



Clarke County School District

Student Code of Conduct 2022-2023

Dear Students and Families of Clarke County Public Schools,

As we move into 2022-2023 the pandemic and civil unrest created space for leaders in education to ensure that we continue to provide resources for the whole child. Equity is the foundation of our work with students and families in CCSD. As we continue to move forward in times of challenge amid a pandemic and civil unrest, CCSD is committed to creating safe spaces for our staff, students, and families.

Our goal in CCSD is to prepare every student for college, career, and life success. Additionally, we are responsible for setting behavioral expectations for students, which mirror prosocial behaviors expected in society. The definition of desirable behaviors and consequences for behavioral infractions are outlined within the student code of conduct.

Furthermore, we acknowledge additional social-emotional and environmental barriers which impeded a student's ability to elicit desirable behaviors. Within this student code of conduct, an intentional effort was made to provide information regarding behavioral, counseling, psychological, nursing, special education, and other supports that serve the whole child.

As Executive Director of Student Support Services, it is important to me that we provide a framework that embodies transparency for parents, teachers, staff, students, and the community regarding our efforts to support our students on their journey to success.

As CCSD families, we acknowledge the valuable role families play in the efforts to support our children. With that in mind, we introduce to you the 2022-2023 CCSD Code of Conduct and Guide to Student Support Services to serve as your comprehensive guide to student and parent rights, responsibilities, and expectations for this upcoming school year. Thank you for your partnership!

Sincerely,

*Dr. Jillian Whatley
Executive Director of Student Support Services*

FOREWORD

Georgia law says that the Clarke County School District (“CCSD”) Board of Education must have policies “designed to improve the student learning environment by improving student behavior and discipline.” These policies must include a Code of Conduct that contains standards for student behavior and discipline consequences. Rather than merely being a list of “dos and don’ts” for our students, in this Code of Student Conduct (“Code”) we also highlight CCSD’s determination (a) to help our students to meet behavioral standards through student support services; (b) to use consistent progressive discipline policies and practices, and (c) to engage parents^{1]} in support of their student’s behavior and academic performance.

This Code also states our promise to go beyond what is required by law by emphasizing the importance of school culture and climate to student success through faithful use of the Positive Behavioral Interventions and Supports (“PBIS”) framework in each CCSD school and through the use of fair, consistent, and progressive discipline when necessary.

The CCSD Board of Education believes that our district staff and school-level teachers, administrators, counselors, social workers, psychologists, nurses, paraprofessionals, bus drivers, maintenance personnel, and cafeteria workers—indeed every CCSD employee—form a community with our students, their parents, members of the broader Clarke County community (e.g., people in the business, government, faith, nonprofit and other organizations). This Code is the product of an effort by members of this community working together seeking to make our schools and classrooms supportive and joyful places for learning and teaching. It is intended to be a living document. As we put this Code into action, we will make necessary changes to reach our community goal of keeping students safe, in school, and flourishing.

The CCSD Policies regarding student discipline can be found on the school district website www.clarke.k12.ga.us/policy in the online policy manual. Policies of particular interest are:

- JB - Student Attendance
- JCDAG- Bullying
- JC- Student Rights and Responsibilities
- JDC- Probation
- JCAB- Interviews and Searches of Students
- JCDAB- Student Alcohol (and Drug) Use
- JCAC- Harassment
- JCDB- Student Dress Code
- JCD- Student Behavior Code
- JDA- Corporal Punishment
- JCDAD- Bus Conduct
- JDD- Student Suspension
- JCDAE- Weapons
- JGF- Seclusion or Restraint of Students
- JCDAF- Use of Electronic Devices by Students
- JDF- Teacher Authority to Remove Students from Classrooms

^{1]}In this Code, we use the word “parent” or “parents” to mean biological or adoptive parents, guardians, or any other adult caregivers who have the responsibility of assuring the wellbeing of one of our students.

TABLE OF CONTENTS

Letter from Dr. Jillian Whatley	2
Foreword	3
School Phone Numbers and Addresses	5-6
Student Support Directory	6-7
Introduction	8-14
Progressive Discipline Practices	15-16
Definition of Behaviors	
Alcohol	17
Arson	17
Battery	18
Breaking and Entering	18
Computer Trespass	19
Disorderly Conduct	19
Drug, Except Alcohol and Tobacco	20
Fighting	21
Homicide	21
Kidnapping	21
Larceny - Theft	22
Motor Vehicle Theft	22
Robbery	22
Sexual Battery	23
Sexual Harassment	23
Sexual Offenses	24
Threat / Intimidation	24
Tobacco	25
Trespassing	25
Vandalism	26
Weapons - Knife	26
Weapons - Other	27
Other Incident for a State Reported Discipline Action	27
Weapons - Handgun	27
Weapons - Rifle - Shotgun	28
Serious Bodily Injury	28
Other Firearms	29
Bullying	30
Other - Attendance Related	30
Other - Dress Code Violation	31
Academic Dishonesty	31
Other - Student Incivility	32
Other - Possession of Unapproved Items / Cell Phone Use	32
Gang Related	33
Repeated Offenses	34
Electronic Smoking Device	34
Violence Against a Teacher	35
Role of Law Enforcement	36
Disciplinary Procedures	37
Bullying	41
Definition of Weapons, Firearms, or Hazardous Objects	42
Club and Organization Permission Withdrawal From	44
Georgia Student Health Survey Opt Out Information	44
FERPA Notice to Parents/Guardians of Your Rights	45
School Health Services	45

**Clarke County School District
School Phone Numbers and Addresses**

Elementary Schools

SCHOOL	ADDRESS	TELEPHONE
Alps Road Elementary	205 Alps Road Athens, GA 30606	(706) 548-2261
Barnett Shoals Elementary	3220 Barnett Shoals Road Athens, GA 30605	(706) 357-5334
Barrow Elementary	100 Pinecrest Drive Athens, GA 30605	(706) 543-2676
Chase Street Elementary	757 North Chase Street Athens, GA 30601	(706) 543-1081
Cleveland Road Elementary	1700 Cleveland Road Bogart, GA 30622	(706) 357-5333
Fowler Elementary	400 Fowler Drive Athens, GA 30601	(706) 357-5330
Gaines Elementary	900 Gaines School Road Athens, GA 30605	(706) 357-5338
Howard B. Stroud Elementary	715 Fourth Street Athens, GA 30601	(706) 369-1893
J.J. Harris Elementary	2300 Danielsville Road Athens, GA 30601	(706) 357-5203
Oglethorpe Elementary School	1150 Oglethorpe Avenue Athens, GA 30606	(706) 549-0762
Timothy Road Elementary	1900 Timothy Road Athens, GA 30606	(706) 549-0107
Whit Davis Elementary	1450 Whit Davis Road Athens, GA 30605	(706) 369-1036
Whitehead Road Elementary	555 Quailwood Drive Athens, GA 30606	(706) 548-7296
Winterville Elementary	305 Cherokee Road Athens, GA 30683	(706) 357-5222
Burney-Harris-Lyons Middle	1600 Tallassee Road Athens, GA 30606	(706) 548-7208
Clarke Middle	1235 Baxter Street Athens, GA 30606	(706) 543-6547
Coile Middle	110 Old Elberton Road Athens, GA 30601	(706) 357-5318
Hilsman Middle	870 Gaines School Road Athens, GA 30605	(706) 548-7281
Cedar Shoals High	1300 Cedar Shoals Drive Athens, GA 30605	(706) 546-5375
Clarke-Central High	350 South Milledge Avenue Athens, GA 30605	(706) 357-5200
Classic City High	440-3 Dearing Extension Athens, GA 30606	(706) 353-2323

