



# THING COLLEGE & CAREER ACADEMY

STUDENT HANDBOOK

2023-2024

**THINC College & Career Academy**  
 1 College Circle  
 LaGrange, GA 30241  
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Principal: Dr. Jennifer Pike  
 Asst. Principal: Veleka Battle  
 CEO: Mr. Gerald Wyatt

## Faculty and Staff

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## THINC COLLEGE AND CAREER ACADEMY INFORMATION AND POLICIES

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### VISION STATEMENT

THINC will realize the full potential of students through cutting-edge education and our business-minded culture of excellence to drive a new era of innovation, growth and productivity in Troup County and the surrounding region.

### MISSION STATEMENT

Using a hands-on business approach, THINC College & Career Academy, its community, and industry partners will equip all students with the skills necessary to discover and achieve their college and career goals.

### REGULAR DAY SCHEDULE

8:15 – 9:37	1 <sup>st</sup> Block
9:41 – 11:03	2 <sup>nd</sup> Block
12:09 – 1:31	3 <sup>rd</sup> Block
1:35 – 2:57	4 <sup>th</sup> Block
3:00 – 4:00	Planning/Clubs & CTSOs

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## THINC COLLEGE AND CAREER ACADEMY POLICIES

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### SOFT SKILLS

Students will be evaluated on the following five soft skills (30% of grade) as well as their understanding of academic course content (70% of grade). Students cannot be fully prepared to enter a college or workforce without these skills:

- **Attendance** - Reports to school regularly and on time and notifies teachers in advance of planned absences. Students also provide excuses for absences within three days of return when applicable.
- **Teamwork** - Respects the rights of others and confidentiality, is a team player, is cooperative and displays a positive attitude, seeks opportunities for continuous learning, and demonstrates appropriate behavior.
- **Problem-Solving** - Critically thinks through all parts of a problem and devises a solution.
- **Work Ethic** - Displays the energy and aptitude to initiate action; is self-reliant and enterprising.
- **Communication** - Displays appropriate nonverbal (eye contact, body language) and verbal (oral, written, listening, telephone etiquette) skills.

### STANDARD SOFT-SKILLS RUBRIC DEDUCTIONS

- **Tardy** – 10 pts
- **Unexcused Absence** – 20 pts
- **Unexcused Absence with Instructor Contact** – 10 pts
- **Out of School Suspension (OSS)** – 20 pts

### ATTENDANCE (BOARD POLICY JBD)

#### ATTENDANCE FOR COURSE CREDIT IN GRADES 9-12:

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

All work missed is expected to be made up for all absences. Students are expected to make arrangements within three (3) days to make up missed work following their return to school.

A student who loses credit in a specified class due to having more than five (5) absences may request a review of the loss of credit. The review will be conducted by a waiver review committee composed of the principal or designee, counselor and a teacher. For consideration to regain lost credit, the student must provide an explanation of absences leading to the loss of credit and all course requirements must have been satisfied resulting in a passing grade.

## ATTENDANCE CON'T.

### CHECK IN / CHECK OUT

#### A. Excuses:

- It is the student's responsibility to submit an excuse for any absence to both THINC Academy and his/her base high school when the absence affects both buildings.

#### B. Arriving at school after the school day begins:

- Go to the class that is in session. The instructor will report your arrival time to the front office. Students who miss more than 14 consecutive minutes from any class will be marked absent from that class block.

#### C. Leaving school before the school day ends:

- Students that drive must bring a note from a parent or guardian in order to be released early while at THINC Academy. The note must be taken to the front office and include parents/guardians' contact information. The front office will make contact with parents to confirm checkout.
- For the safety and security of all students, no one is allowed to check out a student except for those listed as the parent/guardian or other authorized person in Infinite Campus. Parents, guardians, or designees picking up students must come in and provide a photo ID.
- Medical appointments, illness, and court summons are the only excused absences for part of the day. In order for your absence to be excused, you must bring the summons, appointment cards, or written verification to the front office.

### TARDY POLICY

Being on time for school and class is important for student learning and the learning environment. Students are expected to arrive at school and report to each class on time.

- Tardy to class will be a 10-point deduction on Soft Skills for that day.

### DISMISSAL

Students should exit the building and leave campus at their appropriate dismissal time. Students participating in after-hours school sponsored activities should be with the activity sponsor. **The building will officially close at 4:00.**

### CLASS CHANGE

Students have four minutes to transition between classes. If students cannot take care of personal business (SPARK, front office, etc.) during the allotted time, he/she should report to the class first and seek teacher approval/hall pass.

### ILLNESS AT SCHOOL

Students who become sick at school should report to the main office. It is the student's responsibility to notify the instructor of an illness. THINC does not have a school nurse on staff; however, we will have designees who are trained for medical emergencies.

### MEDICATION AT SCHOOL

**Students may not possess prescription or over-the-counter medications while at school.** Parents/guardians must check in all medicine brought to school (prescribed and over-the-counter drugs) for administration at school. Forms are available from the front office. The prescription medicine must clearly be labeled with the student's name, doctor's name, dosage, and date of issue.

### COMPUTER USE

INTERNET ACCESS IS A PRIVILEGE - NOT A RIGHT. Misusing the privilege will adversely affect the students' soft skills grades and may result in disciplinary action.

### PARKING

A student parking area is available for students who drive themselves to THINC. Students may park in the front parking lot or the parking area on the WGTC entrance side. Students are to park in designated parking spaces only. **Please do not park in the circle drive area.**

### SEARCHES/METAL DETECTORS

As a part of an overall plan to protect the health, welfare, and safety of students, faculty, staff, and visitors to our school and to reinforce provisions of the code of student conduct, metal detectors may be used to screen for firearms and other weapons in order to locate and deter their use. Police canine units may be used to screen for illegal drugs in order to locate and deter their use. Random searches may be conducted with minimal disruption to the educational program.

### VISITORS TO SCHOOL

#### Board Policy

**Descriptor Code: KM**

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

#### 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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## GUIDANCE

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The Registrar and Counselor at THINC are available to help students plan their educational program (schedule changes, discuss career pathways, plan postsecondary options). The Registrar and Counselor are also available to work with parents and faculty to provide the best possible education for each student.

### DUAL ENROLLMENT

THINC Academy facilitates schedules and transcribes all Dual Enrollment for TCCS students. Students and/or parents should consult with either their base school counselor or THINC's Registrar regarding eligibility for the Dual Enrollment program, which allows students to pursue postsecondary studies while receiving dual high school and college credit for courses successfully completed.

### TRANSCRIPTS

Official transcripts will not be issued at THINC. We can provide students with unofficial transcripts when needed. Requests for official transcripts can be secured from the base school Registrar's Office.

### WORK-BASED LEARNING

Work-based Learning is available for 10<sup>th</sup> through 12th-grade students who qualify. See THINC's Workforce Development Coordinator for details about the program and to apply.

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## TESTING

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\*Information regarding other tests (Milestones, ACT, SAT, etc.) can be found in the base school student handbook.

### ACCUPLACER TEST

This test is administered to students interested in enrolling in technical college courses while attending high school.

### END OF PATHWAY ASSESSMENT

The End of Pathway Assessment (EOPA) is an evaluation tool used to establish the level of technical skills attained by students who complete a career pathway. This will assist Georgia students in their quest to leave high school with valuable credentials needed to enter the workforce or to pursue other postsecondary options.

