incident Report	SRO
6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property		●	●	●	●			Incident Report	SRO
6c-Textbooks, Media Center Materials, Computer Equipment/Use		●	●	●	●			Incident Report	SRO as appropriate
7a-Assault		●	●	●	●			GRIP	
7b-Simple Battery/Fighting/Hitting		●	●	●	●			GRIP	
7c-Battery			●	●	●			Incident Report GRIP	
7d-Aggravated Assault				●	●	●	●	Incident Report GRIP	SRO
7e-Aggravated Battery						●	●	Incident Report GRIP	SRO/Student Relations
7f-Bystander Battery		●	●	●	●			GRIP	
7g-Bullying/Hazing/Harassment	●	●	●	●	●			Bullying Report/GRIP	
8a-Rude or Disrespectful Behavior	●	●	●	●	●				
8b-Refusal to Follow Instructions	●	●	●	●	●				

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
9-Unexcused Absences/Truancy	Follow Attendance Protocol on pages 42-43. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●				
12-General School Disturbance/Threats/Intimidation/Gang Related Activities			●	●	●			Incident Report	SRO as appropriate
13-Profanity/Obscenity	●	●	●	●	●				
14-Failure to Accept Disciplinary Action		●	●	●	●				
15-Chronic Tardiness	Follow Attendance Protocol on pages 46. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●				
17-Conduct Outside School Hours/Away from School **Contact Student Relations Prior to Submitting Charge**				●	●	●	●		Student Relations
18-Gambling		●	●	●	●				
19-Repeated Violations									
19a-Repeated Violations/Chronic Misbehavior			●	●	●			Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations									
21-Loitering/Trespassing/Breaking and Entering	●	●	●	●	●				
22-Providing False Information	●	●	●	●	●				
23-General Sexual Misconduct/Sexual Harassment/Sexual Batter			●	●	●				SRO/ For guidance, contact the Social Worker/Student Relations
24-Student Identification Card Violation	●	●	●						
25-Dress Code Violation	●	●	●	●	●				See details for Dress Code on pages 51 and 76.
26-Unsafe Action					●	●	●		Student Relations

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
1-Tobacco and Other Tobacco Products	●	●	●	●	●				
2-Electronic Communication Devices	●	●	●	●	●				
3a-Weapons						●	●	Police Report	SRO
3b-Weapons	●	●	●	●	●	●			SRO
4a-Intentional Physical Violence Not Causing Harm						●	●	Incident Report	Student Relations/SRO
4b-Intentional Physical Violence Causing Harm **Contact Student Relations Prior to Submitting Violation**						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute						●	●	Police Report	SRO
5b-Possession/Use/Under the Influence-1st Offense				●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2nd Offense & Subsequent Offenses						●	●		
5c-Possession and/or Distribution of Drug Related Paraphernalia-1st Offense				●	●			Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2nd Offense & Subsequent Offenses					●			Police Report GRIP	SRO
6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property		●	●	●	●	●	●	Incident Report	SRO
6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property		●	●	●	●	●	●	Incident Report	SRO
6c-Textbooks, Media Center Materials, Computer Equipment/Use		●	●	●	●	●	●	Incident Report	SRO as appropriate
7a-Assault		●	●	●	●	●	●	GRIP	
7b-Simple Battery/Fighting/Hitting		●	●	●	●	●	●	GRIP	
7c-Battery					●	●	●	Incident Report/GRIP	
7d-Aggravated Assault						●	●	Incident Report/GRIP	SRO
7e-Aggravated Battery						●	●	Incident Report/GRIP	SRO/Student Relations
7f-Bystander Battery						●	●	GRIP	
7g-Bullying/Harassment/Hazing		●	●	●	●	●	●	Bullying Report/GRIP	
8a-Rude or Disrespectful Behavior	●	●	●	●	●				
8b-Refusal to Follow Instructions	●	●	●	●	●				

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
9-Unexcused Absences/Truancy	Follow Attendance Protocol on page 42-43. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●	●	●		
12-General School Disturbance/Threats/Intimidation/Gang Related Activities			●	●	●	●	●	Incident Report	SRO as appropriate
13-Profanity/Obscenity		●	●	●	●	●	●		
14-Failure to Accept Disciplinary Action		●	●	●	●	●	●		
15-Chronic Tardiness	Follow Attendance Protocol on page 46. **Students will <u>NOT</u> be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●	●	●		
17-Conduct Outside School Hours/Away from School **Contact Student Relations Prior to Submitting Violation**					●	●	●		Student Relations
18-Gambling		●	●	●	●	●	●		
19a-Repeated Violations/Chronic Misbehavior			●	●	●	●	●	Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations		●	●	●	●	●	●		
21-Loitering/Trespassing/Breaking and Entering		●	●	●	●	●	●		
22-Providing False Information		●	●	●	●	●	●		
23-General Sexual Misconduct/Sexual Harassment/Sexual Battery		●	●	●	●	●	●		SRO/ For guidance, contact the Social Worker/Student Relations
24-Student Identification Card Violation	●	●	●	●	●				
25-Dress Code Violation	●	●	●	●	●				See details for Dress Code on pages 51 and 76.
26-Unsafe Action					●	●	●		Student Relations

OFFENSES AND CONSEQUENCES

Multi-Tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in preschool through third grade for five (5) or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel. (O.C.G.A. § 20-2-740) Elementary schools that include sixth grade, must use the middle school consequences.

1. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapor pens/tanks, cannabidiol (CBD) oil, or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapor pens/tanks or similar products at any time on any property owned, leased, rented, or chartered by the School District; in any vehicle owned/leased, rented, or chartered by the School District; or at any school event, including during non-school hours, virtual school days, 24 hours a day, seven days per week (Board Policy JCDAA)**. Additionally, the use of vapor pens/tanks and juuls for "vaping" or "juuling" may be harmful due to the lack of known dangers they may pose on the health of children. (U.S. Centers for Disease Control and Prevention).

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING CELLULAR PHONES, SMART PHONES, TABLETS, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited to, cellular phones, smart phones, tablets, walkie-talkies, smart watches, e-readers, smart glasses, and similar devices during traditional and/or virtual instructional day or on school buses and must not interfere with the educational mission of the school or pose a safety hazard. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. At all times, students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the District) during instructional time (official start of school day to the end of the school day), (2) No text messaging is allowed, (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use an electronic device if it is determined to be essential for the health of the student. Students will not be required to provide personal electronic communication devices and will be furnished with a device or an alternative means to conduct the activity.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations may result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian. The school is not responsible for personal electronic devices on school property or at school sponsored events. Electronic devices may be confiscated by the school administrator or designee for unapproved use on school property or at school sponsored events, including the following**:**

(a) Purposely look for security problems, attempt to disrupt school technology resources, or engage in any activity that monopolizes or compromises school technology resources;
(b) Copying computer programs, software or other technology provided by the District for personal use; download unauthorized files; or use school technology resources for personal gain or private business enterprises;
(c) Attempting to, threaten to, or actually damage, destroy, vandalize, or steal private property or school property while using school technology resources on or off school grounds (The local school police officer must be notified of such incidents.);
(d) Using or participating in using personal or school technology resources to distribute or display inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to the following (See Rule 7G for bullying using technology):
   - Profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic or threatening

- information/material;
- Advocates illegal or dangerous acts;
- Causes disruption to DeKalb County School District, its employees or students;
- Advocates violence;
- Contains knowingly false, recklessly false, or defamatory information; or
- Is otherwise harmful to minors as defined by the Children's Internet Protection Act. (The local school police officer must be notified of such incidents.)

(e) Refusing to comply with reasonable directions or commands of school staff regarding responsible use of technology, and/or use audio or visual recording devices without permission of a school administrator.

(f) Gaining or attempting to gain unauthorized access to the District's computer data, network, system, Internet connections, e-mail accounts, or intranet or to any third party's computer system, data, or network, such as:

- Malicious tampering, phishing, or hacking activities;
- Intentionally seeking information about passwords belonging to other users;
- Disclosing a user's password to the District's computer network, system, Internet connections, e-mail accounts, or intranet to other individuals. Students, however, may share their passwords with their parents.
- Modifying passwords belonging to others;
- Attempting to log in through another person's account;
- Attempting to gain access to material that is blocked or filtered by the District;
- Accessing, copying, or modifying another user's files without authorization;
- Disguising a user's identity;
- Using the password or identifier of an account that does not belong to the user; or
- Engaging in uses that jeopardize access into others' accounts or other computer networks or systems.

NOTE: No one is allowed to take pictures or video of other people at school without the express permission of the principal. At no time shall a student take any pictures, video or audio recordings of students or staff while on school property or at any school sponsored event or post any pictures, videos or audio recordings of students or staff on social media without their consent. Violation of this provision may result in the student losing the privilege of using any electronic communication device while on school property. Visitors or volunteers are not permitted to take pictures or video of students other than their own child without the consent of the student's parent or guardian. Visitors and volunteers should consult with teachers about photo or video permissions that may have been obtained from the student's parent or guardian.

Students must never send threatening/inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time, including during virtual instructional time. This could result in very serious school, personal and/or criminal consequences. Go to **https://www.dekalbschoolsga.org/divisions/wrap-around-services/bullyingharassmenthazing** for further information on cyberbullying.

Student must not wear headphones, airpods, or similar devices with or without electronic devices during instruction time unless used for approved medical or instructional purposes only.

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act;) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm or dangerous weapon to school, school-sponsored functions, on school property or school buses. (O.C.G.A. § 16-11-127.1; O.C.G.A. §20-2-751.1) The possession of any dangerous weapon, hazardous object, or firearm in violation of O.C.G.A. § 16-5-21; 16-5-24; 16-11-127; 16-11-127.1; or 16-11-132 will trigger the reporting requirements of O.C.G.A. § 20-2- 1184.

A. Students shall not possess, handle, bring, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a firearm, a dangerous weapon or dangerous instrument/hazardous object/unauthorized item, either concealed or open to view, at school, on school property, at school-sponsored functions or school buses. There is no exception for students who have a valid legal license to carry a weapon.

NOTE: The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

Category I Weapon: Firearm/Dangerous Weapons

Any loaded or unloaded firearm or a dangerous weapon.

Per O.C.G.A. §20-2-751.1, a student who is determined to have possessed a Category I weapon at school, shall be subject to expulsion from school for a period of not less than one calendar year; provided, however, that a hearing officer, administrator, superintendent, or local board of education shall have the authority to modify such expulsion requirement on a case-by-case basis, and is authorized to place a student determined to have brought a Category I weapon in an alternative educational setting. Exceptional Education Student procedures must apply.