Student Support Services Directory

Name	Title	Extension	Email
Whatley, Jillian	Executive Director of Student Support Services	20753	whatleyj@clarke.k12.ga.us
Jewell, LaToya	Executive Assistant of Student Support Services	20708	Jewelll@clarke.k12.ga.us
Tolbert, Utevia	Director of Restorative Discipline	20736	tolbertu@clarke.k12.ga.us
Cotlar, Leo	Migrant-Ed Specialist	20670	cotlarl@clarke.k12.ga.us
Dubberly, Elizabeth	Migrant-Ed Specialist	20727	dubberlye@clarke.k12.ga.us
Gillis, Chrystal	Director of Social Work Services	20781	gillisc@clarke.k12.ga.us
Morgan, Anna	Director of Psychology Services	65731	morgana@clarke.k12.ga.us
Vacant	Hearing Officer	20747	
Roark, Amy	Director of Nursing Services	20752	roarka@clarke.k12.ga.us
SPECIAL EDUCATION			
Hill, Heidi	Executive Director of Special Education and Behavior Supports	65718	hillhe@clarke.k12.ga.us
Brinkley, Robin	Special Ed Assistant	65720	brinker@clarke.k12.ga.us
Vacant	Administrative and Budget Assistant for Special Education	65719	
Special Education Coordinators			
Anderson, Shelby	Special Ed Coordinator	65725	andersons@clarke.k12.ga.us
Barham, Amanda	Special Ed Coordinator	65724	barhama@clarke.k12.ga.us
Holmes, Courtney	Special Ed Coordinator		
Sartor, Rebecca	Coordinator of Behavior Supports	65725	sartorr@clarke.k12.ga.us
Stone, Jamie	Special Ed Coordinator		
Webster, Sabrina	Special Ed Coordinator	65733	websters@clarke.k12.ga.us
Adapted PE			
Evans, Julie	APE Teacher	65730	evansju@clarke.k12.ga.us
Hanks, Jane Ellen	APE Teacher	65730	hanksj@clarke.k12.ga.us
Behavior Specialist			
Allen, Cindy	Behavior Specialist, Cedar Shoals		

Daniel, Karen	Behavior Specialist, Head Start		danielk@clarke.k12.ga.us
Hannah, Khadijiah	Behavior Specialist	65743	hannahk@clarke.k12.ga.us
Vacant	Behavior Specialist	65739	
Vacant	Behavior Specialist	65745	
Kendrick, Debbie	Behavior Specialist		kendrickd2@clarke.k12.ga.us
Kroll, Sarah	Behavior Specialist		krolls@clarke.12.ga.us
Vacant	Behavior Specialist		
Vacant	Behavior Specialist		
Mataras, Theologia	Behavior Specialist	65740	matarasg@clarke.k12.ga.us
Nealy, Everett	Behavior Specialist, Clarke Central	17354	nealye@clarke.k12.ga.us
Synan, Jim	Behavior Specialist	65722	synanj@clarke.k12.ga.us
Wade, Bonita	Behavior Specialist	65726	wadebo@clarke.k12.ga.us
	Parent Mentor		
Oschack, Jerolee	Parent Mentor	65727	oschackj@clarke.k12.ga.us
	Speech and Language Pathologist		
Anderson, Kathleen	Speech-Language Pathologist		andersonk2@clarke.k12.ga.us
Bacon, Elizabeth (Liz)	Speech-Language Pathologist	35250	bacone@clarke.k12.ga.us
Baker, Leanna	Speech-Language Pathologist	20309	bakerl@clarke.k12.ga.us
Beasley, Ellen	Speech-Language Pathologist	2440 8	beasleye@clarke.k12.ga.us
Cumbus, Dwayne	Speech-Language Pathologist	65343	cumbusd@clarke.k12.ga.us
Durr, Holly	Speech-Language Pathologist	21495	durrh@clarke.k12.ga.us
Frink, Deana	Speech-Language Pathologist	60353	frinkd@clarke.k12.ga.us
Harris, Alexandra	Speech-Language Pathologist		harrisa2@clarke.k12.ga.us
Jackson, Helen	Speech-Language Pathologist	20365	jacksonh@clarke.k12.ga.us
Jaques, Mary Grace	Speech-Language Pathologist	29416	jaquesm@clarke.k12.ga.us
Keeton-Digby, Melia	Speech-Language Pathologist	42332	keetondigbym@clarke.k12.ga.us
Kinsler, Kate	Speech-Language Pathologist	20338	kinslerk@clarke.k12.ga.us
Makin, Mandy	Speech-Language Pathologist	20454	makinm@clarke.k12.ga.us
Price, Lindsay	Speech-Language Pathologist	63304	pricen@clarke.k12.ga.us
Pressley, Natalie (Nunn)	Speech-Language Pathologist	50405	pressleyn@clarke.k12.ga.us
Ranson, Martha	Speech-Language Pathologist	41334	ransonm@clarke.k12.ga.us

Rochester, Brittany	Speech-Language Pathologist	43353	rochesterb@clarke.k12.ga.us
Rudow-Bullock, Angie	Speech-Language Pathologist	20317	rudowa@clarke.k12.ga.us
Snapp, Angela	Speech-Language Pathologist	30677	snappa@clarke.k12.ga.us
Turner, Sally	Speech-Language Pathologist	32515	turners@clarke.k12.ga.us
Wilson, Melissa Brooke	Speech-Language Pathologist	20241	wilsonme@clarke.k12.ga.us
Woodrum, Caroline	Speech-Language Pathologist	20356	woodrumc@clarke.k12.ga.us
	Translator		
Aldaba, Sylvia	Translator	65729	aldabas@clarke.k12.ga.us

**COUNTY SCHOOL DISTRICT
CODE OF STUDENT CONDUCT
2022-2023**

Introduction

DISTRICT PURPOSE: By adopting this Code, the CCSD Board (1) creates a consistent set of expectations for the behavior of all students; (2) reinforces positive behavior and provide students with opportunities to develop appropriate behavior skills; and (3) outlines the interventions and consequences for students who engage in inappropriate behavior.

VISION: Building a culture of high expectations and equity where all students grow academically and socially to improve our community and our world.

MISSION: The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence by the implementation of rigorous standards-based instruction in a safe and supportive environment - on every campus, in every classroom, and for every child.

STATEMENT OF NON-DISCRIMINATION: The Clarke County Board of Education and School District do not discriminate on the basis of race, religion, color, sex, sexual orientation, age, national origin, handicap, or disability in its educational programs, activities, or employment policies.

BELIEFS AND COMMITMENTS:

- All students have the responsibility to work to the best of their abilities, to attend school daily unless they have a legitimate excuse; to contribute to maintaining a safe and supportive school environment; to accept responsibility for their actions; to hold themselves to high standards of conduct, and to show respect for themselves and other students and all others in the school community.
- CCSD schools commit to supporting families in the education of their children. School staff will work collaboratively with parents to help students succeed. We achieve this by keeping parents informed of their children's behavior—both positive and negative, treating them as partners in working on areas of concern, and always informing them directly when out-of-school discipline is being imposed. All staff will

treat students and parents with respect and courtesy. We ask that parents, in turn, be respectful and courteous to CCSD teachers and staff, other parents, and students while on school premises or at school functions, or when communicating by phone or email.

- School safety and academic success are best achieved when all school staff builds positive relationships with students, parents, and the community and are actively engaged in their lives and learning. We support high standards of behavior by teaching and modeling such behavior, and by consistently demonstrating positive behavior in our interactions with students and each other.
- Effective and engaging instruction and classroom management are also highly important elements of effective discipline. CCSD will provide appropriate training to our teachers and staff to assure high-quality classroom instruction and behavior management.
- The primary purpose of school discipline is to teach, not to punish. School discipline is best accomplished by preventing misbehavior before it occurs, and by using effective responses after it occurs. School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student back to learning.
- Effective school discipline increases the amount of time a student spends learning and reduces as much as possible the amount of time a student is removed from the classroom. The use of Out-of-School Suspensions, Expulsion and Referrals to Alternative Education Settings should be as limited as possible. Our priority is to keep students in class whenever school safety and continuation of the educational process allow.
- Schools should use appropriate support services to provide effective guidance to students to help them meet social and academic standards within the school community. CCSD will assure that support services are readily accessible to all students who require such assistance.
- Discipline must and will be carried out with respect for and in compliance with the due process rights of students and parents under federal and state law.

✦ EXPECTED STUDENT BEHAVIOR ✦

All CCSD students are expected to:

- Contribute to a safe school environment. Students should engage in behaviors that promote a safe school environment, free from disruption, and should encourage their peers to support a positive learning environment.
- Show respect for self and all members of and visitors to the school community. Students must follow directions, use acceptable and courteous language, avoid being disrespectful and follow school rules and procedures. All students should support the achievements and efforts of others. **This includes respect for others and their property including district electronic resources.**
- Engage fully in the learning process. Students should report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, and engage in instruction. Students must maintain academic integrity and appropriately use instructional materials, including learning technologies.

✦ PREVENTION AND PROGRESSIVE DISCIPLINE RESPONSES ✦

The prevention of student misbehavior by teaching appropriate behaviors is always preferable. However, it is developmentally appropriate and expected that there will be a need for discipline as students move through childhood and adolescence. PBIS, broad application of restorative practices, and direct instruction of social-emotional learning are

all examples of preventive practices that couple with discipline. Discipline is an ongoing endeavor in relationships and most of the work should happen before rules are broken.