### GEORGIA MILESTONES

End of Course Assessments are administered to all students enrolled in Algebra I, Biology, American Literature, and U.S. History. The score earned on these standardized assessments will count 20% of the student's final average.

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## EXTRA-CURRICULAR ACTIVITIES

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Every student is encouraged to participate in some activities sponsored by their base school or THINC College and Career Academy. The activities program is designed to offer opportunities for exploring, developing, and widening the student's range of interests and to help the student develop poise and leadership. Participation enables students to learn how to plan better and work with others.

### STUDENT ORGANIZATIONS AND CLUBS

DECA - Marketing

FBLA – International Business

HOSA – Health Science

THINC STEMpire – VEX Robotics; TSA

GreenpowerUSA

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## THINC'S DISCIPLINE POLICIES

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### ACADEMIC HONESTY

Students must demonstrate honesty and ethical choices when fulfilling academic obligations. Cheating and plagiarism will not be tolerated.

Cheating is defined as using dishonest methods to gain an advantage. A student shall not cheat on tests, examinations, projects, homework or reports by giving or receiving unauthorized assistance. This includes utilizing any kind of secretive means of gaining information for use on quizzes, tests or homework.

Plagiarism is the intentional or unintentional use of another person's ideas, opinions, or theories in one's own work without clearly and accurately acknowledging the source of the information. Plagiarism occurs when one submits work that has been written by someone else, purchased or retrieved from electronic sources, or summarized or paraphrased from other print or non-print sources. When a student knowingly submits someone's work as his own, he is guilty of intentional plagiarism. When a student fails to acknowledge the source of information due to oversight or fails to provide accurate reference data for the source of information, he is guilty of unintentional plagiarism. Regardless of intent, plagiarism is dishonest and unethical.

Any student who is guilty of any of the above will receive a zero on the suspect assignment and may be referred to the office for disciplinary purposes. For grading purposes, the zero will stand as the grade for the assignment. Disciplinary consequences will be based on the number and severity of offenses.

## CELL PHONE / ELECTRONIC DEVICE POLICY

All electronic devices must be silenced or turned off during instructional time, unless permitted by an instructor. Students are allowed to use cell phones/electronic devices in the hall during class change. All electronic device privileges may be restricted by the administration if violations for use of these devices rise to a level of concern.

Personal property should be secured at all times. THINC College and Career Academy will not be held liable for the loss or theft of personal property. There are charging/storage lockers by the Business Lab upstairs and outside of T-201 that are available for students to use.

## DISRUPTIVE BEHAVIOR

Maintaining a safe and orderly environment which is conducive to learning is the number one priority of the THINC staff. Any behavior which is disruptive to the learning environment will not be tolerated. When participating in classroom activities, remember to be **ready, responsible, and respectful**. While in the hallways please remember that learning is taking place in classrooms. Move quickly and quietly to your destination.

While at THINC College & Career Academy, you will be treated as young working adults in a business and industry environment. Appropriate workplace behavior is the expectation.

## DRESS CODE

The policy of THINC College and Career Academy is that good grooming and personal appearance are essential elements in the professional world. Dress and personal appearance will not be disruptive or interfere with the legitimate interest and welfare of the students.

### STUDENTS WILL BE REQUIRED TO STRICTLY ADHERE TO THE DRESS CODE POLICY

**Students should adhere to the following guidelines as described in board policy JCDB-R:**

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

Other attire deemed unsafe, inappropriate, or disruptive to the learning environment by the building principal may be subject to disciplinary action.

***The 1<sup>st</sup> week of school is your warning period. Subsequent violations of the dress code will adversely affect the students' soft skills grade. Students will receive a disciplinary referral after the 3<sup>rd</sup> violation of dress code.***

## SKIPPING SCHOOL OR CLASS

Just as employees in the workforce, students are expected to be at school and on time to all classes. The first offense for skipping will result in disciplinary action. Daily class attendance is essential for students to be successful in the class.

## IN-SCHOOL SUSPENSION/OUT OF SCHOOL SUSPENSION

Students who are assigned ISS at THINC or at their base school will remain at that location in ISS for the periods that they have scheduled at that school. Students who are assigned OSS at either their base school or at THINC will not be permitted to attend either location for the days assigned.

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## GRADING POLICIES – THINC

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### GRADING POLICY

#### Regulation IHA-R(1): Grading Systems

##### Middle and High School Division

##### Minimum Grades:

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

*\*THINC CCA does not follow the minimum grade policy; however, cheating and plagiarism grade of 0.*

##### Make Up Work:

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

##### Grade Calculation:

###### High School

Final grades are calculated at the end of an 18-week block. They are the sum of 80% of the average of grades earned in the Daily Grading System and 20% of the grade earned on the EOC/Final Exam. The daily grading system consists of three types of graded learning categories: Major, Minor, and Soft Skills/Professional Skills:

**THINC College and Career Academy operates under a special charter and therefore may alter grade category and weights. The following grading percentages only pertain to THINC CCA. The base school grading percentages are not indicated in this handbook.**

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

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

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

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

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

Teachers should give serious consideration to any final grade ending in a 9. At middle school: a grade of 69 may not be given without consulting the principal. At high school: a grade of 69, 79, or 89 may not be given without consulting the principal.

The grading scale is as follows:

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

**Final Examinations**

**Descriptor Code: IHAA**

**Last Revised Date: 01/19/2023**

The intent of this policy is to encourage student attendance, proper behavior, and to maximize student exposure to instruction.

No middle or high school student who owes fines, has had a discipline referral resulting in ISS/OSS, or has been suspended from riding the bus is eligible for an exemption from the class(es) where ISS/OSS is assigned.

**Middle and High School Exemptions**

Middle and high school students who meet the discipline criteria are eligible to be exempt if:

1. They have no more than five (5) absences in the semester provided the student has an A average, or;
2. They have no more than four (4) absences in the semester provided the student has a B average, or;
3. They have no more than three (3) absences in the semester provided the student has a C average.

Eligibility will be determined by attendance per class period.

Students who are eligible for an exemption from their semester (final) exam may do so only with parental permission. Students who are eligible for an exemption from their semester (final) exam, but choose to take the semester (final) exam, shall have the score considered only if it improves their grade.

**Board Policy**

**Board Policy IHDA:**

**Valedictorian/Salutatorian - Last Revised Date: 07/21/2022**

**SELECTION FOR VALEDICTORIAN, SALUTATORIAN,  
DISTINGUISHED HONOR GRADUATES, AND HONOR GRADUATES  
FOR THE GRADUATING CLASS OF 2023 AND BEYOND**

*For the graduating class of 2023 and beyond, the Valedictorian, Salutatorian, and Distinguished Honor Graduates are those who have demonstrated the highest level of performance in all academic content areas in the most rigorous courses of study. These honors represent the best performance of the local high school graduating class; therefore, students must be enrolled in the Troup County School System for a minimum of four (4) semesters prior to their graduation date to be considered for Valedictorian and Salutatorian. Students receiving Honor Graduate status represent those who have maintained a high simple grade point average in their desired course of study. Selection of Valedictorian, Salutatorian, Distinguished Honor Graduates, and Honor Graduates will be based on the criteria described below.*

**CLASS RANK DETERMINATION:**



Class rank will be based on weighted GPA and used to determine the system's Valedictorian and Salutatorian. Transcript grades and grades that are posted to the report card at the end of the third nine weeks of the senior year will be used to calculate class rank. Class rank of students will be established using a four point scale where four (4) points are given for an A, three (3) points for a B, and two (2) points for a C for all classes, each receiving equal weighting with the exception of Advanced Placement, International Baccalaureate (IB) , and dual enrollment. Advanced Placement and International Baccalaureate (IB) courses will carry honor weights of six (6) points for an A, five (5) points for a B, and four (4) points for a C. Dual enrollment in academic classes (English, Math, Science, Social Studies, and Foreign Language) will carry honor weights of five (5) points for an A, four (4) points for a B, and three (3) points for a C.