A firearm includes a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

A dangerous weapon includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder, and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES: CATEGORY I WEAPONS
Minimum: Level 7 – Expulsion; one calendar year
Maximum: Permanent Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 7.

Category II Weapon: Hazardous Objects

Any pellet gun, paint pellet gun, or BB gun, antique firearm, replica firearm, nonlethal air gun, stun gun, Taser, or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); boxcutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and § 20-2-751, with the exception of firearms and dangerous weapons (See Category I).

Category III Weapon: Knives/Other Weapons

Any knife or instrument having a blade of less than two inches, or plastic disposable razor or sling shot.

Dangerous Instruments/Unauthorized Items

Students shall not possess ammunition, BBs, paint pellets, CO_2 cartridges fireworks (other than "snap its", "poppers", or "pop-its" which may be addressed as a disruptive behavior), pepper spray, mace or similar instruments /items, or any other instruments/items that may be disruptive to the function of the school and may pose a safety risk.

NOTE: A student must never touch or handle weapons at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

ELEMENTARY SCHOOL CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

MIDDLE/HIGH SCHOOL CONSEQUENCES:
Minimum: Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

B. Students will not use, possess, or handle water pistols, other instruments that project water or other liquids, toy guns or any "look-alike", projectile instruments, matches, lighters, laser pointers, devices that emit an electrical shock, stink bombs, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee. Students will not intentionally hit, attack or make physical contact of an insulting or provoking nature with a teacher, school bus driver, school official, or other school employee. A due process hearing shall be held for such violation even for recommendation of short-term suspension, unless waived by the employee.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 6 – Long-Term Suspension**
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.	

B. Intentional Physical Violence Causing Physical Harm

Students will not intentionally hit, attack or otherwise make intentional physical contact with a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury, unless in defense of themselves, as provided in O.C.G.A. §16-3-21.

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 6 – Long-Term Suspension**
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.	

State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school pursuant to O.C.G.A. § 20-2-150. (O.C.G.A. § 20-2-751.6). The law applies to all students in grades K-12. The Hearing Officer may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Hearing Officer may allow the student to re-enroll at some point when the student reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Hearing Officer may permit the student, at a recommended time, to re-enroll in school.

5. ALCOHOL, DRUGS, AND OTHER ILLEGAL/CONTROLLED SUBSTANCES*

***As used in this *DCSD Code of Student Conduct*, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, medical marijuana, prescription drugs, over-the-counter drugs, look-alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or controlled substances under state or federal law. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

NOTE: A student must never touch or handle drugs at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.

A. Sale or Distribution of Drugs

Students will not sell, attempt to sell, or intend to sell, distribute, attempt to distribute, or intend to distribute, drugs or substances represented or believed by the seller, buyer, distributer or recipient to be drugs.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 6 – Long-Term Suspension**
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.	

B. Possession/Use/Under the Influence of Drugs

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite, or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale, or ingest any legal substances or will not cause, invite, or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 5 – Suspension of 6-10 days with a contract**
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others. A student who is reasonably believed to be in violation of O.C.G.A. § 16-13-30, shall be reported pursuant to O.C.G.A. § 20-2-1184.

1st Offense: The student is suspended for 10 school days with a contract. If the parents/guardian and student accept the offer to attend the drug-education program, Growing Responsibly, Increasing Possibilities (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program and the contract will remain in effect. If the GRIP program is not successfully completed, the full 10-day suspension with a contract shall be imposed. This option is available for elementary, middle and high school students.

2nd Offense and subsequent offenses and/or if the student's conduct is a felony or designated felony possession: The student is suspended for ten (10) school days and is referred to a due process hearing, which may impose long-term suspension or expulsion, or assignment to an alternative school.

Prescribed Medications

The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. Required student protocol, rules and documentation are provided in District Policy JGCD, Regulation JGCD-R(1) and Form JGCD-E(1). School approval must be given prior to the student possessing or using any medication, including over-the-counter medication. Students may not possess medical marijuana at school, including CBD or low-THC oil, on school property, school buses or at school-sponsored functions.

NOTE: Under state law, students with asthma, life-threatening allergies or diabetes may carry and use their inhalers, auto-injectable epinephrine, and necessary supplies and equipment to perform diabetes monitoring and treatment as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if they use auto-injectable epinephrine or any other medications in a manner other than as prescribed.

C. Possession and/or Distribution of Drug-Related Paraphernalia

A student will not possess or distribute drug-related paraphernalia, including items associated with the use, sale or distribution of drugs. As used in this *DCSD Code of Student Conduct*, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers, scales, small baggies, grinders, and other items used or related to drug use (i.e., vapor pens, vapor tanks, juuls, etc.)

*** This offense relates only to drug-related paraphernalia. Offenses related to possession, use, distribution, and sale of drugs, alcohol, or other substances are addressed in Offense 5A or 5B.**

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 4 - Suspension 1-5 days**
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

1st Offense: The student is suspended for 10 school days with a contract with the option to attend the Growing Responsibly, Increasing Possibilities (GRIP) program to reduce the suspension to five days, as discussed above. This option is available for elementary, middle and high school students.

2nd and Subsequent Offenses: The student will be suspended for ten (10) school days.

6. PROPERTY

A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property

Students will respect all property and will not attempt to, threaten to, or destroy, damage, vandalize, deface, or set fire to school, public or private property located at the school.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: The student must make restitution for any damage to school property caused by his/her behavior.

B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property

Students will respect all property rights and will not engage in, attempt or threaten theft; theft by deception; extortion; robbery; burglary; possession of stolen property or missing property. This applies to public, school, district and privately-owned property. Students will not engage in use, possession and/or distribution of stolen or counterfeit money/checks/money orders/bank or credit cards.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: The student must make restitution for any loss or associated damage of school, district or personal property caused by his/her behavior. The student must make restitution for any financial loss caused by his/her distribution or use of stolen or counterfeit money, checks, money order, bank cards or credit cards.

C. Textbooks, Media Center Materials, Computer Equipment/Use

Students will respect school related materials and will not lose, destroy, deface, damage, and/or inappropriately use textbooks, media center materials, or district-owned technology, including computer and computer-related equipment and materials. Technology misuse includes but is not limited to, inappropriate use/hacking of the Intranet or Internet.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: Students must make restitution for any damage to school property caused by their behavior.

Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.)

7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

Students will respect all persons' physical and mental health and well-being and will participate in creating a school climate free of violence of all types.

A. Assault/Threats

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-sponsored functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

NOTE: Threatening witnesses may result in expulsion. Pursuant to O.C.G.A. § 16-5-20, a simple assault against a public school employee engaged in official duties or on school property is a misdemeanor of a high and aggravated nature.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting, spitting on or making physical contact with teachers, administrators, bus drivers, other school personnel, and/or other students or persons.

NOTE: If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

C. Battery

Students will not make physical contact causing substantial physical harm or visible bodily harm including but not limited to substantially blackened eyes; substantially swollen lips or other facial or bodily parts; substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons in school or attending school-related functions. Visible bodily harm is any bodily harm capable of being perceived by another person.

NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.

ELEMENTARY SCHOOL CONSEQUENCES: **Minimum: Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Maximum: Level 5 - Suspension of 6 - 10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 5 – Suspension of 6-10 days with a contract** **Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

D. Aggravated Assault

Students will not use or make threats with a deadly weapon or hazardous object, which is likely to or does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, students, or other persons in school or attending school-related functions.

ELEMENTARY SCHOOL CONSEQUENCES: **Minimum: Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**

E. Aggravated Battery

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, students, or other persons attending school-sponsored functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

ELEMENTARY MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served, and a District due process hearing held for Level 6-7.**

NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.

F. Bystander Battery

Students who observe any type of fight will immediately notify a teacher or other adult and will not become involved in a fight that the student does not start. A student who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another student while that student is fighting another student. **Note: For information about situations that constitute self-defense, see page 58.**

ELEMENTARY SCHOOL CONSEQUENCES: **Minimum: Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Maximum Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served, and a District due process hearing held for Level 6-7.**

G. Bullying/Harassment/Hazing

Students will not threaten, intimidate, harass, make physical contact with, or subject another student to any other form of verbal, physical, social, relational or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). School officials will address each act of bullying, harassment, hazing that is reported or of which they otherwise become aware.

Bullying/Harassment/Hazing

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied, bully others or witness this misbehavior could possibly have significant effects well into adulthood.
Bullying, as defined by state law (O.C.G.A. § 20-2-751.4), means an act that is:

(1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
(2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
(3) Any intentional written, verbal, or physical act by a person with real or perceived power over another person which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
  (A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;;
  (B) Has the effect of substantially interfering with a student's education or otherwise substantially infringing upon the rights of a student;
  (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.

Except as provided in state law, bullying applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, including, but not limited to, extracurricular activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. This includes acts of cyberbullying that originate on school property or involve the use of school equipment, district technology, technology related devices, servers, virtual platforms, or any other device or service owned, operated, or leased by the School District. Cyberbullying also includes, but is not limited to, acts that occur within a school sponsored online activity.

Examples of bullying include but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks:
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or using e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person using digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

Cyberbullying

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. Electronic communication means, but is not limited to, any

transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic, or photo-optical system. Such term shall include photographs and video and audio recordings.

Examples of cyberbullying include but are not limited to:

- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by using e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person using digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, gaming, texts, and instant messaging.

Harassment

Students will not harass or subject another student to any other form of physical, verbal or nonverbal harassment.

Harassment may be defined as offensive behavior (physical, verbal, social, emotional, and/or relational) that targets a specific person or persons. Harassment includes, but is not limited to, behavior that targets another based on race, religion, gender, disability, or national origin.

Examples of harassment include but are not limited to:

- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, disability, age, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation.

Hazing

Students will not haze or subject another student to any other form of physical, verbal or nonverbal hazing (O.C.G.A. § 16-5-61).
Hazing may be defined as the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating or raising the rank/status of a person into a group, club, or organization. ***Hazing happens regardless of a person's willingness to participate.***

Examples of hazing include but are not limited to:

- Physical or verbal harm/degradation/abuse;
- Theft/Destruction of personal property for the purpose of bullying, harassing, or intimidating;
- Public humiliation;
- Intimidation/domination.

School officials will address each act of bullying, harassment, hazing that is reported or of which they otherwise become aware.

Disciplinary action after the first incident of bullying may include, but is not limited to, the following:

- Counseling;
- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing); and
- Assignment to an alternative school (through appropriate due process hearing).

