



Troup County School System Student Support and Behavior Intervention Handbook



Troup County School System

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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 fluid and cursive, with a long horizontal stroke at the end.

Brian T. Shumate, Ph.D.

Superintendent

Welcome to the Troup County School System! We are glad you are a part of our school community where we are committed to “A Place for Every Kid”. The TCSS mission is to:

Educate all students in a challenging and safe learning environment, so they will become productive citizens in a diverse and changing world.

Information in this handbook is provided to assist you in navigating district processes. Should you have any questions, please call the Director of Student Services at 706.812.7900.

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, and the 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 and West Point Elementary School.

Alternative School: The HOPE Academy

General Information

For purposes of student school assignment, the Troup County School System is divided into three geographic zones for middle school and high school and eleven geographic zones for elementary schools. The address of the student’s enrolling parent/legal guardian determines the school assignment.

Application Process

Enrollment into the Troup County School System is a two part process. The first part is an online application which can be completed from home or in the OSA. The second part is the presentation of the required enrollment documents (see page 4).

Online Application Process

The Troup County School System uses the Infinite Campus Student Information System to manage student data and student enrollment applications.

Required Documentation

Students who are new to the Troup County School System or transferring within the Troup County School System must verify their address at the Office of Student Assignment.

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.

School Attendance

The Troup County School System wishes to achieve multiple goals with the development of this Attendance Handbook and the implementation of its 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.

- a. 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.
- b. 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.
- c. 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 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 (see page). 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

Importance of Attendance:

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.

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 an 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

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

2019-2020

- TCSS Health Services Department and Clinic Staff cared for more than 12,000 students during the 2019-2020 school year and had 23,324 clinic visits to nurses.
- School Nurses and Clinic Staff distributed 31,877 medications during the 2019-2020 school year.
- 1,788 Middle School Students were screened for Scoliosis during the 2019-2020 school year.
- 200 School Staff Members were trained in CPR/AED Awareness and First Aid during the 2019-2020 school year.

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.

[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.

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.

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 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.

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 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

Sources: SAMHSA (n.d.) Understanding childhood trauma; Safe Place to Learn (n.d.) Common Symptoms of Trauma by School Age Group

Important Considerations

- Children of different age levels can present with a range of symptoms and expressions of trauma.
- Some symptoms are more common in some age groups than others, but they can overlap across groups.
- Children and youth might present with these behaviors for other reasons not related to a traumatic event (for example, irritability and inattention because they are sick). It is always important to find out more information if you suspect that a student is responding to trauma.
- Children are not always aware of “trauma reminders” or triggers - events, situations, places, sensations, and even people that they consciously or unconsciously connect to a traumatic event. If a child’s symptoms are the result of trauma, they can experience “trauma reminders” that may cause them to behave a certain way with no obvious trigger in the environment.

Additional Resources for Trauma Informed Care

- National Child Traumatic Stress Network’s Child Trauma ToolKit for Educators
<https://www.nctsn.org/resources/child-trauma-toolkit-educators>
- National Child Traumatic Stress Initiative’s “Understanding Child Trauma”
<https://www.nctsn.org/resources/understanding-child-trauma-and-nctsn>
- Turnaround for Children’s Vision for School and Student Success
<https://www.turnaroundusa.org/vision-for-school-and-student-success/>
- Beyond Consequences Institute
<https://www.beyondconsequences.com>
- Emotional Poverty by Dr. Ruby Payne
<https://www.ahaprocess.com>

School Based Mental Health Services

The purpose of Social Emotional Learning is to strengthen the five core competencies in all students. However there are some students that will need additional, more specialized support with respect to their mental health. Through partnerships with community mental health providers, clinically trained mental health counselors may provide services for students who need extra support. Through the school based mental health services program, students are able to have access to specialized services with minimal disruption to their school day. Some of the benefits for a School Based Mental Health Program include:

- Increasing access to mental health services
- Increases academic achievement
- Increases social support systems
- Reduces truancy and discipline
- Increases graduation rates
- Reduces stigmas related to mental health

When a student is identified as having a need for additional mental health support, the school guidance counselor coordinates a referral between the student’s guardian and the mental health counselor. The mental health counselor works collaboratively with the student and their teachers to provide specialized supports that work towards the students overall success in school. For more information, please contact your child’s guidance counselor.