Per the Georgia Student Finance Commission, effective for the 2020-2021 school year and beyond, the Dual Enrollment program is subject to a Funding Cap. The Funding Cap is a maximum amount of financial assistance for tuition paid by the Dual Enrollment funding program for terms of enrollment. Only Dual Enrollment credit earned within the Funding Cap will be included in class rank and Valedictorian and Salutatorian calculations.

### **CRITERIA FOR SELECTION OF HONOR GRADUATES OF EACH HIGH SCHOOL:**

Honor Graduates will be determined using a simple GPA calculation at the conclusion of the first semester of the senior year. Students earning a simple GPA of 3.75 or above (without rounding) will receive the Honor Graduate distinction. Only students having attained the status of Honor Graduate will be considered for Distinguished Honor status. Distinguished Honor Graduates, Valedictorian, and Salutatorian will be determined at the conclusion of the third nine weeks of the senior year. The grade that is received in the registrar's office on this date is the grade that will be used in determining Distinguished Honor Graduates, Valedictorian, and Salutatorian.

In order to attain the title of Distinguished Honor Graduate, the student must first receive an A in the categories using any combination of half or whole credits. The combination must be earned in an increasingly rigorous course of study.

- Four (4) units of mathematics
- Four (4) units of English
- Four (4) units of science
- Three (3) units of social studies
- Two (2) units of foreign language
- Three (3) units of fine arts; health and/or physical education; career, technical, agricultural education; or an additional foreign language unit(s).

Additionally, Distinguished Honor Graduates must take a minimum of four (4) Advanced Placement/IB and/or dual enrollment courses in academic classes (English, Math, Science, Social Studies, and Foreign Language) while enrolled in high school, and earn a score of 3 or above on at least one (1) AP test or 4 or better on at least one (1) IB test before the beginning of their senior year.

### **CRITERIA FOR SELECTION OF THE VALEDICTORIAN:**

- The Valedictorian must be a member of the graduating class cohort.
- The Valedictorian must be a Distinguished Honor Graduate.

- The Distinguished Honor Graduate who has taken one or more AP/IB class(es) in each of the four academic areas (ELA, math, science, social studies), taken at least one AP/IB exam in each academic area, and who has the highest weighted GPA will be the Valedictorian.
- The Valedictorian will be awarded the highest class rank in the graduating class.
- In the event where a school has no Distinguished Honor Graduate(s), the Valedictorian will be the student with the highest weighted GPA, and by default will be a Distinguished Honor Graduate.
- In the event of a tie for Valedictorian, the honoree will be the student with the highest simple GPA on a 100 point scale calculated to four decimal places.
- In the event there is still a tie: the student with the highest number of Advanced Placement test scores earning a 3 or higher will be Valedictorian.

#### **CRITERIA FOR SELECTION OF THE SALUTATORIAN:**

- The Salutatorian must be a member of the graduating class cohort.
- The Salutatorian must be a Distinguished Honor Graduate.
- The Distinguished Honor Graduate who has taken one or more AP/IB class(es) in each of the four academic areas (ELA, math, science, social studies), taken at least one AP/IB exam in each academic area, and who has the second highest weighted GPA will be the Salutatorian.
- The Salutatorian will be awarded the second highest class rank in the graduating class.
- In the event where a school has no Distinguished Honor Graduate(s), the Salutatorian will be the student with the second highest weighted GPA, and by default will be a Distinguished Honor Graduate.
- In the event of a tie for Salutatorian, the honoree will be the student with the second highest simple GPA on a 100 point scale calculated to four decimal places.
- In the event there is still a tie: the student with the highest number of Advanced Placement test scores earning a 3 or higher will be Salutatorian.

#### **TRANSFER CREDITS**

- For the determination of Distinguished Honor Graduates, Valedictorian, and Salutatorian, only those transfer credits which are equivalent to those available to all TCSS students will be considered.
- For the determination of Distinguished Honor Graduates, Valedictorian, and Salutatorian, only courses approved by TCSS will be considered. Self-funded courses will not be utilized for honors distinctions.

#### **PROCEDURES FOR THE ANNOUNCEMENT OF VALEDICTORIAN, SALUTATORIAN, AND DISTINGUISHED HONOR GRADUATES:**

- Written explanation of selection process will be provided to all high school students in the student handbook each fall.
- Each high school principal will provide the Director of Secondary Education with information and documentation regarding the candidates for Valedictorian, Salutatorian, and Distinguished Honor Graduates for review prior to the April Board of Education meeting. Valedictorian, Salutatorian, and Distinguished Honor Graduates will be announced at the April Board of Education meeting.

### **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. Kitty Crawford is the coordinator of Americans with Disabilities Act (ADA). Any questions, please call the Exceptional Education Center, 1712 Whitesville Road, LaGrange, Georgia 30240, (706) 812-7939.

### **Board Policy**

**Descriptor Code: JCAC:**

#### **Sexual Harassment of Students - Last Revised Date: 12/15/2022**

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

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

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

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

### **Board Policy**

**Descriptor Code: IHE:**

#### **Promotion and Retention - Last Revised Date: 11/17/2022**

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

Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.

Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.

Parents will be informed of promotion and retention requirements in the student handbook or in other information disseminated to parents.

A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.

Prior to a student's retention, the student's parents must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter.

School level retention decisions for grades K-8 may be appealed as follows: Within five (5) business days following notification of retention, parent(s) or guardian(s) may appeal in writing to the principal, stating the reason for the appeal. The principal will convene an appeals committee consisting of the parent, teachers for the current and subsequent school year, and the principal. The decision to place the student in the next grade must be unanimous. The decision of the appeals committee is final.

### **Board Policy**

**Descriptor Code: IHF(6)**

### **Graduation Requirements - Entering Fall 2008-09 and thereafter**

**Last Revised Date: 04/15/2021**

This policy specifies graduation requirements for students enrolling in the ninth grade for the first time during the 2018-2019 school year and subsequent years.

The Troup County Board of Education ("the Board") shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

To be eligible for graduation with a secondary school credential as defined in the State Board of Education (SBOE) Rule 160-4-2-.48, High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years, students must successfully complete selected courses specified in the SBOE rule and satisfy additional requirements specified in this policy.

To be eligible for participation in graduation ceremonies, students must complete all requirements for a diploma and take all State required tests. Eligibility for participation in graduation ceremonies will be determined by the principal or the principal's designee.

Students who enroll from another state must meet the graduation requirements for the graduating class in which they enter and satisfy the state assessment requirements as referenced in State Board Rule 160-3-1-.07, Testing Programs – Student Assessment.

Troup County students who enroll in the ninth grade for the first time during the 2018-2019 school year, withdraw, then re-enter must meet the graduation requirements specified in this policy and the assessment requirements.

The Board shall make available to all students the required areas of study.