The CCSD takes a school-wide approach to promote positive behavior. The district strives to infuse social-emotional learning into a culturally responsive curriculum that engages students. Faculty and staff meet regularly to ensure there is a comprehensive student support program in place including counseling services, opportunities for

social-emotional learning, student engagement opportunities, and prevention/intervention behavioral supports to encourage and motivate prosocial student behavior and positive connection to the school community. All schools have systems in place for the early identification of students in need of intervention and/or support services.

Despite efforts to prevent student misconduct, we know students may sometimes behave in ways that do not meet the expectations outlined in this Code. These behaviors will be addressed and corrected through appropriate discipline responses, by providing student support services as discussed below.

We are committed to the principles of progressive discipline. This means that when a student misbehaves, the seriousness of the consequence selected is determined by the seriousness of the misbehavior and the prior discipline history of the student.

The most serious disciplinary consequences that can be imposed on a student are out-of-school suspension or expulsion. It is the practice of CCSD, that out of school suspensions or expulsions will only be used (a) if prior less serious responses have been used, but have not been successful in correcting the student's behavior, (b) if the suspension is necessary to assure the safety of the student or others, (c) if the suspension is necessary to allow continuation of the educational process, or (d) if the suspension is required by law.

Progressive discipline means the interventions and responses become more and more serious if student misbehavior continues. Based on the circumstances of a disciplinary offense, Principals have the authority and discretion to impose interventions and responses ranked higher or lower on the Progressive Behavior Matrix than indicated for each behavior. School administrators are encouraged to consult with the CCSD Superintendent or someone the Superintendent asks to consult on such exceptions.

The Principal is the designated leader of the school and, with the staff, is charged by the Superintendent with the safe and orderly operation of the school.

✪ Behavior Support ✪

The CCSD Behavior Support team integrates the full spectrum of tiered practices to support the whole child. A behavior specialist is assigned to each school to build skills around student engagement as well as emotional and behavioral needs in order to ensure high-quality learning environments. Schools are able to request support for their staff, teachers, and students as we focus on improving school culture and climate, improving student engagement, and preventing behaviors that require disciplinary actions. While the supports are individualized, some common components are:

- Coordinate the development and implementation of appropriate behavior management techniques/behavior intervention plans for students.
- Monitors behavior intervention plans and implementation for students through collection and process of data analysis to ensure student success
- Provides individualized teacher coaching as requested by the school administration.
- Collaborates with teachers, administrators, and parents to provide research-based and/or peer-reviewed interventions.
- Assists in debriefing crisis teams in situations in which advanced control procedures are

utilized. Analyses data to support and provide targeted technical assistance and

staff development to administrators, teachers, and support staff regarding effective interventions, restorative practices, equity and school discipline, Positive Behavior Interventions and Supports (PBIS) trauma-informed care, FBAs/BIPs processes, data collection processes, MindSet, etc.

- Provide guidance to support Clarke County School District policies and procedures around the use of evidence-based best practices for Tier 1 practice, classroom management, and student behavior.

✦ RESTORATIVE PRACTICES ✦

The CCSD is committed to the principles of restorative practices. Examples of restorative practices include formal and informal conferences with students about their behavior, affective statements, dialogue circles, collaborative norm-setting, and restorative circles. Restorative practices include the use of school-wide dialogue, social-emotional skill learning, and problem-solving in addition to responsive restorative practices once the harm is done. The goal of responsive restorative practices coupled with discipline is to repair the harm caused by misbehavior through discovering what happened, what harm was caused, and determining what can be done to right the harm and what can be done in the future to avoid additional problems. Restorative practices are relationally focused, therefore it centers on those harmed, those who have done harm, and those affected by what happened. The central questions associated with restorative conversations and work are: Who has been harmed? What obligations arise from that harm? Who needs to be involved and what process do we use to repair the harm and plan going forward to reduce harm? This work often involves those affected or who have a further role such as other students, family members, other staff, etc.

✦ EQUITY AND STUDENT DISCIPLINE ✦

The CCSD is committed to reducing the racial/ethnic disproportionality that exists in student discipline. While certainly not unique to Clarke County, discipline disproportionality is a social justice issue. Embedding equity work into school discipline training and support services is critical to reducing disproportionality. Discipline should also be culturally responsive. Additionally, CCSD is dedicated to collecting, reporting, and using disaggregated discipline data to assess whether the discipline systems are effective for ALL students. Culturally responsive discipline practices are critical to reducing discipline disparities. Finally, the district strives for greater consistency and equity in the implementation of student discipline. School administrators are encouraged to regularly consult with one another and the district office to ensure equitable discipline and to work to stem the prison pipeline.

✦ TRAUMA-INFORMED DISCIPLINE ✦

The CCSD is committed to using trauma-informed practices. Becoming trauma-informed means recognizing that students often have many different types of hardship in their lives, and those who have been traumatized need understanding. Trauma-informed schools create secure environments and employ accommodations so that traumatized students may work to their potential and learn how to "self-regulate" at stressful times.

✦ POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS ✦

Our commitment to a preventive and restorative approach to student behavior is reflected in our use of Positive Behavioral Interventions and Supports ("PBIS"). PBIS is an evidence-based framework that assists school teams in improving the quality of school life, otherwise known as "school climate." Every CCSD school has developed an individual PBIS

plan designed to create a positive school climate. PBIS is an evidence-based framework that assists school teams in implementing systems change.

In general, the plans focus on (a) teaching expectations at the beginning of each year and re-teaching as needed, (b) acknowledging when students meet behavioral expectations, thus improving motivation and engagement, and (c) examining when, where, and why misbehaviors are occurring to find solutions and address any unmet needs. In general, the plans focus on preventing problems by providing students with meaningful, positive feedback to improve motivation, engagement, and performance, and by teaching expectations at the beginning of each year, reviewing expectations as necessary, and treating minor misbehavior as a learning opportunity. Teaching desired behaviors to reduce misconduct as much as possible is based on three principles:

- All behavior is learned;
- Any repeated behavior is serving a purpose for the student, and
- Student behavior can be changed.

✦ STUDENT SUPPORT SERVICES and PARENT ENGAGEMENT ✦

CCSD provides a variety of resources to help address student behavior problems. These supports are available to every student and include the district's school counselors, school social workers, school psychologists, behavior specialists, and a variety of community agencies that partner with our schools.

As schools address student behavioral challenges, we will take into consideration support processes to help students resolve such problems. Support services may be used (a) as part of a preventative effort to address behaviors before they become more serious, (b) together with a disciplinary consequence in response to inappropriate behavior, or (c) as part of a reentry program for a student returning to school after an out of school suspension or expulsion.

CCSD teachers and staff will evaluate the need for support services when a student engages in repeated behaviors. Since parents know their child best, if they have concerns about their child or believe that their child needs behavioral assistance, they are encouraged to begin with their classroom teacher to share their concerns. Other school professionals are also available to help depending on the nature of the concern and parents are welcome to reach out to the school counselor, school social worker, school nurse, school psychologist, behavior specialist, or school administrator as they feel comfortable. Parents are also welcome to contact the district office as needed once school-level supports have been explored.

CCSD expects that parents, teachers, and school administrators will work closely and regularly together to assure excellent academic performance and good student behavior. CCSD schools and the district office will be places where parents are warmly welcomed and treated with courtesy and respect.

✦ CONFIDENTIALITY REGARDING DISCIPLINE ✦

Confidentiality is an important part of student discipline. Federal and state laws require that CCSD protect the confidentiality of individual student personal information including any disciplinary action. Parents sometimes ask about disciplinary actions imposed on students other than their own. CCSD is unable to provide this information.

✦ WHEN THE CODE APPLIES ✦

The Code of Student Conduct applies:

- On school property, including buses and bus stops in the community
- Off school property while attending and/or traveling to or from a school-related activity, function, or event

When using district-provided electronic resources

- Any conduct of a student outside of school hours or away from school, 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 the school or which disrupts the educational process. This may include conduct outside of school via social media. (O.C.G.A. § 20-751.5(c)).
- Student conduct on school buses is a very serious matter. Of particular note:
 - Students shall be prohibited from acts of physical violence, bullying, battery or physical assault, or verbal assault of other persons on the school bus; disrespectful conduct toward the school bus driver or other persons on the school bus; or other unruly behavior (O.C.G.A. § 20-2-751.5(b)(1)(A)).
 - Students shall be prohibited from using any electronic devices during the operation of a school bus (including cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device) in any manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus.
 - Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

✪ AUTHORITY OF SCHOOL LEADERS ✪

The Principal is the designated leader of the school and, with the staff, is charged by the Superintendent with the safe and orderly operation of the school. In case of disciplinary violations not covered by this Code, the Principal may impose reasonable corrective measures which he or she believes to be in the best interest of the student involved and the school.