SUICIDE PROTOCOL

RESPONSE PROCEDURE

1. The staff member who learns of the threat/attempt will provide constant **adult** supervision and immediately inform the principal/designee verbally or in person (**no email**).

NOTE: IF THE STUDENT IS AT SCHOOL, THE STUDENT SHOULD BE UNDER ADULT SUPERVISION AT ALL TIMES. .

2. The Principal/Designee should immediately contact, in order of accessibility, the appropriate Response Team Member:
 1. School Counselor
 2. School Nurse / Health Services Coordinator
 3. School Social Worker
 4. Coordinator of Social Emotional Health
3. The Response Team Member should utilize the "Columbia Suicide Severity Rating Scale-Screen Version-Recent" in order to determine risk level and appropriate intervention.
4. The Response Team Member should contact parent/guardian to inform them of the situation and screener results.
 - o Request parent/guardian (*or designee as determined by parent*) to come to school and/or hospital, if necessary. (*Be mindful of confidentiality requirements*)
5. The following documentation and information **MUST** be provided to the parent:
 - o Parent Conference Summary Form (*requiring parent signature*)
 - o Clinician Referral Letter (*for continuity of care*)
 - o Copy of Columbia Suicide screener form (*requiring parent signature*)
 - o Community Counseling Resource List and GCAL card
 - o HIPAA Form, if needed (*but not required*)
6. If the parent does not cooperate with the school by failing to accept the seriousness of the self-harm threat, they should be informed that DFCS will be notified and asked to intervene. DFCS will be notified, if necessary.

The School Counselor MUST be notified and document all incidents on approved forms.

Copies of all documentation should be maintained in the Counselor's Office and each incident will be logged on the self-harm threat log for the specific school.

Non-Suicidal Self-harm Guidelines

1. When a staff member notices that a student has wounds, suspects that a student is injuring or has the self-harm behavior brought to their attention by another student, notify the school counselor immediately.
2. If the student has fresh wounds, they will need to be assessed by the school nurse to determine severity and to make sure that the wound is properly treated.
3. Using an informal, non-judgmental and sympathetic interview format, utilize your suicide assessment tool (C-SSRS) to rule out possible suicidal intent and determine if the student is intentionally self-injuring.
*Follow suicide protocol guidelines if you determine that suicidal ideation or intent is present.
4. Request that the student give you any sharp objects or instruments of self-harm that they have with them in order to ensure their continued safety.
5. Together with the student complete a safety plan and identify triggers to self-harm and healthy coping skills as replacement strategies.
6. Contact the parent(s) and inform them of the situation. Ask them to come to the school as soon as possible to receive information regarding follow-up care and to sign the Parent Conference Summary Form stating that they have been informed that their student is self-injuring and should receive follow-up care.
7. Provide the parent with the referral information for mental health treatment as indicated on the Parent Conference Summary Form.
8. Recommend that the parents ensure that the student does not have access to sharp or objects they could potentially use to self-harm.
9. Request that parents sign a HIPAA release of information so that you can communicate with any mental health professionals that are treating the student. (*optional - parent has right to refuse*)
10. Follow up with the student daily to check for marks and indicators of self-injury and encourage healthy coping skills.
11. Communicate regularly with the student's therapist and family in order to provide wraparound support services and re-evaluate safety plan.

English to Speakers of Other Languages (ESOL)

Purpose

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.

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.

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.

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.

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.

<p>Counselor Conference</p>	<p>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.</p>
<p>In School Suspension (ISS)</p>	<p>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.</p>
<p>Interim Alternative Education Setting (IAES)</p>	<p>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.</p>
<p>No Bullying Contract</p>	<p>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.</p>
<p>No Contact Contract</p>	<p>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.</p>
<p>Office Discipline Referral (ODR)</p>	<p>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.</p>
<p>Out of School Suspension (OSS)</p>	<p>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.</p>

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.
Social Worker Referral	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.

Student Conference	Staff discusses expectations, gathers information, or coaches a student regarding his or her behavior.
Team 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, 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.
Timeout	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.
Tribunal	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.

L L L L 1 2 3 4				<u>BEHAVIOR</u>				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

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/Harrassing 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</p>

	<p>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</p> <p>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>

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 page 28.