A course shall count only once for satisfying any unit of credit requirement for graduation unless otherwise allowed by state rule. See the following chart:

AREA OF STUDY	UNITS REQUIRED
I. English/Language Arts*	4
II. Mathematics*	4
III. Science* <i>The 4th Science unit may be used to meet both the science and elective requirement.</i>	4
IV. Social Studies* (Economics A (1/2), World History (1), US History (1), US Government (1/2))	3
V. CTAE and/or Modern Language/Latin and /or Fine Arts**	3
VI. Health & Physical Education***	1
VII. Electives	4

STATE REQUIRED UNITS (MINIMUM)	23
<i>The following credits must be accrued within the above requirements through electives or required courses.</i>	
Fine Arts	1
Additional Electives (Academic, Language, Fine Arts, CTAE)	3

\*Required Core Courses

\*\*Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admission.

Students whose native language is not English are considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

\*\*\*Three (3) units of credit in JROTC may be used to satisfy this requirement.

Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program. **NOTE:** For students entering 9th grade in the 2022 school year and beyond, the graduation requirement will be 26 credits. The transition from 23 credits to 26 credits will be phased in according to the following chart. Students who entered 9th grade in SY2020 and SY2021, who are unable to meet the increased credit requirement within four years of the date that they entered 9th grade, may request a waiver and will be allowed to graduate if they have met the minimum state requirements for graduation.

9th Grade Cohort	Credits Required to Graduate
SY2022	26
SY2021	25, Waiver 23
SY2020	24, Waiver 23
SY2019	23
SY2018 or before	23

## STATE REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT

See Troup County Board Policy JBC(4)

### STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

1. Completed an integrated curriculum based on the State required curriculum that includes instruction in Mathematics, English/Language Arts, Science, and Social Studies as well as career preparation, self determination, independent living, and personal care to equal a minimum of 26 units of instruction, and
2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22nd birthday or has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

### GRADUATION SUPPORT SERVICES

The Board shall provide instructional, support, and delivery services that include but are not limited to the following:

1. A continuous guidance component beginning in the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow, and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
2. Record-keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students
3. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation
4. Instructional programs, curriculum and course guides, and remedial opportunities to assist each student in meeting graduation requirements
5. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements

### PROMOTION REQUIREMENTS

Promotion requirements for students beginning in the 2021-2022 school year:

- To be promoted to 10th grade                      5 units
- To be promoted to 11th grade                    11 units
- To be promoted to the 12th grade
  - 16 credits for students who entered 9th grade prior to or during SY2020

- 17 credits for students who entered 9th grade in SY2021
- 18 credits for students who entered 9th grade in SY2022 or later

**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 Dr. Jennifer Pike at 706-668-6800.

**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.

**Written Complaint Procedures**

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

**Federal Programs for Which Complaints Can Be Filed**

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part 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: 21<sup>st</sup> 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.

**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.

**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

**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.

### **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, Kitty Crawford at (706) 812-7939.

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.

### **Board Policy**

**Descriptor Code: IFBG-R**

**Administrative Regulation: Internet Acceptable Use - Last Revised Date: 08/07/2013**

### **Computer, Network, Internet, Electronic Communications, and Social Media 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. Excepts 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 ensure that users are acting responsibly. These files are subject to the Georgia Open Records Act and may be accessible to others as a matter of public records.

The user (student and/or staff) is responsible for his/her actions and activities involving computers, network

usage, and electronic messaging. Examples of prohibited conduct include, but are not limited to the following:

1. Accessing, sending, creating, or posting materials or communications that are damaging to another person's reputation, abusive, obscene, sexually oriented, threatening, demeaning to another person's gender or race, harassing, or illegal.
2. Violating any local, state or federal statute.
3. Vandalizing, damaging, or disabling the computer and/or related equipment of any individual or organization.
4. Using the school's computer hardware or network for illegal activity such as copying software or 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.

### **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.

## **Student Code of Conduct**

### **A. STATEMENT OF PURPOSE**

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

### **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.

Codes 00 - 44 in the following list of offenses are aligned to the Georgia Department of Education Discipline Matrix utilized for state reporting purposes. Codes 45 - 50 are TCSS disciplinary codes to provide clarity for additional behaviors. For state reporting purposes these codes have been aligned to state codes.

## Progressive Discipline Process

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

<b>LEVEL 1</b>	Level 1 behaviors represent minor disruptions to the classroom and/or the school environment. These behaviors may or may not require administrative intervention. 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.
<b>LEVEL 2</b>	Level 2 behaviors represent acts against a person(s) or property that endanger the health or safety of others in the school or severely impacts or disrupts the school environment. Level 2 may also include repeated similar offenses. These offenses may result in the removal of the student from the school environment and school related activities. Unless otherwise stated, administrative discretion may be used in order to limit the educational impact for a student while appropriately addressing the seriousness of the offence. Response options may include combinations of interventions, resolutions, and discipline up to and including disciplinary tribunal hearings and involvement of law enforcement.
<b>LEVEL 3</b>	Level 3 behaviors represent acts against a person(s) or property that may directly or indirectly endanger the health or safety of others. Level 3 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. A disciplinary tribunal hearing may be required based on the findings of the investigation.

SR Incident Type		General NCES / Federal Definition	Level 1	Level 2	Level 3
(00) Continuation of Incident	Definition Examples	An event with multiple actions for a single incident has occurred.			
(01) Alcohol	Definition Examples	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, beverages or substances represented as alcohol. Students under the or consumption of intoxicating alcoholic influence of alcohol may be included if it results in disciplinary action	Unintentional possession of alcohol	Under the influence of alcohol without possession	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol
(02) Arson	Definition Examples	Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Note: Possession of fireworks or incendiary devices must be reported as "Possession of Unapproved Items". Use of such items should be reported as Arson.)	N/A N/A	Attempt to commit arson or use of matches, lighters or incendiary devices at school; includes but not limited to the use of fireworks Includes but is not limited to trashcan fires without damage to school property	Intentional damage as a result of arson-related activity or the use of an incendiary device Includes but not limited to setting fires to school property
(03) Battery	Definition Examples	Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)	Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations	Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries	Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Physical attack on teachers should be reported as Violence Against a Teacher (44). Level 3 may be used for students that violate the school policy on battery three or more times during the same school year. Includes but not limited to choking, pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations resulting in severe injuries; Includes any physical attack on school personnel; includes incidents serious enough to warrant calling the police or security
(04) Breaking & Entering – Burglary	Definition Examples	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)	N/A N/A	N/A N/A	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)



(05) Computer Trespass	Definition	<i>Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data</i>	N/A	Unauthorized use of school computer for anything other than instructional purposes	Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of the computer, network, program(s) or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization.
	Examples		N/A	See above. Includes but not limited to computer misuse, using computer to view or send inappropriate material, and violation of school computer use policy	See above. Includes but not limited to hacking.
(06) Disorderly Conduct	Definition	<i>Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses)</i>	Creating or contributing to a moderate disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others	Creating or contributing to a severe disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others; may represent a repeat action	Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year
	Examples		Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Includes but not limited to disruptive behavior on school bus, misbehavior during a fire drill or other safety exercise
(07) Drugs, Except Alcohol and Tobacco	Definition	<i>Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school</i>	Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs	Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics
	Examples		See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776

(08) Fighting	Definition	<i>Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.)</i>	A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries	A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries	A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year.
	Examples		No injuries	Mild or moderate Injuries may include but are not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body	Repeated physical confrontations resulting in severe injuries that require medical attention
(09) Homicide	Definition	<i>Killing of one human being by another</i>	N/A	N/A	Killing of a human being
	Examples		N/A	N/A	Includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.
(10) Kidnapping	Definition	<i>The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will</i>	N/A	N/A	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.
	Examples		N/A	N/A	See above
(11) Larceny / Theft	Definition	<i>The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)</i>	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$25 and \$100	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$100 and \$250	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding \$250. Level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year.
	Examples		Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception
(12) Motor Vehicle Theft	Definition	<i>Theft or attempted theft of any motor vehicle</i>	N/A	N/A	Theft or attempted theft of any motor vehicle
	Examples		N/A	N/A	Includes but not limited to cars, trucks, ATVs, golf carts, etc.
(13) Robbery	Definition	<i>The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery)</i>	N/A	Robbery without the use of a weapon	Robbery with the use of a weapon
	Examples		N/A	Taking something by force or threat of force	Weapons may include but are not limited to guns, knives, clubs, razor blades, etc.