The Suggested Behavior Matrix is a guideline for school leaders to use when providing interventions and responses for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose consequences ranked higher or lower or outside of the Suggested Behavior Matrix than indicated for each behavior except in cases where state law requires certain actions.

✪ INFORMATION ON INVESTIGATIONS, SEARCHES & STUDENT INTERVIEWS AT SCHOOL ✪

- School administrators and/or their designated representatives have the authority to conduct a reasonable search of students and their possessions. Lockers, desks, personal effects (e.g., purse, book bag, etc.), and vehicles when on school property, or at any school function or activity, may be searched at any time based on reasonable suspicion, and illegal items or prohibited items may be seized. Board Policy JCAB states: "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, and may seize any illegal or unauthorized, or materials discovered in the search. A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action."
- Schools may periodically use police dogs in conjunction with School Resource Officers to check for drugs in our high schools. The dogs used are highly specialized and certified for this purpose.
 - Procedures: On a day known only to administration and the police who are assisting with the search, the dog will be brought to the school to sniff places where things may be stored, including lockers and the parking lot. There may also be random classroom searches, in the course of which students are escorted out of that location leaving behind backpacks,

purses, and other personal belongings to be included in the search. Searches will not include sniffing any students and students will not have any contact with the dogs.

o Response: Property identified by search dogs is subject to search by school personnel. If prohibited items are found, the student and parent/guardian will be notified of the search and related results. Students found in possession of illegal substances/items are subject to local laws and to discipline according to the CCSD Code of Student Conduct.

- A student is in possession of an illegal or prohibited item when it is found in or on the person of the student or in his/her personal effects, in his/her locker, or in a student's vehicle on school property or at any school function or activity off school property.
- School officials may interview students regarding potential violations of the Code of Student Conduct without parental notification as required during the course of an investigation. Reasonable search and confiscation may occur. Any device deemed to contain evidence in a disciplinary or legal matter must be maintained by the district pending the outcome of the matter. Please consider this when determining the device(s) brought to school.

⊛ ANNUAL REVIEW ⊛

This Code will be reviewed and updated annually. Students, parents, and other community members will be asked to join district and school-level staff in the review process. Comments and suggestions may be directed to the attention of the district's Executive Director of School Support Services or the district's Disciplinary Hearing Officer at the CCSD's District Administrative Offices, 440-1 Dearing Extension, Athens, GA 30606.

⊛ CONTACT INFORMATION ⊛

Dr. Jillian Whatley,
Executive Director of School Support

Utevia Tolbert
Director of Restorative Practice

Hearing Officer

440-1 Dearing Ext. 440-1 Dearing Ext.
Athens, Georgia 30606 Athens, Georgia 30606

⊕ PROGRESSIVE DISCIPLINE PRACTICES ⊕

School administrators use many progressive discipline practices before exclusionary discipline such as ISS or ISS, when appropriate. Here is a list of what these terms mean:

Administrative Time Out

- A student is given a chance to reset their behavior by taking a break.

Check-In/Check-Out

- A program designed to help students monitor their own behavior with the assistance of a school-based mentor and daily/weekly behavior progress reports

Differential Reinforcement

- Reinforcing only the appropriate response or behavior you wish to increase
- Applying extinction to all other responses

Loss of Privileges

- Depending on the behavior, a student may temporarily lose a privilege in order to modify their behavior. This may include privileges such as the use of an electronic device, bus transportation, or participation in a school activity.

PBIS Classroom Management Systems Include

- Continuous teaching, re-teaching, and modeling of classroom expectations and procedures
- A system for recognizing appropriate behaviors
- A system for addressing inappropriate behaviors
- Initiating and maintaining positive relationships with students and families
- Student behavior tracking that is used to monitor the frequency of behaviors and to track interventions and responses.

Parent Conference

- An administrator makes contact with a parent in person or on the phone to discuss student behavior choices and discusses strategies and supports needed in the future.
- The goal of a parent conference is to partner with families around discipline.

Planned Ignoring

- When an adult ignores minor irritants or silliness.

Referral to Behavior Specialist

- The behavior specialist will gather information to understand the function and purpose of the behavior in order to write an effective behavior intervention plan (BIP).

Restorative Conferences/Circles

• A voluntary process in which those harmed, those who have done the harm and those affected by what happened to have a chance to engage in a facilitated talk to repair the harm and plan going forward to reduce further harm.

Response to Intervention (RTI) Team

- An interdisciplinary group using a systematic process to address learning

and/or behavior challenges.

Restitution (Voluntary)

- Writing or offering an apology or compensating for damage or loss.

Responsibility Awareness Program

- An educational class designed to teach adolescents about the negative consequences of drugs and alcohol and to encourage them to make good choices.

School-Based Behavior Wrap Around Meeting

- A process for gathering school, family, and community resources to determine ways of best-supporting student needs.

Social Skills Group

- A group conducted by a school counselor, behavior interventionist, social worker, or other school staff using an evidence-based curriculum to provide skills using appropriate replacement behaviors.

Verbal Student Conference

- Administrators talks privately with the student regarding their behavior choices and discusses strategies and supports needed in the future.

❖ DEFINITIONS OF PROHIBITED BEHAVIORS AND SUGGESTED DISCIPLINE MATRIX ❖

Definitions, numbers 1-44, and severity level determinations contained herein are aligned with the Georgia Department of Education Discipline Matrix and state reporting guidelines. In this Code, we use the language of education, rather than that of law, whenever possible reflecting CCSD's commitment to addressing discipline as a means of promoting self-regulation, fairness, and restorative justice. However, some state reportable categories have words and language that may sound legal and criminal to some readers. In an effort to create discipline coding and reporting that is as consistent and objective as possible, the Georgia Department of Education Statewide Discipline Definitions are used below.

The Code of Conduct Matrix is a guideline for school leaders to use when providing interventions and responses for student misbehavior. Based on the circumstances of a disciplinary violation, school administrators have the authority and discretion to impose consequences ranked higher or lower or outside of the Matrix indicated for each behavior.

ES= Elementary School MS=Middle School HS=Middle School

1. Alcohol - Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of students being under the influence of alcohol may be included if it results in disciplinary action.

- Severity Level 1 - Unintentional possession of alcohol
- Severity Level 2 - Under the influence of alcohol without possession
- Severity Level 3 - Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol

Alcohol	Verbal Student Conference	Parent Conference	Loss of Privileges	ISS	OSS	RAP Referral	Referral to Disciplinary Hearing
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		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X	X				X		X		
	2					X	X		X	X	X		X		
	3									X	X				X

2. Arson - 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.)

- Severity Level 1 - N/A
- Severity Level 2 - Attempt to commit arson or use of matches, lighters, or incendiary devices at school; includes but is not limited to the use of fireworks or trash can fire without damage to school property
- Severity Level 3 - Intentional damage as a result of arson-related activity or the use of an incendiary device; includes but is not limited to setting fires to school property

Arson		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	2	X	X	X	X	X	X	X	X		X	X	X		
	3							X	X			X	X		X

3. Battery - 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.) *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries; includes but is not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations
- Severity Level 2 - 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
- Severity Level 3 - Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel (*other than teachers*); Physical attack on teachers should be reported as Violence Against a Teacher (44). Severity 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.

Battery		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X		X	X		X		X		

	2			X	X	X		X	X		X	X	X		
	3											X	X		X

4. Breaking and Entering (Burglary) - 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.)

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)

Breaking and Entering - Burglary		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	3							X				X	X		X

5. Computer Trespass - 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.

- Severity Level 1 - N/A
- Severity Level 2 - Unauthorized use of a school computer for anything other than instructional purposes. See above. Includes but is not limited to computer misuse, using computers to view or send inappropriate material, and violation of school computer use policy
- Severity Level 3 - 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. See above. Includes but is not limited to hacking.