A student who has engaged in bullying will be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action, or counseling as appropriate under the circumstances.
Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process hearing by disciplinary Hearing Officers, panels, or tribunals (O.C.G.A. § 20-2-751.4).

Retaliation following or related to a report of bullying is strictly prohibited and may result in strong disciplinary action.

It should be noted that bullying does not involve actions that are solely the result of a mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment, and hazing violations, please see pages 70-73 and pages 90-92.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

A. Rude or Disrespectful Behavior

Students will be courteous and not use inappropriate language, behavior, or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will follow the instructions of teachers, school administrators, other staff members (e.g., will not refuse to leave an area, refuse to stop aggressive behavior, refuse to stop disruptive behavior), or rules set forth in the DCSD Code of Student Conduct (e.g., dress code, bus rules, classroom rules, local school rules, etc.)

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will attend school unless their absence is explicitly excused and will not participate in truancy. Excused absences are defined by District Policy JB which also requires submission of appropriate documentation. Georgia law allows absences to be excused as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service**.**
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.
- Members of the School Attendance Team (SAT) should include: the Attendance Protocol Manager (APM) **must be a school administrator**, Attendance Specialist, Teacher, Parent Liaison, Attendance Secretary/ Registrar, School Counselor, School Nurse, and or School Social Worker.

Number of Absences	ACTION
1-2	The teacher will notify the parent/guardian via phone, text, or email whenever a student is absent without documentation and record the outcome in Infinite Campus Teacher Contact Log. Upon the student's return to school, an excuse note must be submitted via either the school's designated attendance email address or handwritten notes turned into the front office. Acceptable excuse notes include guardian and/ or doctor's notes outlining the student being sick, a death in the family, military relative visitation, or religious holiday.
3	The Attendance Specialist will provide data of students with 3+ absences to the School Attendance Team (SAT) or the Principal's designee. The principal's designee must check the attendance email address twice a week and send an automatic return confirmation email. A member of the School Attendance Team (SAT) or the principal's designee will notify the parent/guardian of the student's absence via letter, email, newsletter, phone call, or a school-wide attendance initiative (School Messenger, Robo-call, school marquis, DOJO/ Bloomz blast, etc.). Documentation must be in the Infinite Campus Teacher Contact Log.
4	A member of the SAT or Principal's designee will complete a student interview, parent conference (via phone, in person, or online), complete an attendance intervention summary form, intervention plan, and document the outcome in Infinite Campus Teacher Contact Log
6	The APM or Principal's designee will notify the parent/guardian of the consequences of continued absences and that each subsequent absence will constitute a separate offense. After two reasonable attempts of notifying parent/guardian, the APM or Principal's designee will send a six-day unexcused attendance letter via certified mail per school year to the parent/guardian, informing them of the consequences of continued absences, and document in Infinite Campus Teacher Contact Log.
8	An Infinite Campus referral will be submitted to the School Social Worker. When a referral is submitted, the Social Worker may complete the following interventions and document the interventions in SWARM: phone call, email, letter, intervention plan, student/parent/guardian conference, DFACS, Solicitor General, and or Juvenile Court referral.
10+	After all school-based interventions are completed, students with ongoing attendance concerns may be referred to DFACS, Solicitor General, Juvenile Court, or the school's designated district Attendance Specialist. The Attendance Specialist will follow up on the student's established intervention plan. Ongoing monitoring will continue if absences persist.

(O.C.G.A § 20-2-690.1) State law provides that any parent/guardian who does not comply with compulsory attendance mandates 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 of absence from school in violation of this section after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense. State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school.

Georgia Senate Bill 123 updates compulsory attendance laws by expelling students solely for absenteeism and requiring early intervention through attendance review teams and structured support processes. School systems with **10 percent or more** chronic absenteeism must establish an **Attendance Review Team**. Individual schools **with 15 percent or more** chronic absenteeism must also establish **Attendance Review Teams**, and these teams are now tasked with identifying root causes, developing interventions, and monitoring progress. It also mandates standardized attendance protocols and strengthens reporting requirements to better address chronic absenteeism.

Poor attendance can keep children from reading proficiently by the end of third grade, which is shown to negatively affect their chances of graduating on time. ~American Graduate

10. SKIPPING CLASS OR REQUIRED ACTIVITIES

Students will attend school and activities as directed and will not skip classes or required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

The following applies to all skips:

School Action Per Occurrence* ***The Attendance Protocol/Consequences are subject to change at any time.**	
Number of Skips	**Action**
1 - 2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>

11. CLASSROOM DISTURBANCE

Students will avoid any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff including but not limited to talking, loud interruptions, repeated defiance, etc.

ELEMENTARY SCHOOL CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 55-56)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 55-56)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

12. SCHOOL DISTURBANCE

Students will respect the school as a place of learning and will not engage in acts that cause or may cause a material and substantial disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, walk-outs, sit-downs, **rioting/chaos**, trespassing, inciting disturbances, pranks, **terroristic threats**, **gang-related activities**, threats to the school, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, etc.

A. General School Disturbance

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to walkouts, sit-downs, picketing, trespassing, inciting disturbances, and/or food fights, etc.

B. Threats/Intimidation

Students will not engage in acts of school-wide threats and/or intimidation. Prohibited acts include, but are not limited to threatening pranks, terroristic threats, bomb threats, rioting/chaos, pulling fire alarm, calling 911, and actual violence during period of disruption, etc.

C. Gang Related Activities

Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include, but are not limited to, wearing, displaying or possessing gang-related apparel, accessories, tattoos or other markings; conveying membership or affiliation with a gang; gang-related solicitation; violence; threats; activity that interferes with the orderly operation of schools; defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment. Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. "Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities;

and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 Gang Related Activity. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4). **Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

13. PROFANITY/OBSCENITY

Students will respect themselves and others and will not engage in conduct that includes, but is not limited to, cursing; profane, vulgar, obscene, offensive words or gestures; possession of obscene material/pornography; and profane, vulgar, or obscene comments or actions. Offensive language may include, but is not limited to, disparaging statements on the basis of national origin, disability, race, ethnicity, gender, sex, gender identity, age, pregnancy status, and/or sexual orientation.

ELEMENTARY CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will accept disciplinary action and not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

15. CHRONIC TARDINESS

Students will attend school and school activities on time and will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

The following applies to all unexcused tardies:

Number of Tardies	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
1 - 2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and second discipline and counselor referral completed. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>

If a student is 10 minutes late to school each day, this adds up to missing more than 33 hours of class time.
~American Graduate

16. BUS MISBEHAVIOR

NOTE: See Bus Expectations/Bus Stop Rules/Bus Matrix (pages 52-54)

Students will do their part to ensure safe and orderly bus operations. Students must adhere to the following rules: A. Students shall be prohibited from acts of any physical violence as defined by O.C.G.A. 20-2-751.6, bullying as defined by subsection (a) of O.C.G.A. 20-2-751.4, 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; B. Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, audible electronic devices, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus; C. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 54)

Per O.C.G.A. 20-2-751.5, if a student is found to have engaged in bullying, physical assault or battery of another person on the school bus, a meeting should be held between student's parent/guardian and school officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions, and may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus.

ELEMENTARY CONSEQUENCES: **Minimum: Level 1 - Conference** **Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Maximum: Level 5 - Suspension of 6 - 10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 1 - Conference** **Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Level 5 – Suspension of 6-10 days with a contract** **Level 6 – Long-Term Suspension**

Maximum: Level 7 – Expulsion **A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

The following applies to student behavior including conduct that occurs outside of school hours; off school or district property and transportation; during virtual instructional days, weekends, holidays or school breaks; and with or without the use of district-owned/provided technology, software and networks.

Students will not engage in any off-campus behavior that could result in the student being criminally charged with a felony (or punishable as a felony if committed by an adult) and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony as defined by O.C.G.A. § 15-11-63 must be referred directly to the Department of Student Relations and subject to the Student Placement Protocol as described on pages 61-62.

ELEMENTARY SCHOOL CONSEQUENCES: **Minimum: Level 4 - Suspension 1-5 days** **Maximum Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 5 – Suspension of 6-10 days with a contract** **Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served, and a due process hearing held for Level 6-7.**

18. GAMBLING

Students will not engage in acts of gambling including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

ELEMENTARY CONSEQUENCES: **Minimum: Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Maximum: Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Level 5 – Suspension of 6-10 days with a contract** **Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

A. Repeated Violations/Chronic Misbehavior

Students will address any misconduct by working to improve their behavior and will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the *DCSD Code of Student Conduct*. A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around them, and which are likely to recur. This may be demonstrated by repeated violations of the *DCSD Code of Student Conduct*, but may also be shown by other behaviors of the student. Before a student may be charged with such a violation, the student must be warned of possible consequences and have three documented referrals including, but not limited to a school counselor, school social worker, and/or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

When a student is identified with a Chronic Disciplinary Problem:

1. The principal shall notify the student’s parent or guardian of the discipline problem by telephone AND by certified or first-class mail or statutory overnight delivery; AND

2. The parent or guardian shall be invited to observe the student in a classroom setting; AND
3. At least one of the parents or guardians shall be requested to attend a conference with the principal or their designee to devise a disciplinary and corrective action plan/probation contract; AND
4. Before a student may be charged with a violation of this section the school must further document that the student has been warned of possible consequences of their chronic behavior, that a disciplinary and corrective action plan/probation contract had been implemented prior to the violation (or documentation that the parent or guardian did not co-operate in the process), and support provided to the student by at least three separate referrals to three different resources: school counselors, social workers, mentors, MTSS/RTI, Positive Behavioral Supports, Restorative Practices, GRIP, or other interventions in the student's behavior plan; AND should we consider Individual Education Program (IEP) implementations
5. Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call and by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal or designee to devise a disciplinary and behavioral correction plan/probation contract. At the discretion of the principal or designee, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend such conference shall not preclude the student from being readmitted to the school.

ELEMENTARY SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

B. Violation of Local School and/or District-Wide Probation

Students will follow school rules and will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow **all** District and local school rules could result in possible long-term suspension or expulsion.

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 3 - In-School Suspension of 1-3 days**
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6 -10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

20. PARKING AND TRAFFIC VIOLATIONS

Students will adhere to all traffic and parking rules and will not violate parking and traffic guidelines if they drive a vehicle to school. Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the *DCSD Code of Student Conduct*. **Parking permits must be renewed upon expiration.**

HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

NOTE: Penalty may include revocation of parking permit or towing of vehicle off campus at the student's expense.