(14) Sexual Battery	Definition	<i>Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent</i>	N/A	N/A	Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent
	Examples		N/A	N/A	Includes but is not limited to rape, fondling, child molestation, indecent liberties and sodomy
(15) Sexual Harassment	Definition	<i>Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment</i>	Comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals	Comments that perpetuate gender stereotypes, suggestive jokes or lewd gestures that are directed towards specific individuals or group of individuals	Physical or non-physical sexual advances; requests for sexual favors; Level 3 may be used for students that violate the school policy on sexual harassment three or more times during the same school year.
	Examples		Includes but not limited to insensitive or sexually suggestive comments or jokes	Includes but not limited to insensitive or sexually suggestive comments or jokes; leering	See above
(16) Sex Offenses	Definition	<i>Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual</i>	Inappropriate sexually-based physical contact including but not limited to public groping, inappropriate bodily contact, or any other sexual contact not covered in levels 2 or 3	Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts	Engaging in sexual activities on school grounds or during school activities
	Examples		Public groping or inappropriate bodily contact	Sexting; lewd behavior, possession of pornographic materials; simulated sex acts	Oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts
(17) Threat / Intimidation	Definition	<i>Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack</i>	N/A	Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack	School-wide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack; <b>Note: Students that display a pattern of behavior that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm, threat of harm or visibly bodily harm may be coded as bullying.</b>
	Examples		N/A	Physical, verbal or electronic threats	Includes but not limited to bomb threats or unauthorized pulling of the fire alarm.

(18) Tobacco	Definition	Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school	Unintentional possession of tobacco products	Use of or knowledgeable possession of tobacco products	Distribution and/or selling of tobacco products; Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year.
	Examples	Does not include electronic smoking devices; See (42) Electronic Smoking Device	Unintentional possession of tobacco products on school property	Intentional use or possession of tobacco products on school property	Distribution and/or selling of tobacco products on school property
(19) Trespassing	Definition	Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)	N/A	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose. Refusing to leave school grounds after a request from school personnel; Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year.
	Examples		N/A	See above	See above
(20) Vandalism	Definition	The willful and/or malicious destruction, damage, or defacement of public or private property without consent	N/A	Participating in the minor destruction, damage or defacement of school property or private property without permission	Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year.
	Examples			See above	See above
(22) Weapons – Knife	Definition	The possession, use, or intention to use any type of knife	Unintentional possession of a knife or knife-like item without intent to harm or intimidate	Intentional possession of a knife or knife-like item without intent to harm or intimidate	Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate
	Examples		Unintentional possession of a knife or knife-like item on school property without the intent to harm or intimidate	Intentional possession of a knife or knife-like item on school property without the intent to harm or intimidate	Intentional possession, use or intention to use a knife or knife-like item on school property with the intent to harm or intimidate
(23) Weapons – Other	Definition	The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms)	N/A	Unintentional possession of a weapon, other than a knife or firearm, or simile of a weapon that could produce bodily harm or fear of harm	Intentional possession and/or use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm
	Examples		N/A	Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.	Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.

(24) Other Incident for a State-Reported Discipline Action	Definition	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-738)	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-738)	Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types.	N/A
	Examples			Includes but is not limited to parking violations, etc.	N/A
(25) Weapons – Handgun	Definition	Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. <b>NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns and pellet gun</b> [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	N/A	N/A	Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm
	Examples		N/A	N/A	pistols or revolvers
(26) Weapons – Rifle/Shotgun	Definition	The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	N/A	N/A	Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm
	Examples		N/A	N/A	rifles, shotguns

(27) Serious Bodily Injury	Definition	<i>The term "serious bodily injury" means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.</i>	N/A	N/A	Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death
	Examples				Any behavior that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death
(28) Other Firearms	Definition	<i>Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]</i>	N/A	N/A	Intentional or unintentional possession or use of any firearms other than rifle, shotgun, or handguns (including starter pistols) and any other destructive device which includes explosives
	Examples		N/A	N/A	Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]

(29) Bullying	Definition	<i>Behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm</i>	First Offense of bullying as defined in Georgia Code Section 20-2-751.4	Second incident of bullying as defined in Georgia Code Section 20-2-751.4	Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment.
	Examples		Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or using any type of electronic means to harass or intimidate	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate	Includes but is not limited to unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate
(30) Other - Attendance Related	Definition	<i>Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions</i>	Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	N/A	N/A
	Examples		Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	N/A	N/A

(31) Other - Dress Code Violation	<i>Definition</i>	<i>Violation of school dress code that includes standards for appropriate school attire</i>	Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance.	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.
	<i>Examples</i>		Pursuant to local dress codes, dress code violations for Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building	Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments	Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.
(32) Academic Dishonesty	<i>Definition</i>	Receiving or providing unauthorized assistance on classroom projects, assignments or exams	Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments	Intentional plagiarism or cheating on a minor classroom assignment or project	Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery)
	<i>Examples</i>		May include but is not limited to failure to cite sources	Includes but is not limited to Intentional dishonesty on minor classroom projects, assignments, homework, etc.	Includes but is not limited to cheating on major exams, statewide assessments or other state mandated academic work; Includes the falsification of school records; forgery; Level 3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year.
(33) Other - Student Incivility	<i>Definition</i>	Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth	Failure to comply with instructions or the inadvertent use of inappropriate language.	Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth	Blatant and repeated insubordination or intentional misrepresentation of the truth; Level 3 should be used for students who display a pattern of violating the school policy related to student incivility.
	<i>Examples</i>		May include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions	Profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination	Issuing false reports on school staff; Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year.



(34) Other - Possession of Unapproved Items	<i>Definition</i>	The use or possession of any unauthorized item disruptive to the school environment. <b>(Note: The use of fireworks or incendiary devices must be coded as Arson.)</b>	The possession of any unauthorized item. Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous	The use of the any unauthorized item (i.e. toys, mobile devices, or gadgets). Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous	The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; Includes the possession of matches, lighters, incendiary devices or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items.
	<i>Examples</i>				
(35) Gang-Related	<i>Definition</i>	Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity (O.C.G.A. § 16-15-3)	N/A	Wearing or possessing gang-related apparel; communicating either verbally or non-verbally to convey membership or affiliation with a gang	The solicitation of others for gang-membership, the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement or payment for protection or insurance through a gang. Level 3 should be used for students who display a pattern of violating the school policy related to gang activity.
	<i>Examples</i>		N/A	Possession or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation; gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation; committing any other illegal act or other violation of school policies in connection with gang-related activity	Soliciting students for gang membership; tagging or defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang; requiring payment for protection, insurance, otherwise intimidating or threatening any person related to gang activity; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity
(36) Repeated Offenses	<i>Definition</i>	Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.	Collection of minor incidents	Collection of moderate incidents	Collection of severe incidents
	<i>Examples</i>		See above	See above	See above