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 Requesting Enrollment or Re-enrollment

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.

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.

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.

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

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

Administrative Regulation

**Descriptor Code: 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.

Date Issued: 3/1/2003
Last Revised: 8/7/2013

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.

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 the teachers.

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.

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

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**.

Individuals With Disabilities Education Act

Board Policy

Descriptor Code: IDDF

Special Education Programs

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.

Date Adopted: 7/1/2001
Last Revised: 7/15/2010

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.

Mentoring and Tutoring

Through partnerships with community and civic organizations, adult volunteers offer their time at Troup County Schools to serve as mentor and tutors to students.

Classroom teachers and school administrators identify students who from time to time may benefit from additional instruction time in a smaller group setting, or who may benefit from positive adult role models serving as mentors. All tutoring and mentoring takes place on school premises and is structured by school officials. All volunteers in Troup County Schools are screened through background checks with the Troup County Sheriff's Department.

Date Adopted: 7/1/2001
Last Revised: 3/15/2012

Complaint Procedures (Written)

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

Federal Programs for Which Complaints Can Be Filed

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

12. Title IX, Part A: McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth

Complaint forms are located on the website and available at all Troup County School System schools and offices.

Title I School Program

TCSS Title I Schools:

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

All TCSS Title I Schools participate in the Title I 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 will include dates for Title I meetings and activities.

Written Parent and Family Engagement Policy

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

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 Troup County School System informs parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission's certification requirements for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether the student 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.)

The Troup County School System is required to notify parents if a teacher who is not "professionally qualified" is teaching their child a core academic content course. Parental notification is required if a teacher who is not "professionally qualified" teaches their child for four consecutive weeks or more (including substitute teachers). Parents must be notified by the school principal, in writing. A copy of this letter will be placed on file with the principal, Chief Human Resource Officer and Director of Federal Programs.

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 IX - Gender Equity in Sports

Board Policy

Descriptor Code: IDFA

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.

Date Adopted: 7/1/2001
Last Revised: 3/1/2010

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

Promotion and Retention

Board Policy

Descriptor Code: 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 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 - 10.5 credits

Junior: 11 - 15.5 credits

Senior: 16+ credits

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). Students enrolled in ninth grade prior to fall of 2013 are required to pass the Georgia High School Writing Test (GHSWT). This test is administered several times annually by the school system.

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. State assessments are given in the following courses: Algebra I, Accelerated Algebra I, Geometry, Accelerated Geometry, United States History, Economics, Biology, Physical Science, Ninth Grade Literature and Composition, and American Literature.

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.

Troup County Schools

Date Adopted: 7/1/2001
Last Revised: 7/20/2017

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.

Harassment / Sexual Harassment

Board Policy

Descriptor Code: 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.

Date Adopted: 7/1/2001

Last Revised: 1/20/2011

Student Behavior Code

**Board Policy
Student Code of Conduct**

Descriptor Code: JCDA

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

B. EFFECTIVE TIME AND LOCATION - These rules are effective during the following times and in the following places:

1. On the school grounds during and immediately before or immediately after school hours or off school grounds while enroute to or from school.
2. On the school grounds at any other time when the school is being used by a school group or at school related functions.
3. Off the school grounds at a school activity, function, or event.
4. Enroute to and from school on a school bus or other school vehicle or while waiting off school grounds at a designated school bus stop for a school bus to transport a student to or from school or a school activity.
5. Off school grounds when the prohibited conduct is directed, because of a school-related connection, against the person, family, property, privacy or tranquility of an employee of the Troup County Board of Education.
6. Apply to conduct by student whether directed to or committed upon another student or a teacher, administrator, or other school personnel or toward persons attending school related functions.
7. Apply to any off-campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at school or which disrupts the educational process.

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

C. STUDENT BEHAVIOR CODE

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

OFFENSES INVOLVING THE PERSON

1.01 Simple Assault - A student commits the offense of simple assault when he/she either: (1) Attempts to commit a violent injury to the person of another; or (2) Commits an act which places another in reasonable apprehension of immediately receiving a violent injury.

1.02 Aggravated Assault (Mandatory Hearing Offense) - A student commits the offense of aggravated assault when he/she assaults: (1) with intent to rob; or (2) with a deadly weapon or with any object, device, or

instrument which, when used offensively against a person, is likely to or actually does result in serious bodily injury.

