



Troup County School System Student Support and Behavior Intervention Handbook

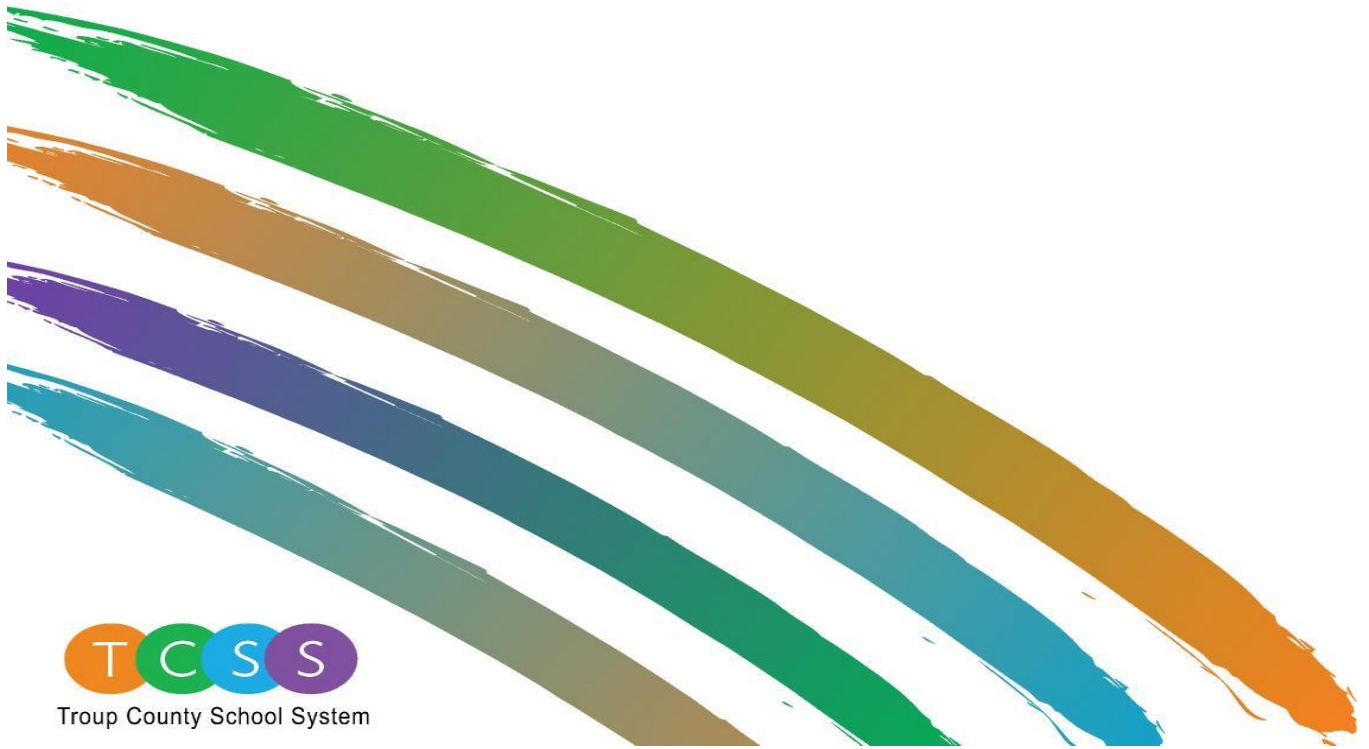


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Dear Troup County School System Families:

In the Troup County School System (TCSS), we have high expectations for students and offer a variety of educational and co-curricular opportunities, college credit opportunities, social emotional supports, community service and work based learning opportunities. While we have much work to do, our school system is on the move and we will continue on our journey of school system improvement. The Troup County Schools have 17 comprehensive schools, one Charter Academy, one Career Center and one alternative school and is the 32nd largest school system in the state of Georgia with approximately 12,000 students. We celebrate the diversity of our students with approximately 45% White, 43% African American and 12% other races and nationalities. Together, our staff seeks to find a **“Place for Every Kid”** and inspire and guide our students to reach their greatest potential in an ever-changing world.

Our school system is focused on overall systems improvement in the areas of curriculum, instruction, assessment, data collection and analysis and providing targeted interventions. We are also focused on building positive school and system culture where students find Connections, Meaning and Understanding in their daily school lives. Expectations for positive student behaviors are a part of that and we believe it is our duty to teach and guide students as well as create classroom cultures where students can engage positively with their teachers and peers in a positive and well-structured classroom community.

I encourage you to review this guide, which serves as a guide for students, families, and our staff to increase student engagement, foster positive relationships with our staff and fellow students, and to set guidelines and parameters for appropriate behaviors. This handbook outlines procedures, which are tied to board policies as well as state and federal guidelines.

Please trust that we are committed to working with ALL students in Troup County and guiding them to become productive and contributing members of this great community. It will take all of us to accomplish this for our greatest asset, our students!

I will continue to work diligently to move this school system in a positive trajectory in every aspect of our school system!

Sincerely,

A handwritten signature in black ink, appearing to read "Brian T. Shumate". The signature is written in a cursive style with a horizontal line at the end.

Brian T. Shumate, Ph.D.

Superintendent

If you need assistance in reading or understanding any part of this communication, please contact your child's school. For language support, an interpreter will provide oral translation.



Vision Statement

Troup County School System will provide educational opportunities that inspire learners to be independent, successful, and happy.

Mission Statement

The mission of the Troup County School System is to educate all students in a challenging and safe learning environment, so they will become productive citizens in a diverse and changing world.

District Goals

1. Ensure all students achieve at their highest level of academic performance.
2. Provide a safe, secure, and wholesome learning environment.
3. Engage all students, staff, families, businesses, and the community in the educational process.
4. Maximize efficiency and productivity in pursuit of the system's mission.

Beliefs

We believe that:

1. Students are the primary focus of all decisions.
2. Each student is a valued individual with unique social, emotional, physical, and intellectual needs.
3. Students have a shared responsibility for their own learning.
4. Clear and high expectations contribute to success.
5. All students can learn when provided with a rigorous curriculum and when supported academically, socially, and emotionally.
6. All students must be prepared to function effectively in a knowledge-based, technologically rich, and culturally diverse world.
7. Effective and engaging instruction provides the knowledge and skills to meet global challenges and opportunities.
8. Students who are lifelong learners are prepared to meet future challenges.
9. Students, staff, parents, and the community share the responsibility for the support of the TCSS mission.
10. Students benefit from strong family, school, and community partnerships.
11. Effective communication between home and school is essential.
12. The TCSS should be guided by long-range plans designed to meet the vision, mission, and goals of the district.

Rights and Responsibilities of the Entire TCSS Community

Supporting positive student behavior requires a high level of commitment from students, parents/guardians, staff, administrators, and members of the Troup County School Board of Education (TCSS BOE). These stakeholder groups have rights and responsibilities that are designed to reflect both the mutual respect and accountability required of all people involved in supporting student behavior. The rights and responsibilities for each group are outlined in this section.

Student Rights and Responsibilities

All students have the right to:

- Be treated with courtesy, respect, and dignity.
- Attend school and be valued members of the school community.
- Learn in a safe environment that is free of bullying, harassment, and discrimination.
- Receive instruction in order to learn school behavior expectations and social and emotional skills.
- Access appropriate supports and services to succeed in school.
- Have ready access to and clear explanation of the TCSS Behavior Intervention Handbook (TCSS BIH), including the process to appeal disciplinary decisions.
- Tell their side of the story and/or report unfair treatment to a person in authority.
- Maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (TCSS policy).
- Have a parent/guardian or advocate present at conferences on readmission from out-of-school suspension.

All students have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Attend school daily, be prepared for class, engage in classroom/online activities, and complete all assignments.
- Contribute to a safe learning environment by managing their own behavior and reporting harmful or dangerous situations to an adult.
- Understand and follow all school rules and instructions given by school staff.
- Bring to school only those materials that are allowed.
- Inform parents/guardians of school-related issues and give them any materials sent home by the school or district.

Parent/Guardian Rights and Responsibilities

All parents/guardians have the right to:

- Be treated with courtesy, respect, and dignity.
- Feel welcomed, valued, and connected to school staff and the school community.

-Access opportunities to learn school behavior expectations.

-Have ready access to and clear explanation of the TCSS BIH, including the process to appeal disciplinary decisions.

-Work in partnership with school staff to support their child's learning and healthy development at home and at school.

-Engage in regular, two-way, meaningful communication with school staff regarding their child's academic and behavioral progress. This includes the right to be notified in a timely manner when their child is removed from the instructional environment for a substantial amount of time due to his or her misbehavior.

-Monitor academic progress (e.g. through the Infinite Campus Parent Portal).

-Actively participate with school staff in solving problems related to the child's behavior.

Advocate for their child and report any unfair treatment to a person in authority.

All parents/guardians have the responsibility to:

-Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.

-Provide a working phone number and update the school office when phone numbers change in order for schools to effectively communicate with families.

-Review the content of the TCSS BIH with their child.

-Understand the school's behavior expectations.

-Work with the school as a collaborative partner. This includes working with staff to maximize their child's strengths and to support the child to make changes in his or her behavior as needed.

-Inform school officials about concerns in a timely and respectful manner.

-Support their child to resolve problems peacefully while at school in order to contribute to a safe and positive school climate. This includes helping the child express anger without verbal attacks or physical violence.

Teacher/Staff Rights and Responsibilities

All teachers/staff have the right to:

- Be treated with courtesy, respect, and dignity.
- Work in a safe environment that maximizes staff performance and student learning.

-Access opportunities for professional development and training to assist in creating and maintaining a thriving classroom environment that is respectful, engaging, vibrant, and culturally relevant.

-Access support for addressing student behavior when such conduct cannot be handled within the classroom environment.

All teachers/staff have the responsibility to:

-Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.

-Foster ongoing, positive relationships with all students and families.

-Welcome families to be engaged in the learning process both in the classroom and at home.

-Create a positive classroom and school climate for all students, using effective classroom management strategies that extend to all school environments.

-Explicitly teach, acknowledge, and reinforce behavior expectations.

-Intervene promptly when inappropriate behavior occurs. This includes providing corrective feedback, re-teaching behavioral expectations, following the Individual Education Programs (IEP) and Behavior Support Plans of students, and adhering to procedures for student removals from the learning environment when needed.

-Work with students and their parents/guardians to develop, implement, and monitor behavior interventions that support students in changing their behavior, using a progressive system of support.

-Apply the TCSS Code of Conduct in a fair, equitable, and consistent manner and accurately record inappropriate student behavior following the established protocol.

-Respect the rights of students to maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (TCSS policy.)

-Follow up promptly on reports of bullying as required by TCSS policy.

School Administrator Rights and Responsibilities

All school administrators have the right to:

-Be treated with courtesy, respect, and dignity.

-Work in a safe environment that maximizes staff performance and student learning.

-Access support from district central office to create and maintain a thriving school environment that is respectful, engaging, vibrant, and culturally relevant.

All school administrators have the responsibility to:

-Show respect and courtesy to all students, staff, families, and school visitors. This includes respecting individual differences, cultural diversity, and the property of others.

-Foster ongoing, positive relationships with all students and families.

-Create a safe and caring school climate that maximizes learning.

-Welcome families to be engaged in the learning process both in the classroom and at home.

-Create, monitor, and assess a schoolwide management system.

-Welcome parents/guardians as valued partners in their child's learning. This includes creating opportunities for regular, two-way communication and active participation at problem-solving meetings by accommodating schedules and meeting language needs.

-Review the TCSS BIH with students, staff, and parents at the beginning of each school year and revisit it as necessary throughout the year.

-Guide the School-Based Leadership Team and Student Support and Intervention Team in using and reviewing schoolwide behavior data and evaluating the effectiveness of behavioral interventions. This includes monitoring data to identify and address disparities.

-Ensure that all school staff meet the expectations outlined in the section entitled "Teacher/Staff Rights and Responsibilities."

-Support staff in implementing appropriate behavior interventions.

-Apply the TCSS Code of Conduct in a fair, equitable, and consistent manner and accurately record inappropriate student behavior and interventions and disciplinary responses following the established protocol.

-Follow procedures for student removals from the learning environment.

-Notify parent immediately if a student's inappropriate behavior results in an out-of-school suspension.

-Notify parent/guardian, in a timely manner, of an inappropriate behavior and the response, if there is not an out-of-school suspension.