Computer Trespass		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Use of Device		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	2	X	X	X	X			X							
	3			X	X			X	X		X				

6. Disorderly Conduct - 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.) *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - 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; includes but is not limited to general bus misbehavior, spitting on property, or persons, encouraging

- disruptive behavior
- Severity Level 2 - 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; includes but is not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior
- Severity Level 3 - Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Severity Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year; includes but is not limited to disruptive behavior on the school bus, misbehavior during a fire drill, or other safety exercises

Disorderly Conduct		Verbal Student Conference		Parent Conference		Restorative Process		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X	X	X	X		X	X	X		
	2	X	X	X	X	X	X	X	X		X	X	X		X
	3					X	X				X	X	X		X

7. Drugs, Except Alcohol and Tobacco - 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. *Middle and high school students are allowed to carry over-the-counter non-prescription medications on their persons, in book bags, or in lockers only if a school medication consent form is completed and signed by a parent or guardian. This form should be on file in the office with the school nurse.*

- Severity Level 1 - Unintentional possession of prescribed or over-the-counter medication. Does not include the possession of narcotics or any illegal drugs. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. § 20-2-776
- Severity Level 2 - Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. § 20-2-776
- Severity Level 3 - 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. See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. § 20-2-776

Drugs, Except Alcohol and Tobacco		Verbal Student Conference/ Parent Notification		Parent Conference		Referral to RAP class		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X	X	X	X			X	X		
	2	X	X	X	X		X	X	X		X	X	X		
	3						X	X	X		X	X	X		X

8. Fighting - 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.) *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries;/ no injuries
- Severity Level 2 - A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries. Mild or moderate injuries may include but are not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body
- Severity Level 3 - A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Severity Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year. Repeated physical confrontations resulting in severe injuries that require medical attention

Fighting	Verbal Student Conference		Parent Conference		Admin Time-Out		Restorative Process		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	1	X	X	X	X	X	X	X	X		X	X	X		
	2	X	X	X	X			X	X			X	X		X
	3											X	X		X

9. Homicide - Killing of one human being by another

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Killing of a human being; includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.

Homicide	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	3											X	X		X

10. Kidnapping - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will. See above.

Kidnapping	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Sev. Level	3											X	X		X

11. Larceny / Theft - 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.) *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - 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; includes but is not limited to theft by taking, theft by receiving stolen property, and theft by deception
- Severity Level 2 - 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; includes but is not limited to theft by taking, theft by receiving stolen property, and theft by deception
- Severity Level 3 - The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding \$250. Severity level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year; includes but is not limited to theft by taking, theft by receiving stolen property, and theft by deception

Larceny / Theft	Verbal Student Conference		Parent Conference		Admin Time-Out		Restorative Process		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	1	X	X	X	X	X		X	X		X		X		
	2	X	X	X	X	X		X	X		X	X	X		
	3											X	X		X

12. Motor Vehicle Theft - Theft or attempted theft of any motor vehicle

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Theft or attempted theft of any motor vehicle; includes but is not limited to cars, trucks, ATVs, golf carts, etc.

Motor Vehicle Theft	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	3											X	X		X

13. Robbery - 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.)

- Severity Level 1 - N/A
- Severity Level 2 - Robbery without the use of a weapon. taking something by force or threat of force
- Severity Level 3 - Robbery with the use of a weapon; weapons may include but are not limited to guns, knives, clubs, razor blades, etc.

Robbery	Verbal Student Conference		Parent Conference		Admin Time-Out		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	2	X	X	X	X	X				X	X		X
	3									X	X		X

14. Sexual Battery - 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

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - 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: includes but is not limited to rape, fondling, child molestation, indecent liberties, and sodomy

Sexual Battery	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	3											X	X		X

15. Sexual Harassment - Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication (including electronic communication) of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment

- Severity Level 1 - Comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals; includes but not limited to insensitive or sexually suggestive comments or jokes
- Severity Level 2 - Comments that perpetuate gender stereotypes, suggestive jokes, or lewd gestures that are directed towards specific individuals or groups of individuals; includes but not limited to insensitive or sexually suggestive comments or jokes; leering
- Severity Level 3 - Physical or non-physical sexual advances; requests for sexual favors; Severity Level 3 may be used for students that violate the school policy on sexual harassment three or more times during the same school year. See above.

Sexual Harassment	Verbal Student Conference		Parent Conference		Admin Time-Out		Restorative Process		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	1	X	X	X	X			X	X		X				
	2	X		X	X	X		X	X		X	X	X		

	3												X	X			X
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16. Sex Offenses - Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual. *Age and developmentally appropriate behavior are considered before using this code.*

- Severity Level 1 - 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; public groping or inappropriate bodily contact
- Severity Level 2 - Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts
- Severity Level 3 - Engaging in sexual activities on school grounds or during school activities; oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts

Sex Offenses		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X		X			X				
	2	X	X	X	X	X		X			X		X		
	3											X	X		X

17. Threat / Intimidation - 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

- Severity Level 1 - N/A
- Severity Level 2 - Physical, verbal, or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack
- Severity Level 3 - School-wide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack; (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; includes but not limited to bomb threats or unauthorized pulling of the fire alarm.)

Threat / Intimidation		Verbal Student Conference		Parent Conference		Restorative Process		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	2	X		X		X	X	X			X		X		
	3					X	X					X	X		X

18. Tobacco - Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school. Does

not include electronic smoking devices; See (42) Electronic Smoking Device.

Per Exhibit GAN-E(1) - 100% Tobacco-Free Schools - the definition of tobacco products and tobacco use are defined to include cigarettes, candy cigarettes, chewing tobacco, blunts, blunt wraps, pre-wrapped blunt cones & tubes, cigars, cigarillos, bidis, pipes, e-cigarettes, vaping products cigarette packages or smokeless tobacco containers, lighters, ashtrays, key chains, t-shirts, coffee mugs, and any other items containing or reasonably resembling tobacco or tobacco products. Tobacco use includes smoking, chewing, dipping, use electronic nicotine delivery systems, or other combustible tobacco products.

- Severity Level 1 - Unintentional possession of tobacco products
- Severity Level 2 - Intentional Use of or knowledgeable possession of tobacco products
- Severity Level 3 - Distribution and/or selling of tobacco products; Severity Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year

Tobacco		Verbal Student Conference		Parent Conference		Admin Time-Out		Referral to RAP class		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X			X						
	2	X	X	X	X				X		X				
	3								X		X		X		X

19. Trespassing - 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.)

- Severity Level 1 - N/A
- Severity Level 2 - Entering or remaining on school grounds or facilities without authorization and with no lawful purpose
- Severity Level 3 - 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; Severity Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year

Trespassing		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	2	X	X	X	X	X		X	X						
	3	X	X	X	X	X		X	X		X		X		

20. Vandalism - The willful and/or malicious destruction, damage, or defacement of public or private property without consent

- Severity Level 1 - N/A
- Severity Level 2 - Participating in the minor destruction, damage, or defacement of school

- property or private property without permission
- Severity Level 3 - Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Severity Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year

Vandalism	Verbal Student Conference		Parent Conference		Restorative Process		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	2	X	X	X	X	X	X	X	X	X	X	X	X		
	3					X	X	X	X			X	X		X

21. The Georgia Department of Education does not include a state reportable Code #21

22. **Weapons - Knife** - The possession, use, or intention to use any type of knife. Also, see *Policy JCDAE for offenses regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school*

- Severity Level 1 - Unintentional possession of a knife or knifelike item without intent to harm or intimidate
- Severity Level 2 - Intentional possession of a knife or knife-like item without intent to harm or intimidate
- Severity Level 3 - Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate

Weapons - Knife	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X		X					X		X
	2	X		X			X					X		X
	3										X	X		X

23. **Weapons - Other** - 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 but does include fireworks). Also see *Policy JCDAE for offenses regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school*

- Severity Level 1 - N/A
- Severity Level 2 - 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; includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nunchucks, throwing stars, stun guns, tasers, etc.
- Severity Level 3 - Intentional possession and use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm; includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nunchucks, throwing stars, stun guns, and tasers, etc.