1.03 Simple Battery - A student commits the offense of simple battery when he/she either: (1) Intentionally makes physical contact of an inappropriate, insulting, or provoking nature with the person of another; or (2) Intentionally makes physical contact or causes physical harm to another unless such physical contact or harm was in defense of himself or herself.

1.04 Battery (Mandatory Hearing Offense) - A student commits the offense of battery when he/she intentionally causes substantial physical harm or visible bodily harm to another. The term "visible bodily harm" means bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or their facial or body parts, or substantial bruises to body parts.

1.05 Aggravated Battery (Mandatory Hearing Offense) - A student commits the offense of aggravated battery when he/she maliciously causes bodily harm to another by depriving him of a member of his body, by rendering a member of his body useless, or by seriously disfiguring his body or a member thereof.

1.06 Hazing (Mandatory Hearing Offense) - A student commits the offense of hazing when he/she subjects another student to an activity which endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity, in connection with or as a condition or precondition of gaining acceptance, membership, office, or other status in a school organization.

1.07 Affray - A student who commits the offense of affray when he/she fights with one or more other persons in a public place to the disturbance of the school tranquility.

1.08 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.

1.09 Cyberbullying - Cyberbullying is defined as:

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.

B. Includes conduct that is based on, but not limited to, a student's actual or perceived race, color, national origin, gender, religion, disability, sexual orientation or gender identity, distinguishing physical or personal characteristic, socioeconomic status; or association with any person identified in Section I (2)(b)(i)-(ix).

C. As used herein, the term “electronic communications” means communications through any electronic device, including, but not limited to, computers, telephone, mobile phone, and pagers, and any type of communication, including, but not limited to, emails, instant messages, text messages, pictures messages, and websites.

D. Jurisdiction for Cyberbullying: (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.

1.10 Verbal/Visual Assault - A student commits the offense of verbal/visual assault when he/she either: (1) Utters a racial slur or implied racial slur; (2) makes an insensitive or insulting comment related to socio-economic status; (3) displays or wears symbols or emblems which is commonly known to be offensive, cause a student to feel belittled, inferior or embarrassed (4) makes disparaging, belittling or disrespectful comments about another student or his/her family.

OFFENSES INVOLVING THEFT

2.01 Theft by Taking - A student commits the offense of theft by taking when he/she unlawfully takes or, being in lawful possession thereof, unlawfully appropriates any property of another with the intention of depriving him of the property, regardless of the manner in which the property is taken or appropriated.

2.02 Theft of Lost or Mislaid Property - A student commits the offense of theft of lost or mislaid property when he/she comes into control of property that he knows or learns to have been lost or mislaid and appropriates the property to his own use without first taking reasonable measures to restore the property to the owner.

2.03 Theft by Receiving Stolen Property - A student commits the offense of theft by receiving stolen property when he/she receives, disposes of, or retains stolen property which he knows or should know was stolen unless the property is received, disposed of, or retained with intent to restore it to the owner. "Receiving" means acquiring possession or control of the property.

2.04 Theft by Extortion (Mandatory Hearing Offense) A student commits the offense of theft by extortion when he/she unlawfully obtains property of or from another person by threatening to: (1) Inflict bodily injury on anyone or commit any other criminal offense; (2) Accuse anyone of a criminal offense; (3) Disseminate any information tending to subject any person to hatred, contempt, or ridicule; or (4) Testify or provide information or withhold testimony or information with respect to another's legal claim or defense.

OFFENSES INVOLVING ROBBERY

3.01 Robbery (Mandatory Hearing Offense) - A student commits the offense of robbery when, with intent to commit theft, he/she takes property of another from the person or the immediate presence of another: (1) By use of force; (2) By intimidation, by the use of threat or coercion, or by placing such person in fear of immediate serious bodily injury to himself or to another; or (3) By sudden snatching.

3.02 Armed Robbery (Mandatory Hearing Offense) - A student commits the offense of armed robbery when, with intent to commit theft, he/she takes property of another from the person or the immediate presence of another by use of an offensive weapon, or any replica, article, or device having the appearance of such weapon.