21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/TRESPASSING/BREAKING AND ENTERING

Students will respect school property and will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. Students who are on out of school suspension are not authorized to enter any school or district building without authorization. A student will not enter or remain in any school or district building on weekends or after school hours without authorization or permission.

NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be handled by law enforcement.

ELEMENTARY CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

22. PROVIDING FALSE INFORMATION

Students will act ethically and honestly and will not engage in an act of providing false information including, but not limited to, falsifying school records, forging signatures, making or providing false statements, to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. Students will not use Generative Artificial Intelligence (AI) tools or other AI-assisted technologies to create or substantially modify assignments, assessments, projects, writings, or other academic work and presenting such work as their own without proper citation, teacher authorization, or explicit instructional permission. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

ELEMENTARY CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 55-56)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 -10 days with a contract**
MIDDLE/HIGH SCHOOL CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 55-56)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

23. INAPPROPRIATE SEXUAL BEHAVIOR

Reports or complaints of Violation of 23-B and 23-C sexual harassment, assault, or battery under Title IX should be promptly reported to the principal or Title IX coordinator per Board Policy JCAC: Sexual Harassment of Students. Additional information regarding the District's Title IX contacts and reporting, formal complaint and investigation procedures can be found at your local school: https://www.dekalbschoolsga.org/hr/employee-relations/ and by emailing titleixcoordinator@dekalbschoolsga.org.

Students will show respect for self and others and will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, nonconsensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

A. General Sexual Misconduct
Students will not willingly participate in any form of sexual activity, expose one's intimate body parts, take part in any inappropriate public displays of affection, lewd behavior (i.e., "moon"), etc.

B. Sexual Harassment
Students will not engage in any sexual remarks or unwelcome comments directed towards or not directed towards individuals, physical advances, requests for sexual favors or otherwise violate the District Sexual Harassment Policy

C. Sexual Assault or Battery
Students will not engage in any indecent behavior including, but not limited to rape, statutory rape, fondling, child molestation, sodomy, making physical contact with the intimate parts of the body of another without that person's consent or other offenses outlined within Georgia code, Chapter 16, Title 6.

ELEMENTARY SCHOOL CONSEQUENCES: **Minimum: Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Level 5 – Suspension of 6-10 days with a contract** **Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a due process hearing held for Level 6-7.**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Level 5 – Suspension of 10 days with a contract** **Level 6 – Long-Term Suspension** **Maximum: Level 7 – Expulsion** **A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

24. STUDENT IDENTIFICATION CARD VIOLATION

Students will participate in ensuring that their presence on school grounds is permitted and not be present on school grounds or attend any school event without proper student identification whenever required. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards.

ELEMENTARY CONSEQUENCES: **Minimum: Level 1 - Conference** **Level 2 - Strategies (see pages 55-56)** **Maximum: Level 3 - In-School Suspension of 1-3 days**
MIDDLE/HIGH SCHOOL CONSEQUENCES: **Minimum: Level 1 - Conference** **Level 2 - Strategies (see pages 55-56)** **Level 3 - In-School Suspension of 1-3 days** **Level 4 - Suspension 1-5 days** **Maximum: Level 5 - Suspension of 6 - 10 days with a contract**

25. STUDENT DRESS CODE VIOLATION

Students are expected to wear clothing that is suitable for school and adheres to the student dress code. Students are not permitted to wear any look alike garments that are illegal (i.e., bullet-proof vests, etc.) on school grounds or at school events.

ALL students are expected to wear clothing that limits safety concerns and that adheres to the student dress code found on page 76 of this handbook and any additional requirements listed in local school regulations.

The following penalties apply to ALL student dress code violations:

Number of Offenses	Actions of the School
First Offense	Verbal reprimand; parent contacted to bring suitable clothing or student may change into other suitable clothing if available.
Second Offense	Required parent conference; parent must bring suitable clothing or student may change into other suitable clothing if available.
Third Offense	For repeated dress code violations, the student will be charged with violating Rule #25 Student Dress Code, Rule #8B – Refusal to Follow Instructions of Faculty or Staff Member/Insubordination and Rule #19 Repeated Violations and subject to the listed consequences. The student will be required to comply with a behavior contract specific to the DCSD Student Dress Code.

26. UNSAFE ACTION

Students will show respect for the health and well-being of themselves and of others and will not commit any action that has the potential to cause danger or physical harm to themselves or to others. This includes, but is not limited to, exiting or opening the door of a moving school bus; exiting a school bus by way of the emergency exit when an emergency does not exist; attempting to elude school officials by running through a parking lot or any traffic area; climbing on the roof of buildings; being in construction areas, boiler rooms, attics or elevator shafts; participating in **TikTok or other social media challenges**, failure to wear Personal Protective Equipment (PPE) when required; selling or distributing food, beverages, or other unauthorized items within DeKalb County School District jurisdiction without the express permission of school personnel; tattooing, piercing, branding, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

ELEMENTARY/MIDDLE/HIGH SCHOOL CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 54-55)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

DeKalb County School District Transportation Student Bus Expectations



Bus Transportation PBIS Behavior Expectation Matrix

The bus is a weapon, alcohol and drug-free zone.

Weapons, drugs, alcohol, vapes, cigarettes, and all other illegal substances are prohibited.

Expectations	Elementary Schools	Middle Schools	High Schools
Be Responsible	Stay seated. Keep hands, feet, and personal belonging to yourself and inside the bus.	Check your seat for personal items before exiting the bus. Keep the bus clean—grab your belongings and dispose of trash properly.	Check your seat for personal items before exiting the bus. Stay seated with hands, feet and personal belongings to yourself and inside the bus.
Use Respect	Use a low voice and take turns speaking with friends.	Listen carefully and follow the adult directions promptly. Use polite language and tone with peers and adults.	Use polite language and tone with peers and adults. Listen carefully and follow directions promptly when they are given by the bus driver or any adult in charge.
Stay Safe	Tell the driver if you see something unsafe. Cross the street only when the bus driver gives you the signal.	Stand and wait for the bus at your assigned stop away from the road. Stay seated with your body and belongings to yourself. Keep your body and items inside the bus.	Keep bus aisle and exits clear and be prepared to leave quickly if needed. Stand and wait for the bus at your assigned stop, away from the road.



DeKalb County School District

PBIS

BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

AT THE BUS STOP

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the part of the road reserved for vehicles
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

WHEN THE BUS ARRIVES

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

ON THE BUS

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

LEAVING THE BUS

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix Page 54)

BUS REFERRAL MATRIX FOR ALL STUDENTS

INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES	First Offense	Second Offense	Third Offense	Fourth and Succeeding Offense
Delaying the bus schedule	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Not sitting in the seat	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Playing radio, tape, CD, IPOD, MP3 without earphones	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Disrupting the bus (Excessive Noise)	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Using inappropriate language (Cursing, name calling directed toward student or adult)	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
Bullying/Harassment/Discrimination/ Hazing	Level 2 (All)	Level 3 (All)	Alternative School* (MS/HS)	Alternative School* (MS/HS)
Hitting other students	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 5 (All)
Throwing objects in the bus	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 4 (All)
Throwing objects out of the bus window (Without damage to property)	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 4 (All)
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage under $100	Level 4 (All) Damage under $100	Level 5 (All)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Fighting (NO HITTING ZONE)	Level 4 (ES) Level 5 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Violating the alcohol/drug policy (Possession/Use)	Level 5 (All)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Violating the alcohol/drug policy (Distribution)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Vandalism (Includes vandalism resulting from an object being thrown from the bus) Damage over $100	Level 5 (ES) Level 6 (MH) Damage over $100	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Exiting or opening the emergency exit while in route	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Assault	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Multiple Assault (Physical assault by 2 or more students acting together)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Inciting to Riot/Chaos	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
Possession of a Weapon, other than a Firearm	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 7 (MH)	Level 5 (ES) Level 7 (MH)	Level 5 (ES) Level 7 (MH)
Possession of a Firearm	**Expulsion (All)**	**Expulsion (All)**	**Expulsion (All)**	**Expulsion (All)**

***O.C.G.A**. § **20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.
(ES)-Elementary School Students Only, (MH) Middle and High School Students, (All)-Elementary, Middle and High School Students

EXPLANATION OF BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

SCHOOL- INITIATED CONSEQUENCES

Each school is responsible for following the *DCSD Code of Student Conduct* and applying the appropriate consequence levels and corrective strategies.

Level 1 Conference: *Administrator and/or teacher communicate(s) with the student's parent or counselor by phone, email, written notes, or person to person about the discipline concern.*

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

Level 2 Strategies: *ALL strategies should be age appropriate and behavior specific*.
Build relationships that support academic achievement
Discussion about expectations; Review classroom procedures and expectations
Eye contact
Proximity; High levels of supervision
Verbal warning; Pre-teaching of expectations
Mentoring
Consultation with grade level teams/school counselor/school psychologist/case manager for students with disabilities for classroom/individual behavior management ideas
Restorative practices
Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate
For dress code: Parents/guardians may be asked to bring clothing or school may provide alternative clothing for students to wear.

Level 3 Strategies: *ALL strategies should be age appropriate and behavior specific*.

*Programs may be available based upon DeKalb County School District budgetary mandates.

Targeted Behavioral Contract	A written contract or plan for the student with stated goals, objectives and outcomes for the student to develop necessary skill to address the stated behavior concern
Detention	Detaining a student for disciplinary reasons before or after school hours (including Saturdays)
In-School Intervention	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
Probationary Contract	Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian
Lockout	Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred
Mediation	Referral to conflict mediation
Mentoring	An agreed upon adult or student who provides consistent support, guidance, and help to a student who is needs a positive role model.
Discipline Warning Letter to Parents	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
Progress Report	A progress report or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her class for a specified period of time
Referral	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel
Restricted Activity	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school
Restorative Practice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship

Shadowing	Parent/guardian attends class with their child at school for an agreed upon time during the school day.
Staffing	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
Substance Abuse Education & Conflict Resolution	Required participation in ***GRIP Program (Growing Responsibly, Increasing Possibilities)**
Time-Out	Temporary denial of a student's right to attend class

ADDITIONAL STRATEGIES - SCHOOL DETERMINES USE

Anecdotal Record (Teacher Record) Behavior Checklist
Referral to Communities in Schools
Counseling
Limit Movement (Provide Supervision)
Referral to School Psychologist
Moving the Student's Seat in Class/on the Bus
Review for Possible Exceptional Ed. Placement
Parent Visit the School and Shadow the Student
Review for Possible 504 Plan
Parent Accompany Student to the Bus Stop
Tutoring
Referral to School Nurse
Written Disciplinary Assignments
Schedule Change
*Modification of the School Day
Revisit IEP/Section 504 Plan for Additional Modifications
Involvement of Outside Agency (Initiated by parent)
Evaluation

**Used only after demonstrated exhaustion of intervention supports through Tier 3 were provided and documented with fidelity, or an IEP or 504 plan was created and indicates that this is an agreed upon accommodation*.