Weapons - Other	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	2						X					X		X
	3											X	X	X

24. Other Incident for a State-Reported Disciplinary Action - Any other discipline incident for which a student is administered detention, in-school or out-of-school suspension, expelled, suspended from 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)

- Severity Level 1 - Any other discipline incident for which a student is administered detention, in-school or out-of-school suspension, expelled, suspended from 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)
- Severity Level 2 - Severity Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types; includes but is not limited to parking violations, etc.
- Severity Level 3 - N/A

Other Incident for a State-Reported Action	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X	X	X	X	X	X	X	X	X
	2	X	X	X	X	X	X	X	X	X	X	X	X	X

25. Weapons - Handgun - 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. NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]. Also see *Policy JCDAE for offenses regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school*

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm

Weapons - Handgun	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	3											X	X	X

26. Weapons - Rifle / Shotgun - 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]. Also see Policy JCDAE for offenses regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm

Weapons Rifle/Shotgun		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	3											X	X		X

27. Serious Bodily Injury - The term "serious bodily injury" means bodily injury that involves substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ, and causes substantial risk of death

Serious Bodily Injury		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	3											X	X		X

28. Other Firearms - Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including a starter 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 propellants, and which has any barrel with a bore of more than ½ inch in diameter; any combination of 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]

- Severity Level 1 - N/A

- Severity Level 2 - N/A
- Severity Level 3 - 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; includes any weapon (including starter 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]. Also see *Policy JCDAE for offenses regarding a student's possession of a firearm, dangerous weapon, or hazardous object at school.*

Other Firearms	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	3											X	X		X

29. Bullying - A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property (cyber-bullying), 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. *Also, see Policy JCDAE on bullying for more specific information.*

- Severity Level 1 - First Offense of bullying as defined in O.C.G.A. § 20-2-751.4; includes but is not limited to a pattern of 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
- Severity Level 2 - Second incident of bullying as defined in O.C.G.A. § 20-2-751.4; includes but is not limited to a pattern of 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. "Hazing" means to subject a student to an activity that endangers or is likely to endanger the physical health of a student, regardless of a student's willingness to participate in such activity.
- Severity Level 3 - Repeated acts, as defined in O.C.G.A. § 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 the victim in 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; includes but is not limited to a pattern of 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

Bullying	Verbal Student Conference		Parent Conference		Change of Schedule		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X	X	X	X	X	X	X		
	2	X	X	X	X	X	X	X	X	X	X	X		
	3					X	X	X	X			X	X	X

30. Other - Attendance Related - Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, failure to comply with disciplinary sanctions or failure to comply with compulsory attendance as required under O.C.G.A.§ 20-2-690.1. The State of Georgia considers a student truant if they have 6 or more unexcused absences. *Also, see Policy JB on Attendance for more specific information.*

- Severity Level 1 - 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
- Severity Level 2 - N/A
- Severity Level 3 - N/A

Other - Attendance Related	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X	X	X	X	X	X	X		

31. Other - Dress Code Violation - Violation of school dress code that includes standards for appropriate school attire. See individual student handbooks for schools that have uniform dress code guidelines.

- Severity Level 1 - Non-invasive and non-suggestive clothing, jewelry, book bags, or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Severity 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 headwear worn inside the school building
- Severity Level 2 - Invasive or suggestive clothing, jewelry, book bags, or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Severity Level 2 may include but are not limited to the 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; the 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
- Severity Level 3 - Invasive or suggestive clothing, jewelry, book bags, or other articles of personal appearance. Severity Level 3 may be used for students that violate the school dress code policy three or more times during the same school year

Other Dress Code Violation	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X		X	X	X		X			X			
	2	X		X	X	X		X			X			
	3	X		X							X	X	X	

32. Academic Dishonesty - Receiving or providing unauthorized assistance on classroom projects, assignments, or exams

- Severity Level 1 - Intentional receiving or providing of unauthorized assistance on classroom projects, assessments, and assignments; may include but is not limited to failure to cite sources
- Severity Level 2 - Intentional plagiarism or cheating on a minor classroom assignment or project; includes but is not limited to intentional dishonesty on minor classroom projects, assignments, homework, etc.
- Severity Level 3 - Intentional plagiarism or cheating on a major exam, statewide assessment or project, or the falsification of school records (including forgery); 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; Severity Level 3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year

Academic Dishonesty	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X			X						
	2	X		X	X			X			X			
	3										X	X	X	

33. Other - Student Incivility - 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.

- Severity Level 1 - Failure to comply with instructions or the inadvertent use of inappropriate language; may include but is not limited to a general disrespect for school staff or students; profanity; failure to follow instructions
- Severity Level 2 - Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth; profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination
- Severity Level 3 - Blatant and repeated insubordination or intentional misrepresentation of the truth; issuing false reports on school staff; Severity Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year.

Other - Student Incivility	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS

Severity Level	1	X	X	X	X	X		X			X	X		
	2	X	X	X	X	X		X			X	X	X	
	3							X			X	X	X	

34. Other - Possession of Unapproved Items (or Unauthorized Use of cell phones) -

The use or possession of any unauthorized item disruptive to the school environment (including cell phones and mobile devices). Although cell phones may be allowed, please see individual student handbooks for guidelines regarding cell phone possession and use at school. (Note: The use of fireworks or incendiary devices must be

coded as Arson.)

- Severity Level 1 - 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; includes but is not limited to possession of toys, unauthorized use of cell phones, and mobile devices, gadgets, personal items, gum, candy, etc.; includes possession of pepper spray
- Severity Level 2 - The use of any unauthorized item (i.e. toys, cell phones, and mobile devices, or gadgets); does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous; includes but is not limited to use of toys, mobile devices, gadgets, personal items, etc.; includes the use of pepper spray without injury
- Severity Level 3 - 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, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury; The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Severity Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items

Other - Possession of Unapproved Items		Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
		ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X	X		X			X		X		X
	2	X	X	X	X	X		X					X		X
	3							X				X	X		X

35. Gang-Related - Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire that engage in criminal gang activity (O.C.G.A. § 16-15-3)

- Severity Level 1 - N/A
- Severity Level 2 - Wearing or possessing gang-related apparel; communicating either verbally or nonverbally to convey membership or affiliation with a gang; possessing 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
- Severity Level 3 - 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; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity; Severity Level 3 should be used for students who display a pattern of violating the school policy related to gang activity

Gang Related	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	2	X	X	X	X			X			X		X		
	3	X	X	X	X			X				X	X		X

36. Repeated Offenses - 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.

- Severity Level 1 - Collection of minor incidents; see above
- Severity Level 2 - Collection of moderate incidents; see above
- Severity Level 3 - Collection of severe incidents; see above

Repeated Offenses	Verbal Student Conference		Parent Conference		Admin Time-Out		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X		X	X		X				
	2	X	X	X	X		X	X		X	X	X		
	3										X	X		

37-39. The Georgia Department of Education does not include state reportable Codes #37-39

40. Other Non-Disciplinary Incident - This code is used exclusively for the reporting of physical restraint.

41. The Georgia Department of Education does not include a state reportable Codes #41

42. Electronic Smoking Device - 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. 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.

- Severity Level 1 - Unintentional possession of an electronic smoking device
- Severity Level 2 - Use or knowledgeable possession on an electronic device
- Severity Level 3 - Distribution and/or selling of electronic smoking devices; Severity Level 3 may be used for students who violate school policy on electronic smoking devices three or more times during the same school year

Electronic Smoking Device	Verbal Student Conference		Parent Conference		Referral to RAP Class		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing	
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS
Severity Level	1	X	X	X	X		X	X	X					
	2	X	X	X	X		X	X	X		X			
	3											X		

43. The Georgia Department of Education does not include state reportable Codes #43

44. Violence Against a Teacher - Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any attack against a teacher; Violence against other school personnel should be reported as Battery(03) - Severity Level 3

- Severity Level 1 - N/A
- Severity Level 2 - N/A
- Severity Level 3 - Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any attack against a teacher; Violence against other school personnel should be reported as Batter (03) - Severity Level 3

Violence Against a Teacher	Verbal Student Conference		Parent Conference		Restorative Process		Loss of Privileges		ISS		OSS		Referral to Disciplinary Hearing		
	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	ES	MS/HS	
Severity Level	3	X	X	X	X	X	X	X	X		X	X	X		X

*** Bus Suspension ***

Students who ride the school bus may do so as long as they display safe and reasonable behavior. Choosing not to follow the bus discipline guidelines will result in suspension or loss of bus service. The bus driver is responsible for the safety and well-being of the students on the bus. The transportation department and school administrator will determine the consequences of misbehavior and the reinstatement of bus service for the offending students should a suspension become necessary. **A suspension applies to all buses** unless otherwise designated by school officials. The responsibility for student supervision by the school shall begin when the student boards the bus in the morning and is retained until the child leaves the bus at the end of the day. **Riding the school bus is a privilege, not a right**, and may be revoked for distracting the driver and discipline infractions.

I. Parent/Guardian Responsibility

Parents and guardians will be responsible for ensuring their child follows all rules and guidelines outlined by this notice, the transportation department, and the administrator. If the student violates the behavior and safety guidelines resulting in a bus suspension, the parent will provide transportation for their child. Students will be picked up and dropped off at their designated stop. Exceptions will require a written request from the parent as outlined below. In an emergency, a phone call by the parent to the principal and subsequent written approval from the principal to the bus driver will be acceptable.