OFFENSES INVOLVING WEAPONS

4.01 Weapons, Dangerous Instruments, or Explosive Compounds (Mandatory Hearing Offense) - No student shall possess, handle, carry or have under his/her control any weapon or explosive compound to include fireworks of any kind. The term "weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife regardless of the length of the blade, box cutter, straight-edge razor, razor blade, spring stick, metal knucks, blackjack, or any flailing instrument which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or mace or pepper gas, or any other object which may be used to injure or harm another.

4.02 Replica of Dangerous Instruments, or Explosive Compounds - No student shall possess, handle, carry or have under his/her control any replica of weapons or explosive compounds described in 4.01.

OFFENSES INVOLVING DRUGS, ALCOHOL AND TOBACCO

5.01 Possession of Drugs or Alcohol (Mandatory Hearing Offense) - A student shall not have, possess, handle, carry or exercise control over or transmit any controlled substance or dangerous drug prohibited by Georgia law to include but not limited to marijuana, cocaine, amphetamine, barbiturate or alcoholic beverages of any kind; nor shall a student have, possess, carry, handle or exercise control over or transmit marijuana, synthetic marijuana, or any substance represented or thought to be controlled substance, dangerous drug, or alcoholic beverage.

5.02 Sale of Drugs or Alcohol (Mandatory Hearing Offense) - A student shall not sell or attempt to sell or buy or attempt to buy any controlled substance or dangerous drug prohibited by Georgia law or substances represented or thought to be drugs or alcoholic beverages of any kind.

5.03 Use of Drugs or Alcohol (Mandatory Hearing Offense) - A student shall not use or be under the influence of any alcoholic beverage of any kind, controlled substance or dangerous drug prohibited by Georgia law or any drugs except by a prescription from a physician for a specific medical condition.

5.04 Possession or Use of Tobacco Products - No student shall have, handle, possess, carry or exercise control over or use tobacco products of any nature, including but not limited to cigars, cigarettes, snuff, chewing tobacco, pipe tobacco, or electronic cigarettes.

5.05 Drug Related Objects (Mandatory Hearing Offense) - A student shall not have, handle, possess, carry or exercise control over a drug related object. A drug related object means any machine, instrument, tool, equipment, contrivance, or device which an average person would reasonably conclude is intended to be used for one or more of the following purposes: (1) To introduce into the human body any dangerous drug or controlled substance under circumstances in violation of the laws of this state; (2) To enhance the effect on the human body of any dangerous drug or controlled substance under circumstances in violation of the laws of this state; (3) To conceal any quantity of any dangerous drug or controlled substance under circumstances in violation of the laws of this state; or (4) To test the strength, effectiveness, or purity of any dangerous drug or controlled substance under circumstances in violation of the laws of this state.

OFFENSES INVOLVING FALSE INFORMATION

6.01 False Statement - A student to whom a request has been made by a school official to provide information regarding any school related matter commits the offense of furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing.

6.02 Perjury - A student to whom a lawful oath or affirmation has been administered commits the offense of perjury when, in a student disciplinary proceeding, he/she knowingly and willfully makes a false statement material to the issue or point in question.

6.03 Forgery - A student commits the offense of forgery when he/she knowingly makes, alters, or possesses any school related writing, record, or document in a fictitious name or in such manner that the writing, record or document as made or altered purports to have been made by another person, or at another time with different provisions, or by authority of one who did not give such authority.

OFFENSES INVOLVING SCHOOL ORDER

7.01 Threats and Intimidation - A student commits the offense of threats and intimidation when he/she by words, verbal or written or by physical action (1) threatens to commit any act of violence against another; (2) causes another to fear for his or her safety; or (3) threatens to burn or damage a school building, school facility or bus or causes the evacuation thereof.

7.02 Riot (Mandatory Hearing Offense) - Any two or more students commit the offense of riot when they do an unlawful act of violence or any other act in a violent and tumultuous manner.

7.03 Inciting to Riot (Mandatory Hearing Offense) - A student commits the offense of inciting to riot when, with intent to riot, he/she does an act or engages in conduct which urges, counsels, or advises others to riot, at a time and place and under circumstances which produce a clear and present danger of a riot.

7.04 Preventing or Disrupting Gatherings - A student shall not recklessly or knowingly commit any act which may reasonably be expected to prevent or disrupt a school meeting, gathering, procession or assembly.