-Respect the right of students to maintain personal privacy. Personal belongings may be searched only if the principal has a reasonable suspicion that the student possesses evidence of a crime, stolen goods, drugs, weapons, or other illegal or prohibited items (TCSS policy.)

-Respond promptly on reports of bullying as required by TCSS policy.

Central Office Rights and Responsibilities

All central office staff have the right to:

-Be treated with courtesy, respect, and dignity.

-Work in a safe environment that maximizes staff performance and student learning.

All central office staff have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school/district visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Provide schools with the necessary resources, professional development, and technical assistance to implement the TCSS BIH.
- Communicate to all district staff that creating a positive school culture, supporting positive student behavior, and developing appropriate student discipline practices are critical district priorities.
- Ensure that accurate data collection, monitoring and evaluation systems are available and utilized at the school and district levels. This includes using disaggregated data to allocate resources to support student behavior as well as evaluating program and staff effectiveness.
- Create a safe and caring climate for all district stakeholders.
- Engage in ongoing monitoring of the implementation of the TCSS BIH and intervene as needed to ensure that it is enforced in a fair and equitable manner.

Board of Education Rights and Responsibilities

All Board of Education members have the right to:

- Be treated with courtesy, respect, and dignity.

All Board of Education members have the responsibility to:

- Show respect and courtesy to all students, staff, families, and school/district visitors. This includes respecting individual differences, cultural diversity, and the property of others.
- Use qualitative and quantitative data to evaluate, approve, or reject policies that promote thriving school environments that are respectful, engaging, vibrant, and culturally relevant.
- Receive regular data reports.
- Expect schools to develop and implement research-based data-driven plans to maximize learning time and reduce disproportionality in discipline.

We want to ensure that parent/guardian concerns are resolved as quickly as possible, so getting to the right person is key. Here is how you do it...

PARENT/GUARDIAN COMMUNICATION MATRIX <i>Parents/Guardians should use the matrix below to address questions or concerns. Initially, issues should be addressed at Level 1 and resolved at the lowest possible level. If the issue cannot be resolved, it is appropriate to move to the next level.</i>							
Academic and Curriculum, Instruction & Assessment	Teacher	Assistant Principal	Principal	Elementary Secondary Director	Assistant Superintendent Curriculum & Instruction	Superintendent	Board of Education
Activities & Athletics	Coach / Sponsor	Athletic Director	Principal	District Athletic Director	Chief Human Resources Officer	Superintendent	Board of Education
Discipline	Teacher	Assistant Principal	Principal	Elementary or Secondary Director	Assistant Superintendent Curriculum & Instruction	Superintendent	Board of Education
Facilities	Assistant Principal / Athletic Director	Principal	Director of Maintenance / Facilities	Assistant Superintendent of Operations	Superintendent	Board of Education	
Food Service	School Kitchen Manager	Director of Food Service	Assistant Superintendent of Operations	Superintendent	Board of Education		
General Concerns	Teacher	Assistant Principal	Principal	Elementary or Secondary Director	Assistant Superintendent Curriculum & Instruction	Superintendent	Board of Education
Guidance, Social Emotional Learning & Mental Health	School Counselor / School Nurse	Assistant Principal	Principal	Director of Student Services	Assistant Superintendent Curriculum & Instruction	Superintendent	Board of Education
Maintenance & Grounds	Assistant Principal	Principal	Director of Maintenance	Assistant Superintendent of Operations	Superintendent	Board of Education	
Special Education	Teacher	Assistant Principal	Principal	Director of Exceptional Education	Assistant Superintendent Curriculum & Instruction	Superintendent	Board of Education
Transportation	Assistant Principal	Principal	Director of Transportation	Assistant Superintendent of Operations	Superintendent	Board of Education	

Federal and State Programs

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

TCSS Title I Schools:

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

Written Parent and Family Engagement Policy

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

Student Achievement

Schools must provide information to each parent about the level of achievement of his/her child on each of Georgia's academic assessments. Federal law requires that each State set high academic standards and implement an extensive student testing program which is aligned with standards and which measures students' achievement based on the standards.

Title I, Part A Information

Schools should provide to parents of participating children specific information about the Every Student Succeeds Act (ESSA), Title I, Part A programs, annual accountability status, and the School Improvement Plan and inform them of their opportunity to request regular meetings.

Annual Meetings

Schools must invite parents to a meeting to inform them about the school's participation in Title I, Part A, programs. Parents should receive an explanation of Title I requirements and parents' rights to be involved.

Title II, Part A, Teacher/Paraprofessional Quality

Parental Rights

In compliance with the requirements of the Every Student Succeeds Act (ESSA), the

parents may request the following information:

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

If you wish to request information concerning your child’s teacher’s qualifications, please contact the principal.

20 Day Parent Notification Letter (If a teacher or long-term substitute who does not meet “professionally qualified” requirements has taught a student for four or more consecutive weeks.)

In Georgia, all LEA schools are required to provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable licensure requirements (including professional qualifications developed by the LEA in alignment with an approved charter or strategic waiver application) at the grade level and subject area in which the teacher has been assigned.

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

All schools in the Troup County School System provide students and parents with a handbook delineating federal, state, district, and school rules/regulations and provide stakeholders with “right to know” information, including parents’ right to know the qualifications of their child(ren)’s

teachers. Parents will receive a Parent Acknowledgement form at registration. Schools maintain the signed acknowledgement forms on file as documentation of receipt of handbook. A copy of the forms and handbooks containing the above information is kept on file in the Federal Programs Office.

Title III and English to Speakers of Other Languages (ESOL)

The purpose of the state-funded ESOL program is to assist students in developing proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The purpose of the federally-funded Title III supplemental program is to ensure that English learners (ELs) and immigrant students develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

Student Assessment, Identification, and Enrollment Procedures

Parents/guardians of all students enrolling in the Troup County School System are surveyed using a state approved Home Language Survey (HLS) to determine the student’s first-learned, primary, and home language(s). For students with a language reported on the HLS other than or in addition to English, eligibility for ESOL services is determined using the Kindergarten WIDA ACCESS Placement Test (K-WAPT), WIDA Screener, or transfer records demonstrating current eligibility for language assistance services. ELs are assessed annually on the appropriate state-adopted English proficiency measure (ACCESS for ELs 2.0, Kindergarten ACCESS for ELs, or Alternate ACCESS) to determine continued eligibility or readiness to exit English language assistance services. The district notifies

parents/guardians annually of their child's eligibility for ESOL. Such notification is made within the first thirty days of school for students continuing in the ESOL program and within two weeks of the date of eligibility determination for newly identified students. Parents/guardians have the right to decline ESOL services, as outlined in the annual notification. Upon their request, the ESOL teacher will contact the parents/guardians to ensure a clear understanding of the services offered and the educational implications of declining participation in the ESOL program. If the parents/guardians affirm their desire for their child be removed from the ESOL program, the school will provide a waiver form. Upon receipt of a signed parent waiver, the student will be removed from the ESOL program. The school must provide language assistance services through alternate means as outlined in the district procedures for indirect language assistance services. The student remains eligible for classroom and testing accommodations and must participate in the state-mandated annual English proficiency assessment until meeting exit criteria. Parents/guardians continue to be notified.

Title IX - Gender Equity in Sports

It is the policy of the Troup County Board of Education to prohibit discrimination based on gender in its elementary and secondary school athletic programs. As a part of achieving this goal, the Troup County Board of Education annually shall notify all of its students of the name, office address, and office telephone number of the employee(s) who coordinate efforts to comply with and carry out the provisions of state law. This notification shall be included in a student handbook containing the code of conduct and distributed to all students.

An equity in sports grievance procedure is hereby adopted which provides for prompt and equitable resolution of written student

complaints, including those brought by a parent or guardian on behalf of his or her minor child who is a student, alleging any action which would be a violation of the pertinent Code section. The grievance procedure shall be as follows:

1. The employee designated as the person who coordinates efforts to comply shall render his or her decision in writing no later than 30 days after receipt of the complaint, and such decision shall set forth the essential facts and rationale for the decision;
2. A copy of such decision shall be provided to the complainant within five days of the date of the decision; and
3. A complainant shall have a right to appeal such a decision to the local board within 35 days of the date of the decision.
4. A complainant may appeal a decision of the Board in accordance with the procedures specified in Code section 20-2-1160.

The Superintendent shall appoint an Equity in Sports Coordinator whose responsibility is to coordinate efforts to comply with and carry out requirements in regard to Equity in Sports.

The Equity in Sports Coordinator shall investigate any complaints communicated to the school system in regard to Equity in Sports.

Inquiries regarding nondiscrimination policies should be directed to:

Assistant Superintendent, Maintenance and Operations
100 North Davis Road, Building C
LaGrange, GA 30241
706-812-7900

Title IX, Part A – McKinney Vento Education for Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment.

States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

*"Do all the good you can,
By all the means you can
In all the ways you can,
At all the times you can,
To all the people you can,
As long as you can."*

~John Wesley

Americans with Disabilities Act

The Troup County School System is ensuring that all policies, practices, procedures and facilities are totally accessible and accommodating to all people with disabilities. The Director of Exceptional Education is responsible for the Americans with Disabilities Act (ADA). Any questions, please call the Exceptional Education Center, 1712 Whitesville Road, LaGrange, Georgia 30240, (706) 812-7939.

Individuals with Disabilities Education Act

The Troup County Board of Education shall provide a free and appropriate education (FAPE) for all students with disabilities between the ages of 3 and 21.

Determinations concerning eligibility for Special Education programs and FAPE will be consistent with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Georgia Board of Education rules. Free and appropriate educational services are provided in the least restrictive environment.

The Troup County Board of Education will comply with all state and federal regulations and shall submit annually a comprehensive plan for special education which will be reviewed and approved by the Georgia Department of Education.

Section 504

Under 504, a person is considered to have a disability if that person:

- (1) has a physical or mental impairment which **substantially** limits one or more of such person's major life activities,
- (2) has a record of such impairment, or
- (3) is regarded as having such an impairment

Students eligible for protection under Section 504 may have accommodation plans written that specifically address their individual needs according to their handicapping conditions.

Examples of **potential** 504 handicapping conditions are: Caring for oneself, seeing, hearing, speaking, breathing, learning, Tuberculosis, asthma, allergies, heart disease, temporary medical conditions due to illness or accident, ADD, ADHD, behavioral difficulties, drug/alcohol addiction.

Carl D. Perkins Vocational and Applied Technology Act

The Troup County School system offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12.

Automobile Maintenance & Light Repair
Agriscience Systems
Horticulture
Agricultural Mechanics Systems
Architectural Drawing & Design
Carpentry
Audio, Visual & Film
Graphic Communication
Graphic Design
Animation & Digital Media
Business & Technology

Entrepreneurship
Early Childhood Education
Teaching as a Professional
Mechatronics
Business Accounting
Financial Services
JROTC
Allied Health
Sports Medicine
Hospitality, Recreation & Tourism
Sports Entertainment Marketing
Food & Nutrition
Programming
Information Support & Services
Health Information Technology
Cybersecurity
Game Design
Marketing & Management
Fashion Marketing & Retail Management
Marketing Communications & Promotions
Engineering & Technology
Engineering Drafting & Design

Energy Systems

Persons seeking further information concerning the career and technical education offerings and specific pre-requisite criteria should contact:

Secondary Education Director
100 North Davis Road, Building C
LaGrange, GA 30241
706-812-7900

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

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

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

For additional information regarding FERPA, see TCSS Board Policy JR.

Teenage and Adult Driver Responsibility Act (TAADRA)

Students must request a **Certificate of School Enrollment** form from the school office in order to be eligible for a learner's permit or a driver's license. The school must certify that a student is enrolled in and not under expulsion from a public or private school.

"Education is the most powerful weapon you can use to change the world." ~ Nelson Mandela

Student Services

The Student Services Department is committed to providing an integrated system of support that meets the needs of all students in the Troup County School System. Our staff provide a wealth of expertise and leadership that supports the intellectual, physical, emotional, and behavioral development of learners through the practices of consultation, evaluation, prevention, and intervention with students, staff, and parents. The Student Services Department works to assist in removing barriers, whether they are educational, behavioral, or environmental that might impede school success.

The Student Services Team shares the responsibility of ensuring that students maximize their learning potential, graduate college or career ready, and have the necessary skills to lead productive lives while contributing to the community.