SCHOOL- INITIATED CONSEQUENCES

NOTE: *Suspensions may consist of in-school, out-of-school or bus suspensions as deemed appropriate by school administrators.*

Level 3 **In-School Suspension (1-3 days): School initiated suspension**

Level 4 **Suspension of 1-5 days; School initiated suspension**

Level 5 **Suspension of 6-10 days (with contract); School initiated suspension with Targeted Behavioral Contract**

Level 6 **Long-Term Suspension/District Due Process Hearing Required**

Level 7 **Expulsion/District Due Process Hearing Required**

DEFINITIONS OF TYPES OF DISCIPLINE

IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend their class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the suspension of a student from school (or school bus) for 1-10 school days, as imposed by the school administrator.

In compliance with O.C.G.A. § 20-2-754, students will be provided with access to appropriate grade level instructional materials during suspension pending a District Due Process Hearing. School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request to pick up the schoolwork during school hours. A student on short-term suspension is not allowed on school property and may not participate in any school activities or school functions.

"Long-term Suspension" means the removal of a student from school (or school bus) for **more** than ten school days but not beyond the current school semester. A District due process hearing is required for imposition of long-term suspension. A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Hearing Officer, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. A District due process hearing is required for imposition of expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school or virtual school.

ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than ten (10) school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete their alternative school assignment and may not return to their local school or any other school or attend any extracurricular or school-sponsored activities while attending an alternative school pursuant to a disciplinary decision.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee. Also, the student may be allowed to return to their previous school on an early re-admission upon the decision of the hearing officer.

PROBATION

"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing. A student placed on district-wide probation may be subject to further disciplinary action up to expulsion.

RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Area Superintendent for the final decision.

ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *DCSD Code of Student Conduct* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *DSCD Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

SELF-DEFENSE

A student's use or threatened use of force may be justified when and to the extent that they reasonably believe that such threat or force is necessary to defend themselves or a third person against such other's imminent use of unlawful force. O.C.G.A. §16-3-21. Such actual/threatened use of force may be unreasonable in instances where School District personnel were in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. *When a student is claiming self-defense, it is the student's responsibility to prove that they acted in self-defense.* If self-defense is accepted as a valid justification under the circumstances, the student is found not in violation by a preponderance of evidence and no discipline is imposed for that offense. Self-defense is not a valid defense where the student is the aggressor or engages in combat by agreement.

RESTROOMS AND LOCKER ROOMS

All offenses listed in this *DCSD Code of Student Conduct* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.

STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

The DeKalb County School District has adopted a set of procedural safeguards that afford students <u>greater due process than the law requires</u>. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which the student is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell their side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit verbal and/or written accounts of the incident as soon as possible after the incident.

DISCIPLINE TEAM MEETING (DTM) & WAIVER

When a Principal recommends a long-term out of school suspension/expulsion, and the disciplinary hearing may potentially be waived, a Discipline Team Meeting (DTM) may be held. A DTM consists of the principal/designee, the student behavioral specialist and/or another representative from the system office of student discipline, and the parent/guardian, and student where practicable. The DTM may be offered to the parent/guardian within five (5) school days of the first day of suspension. The student may be invited where practicable. The principal/designee will notify the office of the Student Support Team Coordinator, or Superintendent's designee, as soon as practicable after the investigation of the occurrence. The principal/designee should furnish the following documents to the MTSS/RTI Coordinator or Superintendent's designee, before or at the time of the Discipline Team Meeting DTM: witness/student statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and interventions offered at the local school including SST referral, counseling sessions and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or SST status (active enrollment or referral for any of these programs); SST reports; copy of the currently approved suspension letter that includes the school administrations' recommendation for consequences, and any other information or evidence relevant to the incident.

The purpose of this meeting is for the team to discuss the investigation completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian. As this is a parent conference, the student's or parents' legal counsel may not attend. The MTSS/RTI Coordinator and/or another representative from the district office of student discipline may set a reasonable time limit for the DTM, and may end the DTM if it is evident that resolution is not imminent. If the parent/guardian and school are able to reach an agreement about the disciplinary outcome, the agreement is acknowledged by the Department of Student Relations, and the parent/ guardian waives the hearing in writing, then the hearing will be canceled. If the parent/ guardian disagrees with the disciplinary outcome and the end result of the DTM, or the parent/guardian does not attend the DTM, then the hearing will proceed as scheduled. Discipline Team Meetings can be conducted using various modes of communication. If the DTM does not occur or does not occur as discussed in this Code, the hearing will proceed as scheduled.

DISTRICT DUE PROCESS HEARING

In-person District due process hearings are conducted by a Hearing Officer who hears evidence concerning violation of student misconduct, which, if proven, may require discipline greater than a ten (10) school-day suspension. The Hearing Officers are appointed by the Superintendent and should have no prior knowledge of the violation. If a Hearing Officer does have prior knowledge of the violation prior to the hearing, it may proceed if Hearing Officer affirms that they can hear evidence and come to a decision without bias.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, violations and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian or a parent representative with written parent permission, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses. The Hearing Officer will make determinations regarding whether witnesses have relevant testimony to the charges considered. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; photographs; recordings; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the violations against the student by a "preponderance of the evidence." The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing. The parent/guardian must give the Department of Student Relations notice at least 48 hours before the hearing that they will have legal representation during the due process hearing and the attorney must provide an Entry of Appearance to the Department of Student Relations at least 48 hours before the hearing. Failure to give notice may result in delays. Parents/guardians and attorneys must request hearing evidence 72 hours before the hearing. Hearing Evidence Requests must be sent to Legal@dekalbschoolsga.org.

The District due process hearing is not required to be identical to a courtroom trial, and the strict rules of the Georgia Evidence Code do not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether additional discipline greater than a ten (10) school-day suspension must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy

of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether the Code of Student Conduct has been violated and identify whether or not additional discipline greater than a ten (10) school-day suspension is to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether a violation has occurred which requires discipline greater than a ten (10) school-day suspension, if the student is found in violation by a preponderance of evidence. If the student is found not in violation of the Code of Student Conduct requiring discipline greater than a ten (10) school-day suspension, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose additional discipline greater than a ten (10) school-day suspension ranging from sending the student back to school on probation up to expulsion from the District. Parents/guardians may contact Student Relations the next school day to receive the decision unless otherwise instructed. A letter will be sent to the student's parent/guardian within ten days after the hearing is held.

Please be advised that certain violations of the Student Code of Conduct may also result in criminal charges being filed by law enforcement authorities. DeKalb County School District disciplinary proceedings, including district due process hearings, are separate and independent from any criminal or juvenile court proceedings. If criminal charges are filed, those matters will be addressed through the appropriate judicial system and are in addition to, not in place of, any disciplinary action taken by the school district. The outcome of a school district hearing does not determine the outcome of a court case, and the outcome of a court case does not prevent the school district from proceeding with its own disciplinary process.

APPEAL TO DEKALB BOARD OF EDUCATION

The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at **5823 Memorial Drive, Stone Mountain, Georgia, 30083.** This request must be made within twenty (20) calendar days (including weekends, public and legal holidays) from the date the decision is rendered by the Hearing Officer. The written notice of appeal should set forth the reasons, together with any supporting arguments, as to why the Hearing Officer's decision is alleged to be incorrect. The notice should further specify what portion or portions of the record support the appellant's contentions. No new evidence will be allowed.

The DeKalb Board of Education will review the record and shall render the decision in writing within ten (10) days excluding weekends and public and legal holidays from the date the request for appeal is received. The decision of the DeKalb Board of Education will be based solely on the record created during the District due process hearing. The DeKalb Board of Education will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The DeKalb Board of Education has the power to affirm, reverse, or modify the Hearing Officer's decision. The DeKalb Board of Education's decision will be final, unless an appeal is made to the State Board of Education by filing a notice of appeal in writing with the DeKalb County School District superintendent within thirty (30) calendar days of the DeKalb Board of Education's decision. The appeal shall set forth: the question in dispute; the decision of the local board; and a concise statement of the reasons why the decision is being appealed. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160 and State Board Rule 160-1-3-.04.

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Student Relations or may order a copy of a written transcript at their own expense.

STUDENTS WITH DISABILITIES

The discipline procedures for students that receive special education services under IDEA and students with disabilities covered under Section 504 are the same as above with the following additional steps:

Special circumstances for students with disabilities (weapons, drugs, & or serious bodily harm)

1. The local school administrative staff should determine if a student was in possession of a weapon, drugs, or inflicted serious bodily harm to another individual.

2. The school administrative staff should investigate the situation and determine appropriate next steps per the Student Code of Conduct.
   A. If additional guidance is needed the local school principal or designee should contact the Special Education Coordinator/504 Coordinator.

3. The Special Education teacher(s), the IEP case manager or the Section 504 chairperson is notified of the occurrence and a manifestation determination review (MDR) meeting will be scheduled. If it is determined that the behavior is not a manifestation of the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. **If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.**

DISCIPLINE PROTECTIONS FOR STUDENTS NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES (i.e., SECTION 504)

A student who has not been determined to be eligible for special education and related services (Section 504) and who has engaged in behavior that violated the code of student conduct, may assert any of the protections provided for students with disabilities, if the DeKalb County School District **had prior knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.**

The DeKalb County School District must be deemed to have knowledge that a student is a student with a disability, if before the behavior that precipitated the disciplinary action occurred, if:

- The parent of the student expressed concerns in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services.
- The parent of the student requested an evaluation to determine if their child qualifies as a student with a disability.
- The teacher of the student, or other personnel of the school district, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of the school district or to other supervisory personnel of the school district.

A thorough review of the student's educational records is required to determine if any of the above noted areas have occurred. If one of these areas have been identified, then a manifestation determination review meeting is required within 10 days of the behavior incident. If the student has been referred for a District Due Process Hearing (DDPH), then the documented result of the manifestation determination review meeting must be received by the Department of Student Relations within 10 days of the behavior incident.