(40) Other Non-Disciplinary Incident	<i>Definition</i>	<i>This code is used exclusively for the reporting Physical Restraint. When the INCIDENT TYPE = '40', then the ACTION CODE must = '95' for Physical Restraint. Do not report a Teacher ID when Incident Code is "Other Non-Disciplinary Incident."</i>	Can only be used to report "Physical Restraint" with Action "95" ( no teacher name)	Can only be used to report "Physical Restraint" with Action "95" ( no teacher name)	Can only be used to report "Physical Restraint" with Action "95" ( no teacher name)
	<i>Examples</i>		See above	See above	See above
	<i>Examples</i>				
(42) Electronic Smoking Device	<i>Definition</i>	Any device used to deliver nicotine or any other substance intended for human consumption that may be used by a person to simulate smoking through inhalation of vapor or aerosol from the device.	Unintentional possession of an electronic smoking device	Use or knowledgeable possession of an electronic smoking device	Distribution and/or selling of electronic smoking devices: Level 3 may be used for students that violate school policy on electronic smoking devices three or more times during the same school year
	<i>Examples</i>	Such devices include those manufactured, distributed, marketed or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, electronic nicotine delivery system or any cartridge or other component of the device or related product.			
(44) Violence Against a Teacher	<i>Definition</i>	<i>Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.</i>	N/A	N/A	<i>Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher.</i>
	<i>Examples</i>	Violence against other school personnel should be reported as Battery (03) – Level 3.			Violence against other school personnel should be reported as Battery (03) – Level 3.

## **DISCIPLINARY PROTOCOL AND PROCEDURE**

### **A. TYPES OF CONSEQUENCES OR CORRECTIVE ACTION**

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

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

### **B. GENERAL DISCIPLINE PROCEDURES**

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

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

All third offenses for (03) Battery, (08) Fighting, and (17) Threats and Intimidation shall be referred for a disciplinary hearing as is required for mandatory hearing offenses.

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

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

### **C. DISCIPLINE OF STUDENTS IN GRADES K-5 AND STUDENTS WITH DISABILITIES**

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

Alternative School placement will not be made for students in grades K-5 as the provisions of the alternative school grant does not permit the assignment of students below grades 6-12 to the Alternative School.

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

### **D. MANDATORY HEARING OFFENSES**

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

Mandatory Hearing Offenses: The following are mandatory hearing offenses for all middle and high schools:

1. Middle and High Schools (Grades 6-12): (01) Alcohol – Level 3, (02) Arson – Level 3, (07) Drugs, Except Alcohol and Tobacco, (09) Homicide, (10) Kidnapping, (11) Larceny – Level 3, (12) Motor Vehicle Theft, (13) Robbery, (4) Sex Offenses – Level 3, (22) Weapons – Knife – Level 3, (23) Weapons – Others – Level 3, (25) Weapons – Handgun, (26) Weapons – Rifle/Shotgun, (27) Serious Bodily, (28) Other Firearms, (44) Violence Against a Teacher, (46) Hazing.
2. Elementary Schools: There shall be no Mandatory Hearing Offenses for Grades K-5. However, the principal of each elementary school in consultation with the Superintendent may treat an offense as a Mandatory Hearing Offense based upon the nature and circumstance of the offense and the student involved. Unless specifically stated in the policy, discipline for students in grades K-5 will be at the discretion of the principal; however, discipline determinations by tribunal also apply to students in K-5 if the principal deems it to be necessary. In grades K-5, students' unstructured time may be withheld for violation of general school discipline or for specific violation of any school rule.

## E. DISCIPLINE PROCEDURES

1. Upon reasonable suspicion that a student has committed an offense warranting a Disciplinary Hearing Tribunal, the principal or administrator in charge of discipline at each school shall immediately separate the student from the rest of the student body while the investigation of the conduct is being conducted. The principal or administration in charge of discipline shall advise the student that evidence exists that the student may have committed an offense warranting a Disciplinary Hearing Tribunal. See policy JCEB: Student Hearing Procedure for further clarification of the Hearing Process.
2. The school administrator shall advise the student that (1) the offense which the student is alleged to have committed carries the consequences of a mandatory referral to a Disciplinary Hearing of the Troup County Board of Education with short term suspension pending the hearing of the charges by the Disciplinary Hearing Officer; and (2) if the circumstances warrant it, that the alleged violation of the Student Behavior Code is being reported to the appropriate law enforcement agency in which the school is located and to the Juvenile Court of Troup County.
3. Upon completion of the investigation of a Mandatory Hearing Offense and a determination that grounds exist for charging a student with an offense, the principal shall first, make a reasonable attempt to notify the student's parents, and then if appropriate, the Juvenile Court of Troup County and the appropriate law enforcement agency.
4. **Imposition of Pre-Hearing Placement.** For Mandatory Hearing Offenses, the principal or school administrator may impose short term suspension upon the student by removing the student from the general school population for not more than ten school days pending hearing before a Disciplinary Hearing Officer or Tribunal. Short term suspension may include placement of the student in an In-School Suspension program in addition to Out of School Suspension. Out of School Suspension should be considered and used only in situations which would place other students at risk of injury or would result in the disruption of the educational mission of the class or school in which the student is enrolled or placed pending the Disciplinary Hearing. In the event that Out of School Suspension is imposed pending the Disciplinary Hearing Tribunal, the Juvenile Court shall be notified of the Out of School Suspension.
5. **Referral to a Disciplinary Hearing.** Following the commission of a Mandatory Hearing Offense, the student shall be referred to a Disciplinary Hearing Officer or Tribunal of the Troup County Board of Education. The hearing of the disciplinary charges before a Hearing Officer or Tribunal shall be within ten (10) school days of the day on which short term suspension is imposed and removed from the general student population. Where extenuating circumstances exist, the hearing by the Disciplinary Tribunal may be held more than ten school days following notification of charges; provided however, that the student must be returned to the general school population at the end of the short term suspension.
6. **Juvenile Court.** If warranted by the circumstances, the principal of the school in which the student is enrolled shall consult with and, to the extent and in the manner allowed by law, provide to the education protocol officer of the Troup County Juvenile Court such educational records on the student to include attendance, grades, standardized test scores, and disciplinary record as may be needed for an evaluation of the student by the Juvenile Court.
7. **Cooperation with Law Enforcement.** It shall be the further policy by the Troup County School System that all school administrators and personnel shall work together with law enforcement officials and Juvenile Court officials to provide counseling, joint supervision, school based community service, educational assistance, and anything necessary to prevent violence and provide for conflict resolutions and other interventions designed to address particular needs to a student who violates a provision of the Student Behavior Code where such offense also carries potential criminal consequences.