School Attendance

Importance of Attendance:

The Troup County School System wishes to achieve multiple goals with the development of attendance expectations and the implementation of directives. A systematic and sustainable approach to reducing chronic absenteeism requires a combination of universal and preventive programs that build a culture of attendance throughout schools and community; early outreach that enables schools and community staff to build relationships with families; and intensive interventions that focus resources on the most high need students and their families.

Poor attendance diminishes the effectiveness of instruction, the ability to engage students, and the possibility of building strong connections and systems of support with students and families.

Out of a total of twenty-five at-risk factors, the National Dropout Prevention Network identifies poor attendance as one of the four risk factors for dropping out which manifests at all levels of schooling: elementary, middle, and high school. It is one of the earliest indicators of disengagement, and often the most severe indicator immediately before a student drops out. A recent study indicates that course attendance is eight times more predictive of freshman year course failure than eighth grade test results.

At the elementary level, poor attendance is the behavioral indicator most related to grade level retention. The loss of instructional time and course credits increases grade level retention which leads to a higher probability of not graduating from high school. The costs in time and resources to recover lost credit or to repeat a school year is immense.

Attendance Goals

The first goal is to provide guidance and resources to staff when dealing with attendance issues that ultimately will result in improving attendance. As a district, we recognize the importance of attendance and its direct connection to student achievement. When children are not in school, it becomes extremely difficult for

them to make gains and improve their academic skills.

The second goal is to clarify district definitions for excused and unexcused absences and tardies and apply uniform practices to provide consistency in attendance recording throughout the district.

This increases validity of the data upon which we make many decisions.

The third goal is in regard to families in our district. Families expect absences and tardies to be dealt with consistently regardless of which school their children attend. It is the expectation of the Superintendent that all Troup County School System staff follow the practices stated in this handbook. We realize, however, that a handbook such as this is an evolving document. The materials will be reviewed annually and, where appropriate, updates will be instituted.

All students are required by law to attend school every day and to be on time for school and all classes. Tardiness is not just being late for school as traditionally interpreted; it is defined by law as “any amount of instructional time missed.” This includes being late to school or leaving school before classes are dismissed. Students are required to sign in on an Entry Log if they are late to school or to sign out of school on an Exit Log if they leave the building during any part of the instructional day.

Attendance Records:

Records may include, but are not limited to, teacher or school attendance register; classroom daily attendance sheet; weekly attendance and truancy records, excused and unexcused absence records; tardiness records; notes from parents/guardians; and related documentation.

Day absence: full day = missing 51% or more of the day, half day = missing 25% to 50% of the day.

Class absence: missing more than 25% of the class period.

Examples:

a. A student arriving after the first 12 minutes of a 48-minute class period is marked absent for the class.

b. A student arriving after the first 23 minutes of a 90 minute class period is marked absent.

Excused absence: notification by a parent/guardian was provided verbally or in writing prior to the absence or within three days after the return of the student to school or class. Verbal notices should be maintained in the contact log in Infinite Campus by the person to whom it is reported.

Unexcused absence: parent/guardian provided no excuse within three days after the student returned to school or those presented fell outside excusable absences as determined by the district. It is only necessary to enter an absence reason for an unexcused absence if it was for cutting class or for arriving after 25% of the class time has started without a parent/guardian verbal or written message determined excusable by the district. For elementary and K-8 students who are on “daily” attendance, the attendance auto-dialer will call all students with unexcused absences as of 10:00 a.m. Middle school, High school, and K-8 students who are on “period attendance” will be called as of 12:00 p.m. and again at 5:00 p.m.

Authorized Absence: that a student is absent from class but is participating in an instructional activity such as a field trip, testing or school event. Such an absence does not count against the student attendance rate.

Tardy: means not present at the start of class and arriving within the first 25% of the class period.

Excused Tardy by Staff Member: notification was provided by a staff member indicating an acceptable reason for the student being detained by that staff member.

Excused Tardy If Not School-Related: the student was tardy for a reason deemed excusable as an absence by the district, however, the student arrived within 25% of the class period/session.

Unexcused Tardy: the student was tardy for reasons not deemed excusable by the district.

Attendance Calculations:

Full Day Absence: missing 51% or more of the day

- Half Day Absence: missing 25% --- 50% of the day
- Class Absence: missing more than 25% of the class period
- Tardy: Not present at the start of class and misses less than 25% of the class period

Excused Absences:

In accordance with Georgia Board of Education Rule 160-5-1.10 and the TCSS, students may be temporarily excused from school who are:

- Personally ill and whose attendance in school would endanger their health or the health of others;
- In whose immediate family there is a serious illness or death which would reasonably necessitate absence from school;
- Mandated by order of governmental agencies, including preinduction physical examinations for service in the armed forces and court orders;
- The observation of religious holidays, necessitating absence from school.

- When conditions render school attendance impossible or hazardous to the student's health or safety.
- Registering to vote or voting for a period not to exceed one day;
- Serving as Pages of the General Assembly during the school year (Pages shall be credited as present by the school in which enrolled);
- Military connection of parent or legal guardian necessitates and absence.

An absence is also excused when:

A student who has been referred to a juvenile court for delinquent conduct or conduct in need of supervision (CHINS) is absent from class because of the referral, as long as:

1. the probation officer or court official provides a written explanation for the absence to the school district; and
2. the student successfully completes all missed assignments.

A student who has been referred to the Georgia Department of Human Services or other welfare unit on the basis of abuse or neglect is absent from class because of the referral, as long as:

- 1) the caseworker communicates the reason for the absence to district personnel; and
- 2) the student successfully completes all missed assignments.

Campuses are advised to carefully consider for excused absences in the following cases involving other recognized barriers to regular attendance:

- Certain disabilities

- Homelessness
- Harassment/Bullying
- Victim of Violent Crime
- Public Health Emergencies
- Federal or state disaster areas

Excused Notes

The reason for an excused absence must be stated in writing and be signed by the parent/guardian of the student or a school official. The written excuse must be received by the school within three days after the absence or tardy. A student found guilty of misrepresenting the validity of an excuse or permit is subject to campus disciplinary action.

Excuse notes are explanations of the reason behind an absence. The administrator(s) determines if the absence is excused according to policy or decides to excuse the absence according to circumstance. Pre-notification of an absence does not automatically excuse an absence, nor does the successful completion of make-up work either before or after the absence.

After 5 handwritten parent notes in a semester, administrators or a designee may require a doctor's note. A doctor's note may also be required after three consecutive parent notes.

Tardiness/Early Departure:

Student tardiness **TO CLASS** is a behavioral issue and generally may not be used for truancy charges. However, egregious cases of tardiness **TO SCHOOL** due to parental or student behaviors may classify as "parts of days" absences, such as the case of students whose parents bring them every day at 9:30 a.m. instead of 7:30

a.m. Once a student is at school, however, his or her lack of arriving to scheduled classes on time is a behavioral issue and should be treated through disciplinary methods.

The same criteria in determining whether an absence is excused or unexcused apply to tardies. Parents must provide a written reason no later than three school days after the date of the tardy.

Students may leave early only under certain conditions and with the knowledge of the school. No student under 18 years of age is permitted to leave school during school hours without a justifiable excuse, in writing or by telephone, from his/her parent/guardian. This applies to lunch, extracurricular activities, field trips, and any other activity supervised by campus or district personnel. The principal or designee must approve such excuses.

When a student becomes ill at school, the student may be excused to go home after the parent/guardian has been notified. Only the principal or designee grants such excuses. The school office or nurse should report the early release to the attendance office and teachers in accordance with campus procedures.

Absences due to Suspension:

Absences accrued due to suspension are neither voluntary nor unexcused, and may not be used in the calculation of absences for truancy or course credit. Campuses should carefully code absences due to suspension according to district guidelines. All days missed by a student during the suspension period will be considered excused absences.

<https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.10.pdf>

TROUP COUNTY SCHOOL SYSTEM
Student Attendance Protocol (condensed version)

Georgia law requires all pupils of school age to be in regular attendance. A student who misses school is not able to benefit from important academic instruction that he or she will need in order to be successful in school and ultimately to be a successful citizen. Pursuant to the Georgia Compulsory Attendance Statute, O.C.G.A. 20-2-690.1, a parent, guardian or other person residing within this state having control or charge of a child (hereinafter referred to as the "Responsible Person") who fails to send his or her child to school may be charged with a misdemeanor. At its discretion, a court having jurisdiction may subject the Responsible Person to a fine not greater than \$100.00 and/or imprisonment not to exceed thirty (30) days if found guilty of violating this statute. Each day's absence shall be considered a separate offense as related to the penalty.

The school's principal will be responsible for designating personnel to administer this protocol in accordance with Georgia Board of Education Rule 160-5-1.10, students may be temporarily excused from school who are:

1. Personally ill and whose attendance in school would endanger their health or the health of others;
2. In whose immediate family there is a serious illness or death which would reasonably necessitate absence from school;
3. Mandated by order of governmental agencies, including preinduction physical examinations for service in the armed forces and court orders
4. The observation of religious holidays, necessitating absence from school.
5. When conditions render school attendance impossible or hazardous to the student's health or Safety.
6. Registering to vote or voting for a period not to exceed one day;
7. Serving as Pages of the General Assembly during the school year (Pages shall be credited as present by the school in which enrolled);
8. Military connection of parent or legal guardian necessitates an absence.

The law requires the Responsible Person to see that their children attend school, and it provides penalties for failure to do so. The Troup County School System Attendance Protocol will be enforced as outlined below:

1. At the beginning of the school year, the Responsible Persons, along with students who are 10 years or older will be asked to sign the Troup County Attendance Protocol and a copy of the signed Protocol will be kept on file at the school.
2. No later than upon the third unexcused absence, unexcused tardy, or unexcused dismissal, a designated staff member, will notify the Responsible Person by phone or written correspondence if necessary. For the purpose of intervening and providing support, resources will be offered to the Responsible Person. If applicable, a list of these students' names will be forwarded to the appropriate School Counselor, Social Worker, Family Assistant, Administrator or Designee. This shall be considered the first notice of attendance.
3. If two (2) reasonable attempts to notify the Responsible Person of absences, tardies or early dismissals produce no response, the school will send an Attendance Notice to the Responsible Person or guardian via certified mail, return receipt requested or first class mail. If applicable, these students' names will be forwarded to the appropriate School Counselor, Social Worker, Family Assistant, Administrator or Designee.
4. After five (5) unexcused absences, seven (7) or more unexcused tardies, or seven (7) or more unexcused early dismissals, a referral to law enforcement will be submitted by the school. Law enforcement shall serve the referral to the Responsible Person who will be asked to sign it indicating receipt. In addition, a school designee will request a conference with the Responsible Person and the plan will be reviewed and updated. Also, if a referral is made to SBRRP and the Responsible Person elects not to participate and there is a subsequent unexcused absence, then an educational neglect complaint may be filed in the Juvenile Court (SBRRP applies to elementary school students only).
4. Except in extraordinary circumstances found in the discretion of the school, upon the occurrence of the first unexcused absence, unexcused tardy or unexcused early dismissal following the 1st Notification, law enforcement intervention will be requested.
5. If the above attempts are met with continued non-compliance by the Responsible Person of a child between the ages of 6-16 as evidenced by continued absences, the school will contact law enforcement and a warrant will be issued upon the 10th absence. At any time during the year the

student's academic progress is affected by continued unexcused absences, the school may proceed with Educational Deprivation charges through Juvenile Court.

6. After ten (10) or more unexcused absences, the school may elect, as an alternative to sending a warrant request or in addition thereto, to file a complaint for educational neglect or a Child in Need of Services complaint.
7. Attendance related information obtained by Law enforcement will be provided to the school and kept on file at that school.
- 8.

Parent/Guardian/Responsible Person's Signature

Date

Student's Signature (if 10 years or older)

Grade/ Student's Printed Name

Revised 07/20

Facts About School Attendance (as reported by Attendance Works)

- Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
- Over 8 million U.S. students miss nearly a month of school each year.
- Absenteeism and its ill effects start early. One in 10 kindergarten and first grade students are chronically absent.
- Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month and that's known as chronic absence.
- Students who live in communities with high levels of poverty are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation and a lack of access to health care.
- When students improve their attendance rates, they improve their academic prospects and chances for graduating.
- Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.