The school bus ride is an extension of the school day and as such, is subject to all school policies and procedures. Bus Conduct Reports will be recorded in accordance with all other school record-keeping procedures.

II. Transporting of School-Related/Non-related Items

No animals or any items that may be deemed objectionable in nature will be transported on any bus. If necessary the bus driver may confiscate these items and turn them in to the school administrator. Any item that may be considered a weapon (per Ga. Law) or dangerous to others in any way will not be allowed on the bus. (This may include sports equipment, laser pointers, toys, etc.) Band instruments that will be allowed on the bus are those that

are small enough to be held in the students' laps. Instruments may not be in the aisle or take the space of a student if that space is needed to sit down.

III. Behavior Guidelines -

Warnings and Referrals will be submitted by the bus driver to the student with the approval of the transportation department and/or school administrator. Warnings and Referrals will be issued for the following and any other applicable events.

- **Distracting the driver**
- Continuously out of seat
- Not properly seated
- Arms/Head/Items out window
- Cussing students or driver
- Talking back/Disrespect to driver
- Throwing trash/spitting on the floor
- Wearing earbuds during loading or unloading
- Unsafe actions while loading or unloading
- Loud noises/loud talking
- Playing loud music
- Dress code violation
- Eating on the bus
- Continuously late to bus stop
- Possession of Tobacco/Vape/Other Alcohol, Tobacco or Other Drugs
- Making noises or talking at railroad crossing
- Throwing items out of bus window
- Distraction by electronic device
- Excessive body spray/fragrances
- Harassing/picking on other students
- Vandalism/damage to seat cover
- Vandalism/writing on seat
- Verbally harassing other students
- Hitting/spitting on other students
- Destruction of property
- Stealing
- Not obeying driver hand signal
- Riding bus while suspended
- Inappropriate gestures/materials
- Fighting

As previously stated, the school bus ride is an extension of the school day and is subject to all school policies and procedures. Riding the school bus is a privilege (not a right) for students as long as they display safe and reasonable behavior. Riding privileges may be revoked for safety and discipline infractions at which time parents must provide transportation for their child.

Physical Violence On the Bus

Physical violence (ex. fighting or battery) will not be tolerated in the Clarke County School System.

Fighting or violent acts on a Clarke County school bus will result in the following:

- High School and middle school students will be suspended. They will have the option to attend the Alternative Education Program for at least a semester (20 weeks) and will potentially lose bus privileges for up to a calendar year. Appropriate legal charges may be filed. A second physical violence incident will result in a calendar year's suspension with the option to attend the Alternative Education Program or expulsion from the school system, potential loss of bus privileges for the rest of the student's time at CCSD, as well as potential additional legal charges.
- Elementary school students will be suspended from the bus potentially up to six (6) weeks. A second physical violence incident will potentially result in the loss of bus privileges for a calendar year. Appropriate legal charges may be filed.

Other disruptions

All grade levels: Disruptive incidents will result in one (1) warning or two (2) days off the bus, depending on the severity of the incident. Any subsequent disruptions will result in bus suspension for at least six (6) weeks.

✪ ROLE OF LAW ENFORCEMENT IN SCHOOLS ✪

The role of law enforcement in schools is specifically to create and maintain a safe and secure learning environment for students, staff, faculty, parents, and visitors in our schools. The role of police officers in schools is a nationally recognized proven resource of any modern school safety plan that reduces violent behavior. Police in schools keep students safe and support the mission as informal mentors, counselors, and educators on matters of law enforcement. Officers also serve as a resource for students, teachers, and parents on matters pertaining to law enforcement, crime prevention, and awareness. Clear evidence exists that healthy relational bonds of trust are often developed between students and the school police officer.

Before being assigned to any Clarke County School, police officers must successfully complete a competitive selection process. Once selected, officers attend specialized training focused on policing in a school environment and complete a state-certified school resource officer course. Additionally, officers train in areas involving crisis intervention and criminal procedures and are required by state law to continuously train in order to maintain their peace officer certification.

Consistent with the District's Charter School concept, police are proven and vital stakeholders. Our policing philosophy coincides with the vision for the future as we work to achieve a cohesive community-based educational design. **School-based police are not school disciplinarians. They are not called to force students to comply with teacher instructions. Student discipline is the responsibility of school administrators.** However, school police will respond in their capacity as law enforcement officers to incidents involving violations of criminal law and breaches of the peace that might place an individual or others in threat of physical harm.

State law requires that certain criminal offenses committed by a student while on school property or at a school function be reported to the appropriate law enforcement authority and the district attorney. Such crimes include aggravated assault with a firearm involved, aggravated battery, sexual offenses, weapons in unauthorized locations, violations involving weapons in school safety zones, possession of a handgun by a person under 18, and controlled substances violations. (O.C.G.A. § 20-2-1184). Parents and guardians should inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

A recurring theme central to the school-based police officer's duties and responsibilities is to mentor students, build relationships, assist to develop personal soft skills, and enhance coping skills through de-escalation techniques and character building. School-based policing is deliberately focused on developing resiliency, self-confidence, and self-awareness among youths to avoid gang membership and develop positive relationships that will serve our students well beyond the boundaries of our schools and throughout their adult lives.

We believe that schools are at the very core of any vibrant community, and effective community-oriented policing philosophies are inclusive with developing strong community-based relationships among all stakeholders. Strong relationships must exist between police, community, and schools in order for all to thrive.

"It is easier to build strong children than to repair broken men." ~ Frederick Douglass

⚡ DISCIPLINARY CONSEQUENCES AND PROCEDURES ⚡

Most instances of unacceptable behavior are addressed through positive in-school behavioral interventions and strategies. When such strategies fail to correct student behavior, students may be subject to alternative disciplinary procedures. This section describes some of those procedures including short-term suspension (including ISS and OSS), long-term suspension, Disciplinary Hearing processes, and expulsion.

DEFINITIONS AND PROCEDURES

1. **Detention**- Disciplinary action consisting of the assignment of students to a certain area of the school outside of regular school hours (before school, after school, on a non-school day) for two or more school days or the equivalent hours.

Due Process Procedure

The parent/guardian must be notified in writing at least 24 hours before the detention. The notification must explain the reason(s) for the detention and inform the parent/guardian that necessary transportation will be their responsibility.

2. **In- School Suspension** - Temporary removal of a student from his or her regular classroom(s) for at least half a school day. The student remains under the direct supervision of school personnel. Direct supervision means school personnel is physically in the same location as students under their supervision.

Due Process Procedure

The parent/guardian should be notified of the reason(s) and length for the in-school suspension assignment. Students assigned to a school's in-school suspension classroom shall be counted present and shall be required to work on classroom assignments at the direction of in-school suspension personnel. Students assigned to the in-school suspension may also be excluded from participation in school-related activities and events.

3. **Out of School Suspension (Short-Term)** - Suspension of a student for ten school days or less (O.C.G.A. § 20-2-751) Note: See Students With Disabilities section below. Due Process Procedure

As part of an investigation of a disciplinary incident, the principal or assistant principal shall 1) Tell the student, orally or in writing, the allegation(s) against the student and give the student an opportunity to tell his/her side of the story. If the principal or assistant principal finds the student in violation of the Code of Student Conduct and determines that short-term suspension should be imposed, steps 2 and 3 will be followed: 2) Attempt to contact the parent/guardian by telephone to inform them of the suspension; 3) Within one (1) school day after the suspension begins, send the parent/guardian notice by regular mail informing them of the reason(s) for the suspension and of their right to discuss the details of their child's misbehavior with school officials.

A principal or assistant principal may suspend a student without notice of the reason for the suspension or an opportunity to provide an explanation if the student is intoxicated, under the influence of drugs, or where his/her presence otherwise poses a continuing danger to others or a disruption to normal school operations. In such cases, however, the informal hearing outlined above shall occur as soon as practicable.

Students who are suspended are barred from all Clarke County School District campuses and related activities during the length of their suspension.

4. Long-Term Suspension or Expulsion

Long-term suspension means the student loses the right to attend a school or participate in school activities for more than ten (10) consecutive days but not beyond the current school quarter or semester (O.C.G.A. § 20-2-751). Expulsion means the student loses the privilege of attending school or participating in school activities for the remainder of the grading period, the remainder of the school year, or longer. (O.C.G.A. § 20-2-751). Note: See Students With Disabilities section below. Long-term suspension and/or expulsion may only be imposed by action of the Disciplinary Hearing Officer, except as provided in cases where a tribunal is required after the student has been afforded notice, an opportunity for hearing, and other procedural rights prior to such expulsion or suspension becoming effective. Students under suspension or expulsion are not allowed on school district property or at school-related functions/activities. Although elementary school students are subject to long-term suspension or expulsion, this discipline is imposed for only the most severe offenses.