7.05 False Report of a Crime - A student shall not willfully or knowingly give or cause a false report of a crime to be given to any law enforcement officer or school official.

7.06 False Report of a Fire (Mandatory Hearing Offense) - A student shall not transmit in any manner to a fire department, a false report of a fire, knowing at the time that there is no reasonable ground for believing that such fire exists.

7.07 False Public Alarm (Mandatory Hearing Offense) - A student who transmits in any manner a false alarm to the effect that a bomb or other explosive of any nature is concealed in such place that its explosion would endanger human life, knowing at the time that there is no reasonable ground for believing that such a bomb or explosive is concealed in such place, commits the offense of transmitting a false public alarm.

7.08 Refusal to Obey a School Official - A student shall not refuse to obey the directions, requests or orders of a school official.

7.09 Influencing Witnesses (Mandatory Hearing Offense) - A student shall not with intent to deter a witness from testifying freely, fully, and truthfully to any matter pending in any disciplinary or in any administrative proceeding, communicate directly or indirectly, to such witness any threat of injury or damage to the person, property or employment of any relative of the witness or who offers or delivers any benefit, reward, or consideration to such witness or to a relative of the witness.

7.10 Participation in Gang Activity (Mandatory Hearing Offense) - No student shall actively participate in any street gang with knowledge that its members engage in or have engaged in a pattern of gang activity and who willfully promotes, furthers, or assists in any criminal conduct or violation of school rules, or represents himself or herself as being a gang member.

7.11 Threat of Physical Violence to School Personnel (Mandatory Hearing Offense) - No student shall offer to commit or threaten to commit any act of physical violence against any teacher, administrator, other school personnel employee or bus driver employed by the Troup County Board of Education.

OFFENSES INVOLVING DAMAGE TO PROPERTY

8.01 Damage to School Property - A student commits the offense of damage to school property when he/she destroys, damages, marks or defaces school property. School property shall include, but not be limited to text books, library books, reference materials, desks, lockers, athletic equipment, school buses and school facilities.

8.02 Damage to Private Property - A student shall not damage, destroy, mark or deface the personal property of other students, school personnel or any person legitimately on school grounds or attending a school function.

8.03 Unauthorized Entry - A student commits the offense of unauthorized entry when he/she knowingly and without authority enters the locker or desk of another person or into any part of any vehicle for an unlawful purpose.

OFFENSES INVOLVING ATTEMPT, SOLICITATION AND CONSPIRACY

9.01 Party to an Offense - Every student concerned in the commission of an offense of the Student Behavior Code is a party thereto and may be charged with the offense. A student is concerned in the commission of an offense only if he/she: (1) Directly commits the offense; (2) Intentionally causes some other person to commit the crime under such circumstances that the other person is not guilty of any offense in fact; (3) Intentionally aids or abets in the commission of the offense; or (4) Intentionally advises, encourages, hires, counsels, or procures another to commit the offense.

9.02 Attempt - A student commits the offense of attempt when, with intent to commit a specific offense, he/she performs any act which constitutes a substantial step toward the commission of that offense.

9.03 Solicitation - A student commits the offense of solicitation when, he/she solicits, requests, commands, importunes, or otherwise attempts to cause the other person to engage in conduct which would constitute an offense under or which would be a violation of the Troup County School District Behavior Code.

9.04 Conspiracy - A student commits the offense of conspiracy when he/she together with one or more persons conspires to commit any offense and any one or more of such persons does any overt act to affect the object of the conspiracy.

OFFENSES INVOLVING ACADEMIC ACHIEVEMENT

10.01 Academic Achievement - A student shall make a reasonable effort toward academic achievement and progress. Refusal or failure to make a reasonable effort toward academic achievement and progress shall constitute an offense hereunder.

10.02 Completion of Assignments - A student shall complete all classes and homework assignments. Continued or repeated refusal or failure to complete such class or homework assignments shall constitute an offense hereunder.

10.03 Disruptive Conduct - No student shall conduct himself or behave in any manner which is disruptive to the orderly educational process in a classroom or other instructional setting.

10.04 Cheating - A student shall not cheat on tests, examinations, projects, homework or reports by giving or receiving unauthorized assistance.