~Attendance Works

Student Assignment Procedures

The Office of Student Assignment (OSA) is located at the Administrative Services Center of the Troup County School System. The physical address is 100 North Davis Road, Building C, in LaGrange, Georgia. The OSA operates on a year round schedule. The OSA is open Monday through Friday from 7:30 a.m. to 4:30 p.m. during the school year and Monday – Thursday from 7:00 a.m. to 5:30 p.m. during the summer months (June and July).

Troup County School System Schools

High Schools:

- Callaway High School
- LaGrange High School
- Troup High School and
- Thinc College and Career Academy
- Troup County Career Center

Middle Schools:

- Callaway Middle School
- Gardner Newman Middle School,
- and Long Cane Middle School

Elementary Schools:

- Berta Weathersbee Elementary School
- Callaway Elementary School
- Clearview Elementary School
- Ethel W. Kight Elementary School
- Franklin Forest Elementary School
- Hillcrest Elementary School
- Hogansville Elementary School
- Hollis Hand Elementary School
- Long Cane Elementary School
- Rosemont Elementary School
- West Point Elementary School

Alternative School:

- The HOPE Academy

Students who are registering for the first time must present the following documents:

- Birth Certificate
- Social Security Card (requested not required)
- GA Immunization Form 3231
- GA Vision, Hearing, Dental Nutrition Form 3300
- Parent's Picture Identification
- Proof of Residency (lease, mortgage/utility bill)

The OSA will request official school records including transcripts and grades, attendance records, discipline files, and if applicable, special education records and ESOL records (English for Speakers of Other Languages). For additional information, please contact the Office of Student Assignment at 706.812.7900 or see the Office of Student Assignment Handbook located on the Troup County School System Website.

Internet/Email Opt Out

Write a statement and turn in to your student's school if you do not want:

- Your student to have internet access.
- Your middle/high school student to have an email address from the system to communicate with staff.

Visitors to School,

Board Policy, KM

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

Health Services

The Health Services department consists of 12 Nurses and a Health Services Coordinator who oversee the health and wellness of students and staff during school hours, including hands-on nursing care for acute and chronic student illnesses. They develop plans of care for students with chronic health care needs, provide health care education and implement student health screenings such as vision/hearing and scoliosis. In addition, the health services staff trains school system employees in CPR, AED/Code Valentine, and First Aid.

The mission of Health Services is to provide a holistic approach to the healthcare of students. Health Services personnel strive to enhance the education of students by helping remove any health related barriers to learning. In addition, Health Services promotes prevention and student and staff wellness.

Fast Facts

2020-2021

- Clinic Visits total: 49,191
- Medication Counts: 27, 457
- 899 Staff members trained in CPR/AED Awareness and First Aid.
- TCSS Health Services Department and Clinic Staff cared for more than 12,000 students during the 2020-2021 school year and had 49,191 clinic visits to nurses.

Immunizations

Children attending any childcare facility, pre-kindergarten, Head Start program, nursery, or school are required to have [Form 3231](#) on file. This includes public and private operations and all enterprises, educational programs and institutions involved in the care, supervision or instruction of children. Certificates are required for all children through grade 12.

Religious Exemption

In the state of Georgia, if there is a religious objection to the vaccination of a child, a completed affidavit on Form 2208 is required. After completion of the affidavit, the parent or legal guardian must have the form filed with the school or childcare facility the child will be attending as legal documentation of exemption from the required immunizations mentioned above.

Immunization Requirements for Georgia Child Care and School Attendance

7th Grade Immunization Requirements:
In Georgia all children born on or after January 1, 2002 who are attending seventh grade, and children who are new entrants into a Georgia school in grades eight through twelve, must have received one dose of Tdap vaccine and one dose of meningococcal conjugate vaccine to fulfill immunization requirements.

11th Grade Immunization Requirements:
Before starting the 2020-2021 school year, all students entering or transferring into 11th grade will need proof of a meningococcal booster shot (MCV4), unless their first dose was received on or after their 16th birthday. Meningococcal disease is a serious bacterial illness that affects the brain and the spinal cord. Meningitis can cause shock, coma and death within hours of the first symptoms. To help protect your children and others from meningitis, Georgia law requires students be vaccinated against this disease, unless the child has an exemption.

School Nurses assist schools in meeting state requirements for immunizations. Immunization audits are conducted annually by the local health department. Audits typically begin in August. Every effort is made to ensure all students have current and up to date immunizations.

Social Emotional Health (SEL) Services

What is Social Emotional Learning?

According to CASEL (Collaborative for Academic, Social, and Emotional Learning), "Social-emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain

Why is SEL important?

"Research shows that SEL not only improves achievement by an average of 11 percentage points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes towards school, and reduces depression and stress among students" (Durlak et al., 2011)

It has historically been the role of the school guidance counselor to formally address the areas that make up social emotional learning. Teaching lessons on empathy, conflict resolution, social skills and self-awareness is a typical part of a school counselor's day. However, in a whole child approach, social emotional learning becomes a shared responsibility for everyone that touches a child during the

positive relationships, and make responsible decisions."

In other words, Social Emotional Learning (SEL) are the skills that may not be explicitly taught, but are learned through relationships, social interactions and are used to manage emotions and adapt in society. They are skills that, when absent, become abundantly clear and surface in our data, often in discipline and behavior data. SEL can also impact school climate. In general, research indicates a positive correlation between SEL and positive school climate and student achievement.

school day. It becomes ingrained in everyday interactions between students and teachers and is reflected as a part of the school culture. It helps build resilience, strengthens interpersonal skills and leads to better academic achievement. The goal of an SEL program is to foster the development of five interrelated sets of cognitive, behavioral and affective competencies. These competencies provide children a foundation for social relationships and academic achievement, evidenced by more positive social behaviors, fewer conduct problems, less emotional distress, and improved test scores and grades (Greenberg et al. 2003). As children master these skills, they develop concern for others, make good choices and take responsibility for their behaviors. (CASEL, 2003)

Adverse Childhood Experiences and Trauma

Trauma is an experience of one or more overwhelmingly stressful adverse events (or ACEs) where one’s ability to cope is dramatically undermined. The event can be witnessed or experienced directly and can cause the person to have an extreme psychological and/or physiological response due to feeling terror and/or perceived helplessness.

Symptoms of trauma vary and can present differently at different times. Below are a few common examples by age group.

Elementary School Children	Middle School Youth	High School Youth
Anxiety, fear, and worry about safety of self and others	Anxiety, fear, and worry about safety of self and others	Anxiety, fear, and worry about safety of self and others
Unusually whiny, irritable, moody	Develop eating disorders or self-harming behaviors	Discussion of events and reviewing of details
Changes in behavior (e.g., increase in activity level, withdrawal from others, angry outbursts or aggression)	Changes in behaviors (e.g., irritability, decreased attention, increased activity level, withdrawal)	Changes in behavior (e.g., withdrawal, irritability with friends, teachers, events, angry outbursts)
Changes in school performance (e.g., concentration, attention to instructions)	Feeling depressed or alone	Changes in academic performance
Feelings of guilt or shame	Worries about recurrence or consequences of violence	Decreased concentration
Easily startled or hypervigilance	Engaging in risky behavior, such as abuse of alcohol or drugs	Increase in impulsivity, risk-taking behavior
Difficulty sleeping	Absenteeism	Discomfort with feelings (such as troubling thoughts of revenge)
Statements and questions about death or dying	Over-or under reaction to loud noises, physical contact, sudden movement	Increased use of alcohol and other drugs

Academic Education Program for Gifted Students

The Troup County Board of Education recognizes the need to provide gifted education services for students who have the potential for exceptional achievement in grades K-12. A gifted student is one who demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields and who needs special instruction and /or ancillary services to achieve at a level commensurate with his/her abilities.

The Troup County Board of Education provides a differentiated curriculum for gifted students which consists of courses of study in which the content, teaching strategies, and expectations of student mastery have been adjusted to be appropriate for gifted students.

A student may be referred for consideration for gifted educational services by teachers, counselors, administrators, parents, guardians, peers, self and other individuals with knowledge of the student's abilities.

Parents and guardians will be notified and afforded an opportunity for a conference to discuss student eligibility requirements.

The Georgia Board of Education has two options for eligibility:
Option 1 – Psychometric approach – (cognitive ability and achievement) or
Option 2 – Multiple Criteria approach – (meeting three out of the four criteria: mental ability, achievement, creativity and motivation)

For any additional information, please call the teachers of the gifted assigned to your child's school or the Director of Exceptional Education at (706) 812-7939.

Promotion and Retention

Board Policy, IHE

The Troup County Board of Education adopts this policy in accordance with O.C.G.A. Sections 20-2-282 through 20-2-285 (Georgia Academic Placement and Promotion Policy) that bases the placement of a student into a grade, class or program on an assessment of the academic achievement of the student and a determination of the educational setting in which the student is most likely to receive instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

As a Strategic Waiver School System, the Troup County Board of Education has an approved waiver for 20-2-283 which associates promotion to state assessments in specific grades.

Promotion, grade-level advancement, and course credit shall be based on academic achievement and demonstrated proficiency of the subject matter of the course or grade level. No student shall be administratively promoted to a grade level for which he or she is not prepared without appropriate intervention measures. The scope of this policy is comprehensive and contains both system standards and state requirements for grades K-12.

1. DEFINITIONS

a. Absences - An excused absence is one in which the student is ill. Absences due to the death of an immediate family member (mother, father, siblings, aunts, uncles, and grandparents) are also excused absences. The principal may request documentation in order to record the absence as excused. Other excused absences include subpoena, or other governmental mandate, bona fide religious holiday, voting, registration for the draft, or other reasons specified in state board rule. The building administrator may require documentation including, but not limited to a doctor's note for absences related to illness. All other absences are unexcused.

b. Administrative Placement team – team convened by the principal or his/her designee to include appropriate grade level teachers.

c. Grade level - standard of performance for mastery of a set of standards set forth by the Georgia Department of Education.

d. Overall academic achievement - the overall assessment of a student's academic performance, which shall include a consideration of the student's grades, classroom performance, state assessments, attendance, and other pertinent criteria.

e. Placement - the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

f. Promotion - the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.

g. Retention - the reassignment of a student to the current grade level during the next school year.

2. LOCAL PROMOTION STANDARDS FOR GRADES K-8

Kindergarten:

Kindergarten students will be promoted or retained based on data collected throughout the school year using state assessments, which contain data collected by the teacher throughout the school year. Additional information to be considered may include: age, social maturity, emotional factors, number of years in school, presence of support services, and attendance.

Grades One and Two:

Promotion from one grade to the next higher grade is dependent upon mastering the local and state developed grade level curriculum standards. Evidence of mastery of standards is determined by examining available assessment data, classroom performance, presence of support services, and overall academic achievement.

Grades, Three, Four, and Five:

Promotion from one grade to the next higher grade is dependent upon mastering the state and local grade level curriculum standards. Mastery of these standards is indicated by a yearly average of 70 or above or on the report card, state and local assessment results, classroom performance, presence of support services, and overall academic achievement.

Grades Six, Seven, and Eight:

Promotion from one grade to the next higher grade is dependent upon mastering the local and state curriculum standards. Mastery of these standards is indicated by a yearly average of 70 or above on the report card, state and local assessment results, classroom performance, presence of support services and overall academic achievement. Students are expected to pass three of the four core subjects per year.

Grades Nine, Ten, Eleven, and Twelve:

Students with more than seven (7) absences must request a waiver to earn credit for a course. It is the responsibility of the student and parent to request a waiver. A waiver committee will review the circumstances and determine whether credit will be awarded. For any student with more than seven (7) unexcused absences, a waiver will not be granted.

Classifications: Below is the listed number of credits required for classifications at each grade level.

Sophomore: 5 credits

Junior: 11 - 15.5 credits

Senior: 16+ credits

16 credits for students who entered 9th grade prior to or during SY2020

17 credits for students who entered 9th grade in SY2021

18 credits for students who entered 9th grade in 2022 or later

High School Graduation: In order for any student to graduate from high school, a student must fulfill all Troup County School System's Graduation Requirements as per Board Policy IHF (6).

State Required Assessments: The State of Georgia requires assessments at the end of specific courses. Students will be required to take state assessments in order to receive credit for these courses. Assessment results shall be provided to students, parents, and educators with individual scores on each assessment taken; student scores must be recorded on, in, or with the individual student report card.