EXCEPTIONS

The DeKalb County School District **would not be deemed** to have knowledge that the student was a student with a disability, if:

- The parent of the child has not allowed the school district to conduct an initial evaluation to determine if a child qualifies as a child with a disability.
- The parent has refused special education and/or Section 504 support services
- The student has been evaluated by the school district and determined to not be a student with a disability.

STUDENT ENROLLMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District affords these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to sexual violations, weapon possession, or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age, around the victim or children with the victim's profile.

In some cases, students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. (O.C.G.A. § 20-2-751.2) In other cases, students may seek readmission or enrollment that have been suspended or expelled for being convicted of, being adjudicated to have committed, being indicted for, or having information filed for the commission of any felony or any delinquent act that would be a felony if committed by an adult. (O.C.G.A. § 20-2-768)

Before these students return to school, they will be referred to the Department of Student Relations. Department personnel will gather and review all appropriate information, including HB 268 Disclosure Form, any information that the student's parents may wish to provide, and make a placement determination. The parents and student may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the enrollment determination made by the Department of Student Relations will have three school days following the determination to request a review by the Enrollment Action Review Committee (EARC). The EARC operates under the auspices of the Department of Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student enrollment-related situations. The EARC will meet and make an enrollment determination based upon a review of the information from the Department of Student Relations and any additional information provided by all other parties. Parents who disagree with the enrollment determination made by the Enrollment Action Review Committee will have three (3) school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student enrollment situations as deemed appropriate by Student Relations administrators. **All enrollment determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making enrollment determinations at all levels. For example, the following general categories of serious violent offense set forth below will result in the school administrator's referral to the Department of Student Relations. By way of example, these general categories include but are not limited to the following:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the *DCSD Code of Student Conduct* when a student's disciplinary infraction occurs within the school's jurisdiction. The normal disciplinary procedures will be followed in these instances.

SEARCHES

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, student desks and tables, 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 *DCSD Code of Student Conduct*, 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 a search or seizure as provided in this *DCSD Code of Student Conduct* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

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, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person

an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. *Searches may also include the use of drug detection canines.*

LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued should ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

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 visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

SEARCH RESULTS

If a search reveals a violation of federal, state, or local law, law enforcement authorities may be notified so that they may take appropriate action.

KEEPING WEAPONS OUT OF SCHOOL

The DeKalb County School District is proactively working to help keep your child safe while in school. In this effort, the District has engaged in the phased implementation of Evolv Technology as the new weapons screening system. This system allows your child to enter school at the pace of life without waiting in long lines or experiencing the intrusiveness of metal detectors. All visitors entering the school building will be subject to this screening process. This system evaluates items passing through, not the students, to determine if there is a threat.

KEEPING SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. Student offenders may be subject to detention, felony conviction, and/or imprisonment for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *DCSD Code of Student Conduct* and may result in expulsion. (For a full and complete list of weapons, see pages 30-32.)

INFORMATION FOR STUDENTS: SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

WHY GET INVOLVED IN MAKING SCHOOLS SAFER?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said "enough is enough." These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

A SPECIAL MESSAGE TO STUDENTS

If you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

DCSD Code of Student Conduct

The *DCSD Code of Student Conduct* makes it very clear to all students that weapons cannot be brought to school. The *DCSD Code of Student Conduct* also includes important information and advice to students about weapons and other dangerous items.

IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

ARRESTED
PLACED IN A POLICE CAR
TAKEN TO JAIL OR A DETENTION CENTER
SENTENCED TO JAIL
PENALIZED WITH SUBSTANTIAL COURT FINES
PLACED ON PROBATION
EXPELLED FROM SCHOOL

PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *DCSD Code of Student Conduct to* all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches using gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

Responsibility is knowing what is expected of you.
Responsibility is having high expectations of yourself and others.
Responsibility is making responsible choices.
Responsibility is making the right decision when the wrong decision is easier.
Responsibility is the measure of maturity.

STUDENT RIGHTS AND RESPONSIBILITIES

RESPONSIBILITIES

1. Parent(s)/Guardian Responsibilities

Through dissemination of the *DCSD Code of Student Conduct* each school will inform the parent of the following expectations:

1. To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.

2. To teach the child self-discipline, respect for authority and for the rights of others.

3. To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.

4. To work to the best of their ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.

5. To maintain communication with the school and provide the school with a current telephone number through which they may be reached during the school day.

6. To respond quickly to school to get the child when called upon.

7. To be available for conferences when requested.

8. To cooperate with the school staff to develop strategies to benefit the child.

2. Student Responsibilities

1. To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.

2. To be responsible for one's own behavior.

3. To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.

4. To respect the personal, civil and property rights of all members of the school community.

5. To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.

6. To seek clarification from school personnel concerning the appropriateness of any action or behavior.

7. To attend school and classes regularly, on-time and be prepared with the necessary learning materials.

8. To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.

9. To comply immediately with any staff member's reasonable request to carry out school rules.

RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, or as otherwise required by law.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

As determined by the U.S. Department of Education, an eligible student has the right to seek to amend non-substantive factual errors in the student's education records, however, the right is not unlimited. A school is not required by FERPA to afford an eligible student the right to seek to change substantive decisions made by school officials, such as substantive decisions made in the context of grades given to a student based on their performance, other evaluations of the student's performance, or disciplinary decisions.

RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- 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 the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing, date of birth, electronic mail (e-mail) address, dates of attendance, grade level, major field of study, photograph, audio recordings, video recordings, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution previously attended. Such notification should be sent to the student's principal within ten (10) days of receipt of this handbook.

COMPLAINTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Parents and eligible students who need assistance or who wish to file a complaint under PPRA should do so in writing to the following address: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202-5920. Informal inquiries may be sent to the Student Privacy Policy Office, via the following email address: PPRA.Complaints@ed.gov. The Student Privacy Policy Office website address is: www.ed.gov/fpco.

TITLE IX FEDERAL REGULATION COMPLIANCE

SEXUAL HARASSMENT AND SEX-BASED DISCRIMINATION

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment. Accordingly, the District has established procedures for resolving complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of harassment and bullying, that do not fall within Title IX, should be reported in compliance with the procedures listed on pgs. 70-73 in the section entitled, SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION - BULLYING, HARASSMENT, AND HAZING.

Students should immediately notify a school employee, administrator, or counselor at the school, center or school event, of an sexual harassment and/or sex-based discrimination. A student may also contact Carol Patrick, the District's **Title IX Coordinator by mail at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0503**. The school administrator and the Title IX Coordinator will assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

The District's Policy regarding student Title IX complaints is Board Policy JCAC: Sexual Harassment of Students and Administrative Regulation JCAC(R)(1): Sexual Harassment of Students addresses student Title IX complaints. Title IX grievance procedures are also available at your local school and at: https://www.dekalbschoolsga.org/hr/employee-relations/. Board Policy JCAC: Sexual Harassment of Students, Administrative Regulation JCAC(R)(1): Sexual Harassment of Students, and other Title IX procedures are subject to change to maintain compliance with Federal laws, policies, and regulations.

Pursuant to O.C.G.A. § 20-2-751.5 (17), it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours.

Additionally, O.C.G.A. § 20-2-751.7(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The notification process is listed as follows:

(A) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

(B) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.

(C) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

GENDER EQUITY IN SPORTS

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of the Title IX federal regulations and/or O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by contacting the District's Title IX Coordinator via mail or in person at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0105.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING, HARASSMENT, AND HAZING

The District expressly prohibits the bullying, harassing, and hazing of any student, by any means or method, at school, on school property, or at school-related activities; while traveling including to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether such electronic act originated on school property or with school equipment, if the electronic communication:

1. Is directed specifically at students or school personnel;

2. Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;

3. Creates a reasonable fear of harm to any student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying, harassment, discrimination, and hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person involved in a report of bullying, harassing, and hazing or participates in an investigation of bullying, harassing, and hazing. Schools shall keep reports of bullying, harassing, and hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying, harassing, and hazing incident occur or upon receipt of any report of bullying, harassment, and hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying, harassment, and hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying, harassment, and hazing shall be implemented in accordance with the accompanying administrative regulation.

Administrative Regulation: Bullying/Harassment/Hazing
Regulation JCDAG-R(1): Bullying

The District expressly prohibits the bullying, harassment, and hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

A. Definitions

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

B. Prohibited Behaviors

Examples of prohibited behaviors include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property; Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and using websites to circulate gossip and rumors to other students;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., TikTok, Snapchat, Twitter, Instagram, Facebook, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the *DSCD Code of Student Conduct*.

C. Reporting Incidents of Bullying/Harassment/Hazing

Bullying/Harassment/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's EthicsPoint Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/ hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Area Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator, or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/ hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct, or as otherwise required by law.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

D. Responding to Incidents of Bullying/Harassment/Hazing

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification, reporting, or other legal obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.
   At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose any other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/hazing may include but is not limited to the following:

   - Loss of a privilege;
   - Reassignment of seats in the classroom, cafeteria, or school bus;
   - Reassignment of classes;
   - Detention;
   - In-school suspension;
   - Out-of-school suspension (through appropriate due process hearing);
   - Expulsion (through appropriate due process hearing);
   - Assignment to an alternative school (through appropriate due process hearing).

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/hazing and students who commit an offense of bullying/harassment/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.

HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District EthicsPoint Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at http://www.dekalbda.org.

CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) are entrusted with the responsibility of ensuring security on campus through vigilant monitoring of activities and the implementation of necessary safety measures to protect both staff and students. Their role is crucial in fostering a safe environment that promotes academic success, as they conduct regular patrols of school buildings and surrounding grounds. CSPs are assigned to secondary schools, elementary schools, and educational centers, thereby enhancing safety across all levels of the educational institution.

TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Schools will use the **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges Form**.

CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a MTSS-RTI process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the MTSS-RTI process for the initial disruptions to Tier 3-SST for continuously disruptive behavior. The initial focus of the MTSS-RTI process is developing and implementing interventions to modify the identified behavior problems.

Chronically disruptive students may be placed on a behavior contract.. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e., counselor, social worker, school psychologist, SST chair, Instructional Support Specialist, or student support specialist) prior to a referral to a District due process hearing.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks interventions for students with academic, behavior, or other types of problems. SST levels of interventions are implemented when they are necessary as part of the progression through the tiers of intervention.