10.05 Unexcused Absence and Tardiness - A student shall not be unlawfully absent from school, cut or skip any class, be tardy or leave the school during the school day without permission from a school official. Students must comply with compulsory attendance as required under O.C.G.A. Section 20-2-609.1 which requires that students between the age of six and sixteen must be enrolled and attend a public school, private school, or home student program.

OFFENSES INVOLVING COMMUNICATION WITH OTHERS

11.01 Rude or Disrespectful Behavior - A student shall at all times show respect for all school officials and shall not talk back to, argue with, or in any manner, whether by tone or voice, action or use of words, be disrespectful to a school official.

11.02 Use of Profane or Obscene Language - No student shall use profane, vulgar or obscene words, gestures or other actions to any other student or school personnel or any person legitimately on school grounds or attending a school function.

OFFENSES INVOLVING MISCELLANEOUS MATTERS

12.01 Inappropriate Display of Affection - A student shall not engage in any inappropriate display of affection with another student to include but not limited to holding hands, kissing or embracing.

12.02 Criminal Conduct - A student shall not violate any of the criminal laws of the State of Georgia, not otherwise defined in this Disciplinary Code.

12.03 Electronic Devices - No student shall use an electronic communication device, to include a cell phone during the regular school day except as may be provided for by the student handbook.

12.04 Gambling - No student shall gamble or solicit others to gamble. Gambling shall include but not be limited to betting on any event, shooting dice, matching, or playing poker or other games of chance. No student shall solicit, offer to buy, sell, trade or arrange for the purchase of lottery tickets sold by the State of Georgia.

12.05 Other Conduct - Any conduct not specifically provided for herein which operates to the prejudice of the good order and discipline of the schools of Troup County shall constitute an offense hereunder for which disciplinary action may be taken.

12.06 Other Policies - Violation of any other policies of the Troup County Board of Education shall constitute an offense hereunder for which disciplinary action may be taken.

12.07 Disruption of Educational Climate - A student who has been arrested, charged, or convicted of a felony, whether as a juvenile or an adult, or arrested, charged, or convicted of a violation of the Georgia Controlled Substances Act and whose continued presence at school is reasonably certain to endanger other students or school officials or to cause a substantial disruption to the educational climate may be disciplined hereunder.

12.08 Outside Conduct - 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 be disciplined hereunder.

12.09 Chronic Misbehavior - A student commits the offense of chronic misbehavior when he/she engages in repeated, continued or habitual acts of misconduct which acts, when considered together (a) are reflective of a defiance of school authority, (b) significantly interfere with the learning opportunities of fellow students, or (c) are indicative of an abandonment or disregard of educational opportunities available to the student. Willful and persistent violations of the Troup County School District Student Behavior Code may be disciplined hereunder.

12.10 Reckless Conduct - A student commits the offense of reckless conduct when he/she causes bodily harm or endangers the physical safety or the health of another by disregarding a substantial or unjustifiable risk that the student's conduct will cause harm or endanger another. Such reckless conduct includes but is not limited to such conduct as throwing objects, propelling objects with a rubber band, spitting, transmitting bodily fluids or excessive horseplay.

12.11 Violation of Probation – A student who has been placed on probation by a disciplinary decision and violates the terms of such probation may be disciplined hereunder for such violation.

OFFENSES INVOLVING SCHOOL TEACHERS, ADMINISTRATORS, OTHER SCHOOL PERSONNEL AND BUS DRIVERS

13.01 Physical Violence of an Insulting or Provoking Nature to School Personnel (Mandatory Hearing Offense) - No student shall commit any act of physical violence against any teacher, administrator, other school personnel employee or bus driver employed by the Troup County Board of Education. Physical violence in this offense is defined as intentionally making physical contact in an insulting or provoking nature with the person of a teacher, administrator, school employee or bus driver.

13.02 Physical Violence Causing Physical Harm to School Personnel (Mandatory Hearing Offense) - No student shall commit any act of physical violence against any teacher, administrator, other school personnel employee or bus driver employed by the Troup County Board of Education. Physical violence in this offense is defined as intentionally making physical contact which causes physical harm to another unless such physical contact or harm were in defense of himself or herself.