Semester Exams: All other courses in which a state required assessment is not given will have semester exams. Semester exams and state required assessments will count 20% of the student's final numeric grade in the course.

Students with Disabilities: Students with disabilities will follow local board of education policy when determining promotion, placement, and retention.

Eligibility: No student shall be retained in any grade for the purpose of extending that student's athletic eligibility.

APPEALS FOR GRADE LEVEL RETENTION (K-8)

Within five (5) business days following notification of retention, parent(s) or guardian(s) may appeal in writing to the principal, stating the reason for the appeal. The principal will convene an appeals committee consisting of the parent, the principal, and the division director. The

decision to place the student in the next grade must be unanimous. The decision of the appeals committee is final.

Assessment Security

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

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

Computer, Network, Internet, Electronic Communications, and Social Media Acceptable Use

Administrative Regulation, IFBG-R Internet Acceptable Use

Computer network use is governed by federal and state laws which specify punitive legal actions that can be taken, as well as terms of imprisonment and/or financial fines that may be imposed by the courts for conviction of computer-related crimes.

The State of Georgia has passed laws which govern the use of computers and related technology. Article 6 of Chapter 9 of Title 16 of the Official Code of Georgia Annotated, known as the Georgia Computer Systems Protection Act specifically forbids computer misuse and abuse. Excerpts are as listed below:

Computer Fraud and Abuse

1. Whoever knowingly and willfully, directly or indirectly, without authorization, accesses, causes to be accessed, or attempts to access any computer, computer system, computer network, or any part thereof which, in whole or in part, operates in commerce or is owned by, under contract to, or in connection with State, county or local government or any branch, department, or agency thereof, any business, or any entity operating in or affecting commerce for the purpose of:
2. Devising or executing any scheme or artifice to defraud, or
3. Obtaining money, property, or services for themselves or another by means of false or fraudulent pretenses, representations, or promises shall, upon conviction thereof, be fined a sum of not more than two and one-half times the amount of the fraud or theft, or imprisoned not more than 15 years, or both.
4. Whoever intentionally and without authorization, directly or indirectly accesses, alters, damages, destroys, or attempts to destroy any computer, computer system, or computer network, or any computer software, program or data shall, upon conviction thereof, be fined not more than \$50,000.00 or imprisoned not more than 15 years, or both.

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

The purpose of school system-provided network access (which includes Internet access) is to facilitate communications in support of research and education. Access is a privilege, not a right. Students will be guided toward topics which have been matched to specific learning objectives rather than being allowed to "surf" the Internet without direction. Troup County School System will allow limited access to students using filtering devices.

Student access to workstations should be monitored at all times by adults authorized by the district. Even with such steps to ensure that Internet resources are used only for purposes consistent with approved curricula, students may be able to search for and access materials which have not been evaluated by staff. Families should be aware that some material accessible via the Internet may contain items that are inaccurate, defamatory, illegal, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet that could result in unwanted financial obligations for which a student's parent or guardian would be liable.

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

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

1. Accessing, sending, creating, or posting materials or communications that are damaging to another person's reputation, abusive, obscene, sexually oriented, threatening, demeaning to another person's gender or race, harassing, or illegal.
2. Violating any local, state or federal statute.
3. Vandalizing, damaging, or disabling the computer and/or related equipment of any individual or organization.
4. Using the school's computer hardware or network for illegal activity such as copying software or violation of copyright laws.
5. Making illegal copies of software on any school's computer or computer network.
6. Copying or downloading copyrighted software for one's own personal use.
7. Violating copyright or otherwise using the intellectual property of another individual or organization without permission.
8. Using the network for private financial or commercial gain.
9. Loading or using any unauthorized software programs on any school's computer or computer network. Examples include games, public domain, shareware, etc.
10. Intentionally infecting any school computer or network with a virus or program designed to damage, alter or destroy data.
11. Attempting to gain or gaining unauthorized access to network resources.

12. Invading the privacy of other individuals by gaining unauthorized access to their files or documents.
13. Using or attempting to use another person's user name (User I.D.) or password without authorization. Passwords must be kept confidential and must not be shared by anyone.
14. Posting or plagiarizing work created by another person without their consent.
15. Posting anonymous messages.
16. Using the network for commercial or private advertising.
17. Forging electronic mail messages.
18. Attempting to access, alter, delete, or copy the electronic mail of other system users without authorization.
19. Using the school's computers, network or Internet link while access privileges are suspended.
20. Using the school's computers, network or Internet link in a manner that is inconsistent with teacher's directions and generally accepted network etiquette.
21. Attempting to alter the standard configuration of a computer, a network or any of the resident software on the computer or network within the assigned user environment.
22. Using personal diskettes and personal CDs and/or digital storage devices in school equipment without authorization.
23. Posting/sharing electronic messages that undermine and violate district policies and practices or become detrimental to the health, welfare, discipline or morals of others.
24. Engaging in personal social networking activities during the professional workday.
25. Posting social media and electronic messages or establishing social network sites on behalf of the district or the schools, departments, classes, personnel contained therein, without the consent of the Superintendent or his designee.
26. Violating confidentiality laws that govern student records, health, and select personnel records and information.
27. Storing personal files, photos, data, and other content on school system equipment.

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

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

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

Technology Letter

Dear Parent(s),

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. Therefore, we have implemented Bring Your Own Device (BYOD) at our school. To encourage this growth, students are encouraged to bring their own technology device to enhance their learning experiences. If you do not wish for your child to participate in BYOD, please request an opt-out form. Please note that students who cannot bring in outside technology may be able to access and utilize the school's equipment. No student will be left out of our instruction.

Definition of "Technology"

For purposes of BYOD, "device" means privately owned wireless and/or portable electronic hand-held devices that can be used for word processing, wireless Internet access, image capture/recording, sound recording and information transmitting/receiving/storing, etc. Please note that gaming devices should not be brought to school (PSP, Nintendo DS/DSi, etc.).

Internet

Only the internet gateway provided by the school system may be accessed while on campus. All instructional data communication for devices is required to pass through the provided gateway, and the gateway is not to be used for any non-academic reason. If the student uses their phone plan, the parent is responsible for any costs.

Security and Damages

Troup County School System is not liable for any device that is stolen or damaged. Responsibility to keep the device secure rests with the individual owner. If a device is stolen or damaged, it will be handled through the administrative office similar to other personal artifacts that are impacted in similar situations. Devices will be registered at school; however, it is also recommended that parents record device serial numbers and keep them in a secure place at home. We recommend that skins (decals) and other custom touches are used to physically identify your device from others. Additionally, protective cases for technology are encouraged.

Acceptable Use Policy (AUP)

An Acceptable Use Policy is a written agreement that all parties on a computer network promise to adhere for the common good. An AUP defines the intended uses of the network including the acceptable uses and the consequences for not following the agreement.

Teachers' Role

Teachers are facilitators of instruction in their classrooms. Therefore, they will not spend time on fixing technical difficulties with students' personal devices in the classroom. They will provide guidance on how to connect to the TCSS network; however, they will not provide technical support for the device.

Teachers will regularly communicate information regarding educational applications and suggest appropriate tools that can be downloaded to personal devices. Parents may need to assist their children with downloads.

Teachers will closely monitor students' use of technology in the classrooms. All activities involving technology will be based upon and support the state standards.

Troup County BYOD Guidelines

Students and parents/guardians participating in BYOD must adhere to the Student Code of Conduct, as well as all Board policies, particularly Internet Acceptable Use (Policies IFBG, JCDAF and JCDAD) and Internet Safety (Policy IFBGE). Furthermore, the student must agree to the following conditions.

Please read carefully and initial every statement:

- The student takes full responsibility for his or her device. The school is not responsible for the security of personal technology. Personal devices cannot be left on campus before or after the school hours.
- The student accesses only files on the computer or internet sites which are relevant to the classroom curriculum at the direction of the teacher.
- The student immediately complies with teachers' requests to shut down devices, close the screen, or turn the device face down on the desk.
- The technology may not be used to cheat on assignments or tests, or for non-instructional purposes.
- The student may not use any type of electronic device in restrooms or locker rooms.
- The technology must be in silent mode while on school campuses and while riding school buses.
- The student is not permitted to transmit or post photographic images/videos of any person on campus on public and/or social networking sites without permission.
- Personal devices should be charged prior to bringing them to school and run off their own batteries while at school.
- To ensure appropriate network filters, the student will only use the BYOD wireless connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network.
- The student understands that bringing devices on premises or infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information is in violation of the AUP policy and will result in disciplinary actions.
- The school district has the right to collect and examine any device that is suspected of inappropriate use or was the source of an attack or virus infection.
- The student realizes that processing or accessing information on school property related to "hacking", altering, or bypassing network security policies is in violation of the AUP policy and will result in disciplinary actions.
- The student realizes that printing from personal technology devices may not be possible at school.
- The student acknowledges that the school's network filters will be applied to one's connection to the internet and will not attempt to bypass them.
- The student may not use his or her device in the restroom and locker room areas of the school.

Media Consent Form and Release

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

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

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

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



Discipline

Evidence Based Practices to Support Student Behavior

Classroom and Teacher-Based Supports

Proactive systems of supports assist all students in achieving social, emotional, and academic success. Proactive supports provide clear, consistent expectations so that every student knows exactly what is expected across school settings. When a student demonstrates an irresponsible behavior, a teacher determines a reason for the misbehavior and takes action to reduce and eliminate the behavior. Teachers modify conditions that perpetuate the misbehavior, eliminate punitive consequences, and implement restorative responses, thus promoting a safe and respectful learning environment.

- Create positive classroom expectations that are clearly defined and taught.
- Teach and reteach classroom expectations throughout the year (e.g., routines, transitions, procedures, especially after breaks).
- Include students in setting classroom norms.
- Model and practice expectations in the appropriate setting (e.g., group work, individual work).
- Use pre-correction strategies to remind students of expectations before the next task.
- Utilize more positive than corrective interactions (at a ratio of 4:1) between staff and students, students and students, and staff and staff.
- Use fluent and consistent corrections for early-stage misbehavior (e.g., PBIS, CHAMPS, Teacher Encyclopedia).
- Create classroom acknowledgment systems to increase responsible student behavior.
- Maintain positive expectations for all students, in all settings, at all times.
- Provide opportunities for students to actively engage in their learning.
- Provide immediate positive feedback when students meet or exceed expectations.
- Build positive relationships with students and families (e.g., use Restorative Practices circles).
- Communicate and collaborate with the student's parent or guardian.
- Teach prevention lessons (e.g., social and emotional learning, bullying prevention, suicide prevention, and trauma-informed practices).
- Frame the lesson by giving students the learning targets and success criteria.
- Gauge their impact on student learning through timely feedback.
- Engage in ongoing formative assessments.
- Engage in a variety of modes of instruction and cooperative groups that support student learning.
- Allow students to be guides in their own learning through goal-setting and self-assessment.
- Set up classroom systems that support student engagement and increase positive behavior.
- Engage in self-assessment of classroom practices to determine next steps.
- Frequently provide individual and groups of students opportunities to respond to content.
- Determine appropriate intervention for the behavior.
- Communicate and collaborate with the student's parent or guardian.
- Provide lessons to teach or reteach students how to behave responsibly.
- Change student seating.
- Pace the lesson more quickly to promote on-task behavior.
- Respond calmly, restating the desired behavior.
- Restructure classroom practices based on student needs (e.g., structured recess, structured lunch, visual schedules).
- Use progress-monitoring tools in the classroom (e.g., on-task monitoring form, replacement behavior worksheet, ratio of interactions tracking form,

reflection sheets, behavior contracts, student point sheets).

- Establish and consistently implement corrective responses for rule violations (e.g., student loses time for valued activity, in-class time-out, time-out in another class, restitution given for property damage, restitution given for relationship damage, positive practice, loss of points of privileges).
- Use restorative affective statements and affective questions.
- Engage in student-teacher impromptu conferencing with active listening.
- De-escalation techniques are taught and modeled.
- Continuously assess, seek feedback on, and develop management skills for teachers' own behaviors and biases.

Schoolwide Supports

Schoolwide interventions aim to engage the student's support system to ensure successful learning. The strategies and interventions should be applied consistently to change the conditions that contribute to the student's inappropriate or disruptive behavior. Support staff, both school-based and within the broader community, should not only model expectations but also be involved in supporting positive school behavior. Staff will use these responses in a graduated fashion.