Once the student reaches Tier 3-SST, interventions are implemented and documented with fidelity for cycles of 4-6 weeks. At each 4-6 week interval, an SST problem-solving meeting is held (parents are to be invited) during which the student's response to intervention is assessed based on the data collected during the intervention period. If the interventions at SST-Tier 3 were done with fidelity and were not successful, based on data documented during the intervention period by the intervention providers, additional alternative interventions and modifications are developed and implemented for an additional cycle of 4-6 weeks. Intervention providers may include the Assistant Principal for discipline, school counselor, teachers, or other staff. After two or more cycles of Tier 3 intervention have been completed and documented with fidelity and the child continues to struggle, the SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status. If the child makes progress in response to the Tier 3-SST interventions (intense support), he or she may matriculate back to Tier 2 (moderate intensity support) and, if progress continues, return to Tier 1 Core Instruction.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a special education referral is made, a Parental Consent for Evaluation (PCE) is obtained, and all available data is reviewed as part of the evaluation process. Data can include SST/RTI records, including all data and all evaluations previously completed. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *DCSD Code of Student Conduct*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from

the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate, and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

GRIP **(Growing Responsibly, Increasing Possibilities)** is a substance abuse and conflict resolution education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *DCSD Code of Student Conduct*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the DeKalb Board of Education. Additionally, GRIP helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to GRIP. GRIP is offered on Saturdays to applicable students. Parents are also asked to participate in the classes to reinforce the effort to resolve issues peacefully between and among students.

SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the *DCSD Code of Student Conduct*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained Safe School Analyst will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Area Superintendents, Principals, and Assistant Principals.

To ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. While the focus of the DeKalb Code of Student Conduct is behavior expectations, students clothing can affect their safety and their appearance can positively or negatively impact the climate of a school. Students must adhere to the school district's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Rule #25 –Student Dress Code Violation, Rule #8B – Refusal to Follow Instructions of Faculty or Staff Member/Insubordination and Rule #19 Repeated Violations and subject to the listed consequences.

DeKalb County School District Dress Code
The Dress Code is enforced at all school district sponsored events.

As a reasonable accommodation, exceptions for religious reasons, medical conditions, disabilities, or other extraordinary reasons may be granted on a case-by-case basis. Exceptions must be approved by the principal. This is not an exhaustive list of dress wear.

All Students Must	All Students Must Not
• Wear suitable clothing that maintains a safe and orderly environment promoting respect, care for self, and others. • Wear a shirt of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing. • Wear bottoms of opaque (non-see through) fabric that covers all undergarments including during any movement while sitting or standing. • Wear clothing that corresponds with the demands and purpose of the activity in which the student participates. • Wear protective clothing, headgear, eyewear, etc. required for specific programs, classes, or activities. • Wear shoes at all times. Footwear that interferes with freedom, movement, or safety are prohibited.	• Wear pajamas, pajama shirts, bottoms, or sleepwear of any kind. • Wear house shoes, bedroom slippers of any kind, or footwear that interferes with freedom, movement, or safety. • Wear headgear of any kind (religious practices, medical conditions, disabilities, specific school activities are excluded). • Wear clothing, jewelry, tattoos, piercings, or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors. • Wear clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco. • Wear clothing, tattoos, or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability.

NOTE: Local schools that offer school choice options may add additional requirements such as school uniforms. Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress. Any local dress code requirements must align to the DCSD student dress code.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

SECLUSION AND RESTRAINT

Georgia Board of Education Rule 160-5-1.35 provides guidelines for use of restraint in Georgia schools. The DeKalb policy is provided below.

BOARD POLICY SECLUSION AND RESTRAINT
DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to themselves, or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to themselves or others or if the student is observed to be in severe distress or breathing appears impaired.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.
6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances, in which a student is an immediate danger to themselves or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, contact DeKalb County School District's Section 504 Office:

Watina F. April
Eagle Woods Academy
5931 Shadow Rock Dr. Lithonia, GA 30058
(678) 676-1898
watina_april@dekalbschoolsga.org

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to the child' needs. 34 CFR 104.34

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the school district's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.

8. You have the right to ensure that the school district will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural backgrounds, medical records, and parental recommendations. 34 CFR 104.35

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least environment and comparable facilities. 34 CFR 104.35

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35

11. You have the right to notice prior to any actions by the school district regarding the identification, evaluation, or placement of your child. 34 CFR 104.36

12. You have the right to examine your child's educational records. 34 CFR 104.36

13. You have the right to an impartial hearing with respect to the school district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36

14. You have the right to receive a copy of this notice and a copy of the school district's impartial hearing procedure upon request. 34 CFR 104.36

15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school district's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

SECTION 504 PROCEDURAL SAFEGUARDS

OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

HEARING REQUEST:

The Request for the Hearing must include the following:

A. The name of the student;

B. The address of the residence of the student;

C. The name of the school the student is attending;

D. The decision that is the subject of the hearing;

E. The requested reasons for review;

F. The proposed remedy sought by the grievant; and

G. The name and contact information of the grievant.

Within ten (10) business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

HEARING PROCEDURES:

A. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

B. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

C. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

D. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten (10) calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

E. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the

recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

F. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

G. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

H. The hearing shall be closed to the public.

I. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

J. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

K. Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

L. Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

M. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

DECISION:

The impartial review official shall issue a written determination within twenty (20) calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Rules of the Georgia State Board of Education (Ga. Bd. Of Educ. R.) pertaining to Special Education. (See Ga. Bd. Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENTS' RIGHTS.) To view the full version of the Georgia Parents' Rights please go to the Georgia Department of Education web site at **www.gadoe.org** and select *Offices & Divisions*, then *Curriculum & Instruction,* then *Special Education Services and Supports*. You will then look under *Dispute Resolution* or *Family Engagement Information & Resources* to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format. This table represents a condensed guide to parental procedural safeguards. To view a complete listing of Parental Rights under IDEA, contact your student's case manager or visit: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents%20Rights%20Sample%201%20updated%20032420.pdf .

RECORDS:	**EVALUATION PROCEDURES:**
➢ You have a right to inspect and review your child's education records. ➢ You may also have the records interpreted or explained to you. ➢ You may request to have something in the record changed or removed if you feel it is inaccurate, misleading, or violates the privacy or other rights of your child. ➢ You have the right to add information, comments, data or any other relevant written material to your child's record. ➢ You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. ➢ With your written permission, you may have a person acting on your behalf inspect and review the records.	➢ Your child has the right to a full and complete evaluation to determine if they have a disability and needs special education and/or related services. ➢ You have the right to have your child assessed in all areas of the suspected disability. ➢ The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. ➢ Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. ➢ You will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.
CONFIDENTIALITY OF INFORMATION:	**LEAST RESTRICTIVE ENVIRONMENT:**
➢ Your child's educational records are private. ➢ You can ask to have copies of only your child's records. ➢ School employees involved with your child may see your child's records and do not require your permission. ➢ No one else may see the results of your child's records without your permission.	➢ You have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child. ➢ School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.
INDEPENDENT EVALUATION:	**SURROGATE PARENTS:**
➢ If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right. ➢ Upon request, the school district must provide you a list of independent evaluators so that you may choose one to test your child.	➢ When the school cannot find the child's parents, or the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services. ➢ Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings.

- The school district must consider the results of an independent evaluator.
- The IEP team may use the results of the test to determine if your child has a disability or needs special education.

- The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.

NOTICE/PARENT PARTICIPATION:

- You must be notified of your parental rights.
- You must be invited to attend meetings about your child such as eligibility, reevaluation, or IEP meetings.
- You are to receive copies of all documents about your child's education program and can have them explained to you.
- Copies can be in your native language, Braille, or explained in sign language. If needed, the school district will provide a translator or interpreter.
- You must be given opportunities to participate in any decision-making meeting regarding your child's special education.
- You must be invited to any meeting that is held to discuss your child's disability, evaluations, re-evaluations, placement of your child, and his/her IEP and its contents.
- You are entitled to have IEP meetings held at a time and place mutually convenient to you and other members of the IEP Team.
- You have the right to excuse or not to excuse a member of your child's IEP Team from attending an IEP meeting. The school district cannot excuse a required member without your permission.
- You are entitled to written notice within a reasonable time of when the District proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of free appropriate public education to the child.

COMPLAINTS, MEDIATION, HEARINGS:

- You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child.
- The school system can also ask for mediation or a due process hearing.
- The parent and the school system must both agree to try mediation before mediation will be scheduled.
- When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school systems to resolve any issues in a due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child.
- When you request a due process hearing, you have the right to an impartial due process hearing conducted by an administrative law judge (ALJ)/ hearing officer.
- You may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457(fax) or mailed to the Division for Special Education Services and Supports at 1871 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.

CONSENT:

- The school cannot test/evaluate or re-evaluate your child without your permission/consent.
- The school cannot place your child in special education without your permission/consent.
- The school district cannot release your child's records without your permission/consent except to certain individuals identified in law.
- You have the right to <u>not</u> give your permission/consent.
- You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent

DISCIPLINE PROCEDURES AND RIGHTS:

- The school system must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child.
- Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel.
- Regardless of the setting, the school district must continue to provide a free appropriate public education for your child.
- The setting must enable your child to continue to receive services that will allow them to meet the goals and objectives in their IEP.

means your child will no longer receive any special education services.	➢ Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations. ➢ These rights protect you, your child, and the school system.
PRIVATE SCHOOL PLACEMENT: ➢ If you decide to place your child in a private school, you must inform school officials in writing at least ten (10) business days prior to removing the child from public school. ➢ The school system is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP.	**CONTACTS:** ➢ When you have concerns about your child's education, it is important to tell the school principal or special education director. ➢ If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org. ➢ You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.

INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will** uphold academic integrity while using the internet system.
- Students **will** report suspicions of internet misuse including but not limited, to cyberbullying, malicious software, harmful content, and pornography to school staff,
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.
- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.

- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any device/instrument with a virus or malicious software.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.
- Students **will not use the internet system** to violate any code of conduct provisions.

Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time could result in very *serious school, personal and/or criminal consequences.*

Students will observe the standard of courtesy and behavior consistent with the practice and policies of the DeKalb County Board of Education, including but not limited to Board Policy IFBGB: Internet Acceptable Use entitled "Web Pages," when sending or publishing messages or transmitting data or other information on the Intranet. See DCSD Policies IFBGB, IFBG, and IFBG-E(1).