## **F. PROTOCOL AND MANDATORY PUNISHMENTS FOR OFFENSES AGAINST SCHOOL PERSONNEL**

1. **Procedure** - Any student who is alleged to have committed any act of physical violence as defined in Section 44 – Violence Against a Teacher or Section (3) – Level 3 violence against other school official or employee, or school bus driver shall be referred to a disciplinary hearing tribunal of the Troup County Board of Education. The student alleged to have committed such act of physical violence shall be suspended out of school pending a hearing by the tribunal. The tribunal will be composed of three teachers or certified education personnel appointed according to Board policy. The tribunal shall determine all issues of fact and intent and shall submit its findings and recommendations to the Troup County Board of Education for imposition of punishment if the student is found guilty of the charges. The tribunal’s recommendations shall include a recommendation as to whether the student may return to the public school and if return is recommended, the recommended time for the student’s return to Troup County Schools. The Troup County Board of Education may follow the recommendation of the tribunal or it may impose penalties not recommended by the tribunal regardless of whether such penalties may be harsher and not recommended.
2. **Punishment for Violation of (44) and (3) – Level 3 Battery of other school official or employee** - Any student found by a tribunal to have committed an act of physical violence by intentionally making physical contact of an insulting or provoking nature against a teacher, administrator, school personnel or employee, or bus driver may be disciplined by expulsion, long term suspension or short term suspension as those terms are defined in the Official Code of Georgia and Troup County Board of Education Policies.
3. **Punishment for Violation of (44) and (3) – Level 3 Battery of other school official or employee - resulting in physical harm** - A student found by a tribunal to have committed an act of physical violence by making physical contact, which causes physical harm as defined in Section (44) and (3) against a teacher, administrator, school personnel or employee, or a bus driver shall be expelled from the Troup County Schools. The expulsion shall be for the remainder of the student’s eligibility to attend public schools pursuant to O.C.G.A. 20-2-150. The Troup County Board of Education, at its discretion, may permit the student to attend an alternative school program for the period of the student’s expulsion. If the student who commits an act of violence by making physical contact which causes physical harm is in Kindergarten through Grade 8, then the Troup County Board of Education, at its discretion, and on the recommendation of the tribunal may permit such student to re-enroll in the regular public school program for Grades 9 through 12. If Troup County Board of Education does not operate an alternative education program for students in Kindergarten through Grade 6, the Troup County Board of Education, at its discretion, may permit a student in Kindergarten through Grade 6 who has committed an act of physical violence against a teacher, administrator, school personnel or employee, or bus driver to re-enroll in the public school system.
4. **Juvenile Court Referral** - Any student found by a tribunal to have committed an act of physical violence as defined in Section (44) or (3) against a teacher, administrator, school personnel or employee, or bus driver shall be referred to Juvenile Court.

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

1. **Firearms** - A student found to have violated Section (22), (23), (25), (26), or (28) Level 3 shall be expelled from the Troup County schools for a period of not less than one (1) calendar year. On a case by case basis, a Disciplinary Hearing Tribunal or the Superintendent are authorized to place a student determined to have brought a firearm to school in the Troup County alternative school program if extenuating circumstances are found to exist.

2. **Bullying and Cyberbullying** - Any student in grades 6-12 who has committed and been punished twice for the offense of bullying and cyberbullying as defined in Section (29) Bullying and Section (45) Cyberbullying who is alleged to have committed a third act of bullying or cyberbullying within a school year shall be referred to a hearing before a Disciplinary Hearing Tribunal. If the student is found guilty of a third offense by the tribunal of the offense of bullying or cyberbullying, the student shall be assigned to the Troup County alternative school program for such time as the tribunal deems appropriate; provided however, this shall not prohibit the expulsion or long term suspension of the student for the third offense. At the discretion of the school administration, a student may also be referred to a disciplinary hearing tribunal for a first or second offense of bullying or cyberbullying.
3. **Bus Conduct** - If a student is found to have committed (3) Battery;(8) Fighting; (29)Bullying on a public school bus, in addition to any punishment imposed, a meeting between the parent or guardian of the student and appropriate officials from the Troup County School District shall be held to form a school bus behavior contract for the student. Such contract shall provide for progressive age, appropriate discipline, penalties and restrictions for student misconduct on the bus. Contract provisions may include, but shall not be limited to, assigned seating, ongoing parental involvement, and suspension from riding the bus. Nothing contained in this section shall be construed so as to limit the incidences wherein a student bus behavior contract may be required.

## H. ALTERNATIVE DISCIPLINE RESOLUTION

The Troup County Board of Education supports the disciplinary hearing process and requirements established by Georgia law and, in particular, its policy to designate mandatory disciplinary hearings for certain offenses. The Troup County Board of Education believes that, in certain circumstances, a less adversarial, informal disposition of breaches of the Troup County Board of Education Student Behavior Code can produce positive changes in individual student discipline and student attitudes towards discipline.

The Troup County Board of Education institutes and authorizes the following alternative discipline resolution (ADR) process:

1. **Purpose.** The purpose of ADR is to allow administrators of each school and parents to meet, discuss and agree on long- term suspension, expulsion or assignment to an alternative education program as punishment to be imposed for particular offenses committed in violation of the Troup County Board of Education Student Behavior Code and to waive and forego a disciplinary hearing tribunal on the charges.
2. **Applicable Offenses.** ADR shall be used for all violations of the Student Behavior Code, whether mandatory or non- mandatory hearing offenses, for which long-term suspension, expulsion or assignment to an alternative education program are to be recommended by the Principal.
3. **Process.** Upon completion of an investigation conducted in accordance with the Disciplinary Protocol set forth above of a probable Student Behavior Code violation, the school administrator shall then notify the parent and student of the ADR process and the availability of the ADR process in lieu of a disciplinary hearing before a tribunal or hearing officer. If the parent and the student avail themselves of the ADR process, the student and parent and the school administrator shall meet to discuss the violations of the Student Disciplinary Code, to receive admissions of guilt and to discuss and impose punishment for the offenses committed.

Should the school administrator determine that neither the student nor the school will benefit from an ADR, the school administrator shall proceed with a disciplinary hearing as provided for under this Student Behavior Code and other Troup County Board of Education policies. Likewise, should a student or parent determine that they do not desire to participate in an ADR, the school administrator shall then proceed with a disciplinary hearing for the offenses committed

4. **Waiver of Hearing and Appeal.** If a student and parent agree to a consequence from an ADR, they will be required in writing to waive a formal hearing and to agree and waive any rights of appeal of the ADR or the punishment imposed to the Troup County Board of Education or the State Board of Education. If a student or parent refuses to waive a hearing or refuses to agree to accept ADR punishment and waive all appeals, the student shall be referred forthwith to a disciplinary hearing tribunal.
5. **Punishment Imposed.** As a result of an ADR, a student may be punished for a violation of the Student Behavior Code by the imposition of short-term suspension, long-term suspension, expulsion or assignment to the Troup County Hope Academy. Permanent expulsion shall not be imposed or agreed to through an ADR, such being reserved for imposition by a disciplinary hearing only.
6. **Impact.** The discipline of a student under ADR shall be a part of the student's disciplinary records and carry the same importance and impact as if the student was disciplined by a disciplinary hearing tribunal. ADR shall be reported for a transferring student to a receiving school system as required by Georgia law.
7. **Time of ADR.** ADR shall be completed within ten (10) school days of the date on which short-term suspension is imposed and the student is removed the general school population. Where extenuating circumstances exist, ADR may be held more the ten (10) days thereafter, provided however, that the student must be returned to the general school population at the end of the short-term suspension.
8. **Reporting Requirements.** Notwithstanding the use of ADR, the school administrator shall report all mandatory hearing offenses required by the Student Behavior Code to the appropriate law enforcement agency in which the school is located, to the Juvenile Court of Troup County and the Troup County District Attorney.
9. **Alternative School Allocations.** The Superintendent shall allocate a specified number of assignments for each school for students to be assigned to the Troup County Hope Academy. School administrators in the imposition of punishment through ADR shall not exceed the allocated slots for a particular school at The Hope Academy.
10. **Process Forms.** The Superintendent or designee shall develop such forms, letters, and notifications as may be required to notify parents properly of the ADR, the availability of the ADR and to record the disposition thereof.