- Create positive schoolwide expectations that are clearly defined and taught.
- Continuously teach and reteach schoolwide expectations throughout the year (e.g., schedule for teaching by week/month, after breaks).
- Model and practice expectations in appropriate settings (e.g., cafeteria, hallways, bus, restroom).
- Establish a schoolwide acknowledgment system with opportunities for individual and schoolwide recognition.
- Effectively and actively supervise in common areas (e.g., all staff in hallways during transitions, hallway sweeps).
- Increase supervision in non-classroom settings.

- Refer to before- and after-school programs for additional support.
- Employ targeted strategies for groups of students (e.g., mentoring programs, bullying-prevention lessons for selected students, suicide drop-in centers).
- Communicate and collaborate with the parent or guardian.
- Design support and advisory groups that engage parents, students, and the community.
- Use responsive interventions and appropriate referrals.
- Refer to school-based health or mental health clinic.
- Mental-health evaluation referral (e.g., mobile assessments, counseling services).
- Design social and emotional skills instruction groups (e.g., conflict management, anger management, aggression replacement, empathy building, resilience building, organization skills).
- Use universal screeners and assessments to proactively identify students in need of targeted and intensive interventions and supports.
- Establish an individual student support, response, or problem-solving team.
- Establish in-school conflict-resolution programs (e.g., community conferencing, peer mediation).
- Use Restorative Practice strategies (e.g., affective statements and questions, conflict resolution, responsive circles).
- Use parent-engagement strategies (e.g., newsletters, family nights, celebrations).
- Alcohol/Drug evaluation referral (e.g., Substance Abuse Intensive Outpatient Program [IOP]).
- Threat assessment evaluation referral
- Refer to community organizations, including conferencing and community mediation when students have issues with other students or school staff.
- Community service
- Restorative Practice strategies

- Use individual student planning tools (e.g., Behavior Support Plan, Behavior Function Identification Worksheet, Behavior Collection Form).

Bus and Transportation Support

These interventions often involve support staff, administrators, and bus drivers working collaboratively to improve both student support and increase overall safety during transport.

- Create positive bus behavior expectations that are clearly displayed and modeled for students.
- Greet students each day.
- Continuously revisit and review bus behavior expectations throughout the year.
- Maintain positive expectations for all students, at all times.
- Build positive relationships with students and their families.
- Inform students that they have important responsibilities in ensuring group safety.
- Give instructions in a positive manner.
- Get to know students as individuals so that behaviors can be anticipated.
- Assign seats for all students on the bus.
- Discuss student(s) behaviors with the parent/guardian.

- Review bus behavior expectations with students.
- Temporarily move student(s) to or from a seat at time of behavior.
- Respond calmly, restating desired behavior.
- Set a good example by following rules yourself—obey traffic laws, be punctual, keep a clean bus, and be courteous.
- Foster a positive experience for all students riding the bus.
- Positively recognize students who display appropriate behavior on the bus.
- Connect with the students on the bus by addressing the students by name and engaging in more positive than corrective interactions.
- Temporarily or permanently assign seats for all students on the bus.
- Communicate and collaborate with school administration.
- Look for non-verbal clues; listen for verbal clues that might indicate potential misbehavior.
- Support student bus behavior plans and other interventions developed with support staff.

Positive Behavior Support and Interventions

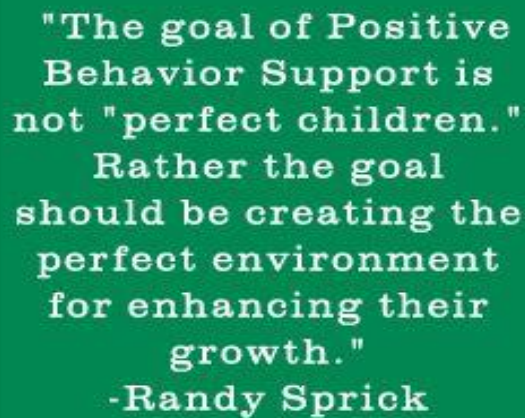
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. Schools that are implementing PBIS 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. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009).

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework that helps schools design effective environments and supports that, when implemented with fidelity, increase teaching and learning opportunities for all students. The American Heritage Dictionary defines discipline as "training that is expected to produce a specific character or pattern of behaviors, especially training that produces moral or mental improvement." This is the focus of PBIS. Like reading and math, behavior can be taught and since 2008, Georgia's PBIS team at the GaDOE has worked with over 40 Georgia district's involving over 400

schools to prevent or reduce problem behaviors while creating more positive learning environments for all students. Georgia's PBIS schools report reduced discipline rates and increased learning opportunities in their classrooms. This work involves helping districts build the necessary framework to promote positive outcomes for all students over time.

PBIS Schools

- Berta Weathersbee Elementary School
- Callaway Elementary School
- Callaway High School
- Callaway Middle School
- Ethel Kight Elementary School
- Franklin Forrest Elementary School
- Gardner Newman Middle School
- Hogansville Elementary School
- Long Cane Middle School
- The HOPE Academy
- Troup High School



"The goal of Positive Behavior Support is not "perfect children." Rather the goal should be creating the perfect environment for enhancing their growth."
-Randy Sprick

Progressive Discipline Process

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

LEVEL 1	Level 1 behaviors represent minor disruptions to the classroom environment. Typically, they are not referred to an administrator until the classroom level interventions are not correcting the behavior. With level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Staff should use responses in a graduated fashion.
LEVEL 2	Level 2 behaviors represent acts whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Staff should use responses in a graduated fashion.
LEVEL 3	Level 3 behaviors represent acts against a person(s) or property that indirectly endanger the health or safety of others in the school or severely impacts or disrupts the school environment. Level 3 may also include repeated similar offenses. These offenses may result in the short-term removal of the student from the school environment and school related activities because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Staff should use responses in a graduated fashion.
LEVEL 4	Level 4 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Level 4 discipline offenses represent the most serious acts of misconduct and must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities, pending disciplinary investigation of the allegations.

L L L 1 2 3 4				BEHAVIOR				L L L L 1 2 3 4			
				Prior to choosing the level of consequence, administrators should consult Progressive Discipline procedures.							
			X	Affray	Inappropriate use of a mobile device	X	X	X			
			X	Arson	Inappropriate use of district technology	X	X	X			
			X	Assault I, II, III, IV--staff or other	Intentionally throwing or releasing an object	X	X	X	x		
	X	X		Assault I, II, III, IV--student	ISS removal/walk out	X	X	X			
			X	Bomb threat	Leaving class without permission	X	X				
			X	Breaking and entering	Leaving school grounds/bus without permission	X	X	X			
X	X	X		Bullying/Cyberbullying	Loitering on school grounds	X	X				
X	X	X		Bus infraction	Nonattendance to class/cutting class	X	X	X			
X	X			Cheating/Academic dishonesty (results in academic consequences)	Profanity/Vulgarity	X	X				
X	X			Dress code violation	Profanity/Vulgarity towards staff/student	X	X	X			
			X	Drug/Alcohol distribution	Refusal/Failure to attend ISS		X	X			
			X	Drug/Alcohol possession (referral for treatment)	Robbery				X		
			X	Drug/Alcohol under the influence (referral for treatment)	Sexual abuse/Sexual assault			X	X		
X	X			Excessive noise	Spitting	X	X	X			
X	X			Failure to attend detention	Striking--staff or other		X	X	X		
X	X	X	x	False information to staff	Striking--student		X	X			
		X	X	Falsely activating a fire alarm/safety equipment	Talking out in class	X	X				
	X	X	X	Fighting--student to student	Taunting, baiting, inciting a fight	X	X	X			
		X	x	Fireworks/Explosive devices possession or use*	Terroristic threatening I, II, III			X	X		
X	X	X		Forgery/Counterfeiting	Theft/Vandalism*	X	X	X	X		

X	X	X		Gambling	Tobacco/Alternative nicotine/Vapor product distribution*		X	X		
	X	X	x	Gang Related	Unexcused tardiness to class	X	X			
	X	X	X	Harassment/Harassing communications/Sexual harassment toward staff*	Unintentional physical contact--staff	X	X	X		
	X	X	X	Harassment/Harassing communications/Sexual harassment toward student*	Use/Possession of tobacco/alternative nicotine/vapor products* (referral for treatment)		X	X	X	
X	X			Horseplay	Violation of personal electronic/telecommunication device policy	X	X			
	X	X		Inappropriate sexual behavior	Weapons/Dangerous instruments			X	X	

Students surrounded in an environment of “you cans” and “look at your greatness” begin to view themselves differently. ~herok12.com

Behavior Resolution Strategies and Definitions

Professional staff members may utilize any of the discipline management techniques appropriate for the situation, including, but not limited to the following:

Behavior Resolution Strategy	Definition
Alternative Discipline Resolution (ADR)	An ADR is an agreement between parents and school officials when a student violates the student code of conduct and serious disciplinary action is required. Administrators and parents meet, discuss, and agree on consequences for the violation. Consequences include but are not limited to long-term suspension, expulsion, or assignment to an alternative education program as punishment to be imposed for particular offenses committed in violation of the student behavior code. All parties agree to waive and forego a disciplinary hearing tribunal on the charges. (Procedures for Alternative Discipline Resolution can be found in Policy JCDA-R(1).
Behavior Contract	School staff, with input from the student, agree to a criterion for success. Plans should include a progress monitoring component (daily, weekly, etc.) and a review period and should involve rewards and incentives.
Behavior Notice	Students receive a behavior notice which describes the behavior that needs to be corrected and includes the desired behavior. The notice is written by the teacher and must be signed by parents.
Behavior Reflection	The student uses a protocol (individualized to his or her needs) provided by school staff to reflect on current behavior, choice making, replacement behaviors, and/or next steps. Staff should review the student's responses, provide feedback, and assist with any identified needs.
Bus Suspension	The student is suspended from the bus for a specified period of time by the local school administrator. Bus suspensions can be issued for one way or both ways to and from school. When suspended from the bus, students must acquire alternative transportation to school for the duration of the suspension. Parents will be notified by letter or electronically.
Classroom Detention	Student attends a work/study session outside of regular school hours. Assigned detention times may vary. Student must make arrangements for transportation.
Classroom Isolation from Peers	Students are placed in an area of the room where interaction with peers is prohibited, but instruction is not interrupted.
Classroom Timeout	Teachers on an instructional team collaborate to offer students a reflection or de-escalation space in their classrooms (with consideration for the individual student needs). If students begin to struggle with behavior in their classroom, students can take a time-out in the other

	teacher's classroom and attempt to resolve the issue of concern so they can remain in class without any or additional consequences.
Counselor Conference	Students can request to see a counselor or be referred by school staff. Counselors will function as listeners, problem solvers, and supporters. Counselors may choose to involve other school staff, the students' families, or other relevant partners to acquire resources needed to assist the student with improved behavior and choice making.
In School Suspension (ISS)	Students are removed from regular classes for a specified period of time at the local school. Students report to an alternative location in the school during the school day. ISS is an In-School Removal (INSR), and minutes lost while attending ISS are accrued and reported to the state. Class work assignments are sent to the student by the teachers. Student remains under the supervision of school personnel while in ISS.
Interim Alternative Education Setting (IAES)	If a child with a disability is being removed from the school setting for more than 10 days, either because the misconduct was not a manifestation of the disability, or in special circumstances involving weapons, drugs, or serious bodily injury, the student must be put in a setting where the student receives services under the IEP. Under these special circumstances, the student can be in this IAES placement up to 45 school days, even if the behavior was a manifestation of the disability. After that, the student returns to the original placement unless the parent and district agree to a different placement or a hearing officer orders a new placement.
No Bullying Contract	School staff facilitates a conference to educate students who have shown bullying behaviors. At the time of the conference, a contract is signed by staff and the student to refrain from future bullying. Violation of the contract will result in further consequences.
No Contact Contract	School staff facilitates a conference with students who have a pattern of conflict. A contract is signed by students who are to refrain from verbal and non-verbal communication. Violation of the contract will result in further consequences.
Office Discipline Referral (ODR)	When a student does not follow the expectations, he or she may receive an Office Discipline Referral (ODR). This form is aligned with the Troup County School System Code of Conduct. The ODR is a communication tool between parents, teachers, students, and administration.
Out of School Suspension (OSS)	OSS is the process of not permitting a student to attend school for full or partial day(s) following appropriate due process procedures. Students sent home from school early as a behavior event should be documented as a partial day suspension. School cancellations do not count as a suspension day. Parents will be notified by phone, letter or electronic communication. Suspensions are an out-of-school removal, and minutes lost while suspended are accrued and reported to the state. The student may be suspended for an accumulation of offenses, as well as a major offense. Suspended students may make up those tests and assignments that the teacher determines will have an impact on the student's final grade and demonstration of mastery of course content. Assignments that the teacher does not require to be made up will not count towards a student's final grade. It is the student's responsibility to make arrangements to make up work within five (5) school