APPENDIX

PARENTS' RIGHT-TO-KNOW (ESSA)

In compliance with the requirements of the Every Students Succeeds Act (ESSA), parents may request information about the professional qualifications of their child's teacher(s) and/ or paraprofessional(s). The following information may be requested:

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

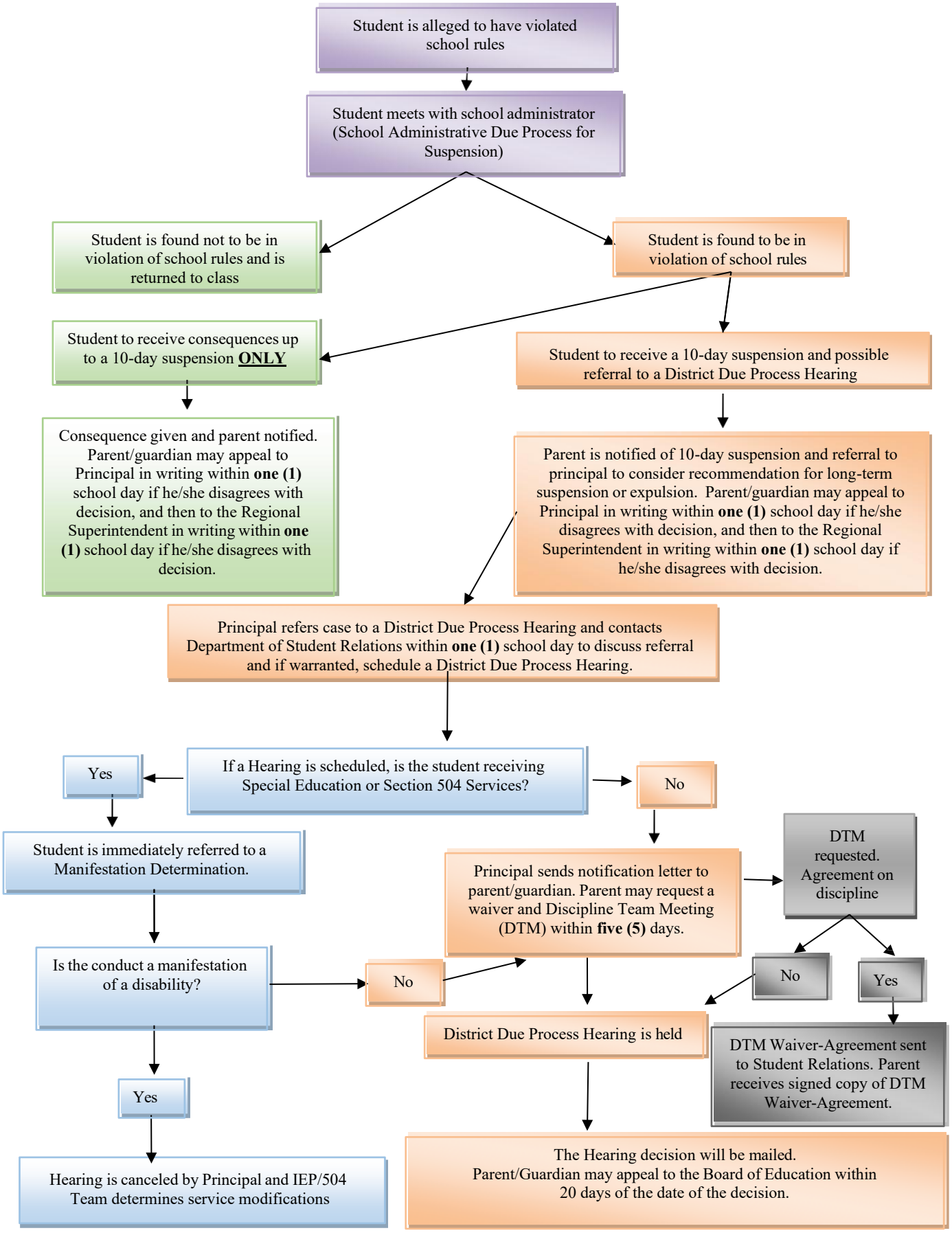
If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the school principal.

NON-DISCRIMINATION STATEMENT

The DeKalb County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following department has been designated to handle inquiries regarding the non-discrimination policies:

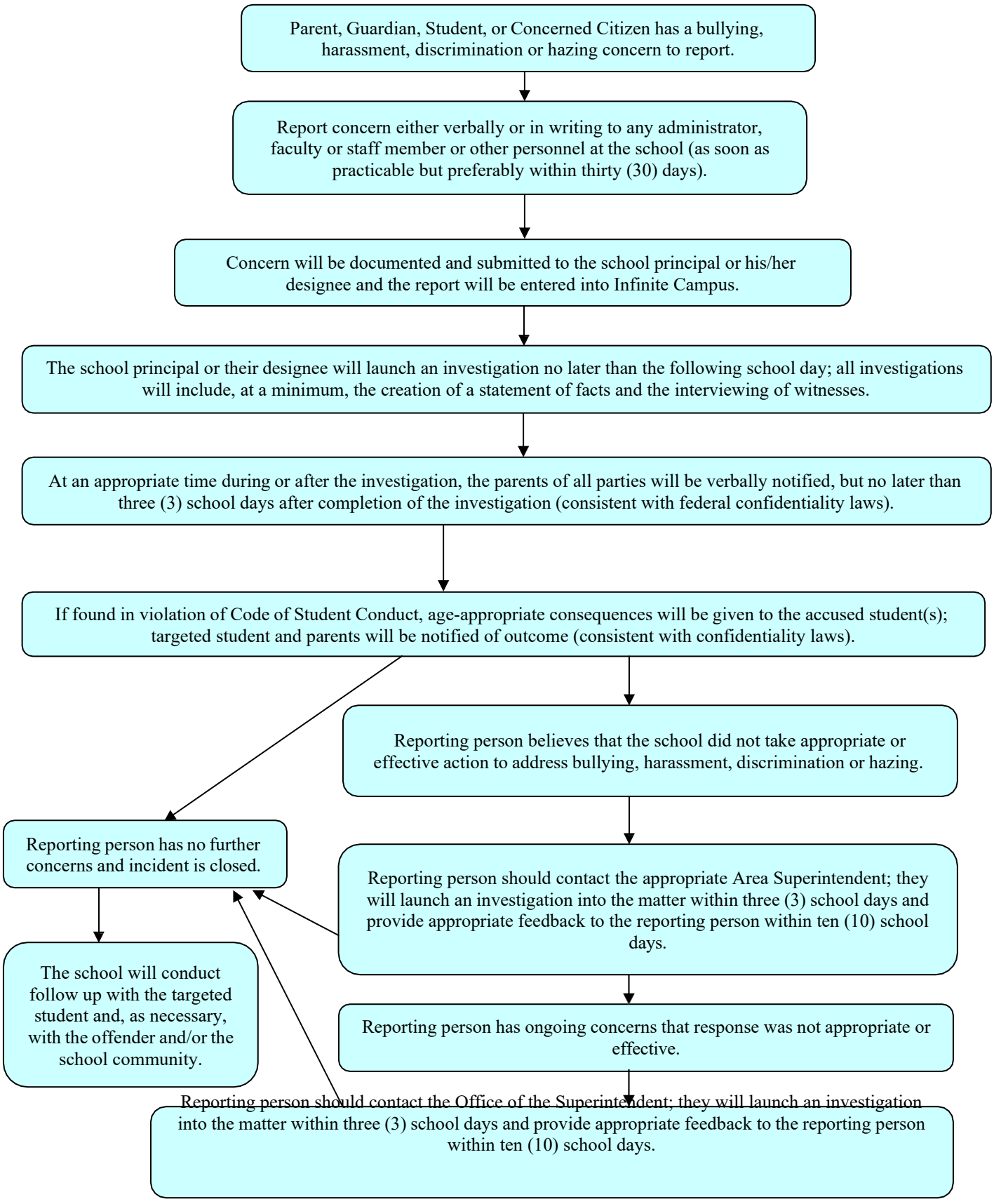
DeKalb County School District
Office of Legal Affairs
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083
678-676-0503

DISCIPLINE DUE PROCESS FLOWCHART



2026-2027

BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART



2026-2027

Bullying/Harassment/Discrimination/Hazing Report Form

***This form is available at* www.dekalbschoolsga.org/bullying-harassment-hazing-awareness**

PLEASE PRINT ALL INFORMATION LEGIBLY.

Today's Date _____/_____/ _____ ***School*** _____

Do you want to remain anonymous? □ Yes □ No (If yes, do not write in name)

Person Reporting Incident:

_____

Circle one: Victim/Target Concerned Student Parent/Guardian Relative Concerned Person

Telephone _____-_____- _____ ***E-mail*** _____

1. Name of alleged target student	***School***	***Grade***	***Race***	***Gender***

2. Name(s) of alleged offender(s)	***School***	***Grade***	***Race***	***Gender***

3. Has this student been bullied, harassed, discriminated against or hazed on previous occasions? Yes No Don't Know

4. On what date(s) did the incident(s) happen?

____/ ___/ _____ Time: _____AM/PM ____/ ____/ _____ Time: _____AM/PM □ Multiple Dates
Mo. Day Year Mo. Day Year

5. Where did the incident(s) happen? (Choose all that apply.)

☐ On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
☐ At a school-sponsored activity or event off school property
☐ On a school bus (Please circle): AM/PM
☐ On the way to/from school (Please circle): AM/PM
☐ Online

6. Place an X next to the statement(s) that best describes what happened (Choose all that apply.):

☐ Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
☐ Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
☐ Persuading another person to hit or harm the student
☐ Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
☐ Hazing
☐ Extortion
☐ Intimidating or making rude and/or threatening gestures
☐ Exclusion (excluding or rejecting the student)
☐ Spreading harmful rumors or gossip or Public Humiliation
☐ Cyberbullying/Cyberstalking (Circle one: During School/After School)

7. Motivation of the bullying/harassment/hazing. (Check one):
__General __Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
__National Origin/Ethnicity __Other

Briefly describe the incident as reported to you or attach a written statement and any materials provided:

_____
_____
_____

This report has been submitted to (Circle): Principal Principal's Designee Area Superintendent (Name) _____

___/ ___/_____ _____ _____
Date Submitted Submitter's Name Submitter's Signature

Distribution: Original to Principal/Principal's Designee; Copy for Student Records, Copy for Submitter Revised 4/29/25

NOTES

NOTES

DeKalb County School District

"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.

The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."

-National PTA

WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME.
THEY MAY BE SENT TO:

DEPARTMENT OF STUDENT RELATIONS
5823 MEMORIAL DRIVE
STONE MOUNTAIN, GA 30083

(678) 676-1811

MS. ALLYSON GEVERTZ, BOARD CHAIR

DR. NORMAN C. SAUCE III, SUPERINTENDENT

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, pregnancy status, age, sex, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.