OFFENSES INVOLVING BUS CONDUCT

No student shall commit any violation of any of the offenses contained in the Student Behavior Code specified on a public school bus to include, but not limited to, assault, simple assault, aggravated assault, simple battery, aggravated battery, bullying, verbal assault or disrespectful conduct toward the school bus driver. In addition thereto the following offenses shall apply to school buses:

14.01 Electronic Devices - No student shall use an electronic device during the operation of the school bus including, but not limited to, cell phones, pagers, audible radios, tape or compact disk without headphones, or any other electronic device that does or could interfere with the school bus communications equipment or the operation of the school bus by the school bus driver.

14.02 Use of Reflective Devices - No student shall use a mirror, laser, flash camera or any other lights or reflective devices on a public school bus in a manner that does or could interfere with the operation of the school bus by the school bus driver.

OFFENSES INVOLVING SEXUAL MISCONDUCT

15.01 Sexual Harassment (Mandatory Hearing Offense) - A student commits sexual harassment when he/she engages in unwelcome and/or uninvited sexual conduct that creates an uncomfortable environment for a student.

Sexual harassment may include, but not limited to, unwelcome sexual advances, touching of a sexual nature, graffiti of a sexual picture, displaying or distributing of sexually explicit, drawings, pictures and written materials, sexual gestures, sexual or "dirty" jokes, pressure for sexual favors, touching oneself sexually or talking about one's sexual activity in front of others, spreading rumors about or rating other students as to sexual activity or performance, pinching, hugging, cornering, and kissing or as defined by Title X of the Education Amendment of 1972.

15.02 Sexual Battery (Mandatory Hearing Offense) - A student commits the offense of sexual battery when he/she intentionally or inappropriately makes physical contact with the intimate parts of the body of another person regardless of the consent of that person. The term "intimate parts" means the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female.

15.03 Sexual Propositions - No student shall make written, verbal or physical propositions, suggestions or invitations to another student to engage in sexual acts of any nature.

15.04 Public Indecency (Mandatory Hearing Offense) - A student commits the offense of public indecency when he/she performs any of the following acts: (i) a lewd exposure of the sexual organs or genital area; a lewd appearance in a state of partial or complete nudity; or any act suggestive of sexual relations.

15.05 Sexually Explicit Material – A student shall not possess, handle, exercise control over, transmit, exhibit to other students, sell, attempt to sell, buy or attempt to buy (a) any sexually explicit photographs or other material which shows, depicts or represents any person, whether male or female, in a partial or total state of nudity; or (b) any photographs or other material which is lewd, obscene or sexually suggestive in nature.

15.06 Sexual Relations (Mandatory Hearing Offense) - A student shall not engage in any act of oral sex, sexual intercourse, sodomy or any other sexual act with another person regardless of the consent of that person; and no student shall engage in any act of masturbation, or commit any act of physical sexual assault to include rape or child molestation.

D. VIOLATIONS OF STUDENT BEHAVIOR CODE – All violations of the Student Behavior Code shall be processed in accordance with Troup County Board of Education Policies JCDA(1) – Disciplinary Protocol and Procedure; JCEB – Student Hearing Procedure; and any other applicable policies or administrative regulations.

Original Adopted Date: 01/01/1900
Last Revised Date: 07/17/2014

Student Records

Board Policy

Descriptor Code: JR

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

A. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

With the exception of directory information as defined below, personally identifiable information will not be released by the school system from an education record without prior written consent of the parent or eligible student, except where authorized by the regulations governing the FERPA. In accordance with the regulations, disclosures will be made to comply with state law, Internal Revenue Service laws and regulations, judicial orders or lawfully issued subpoenas, in which case a reasonable effort will be made to notify parents or

students in advance of such disclosures, unless otherwise required by a judicial order or federal grand jury subpoena; to accrediting institutions to carry out their accrediting functions; to organizations conducting studies on behalf of the school system; or in connection with a health or safety emergency.

B. DIRECTORY INFORMATION

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

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

Directory information is defined as follows:

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

Excluded Student Information

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

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

C. Procedures for Obtaining Access to Student Records

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

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

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

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

D. PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Definition of Terms Used in PPRA:

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

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

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

Requirements:

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

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

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

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

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

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

Date Adopted: 7/1/2001
Last Revised: 4/21/2016

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.

Visitors to School

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

Student Auditing Classes

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

Classroom Observations

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

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