	days upon return to school. During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event. Suspension of Primary school students shall be considered only in exceptional cases where there are safety issues for the child or others.
Parent/Guardian Conference	A conference is held with a student's parent or guardian. Conferences can include discussion of an incident or information gathering about the needs of a student, a new or existing support plan, the student's progress, etc.
Parent/Guardian Contact	An email or phone call is made to the parent/guardian. Teachers should request a response if no direct contact is made. The communication can be from a teacher, counselor, or administrator. Conversations can include a meeting notice, a recap of a discussion, a briefing on a student conference, etc.
Parent/Student/Teacher Conference	Students participate in a conference with the parent/guardian and teacher(s).
Peer Conflict Mediation	Conflict between students is discussed and ideally resolved through a restorative conversation led by peers or a staff member. School staff must obtain parent and student consent prior to the mediation.
Restorative Conference	This is a conversation following a specific Restorative Practices protocol. During a restorative conference, the student is given the opportunity to explain what happened from his or her perspective. The student is asked to identify who was harmed by the event and what might be done to make things right. Consequences for the event are explained to the student as well as clearly communicated expectations for moving forward. The conference is facilitated by the school administrator and may also include parents, support staff, students, and/ or teachers as needed.
Saturday School	Saturday School is assigned to students outside of the school day, on Saturdays. Time assigned can vary according to site.
School Counselor Referral	Students can be referred to the school counselor by school staff.
School Restitution	In the event a student damages/destroys property, vandalizes property, litters, or creates an unnecessary clutter, staff may provide the student the opportunity to restore, repair, or improve the situation/equipment/property/ campus. The restitution should be related to or relevant to the unacceptable behavior of the student.
School Service Project	Students participate in a school service project which enables the student to be engaged in the desired character trait(s).
Silent Lunch	Students report to teacher or designated area during lunch period to sit in a location away from peers.

<p>Social Worker Referral</p>	<p>Students can be referred to a social worker by school staff or request a visit. Social workers will function as listeners, problem solvers, and supporters. Counselors may choose to engage other school staff, the students' families, or other relevant partners to acquire resources needed to assist the student with improved behavior and choice making.</p>
<p>Student Conference</p>	<p>Staff discusses expectations, gathers information, or coaches a student regarding his or her behavior.</p>
<p>Team Timeout</p>	<p>Teachers on an instructional team collaborate to offer students a reflection or de-escalation space in their classrooms (with consideration for the individual student needs). If students begin to struggle with behavior in their classroom, they can take a time-out in another teacher's classroom and attempt to resolve the issue of concern so they can remain in class without any or additional consequences.</p>
<p>Timeout</p>	<p>If students begin to struggle with behavior in their classroom, they can take a timeout in another teacher's classroom, ISS room, or any other designated alternate environment from the classroom. While in timeout, students may attempt to resolve the issue of concern so they can return to their appropriate class without any or additional consequences.</p>
<p>Tribunal</p>	<p>Disciplinary hearings, sometimes called "tribunals", take place when a school staff member, usually an administrator, believes a student violated the student code of conduct and serious disciplinary action is required. A panel hears evidence presented by the school system, the student, and parents when a student is referred by the local school principal or his/her designee. The panel has the authority to make decisions ranging including but not limited to returning the student to the local school to recommending permanent expulsion of the student.</p>

“WHAT WE DO, HOW WE SPEAK, AND WHAT OPPORTUNITIES WE PROVIDE OUR STAFF, STUDENTS, AND COMMUNITIES ALL AFFECT THE CLIMATE OF OUR SCHOOL.”
 ~ SEAN SLADE

Behavior Terms and Definitions

Affray	A student commits the offense of affray at a level 4 when he/she fights with one or more persons in a public place to the disturbance of the school tranquility; level 4 is used when students violate the school policy 2 or more times during the same school year.
Arson	Setting, aiding in setting, or intentionally setting a fire that significantly damages or destroys school property, and/or causes bodily injury to staff or students.
Assault	Intentional physical attack that causes bodily harm resulting in severe injuries; any act which places another in reasonable apprehension of immediately receiving a violent injury.
Bomb Threats	A threat of an explosive device either present or alleged to be present in the school or on the premises, which may not have exploded. In the public school setting, bomb threats are usually a hoax utilized as a means to disrupt the school day. However, all bomb threats are to be treated as a real danger to the safety of personnel and students.
Breaking & Entering	Unlawful or unauthorized forceful entry into a school building, vehicle, or any infrastructure in which a school event is being held (with or without intent to commit theft); which cause severe damage and/or loss of property.
Bullying	A student commits the offense of bullying when the student commits an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is: (1) any willfully attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; (2) any intentionally display of force such as would give the victim reason to fear or expect immediate bodily harm; or (3) any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that: (a) causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1; (b) has the effect of substantially interfering with a student's education; (c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (d) has the effect of substantially disrupting the orderly operation of the school.
Bus Infractions	Placing any item or body part outside of the bus window resulting in increased risk of injury. This includes throwing objects from a bus window or door. Student refusal to stay in seat or assigned seat while bus is in motion.
Cheating/Academic dishonesty	Includes, but is not limited to, deceiving, tricking, defrauding, and/or otherwise taking unfair or unethical advantage of a situation to benefit someone's grade, academic standing, or status.

Chronic Misbehavior	Collection of offenses that occurs on a single or across multiple school days that leads to a state reportable disciplinary action. These offenses may include, but are not limited to: disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teachers, defiance, disruption, and hostility.
Cyberbullying	<p>Cyberbullying is defined as:</p> <p>A. A student commits the offense of cyberbullying when the student uses any electronic communication, by individuals or groups to: (1) make a true threat against a student or school employee; (2) materially disrupt school operations; or (3) substantially impinge on the rights of another student such as, but not limited to: creating reasonable fear or harm to the student's person or property; creating a substantially detrimental effort on the student's physical or mental health; substantially interfering with a student's academic performance or interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by the school; or being so severe, persistent, or pervasive as to cause severe emotional distress.</p> <p>B. Includes conduct that is based on, but not limited to, a student's actual or perceived race, color, national origin, gender, religion, disability, sexual orientation or gender identity, distinguishing physical or personal characteristic, socioeconomic status; or association with any person identified in Section I (2)(b)(i)-(ix).</p> <p>C. As used herein, the term "electronic communications" means communications through any electronic device, including, but not limited to, computers, telephone, mobile phone, and pagers, and any type of communication, including, but not limited to, emails, instant messages, text messages, pictures messages, and websites.</p> <p>D. Jurisdiction for Cyberbullying: (1) No student shall be subjected to cyberbullying by an electronic communication that bears the imprimatur of the school regardless of whether such electronic communication originated on or off the school's campus. (2) The school shall have jurisdiction to prohibit cyberbullying that originates on the school's campus if the electronic communication was made using the school's technological resources or the electronic communication was made on the school's campus using the student's own personal technological resources. (3) The school shall have jurisdiction to prohibit cyberbullying that originates off the school's campus if: (a) it was reasonably foreseeable that the electronic communication would reach the school's campus; or (b) there is a sufficient nexus between the electronic communication and the school which includes, but is not limited to, speech that is directed at a school-specific audience, or the speech was brought onto or accessed on the school campus, even if it was not the student in question who did so.</p>
Dress code violation	Student is not in compliance with the expectations in the school's approved dress code policy.

Drug/Alcohol distribution	<p>Any offense of trafficking or distribution of drugs, alcohol on school grounds or at a school event. This includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, look-alike drugs/alcohol. A student found to be in possession of more drugs/alcohol than would be consumed by one person, in one day, will be presumed to be trafficking as prescribed by law.</p> <p>In addition to disciplinary consequences, any contraband will be confiscated by school administration. Parents will be contacted. Law enforcement officials may be notified by local school administration.</p>
Drug/Alcohol possession	<p>The use or possession of alcohol, illegal drugs, prescription drugs, over-the-counter drugs, drug paraphernalia, and look-alike drugs/alcohol on school grounds or at a school-sponsored event. Any substance that can be reasonably mistaken for a controlled substance is considered a look-alike drug. This includes nonalcoholic beer and wine. Any student who uses, distributes, or represents a look-alike drug as authentic will be treated as if it were authentic, according to state and federal laws. Any prescribed or over-the-counter medications taken during the school day must be given to the school nurse or trained staff with the appropriate parent permissions and medical forms submitted. In addition to disciplinary consequences, any contraband will be confiscated by the school administration. Parents will be contacted. Law enforcement officials may be notified by local school administration.</p>
Drug/Alcohol influence	<p>Under the influence will be determined by having an administrator and another adult verify that the student's behavior(s) indicate(s) drug or alcohol abuse and that the student should be removed from the school. A student will be considered under the influence when one or more of the following indicators are noted: vomiting, staggering, emitting an indicative odor, exhibiting incoherence/disorientation, slurring speech, exhibiting dilated pupils, admission of guilt, and/or displaying other physical evidence. In addition to disciplinary consequences, any contraband will be confiscated by the school administration. Parents will be contacted. Law enforcement officials may be notified by local school administration.</p>
Excessive noise	<p>Student interactions and voice level are above the expectations set forth by school staff and are a barrier to the learning environment.</p>
Failure to attend detention	<p>Student fails to attend detention assigned as a behavior consequence.</p>
False information to staff	<p>Student knowingly provides partial, inaccurate, or no information to staff when asked.</p>
Falsely activating a fire alarm/safety equipment	<p>Student purposefully activates fire alarm/safety equipment significantly impacting learning environment</p>
Fighting	<p>A fight is defined as a physical altercation occurring between two or more students.</p>
Fireworks/Explosive devices possession or use	<p>Possession or use of a device containing gunpowder or other combustible chemicals.</p>

Forgery/Counterfeiting	The creation or alteration of a written instrument (e.g., check, transcript, identification, currency, communication, or any other official document).
Gambling	Participating in games of chance or skill for money or profit.
Gang Related	Any infraction related to or resulting from the activities of criminal or street gangs.
Harassment/Harassing communications/Sexual harassment	(1) A person is guilty of harassment when, with intent to intimidate, harass, annoy, or alarm another person, he or she: (a) Strikes, shoves, kicks, or otherwise subjects another to physical contact; (b) Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact; (c) In a public place, makes an offensively coarse utterance, gesture, or display, or addresses abusive language to any person present; (d) Follows a person in or about a public place or places; (e) Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose; or (f) Being enrolled as a student in a local school district, and while on school premises, on school- sponsored transportation, or at a school-sponsored event: 1. Damages or commits a theft of the property of another student; 2. Substantially disrupts the operation of the school; or 3. Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.
Harassing Communication	Harassing Communications (1) A person is guilty of harassing communications when, with intent to intimidate, harass, annoy, or alarm another person, he or she: (a) Communicates with a person, anonymously or otherwise, by telephone, telegraph, mail, or any other form of written communication in a manner which causes annoyance or alarm and serves no purpose of legitimate communication; (b) Makes a telephone call, whether or not conversation ensues, with no purpose of legitimate communication; or (c) Communicates, while enrolled as a student in a local school district, with or about another school student, anonymously or otherwise, by telephone, the Internet, telegraph, mail, or any other form of electronic or written communication in a manner which a reasonable person under the circumstances should know would cause the other student to suffer fear of physical harm, intimidation, humiliation, or embarrassment and which serves no purpose of legitimate communication.
Horseplay	Student(s) are engaged in roughhousing, pushing, running, excessive play, etc., which is not appropriate or safe in the school environment.
Inappropriate sexual behavior	The possession and/or display of pornography, and/or indecent exposure, and/or having inappropriate sexual contact.
Inappropriate use of a mobile device	Use of a mobile or hand-held device to make, transmit, or distribute any inappropriate recording, picture, or image without the consent of the person(s) recorded, or that violates their personal expectations of privacy.