### **Bus Conduct (Previously Policy JCDAD)**

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

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

While riding a school bus;

- Students shall not engage in acts of physical violence, bullying, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior;



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

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

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

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

## **Student Dress Code (Previously Policy JCDB)**

### **A. Beliefs**

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

### **B. Guidelines**

Students should adhere to the following guidelines:

1. Pants must be worn at the waist, with or without a belt. "Busting slack" is not allowed. Students should not have to hold pants up while walking.
2. Shorts, skirts, and dresses are permitted but must be of appropriate length and style. The general rule is shorts and skirts should be no shorter than the tip of the middle finger when arms are extended by the side.
3. Clothing with pictures, writing, and/or symbols promoting gangs, alcohol, sex, tobacco, profanity or suggestive/crude messages is prohibited.
4. Hats/caps, "hoodies," sweatbands, stocking caps, curlers, ear warmers or sunglasses are not to be worn inside the school building. Bandanas are not permitted at any time.
5. Biker shorts, any type of warm-up that is tight and clings to the body, and clothing designed as undergarments or night wear (pajamas, flannel pants, negligee, etc.) worn as outer garments are unacceptable. This includes "leggings" or tights. If leggings or tights are worn, the outer wear covering these garments must meet the minimum requirements set forth in this dress code (i.e. Shorts, skirts, or dresses worn over leggings/tights must meet minimum length requirement stated in number 2 - they should be no shorter than the tip of the middle finger when arms are extended by the side).

6. Students should not wear clothing of abbreviated style and/or revealing nature (no exposed cleavage), including but not limited to bare midriff tops, tank tops, halter tops, tube tops, see-through clothing, blouses, pants, cutout garments, shirts or blouses with large armholes, and blouses with revealing necklines. (If the student's midriff or waist area shows when the arms are extended parallel to the floor, it is considered a midriff top). Shoulder straps on blouses, shirts, and dresses must be a minimum width of 2 inches. Shirts and dresses must have both shoulder straps.
7. All pants, shorts, and other clothing with holes at or above the knee are unacceptable.
8. Other unacceptable dress: dog chains, wallet chains, "spiked chokers", and hanging shoulder straps, or any apparel that may be used to harm or impair another.
9. All students must wear shoes at all times for health and safety reasons. It is also recommended that shoes with a smooth sole such as thongs or flip flops not be worn. Bedroom slippers are prohibited.
10. With approval of the principal, activity sponsors may establish different rules for dress and grooming for participation in special activities.
11. Other attire deemed unsafe, inappropriate, or disruptive to the learning environment by the building principal may be subject to disciplinary action.

## **Interviews and Searches of Students (Previously Policy JCAB)**

### **A. Search and Seizure**

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

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

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

### **B. Personal Searches**

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

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

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

## **C. Locker Searches**

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

## **D. Automobile Searches**

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

## **E. Seizure of Illegal Materials**

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

## **General Student Discipline Guidelines (Previously Policy JD)**

### **A. Perspective**

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

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

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

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

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

### **B. Teacher's Rights and Responsibilities**

The teacher has a right to appropriate behavior by all students, and failing to get it, the teacher has the responsibility to take corrective measures including, but not limited to: enlisting parental assistance, imposing detention, revoking privileges, referring students and providing input in any referral case. The teacher has a right to receive a report of any action taken. The teacher's responsibilities include: conducting a well-planned and effective program, establishing and enforcing regulations within the school's educational environment that will facilitate learning, and maintaining written records of the conduct of students who may later be referred to others for help and/or disciplinary action.

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

### **C. Administration's Responsibilities**

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

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

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

### **D. Parental Responsibilities**

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

### **E. Options in Disciplinary Actions**

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

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

### **F. Discipline of Students with Disabilities**

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

Before long-term suspension or expulsion may occur, it must first be determined whether the misconduct of the students in issue is a manifestation of the disabling conditions of the students. The decision of whether the misbehavior of disabled students is a manifestation of their disabling conditions must be determined by a school committee (IEP) comprised of professionals in the school system. The committee shall determine whether a causal relationship exists between the disability or disabling condition of the students involved and their particular misconduct. If the disciplinary committee finds that the misbehavior is not a manifestation of the students' disability (ies), then these students may be expelled or suspended for longer than ten days. However, complete cessation of special education services mandated by federal law during the time the students are suspended or expelled from school is not permitted.

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

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

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

### **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  
Agri-Science Systems  
Horticulture  
Agricultural Mechanics Systems  
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  
Internet of Things  
Cybersecurity  
Marketing & Management  
Fashion Marketing & Retail Management  
Marketing Communications & Promotions  
Engineering Drafting & Design  
Distribution and Logistics

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

Jonathan Laney  
Secondary Education Director  
100 North Davis Road, Building C  
LaGrange, GA 30241  
706-812-7900  
laneyjc@troup.org

Inquiries regarding nondiscrimination policies should be directed to:

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

### **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.

### **ATTENDANCE**

**Descriptor Code:JBD**

#### **Absences and Excuses - Last Revised Date: 12/15/2022**

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

1. Personally ill and when attendance in school would endanger their health or the health of others.
2. A serious illness or death in their immediate family necessitates absence from school.
3. Mandated by order of governmental agencies, including preinduction physical examinations for service in the armed forces, or by a court order.
4. Celebrating religious holiday of the faith embraced by the student.
5. Conditions render attendance impossible or hazardous to their health or safety.
6. Registering to vote, or voting, for a period not to exceed one day.
7. A student, whose parent is in the military service and who has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, is to be granted up to five excused absences per school year to visit with a parent prior to deployment or during such leave.

Any other absence not explicitly defined in this policy but deemed to have merit based on circumstances as determined by the Superintendent or his/her designee.

\*Legislative pages are counted present.

\*A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school.

\*Students who participate in an activity or program sponsored by 4-H shall be counted present in the same manner as an educational field trip. Participation in a program or activity sponsored by 4-H shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school.

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

## **ATTENDANCE FOR COURSE CREDIT IN GRADES 9-12:**

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

All work missed is expected to be made up for all absences. Students are expected to make arrangements within three (3) days to make up missed work following their return to school.

A student who loses credit in a specified class due to having more than five (5) absences may request a review of the loss of credit. The review will be conducted by a waiver review committee composed of the principal or designee, counselor and a teacher. For consideration to regain lost credit, the student must provide an explanation of absences leading to the loss of credit and all course requirements must have been satisfied resulting in a passing grade.

### **Board Policy**

**Descriptor Code: KM**

#### **Visitors to School - Last Revised Date: 10/13/2022**

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

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

### **Student Auditing Classes**

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

### **Classroom Observations**

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

### **Family Educational Rights and Privacy Act (FERPA)**

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;

- Graduation programs; and
- Sports activity sheets, such as for wrestling showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. If you do not want the TCSS to disclose directory information from your child’s education records without your prior written consent, you must notify the principal in writing. Troup County Schools has designated the following information as directory information:

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

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

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

**Board Policy**

**Descriptor Code: JR**

**Student Records - Last Revised Date: 12/15/2022**

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

**A. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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



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

## **B. DIRECTORY INFORMATION**

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

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

Directory information is defined as follows:

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

### Excluded Student Information

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

1. Each student's home or cellular telephone numbers;
2. Each student's email address;
3. Each student' 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.