Inappropriate use of district technology	Student is on an unapproved website.
Intentionally throwing or releasing an object	Intentionally throwing or releasing an object that has the potential to cause a disturbance, injury, or property damage when the act of throwing or releasing the object is not part of a supervised activity.
ISS removal/walk out	Students who leave ISS for any reason without proper authorization from a teacher, administrator, or other school staff. This includes students who must be removed from the ISS classroom for any disciplinary action.
Leaving class without permission	Students who leave class for any reason without proper authorization from a teacher, administrator, or other school staff.
Leaving school grounds/bus without permission	Students who leave school grounds for any reason without proper authorization and/or without following proper sign-out procedures. This includes getting off the bus at the wrong stop without previous approval.
Loitering on school grounds	Remaining on school grounds when he or she loiters or remains in or around a school building or grounds, while not having any reason or relationship involving the school or a school event, or any other license or privilege to be there.
Nonattendance to class/cutting class	Skipping any portion of a class, an entire class, or classes, without authorized permission.
Off Campus Behavior	A student who commits any act or exhibits conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, property, safety, morals, or well-being of other students, teachers, or employees within the school system may face disciplinary action.
Profanity/Vulgarity	Swearing, cursing, or making obscene gestures.
Profanity/Vulgarity towards staff/student	Swearing, cursing, or making obscene gestures specifically targeting school students or personnel.
Refusal/Failure to attend ISS	Unwilling to comply with attending ISS and/or not reporting to ISS at the designated time.
Robbery	Taking something by force with the use of a weapon that may include, but are not limited to guns, knives, clubs, razor blades, etc. that causes harm or injury to an individual.
Sexual Abuse/Battery/Assault	(1) Oral, anal, or vaginal penetration against the person's will or where the victim did not, or is incapable of giving consent; (2) touching of private body parts of another person either through human contact, or using an object forcibly or against the person's will, or (3) where the victim did not, or is incapable of giving consent.
Sexual Harassment	Unwelcome sexual advances, requests for sexual favors, other verbal and/or physical behaviors of a sexual nature (including sexual violence), and the use

	of symbols to create a climate that adversely affects the work environment or educational process.
Spitting	The act of forcibly ejecting saliva or other substances from the mouth.
Striking	A student strikes when he/she hits or attacks someone forcefully or violently.
Talking out in class	Repetitive talking at inappropriate times or discussing irrelevant content in a manner disruptive to the learning process.
Taunting, baiting, inciting a fight	Instigating, encouraging, or promoting a physical altercation or disagreement amongst one or more student(s).
Terroristic Threats	shall mean a threat communicated either directly or indirectly to commit any crime of violence with the intent to terrorize another; to cause evacuation of a building, place of assembly or facility of public transportation; or to otherwise cause serious public inconvenience, or cause terror or serious public inconvenience with reckless disregard of the risk of causing such terror or inconvenience.
Theft/Vandalism	A person is guilty of theft by unlawful taking or disposition when he or she unlawfully: (a) Takes or exercises control over movable property of another with intent to deprive him or her thereof; or (b) Obtains immovable property of another or any interest therein with intent to benefit himself or herself or another not entitled thereto.
Tobacco/Alternative nicotine/Vapor product distribution	A deliberate attempt to distribute tobacco/alternative nicotine/vapor products as defined in definition provided in "Use/Possession of tobacco/alternative nicotine/vapor products" section below. Staff will confiscate tobacco/alternative nicotine/vapor products. Parents will be notified and informed about disciplinary action.
Unexcused tardiness to class	Arrival to class after the designated start time without prior authorization from an administrator, teacher, or school staff member.
Unintentional physical contact-staff	Unintentional physical contact with a faculty member, staff member, or other school official.
Use/Possession of tobacco/alternative nicotine/vapor products (referral for treatment)	<p>Possession, consumption, distribution, or selling of any tobacco products, alternative nicotine devices, vapor products, or tobacco-related devices at any time on school property or at off-campus, school sponsored events.</p> <p>The term tobacco product means any cigarette, cigar, snuff, smokeless tobacco product, smoking tobacco, chewing tobacco, and any kind or form of tobacco prepared in a manner suitable for chewing or smoking, or both, or any kind or form of tobacco that is suitable to be placed in a person's mouth. The term also includes little cigars, dissolvables, hookah, and blunt wraps.</p>

	<p>The term alternative nicotine product means a noncombustible product containing nicotine that is intended for human consumption, whether chewed, absorbed, dissolved, or ingested by any other means.</p> <p>The term vapor product means any noncombustible product that employs a heating element, battery, power source, electronic circuit, or other electronic, chemical, or mechanical means, regardless of shape or size and including the component parts and accessories thereto, that can be used to deliver vaporized nicotine or other substances to users inhaling from the device. Vapor product includes, but is not limited to, any electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or similar product or device and every variation thereof, regardless of whether marketed as such, and any vapor cartridge or other container of a liquid solution or other material that is intended to be used with or in an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, or other similar product or device.</p> <p>The term tobacco-related devices means ashtrays, cigarette papers, or pipes for smoking or any components, parts, or accessories of alternative nicotine devices or vapor products</p>
<p>Violation of personal electronic/telecommunication device</p>	<p>1. Devices shall not be used in a manner that is disruptive, including, but not limited to, use that: —Poses a threat to academic integrity, such as cheating, —Violates confidentiality or privacy rights of another individual, —Is profane, indecent, or obscene, —Constitutes or promotes illegal activity, or —Constitutes or promotes sending, sharing, or possessing sexually explicit messages, photographs, or images using any electronic device. 2. Students are responsible for keeping up with the devices they bring to school. The district shall not be responsible for the loss, theft, or destruction of devices brought onto school property. 3. Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices. 4. Students shall not utilize a telecommunication or similar electronic device in a manner that would violate school practices. In addition, the telecommunication device, including the SIM card, battery, and all other parts of the device, could be confiscated by an administrator and shall be returned to the parent/student/guardian by the end of that school day. Individual schools may develop practices that define the progressive consequences for each offense. Administrators have the right to confiscate a phone when a student violates Condition 1, above. In such situations, the phone will be returned at the conclusion of the investigation.</p>
<p>Weapons/Dangerous Instruments</p>	<p>Intentional possession and use of any weapon/dangerous instrument with the intention to harm or intimidate in a manner that could produce bodily harm or fear of harm. The possession of a firearm, whether intentional or unintentional, on school grounds or at a school related event.</p>

Harassment / Sexual Harassment

Board Policy, JCAC

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

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

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

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

Due Process

Whenever a student is accused of committing a violation of the TCSS Student Behavior Code, he or she has the right to due process. This means that he or she must:

- 1) Be informed of the charges,
- 2) Be provided with an opportunity to present his or her side of the case, and
- 3) Be provided with an opportunity to appeal the decision.

Due-process procedures will be followed before any suspension, unless immediate suspension is necessary to protect persons or property or to avoid disruption of the ongoing educational

process. In such cases, due-process procedures shall be followed within three school days.
Family Educational Rights and Privacy Act

Discipline records will be kept by the administrator. Records are accessible to teachers, administrators, the student, and/or the parent/guardian as required by the Family Educational Rights and Privacy Act (FERPA).

Right to Counsel

Persons who are involved in any disciplinary process have the right to legal representation at their own expense.

Student Searches

TCSS BOE Policy JCBA, Search and Seizure

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

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

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

Personal Searches

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

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

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

Locker Searches

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

Automobile Searches

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

Seizure of Illegal Materials

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

Suspension Procedures

A principal or an assistant principal can suspend a student for offenses as outlined on the Behavior Resolutions charts beginning.

On the day of the decision to suspend, parents will be notified by letter or electronically of the behavior resulting in suspension, suspension length, and suspension dates.

A student on suspension may not enter the school or go on any TCSS school grounds unless arrangements for him or her to do so are made with the principal or assistant principal. The student may not attend any day or night TCSS sponsored function or ride a TCSS bus for the duration of the suspension. Any violation of these conditions will result in further disciplinary action.

Make-up work may be requested by a student within three school days of his or her return from suspension. Make-up work will be provided to the student as arranged with the teacher. The student will have the number of school days of suspension plus one school day from the time he or she receives the make-up work to submit it to the teacher.

When an absence or suspension occurs at the end of a semester or school year, the student or parent/guardian can make arrangements with the school administrator to take tests and turn in major projects.

A suspension will be for a definite number of school days and cannot be extended.

A suspension of less than ten school days requires due process, in which the student is told of the charge against him or her, is given a chance to present his or her perspective regarding the incident.

A suspension of more than 10 school days requires a formal hearing unless such a hearing is waived by the parent/ guardian. The procedures for a formal hearing are outlined as follows

Formal Hearing

When a student has been suspended for 10 days or more, he or she is entitled to a formal hearing.

The hearing will be held as soon as possible but within ten school days of notification of

suspension.

The parent/guardian will be notified of the date, time, and place of the hearing.

Written allegations and information are collected and will be provided to the student and the parent/guardian.

The student will have a chance to present a defense to the allegations and may be represented by an attorney at his or her own expense.

The student will be allowed to present witnesses, if relevant to the allegations.

The parent/guardian may waive the right to the formal hearing

Alternative Placement

The goal of behavior support alternative placement helps students improve academic skills, become more self-sufficient, and develop self-control. School administrators will implement progressive discipline with all students in an effort to help them be successful. Students who fail to control their behavior after receiving repeated opportunities and consequences from the school, or students who commit serious offenses, will be suspended and referred to Student Services so that their cases may be reviewed for potential placement at The HOPE Academy. In situations that involve a staff assault or deadly weapon, the student will be automatically placed in The HOPE Academy.

A student who has been assigned to The HOPE Academy must complete the requirements of set forth by the tribunal panel or ADR before he or she can return to another Troup County public school.

Offenses Where Alternative Placement Is Considered

If a student is charged with or convicted of a felony offense (or an offense that would be considered a felony if the student were an adult) committed off the school campus and while not engaged in a school-sponsored activity, Student Services may assign the student to The HOPE Academy. Students enrolling in TCSS from out of the district may be referred to Student Services due to behavior issues at a prior school, criminal charges, or previous enrollment in a camp/behavior support alternative school.

Criminal Violations

When a student violates a law, school administrators may notify the appropriate law enforcement official. Students convicted of gun- or school-related criminal violations in the community may be subject to alternative placement. Prosecution and adjudication of criminal violations shall occur separately from the administration of school procedures. Release of student records to local law enforcement, including School Resource Officers (SROs), for law enforcement or prosecution purposes is subject to the disclosure requirements of FERPA.

Adjudicated Students

When the Office of Student Assignment receives an enrollment application from a student with a break in their school enrollment or with a recent enrollment in a Department of Juvenile Justice facility, an adjudication search is conducted. Troup County Juvenile Court regularly shares

adjudication orders with the Troup County School System. If a felony adjudication exists for the student, a file containing the adjudication order and school records including discipline and attendance records is compiled for review by the Assistant Superintendent of Curriculum, Instruction and Professional Learning to determine enrollment eligibility.

Georgia law specifies that within 30 days of any proceeding in which a child is adjudicated for committing a delinquent act for a second or subsequent time or is adjudicated for committing a class A designated felony act or class B designated felony act, the court shall provide written notice to the school superintendent of the school in which such child is enrolled or his or her designee or, if the information is known, of the school in which such child plans to be enrolled at a future date. Such notice shall include the specific delinquent act or class A designated felony act or Class B designated felony act such child committed.

Furthermore, the law (O.C.G.A. 20-2-768) states that (a) each local board of education is authorized to refuse to readmit or enroll any student who has 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 under Code Section 15-11-28 which would be a felony if committed by an adult. If refused readmission or enrollment, the student's parent or legal guardian has the right to request a hearing pursuant to the procedures provided for in Code Section 20-2-754. (b) A hearing officer, tribunal, panel, superintendent or local board of education shall be authorized to place a student denied enrollment in a local school system under subsection (a) of this Code section in an alternative educational system as appropriate and in the best interest of the student and the education of other students within the school system. (c) It is the policy of this state that it is preferable to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

Appeals for students who are refused admission should be submitted in writing within in ten (10) days of receiving the refusal to admit letter. Appeal letters should be addressed to: The Office of the Superintendent, Troup County School System 100 North Davis Road Building C LaGrange, Georgia, 30241.

Grievance Procedures

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

Federal Programs for Which Complaints Can Be Filed:

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

Complaint forms are located on the Troup County School System website.