In the case of a student of middle or high school age who is suspended for more than ten (10) days or is expelled, the superintendent or his/her designee may, instead, permit that student to attend an Alternative Education Setting for the period of suspension or expulsion.

Rights of Student Where Long Term Suspension or Expulsion is Recommended

- a. The right to written notice of the specific charges that have been made against the student
- b. The right to a due process hearing
- c. The right to be represented by legal counsel at the hearing
- d. The right to testify and present witnesses
- e. The right to cross-examine witnesses who testify against the student

Due Process Procedure

- a. The principal or assistant principal must initially recommend long-term suspension or expulsion to the Disciplinary Hearing Officer.
- b. A hearing before the Disciplinary Hearing Officer will be scheduled as soon as possible but not later than ten (10) school days after the student has been removed from school.
- c. If the hearing date is more than ten (10) school days after the student has been removed from school, and the delay in scheduling is not caused by the student or his parent/guardian, the student may resume attendance at the school at the end of the ten (10) day period.
- d. Written notice will be sent to the parent/guardian by regular mail. This notice shall inform the parent/guardian of the following: the violation alleged; the date, time, and place of the hearing; the names of witnesses; and the punishment recommended. In addition, the notice shall inform them of the right to be represented by legal counsel at the hearing; the right to testify and present witnesses; and the right to cross-examine witnesses presented by the school district.
- e. A verbatim electronic or written record of the hearing will be made and will be available to the parent/guardian or legal counsel of the student charged.
- f. If long-term suspension or expulsion is imposed, the parent/guardian will be notified of the decision in writing and of the right of appeal. This notice will be sent by regular mail within ten (10) days of the completion of the hearing.
- g. If there is an appeal, the superintendent may in his/her discretion

temporarily withhold implementation of the suspension or expulsion and return the student to school during the appeal process, but only if this will not endanger others or disrupt normal school operations.

5. Seclusion, Restraint, and Corporal Punishment

The use of corporal punishment is prohibited in all programs and activities of the Clarke County School District. Similarly, the Board prohibits the use of chemical restraints, mechanical restraints, prone restraints, and the use of seclusion. Physical restraint is allowed in limited circumstances as governed by Board Policy JGF "Seclusion and Restraint" but may never be used as a form of punishment or discipline.

For more information, review the Seclusion or Restraint of Students Board Policy JGF(2).

6. Device Reimbursement

The Clarke County Board of Education retains the right to charge students a reasonable fee for restitution of lost, damaged, or abused district property per Board Policy JS.

Appeals

- a. The decision of the Disciplinary Hearing Officer may be appealed to the Board of Education by the student's parent/guardian. The appeal process begins with a written request for review of the Disciplinary Hearing Officer's decision addressed to the Superintendent at 440-1 Dearing Ext. This request must be made within twenty (20) calendar days of the date the decision is rendered.
- b. The Board of Education will consider only the record of the hearing before the Disciplinary Hearing Officer. A transcript of that hearing will be made only upon receipt of a letter of appeal to the superintendent. A copy of that transcript will be made available in the office of the Disciplinary Hearing Officer upon request.
- c. The Board of Education has the power to uphold the Hearing Officer's decision or to find that the student did not violate the Code of Student Conduct. The Board of Education may also reduce or increase the severity of punishment imposed or may impose a different kind of punishment.
- d. The decision of the Clarke County Board of Education may be appealed to the State Board of Education. Notice of any such appeal must be filed with the Superintendent of the Clarke County Schools within thirty (30) calendar days of the date the Clarke County Board of Education renders its decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia is contained in O.C.G.A. §20-2-1160.

Provisions Applicable to Students with Disabilities

The Code of Student Conduct applies to all students including students with disabilities. However, students with disabilities are afforded specific due process protections.

Students supported through the Individuals with Disability Education Act (IDEA) with an Individual Education Plan (a student with an IEP) and students supported by Section 504 of the Rehabilitation Act of 1973 (a student with a 504 Plan) must have a manifestation determination review meeting before being suspended for more than ten (10) days.

Suspension for Up to 10 Days in a School Year

Students with disabilities can be suspended for a total of up to ten (10) consecutive or ten (10) cumulative school days in one school year without providing special education procedural safeguards and services. Saturday school and before/after-school detention do not count toward the ten (10) days.

If a secondary student receives five days of suspension or an elementary student receives three days of suspension, the Case Manager along with their respective Team Leader will review the students' behavior information and determine whether to convene an IEP meeting for the purposes of reviewing behavior and behavior support. This process is to ensure that students with disabilities are not suspended past the ten-day limit without careful consideration

of all factors that relate to the behaviors, including the development of or revisions to a Behavior Intervention Plan (BIP). The Special Education Suspension Review will be documented and signed by the case manager, team leader, and building administrator.

The Special Education Director should be notified of any special education student approaching 10 days of suspension. The District's 504 Coordinator should be notified of any student with a 504 plan approaching ten (10) days of suspension.

Suspension Beyond 10 Days in a School Year

1. School provides written notice to parent/guardian of intervention or consequence being considered and date of Individual Education Program ("IEP") Manifestation Determination Reviews and 504 Plans. A meeting must be held within ten (10) days of the date of the decision to discipline a student. A copy of the Notice of Procedures Safeguards should be provided to parents.
2. The IEP or 504 teams will determine whether the misconduct is caused by the student's disability by reviewing all current and relevant information.
3. If the behavior is a manifestation of the disability, the IEP team or 504 teams will review and revise the behavior intervention plan specifically for the misconduct of the student. A disciplinary change in placement (expulsion) cannot occur if the behavior is a manifestation of the disability except in cases of weapons possession, drug possession, and infliction of serious bodily harm. If the following behaviors are determined to be a manifestation of the student's disability, the student can be placed at an alternative educational setting for up to 45 days: Weapons possession, drug possession, and infliction of serious bodily harm.
4. In the situation of a student with an IEP, If the behavior is not a manifestation of the disability, school officials may apply the Code of Conduct interventions and consequences. However, the student may not be suspended for more than ten (10) consecutive or cumulative school days in a year without providing appropriate educational services.
5. In the situation of a student with a 504 Plan, if the misconduct is not a manifestation of the disability, there is no obligation to provide educational services beyond those provided to a student without a disability. In the Clarke County School District, the student with a 504 Plan is entitled to supports sufficient to enable the student to access whatever educational opportunity is offered at the alternative school.

These disciplinary safeguards are described in detail in Regulation JDD-R(1) of the Clarke County School District which can be found in the district's online policy manual at www.clarke.k12.ga.us. Print copies are available upon request at school offices and at the Clarke County School District at 440-1 Dearing Ext., Athens, GA 30606.

House Bill 740 - To require the local school system to conduct certain screenings, assessments, and reviews prior to expelling a student in grades preschool through third grade O.C.G.A. §20-2-242

No student in public preschool through third grade shall be expelled or suspended from school for more than five consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention unless such student possessed a weapon, illegal drugs, or other dangerous instrument or such student's behavior endangers the physical safety of other students or school personnel. If such student is receiving or has received a multi-tiered system of supports, the school shall be deemed to have met the requirements of this Code section. The school or program shall comply with all federal laws and requirements required obtaining parental consent during any advanced tier within the system of supports prior to certain screenings or evaluations.

In addition to the requirements in subsection (b) of this Code section, prior to assigning any student in preschool through third grade out-of-school suspension for more than five consecutive or cumulative days during a school year, if such student

has an Individualized Education Program (IEP) pursuant to the federal Individuals with Disabilities Education Act or a plan under Section 504 of the federal

Rehabilitation Act of 1973, the school or program shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of such Individualized Education Program or Section 504 plan.

⊕ Definition of Bullying per O.C.G.A. § 20-2-751.4 and Board Policy JCDAG ⊕

Statement of Prohibition

The Clarke County Board of Education prohibits bullying of a student by another student and requires that such prohibition be posted at each school and included in student and parent handbooks.

Definition of Bullying

As used in this Policy, the term “bullying” means:

- (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
- (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- (3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - Causes another person substantial physical or visible bodily harm;
 - Has the effect of substantially interfering with a student's education;
 - Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - Has the effect of substantially disrupting the orderly operation of the school.

Cyberbullying

A student shall not transmit any electronic communication that has the effect of bullying, harassing, threatening, or exposing another to humiliation or ridicule, including but not limited to sending an email or text messages or making website postings (e.g., postings on Facebook, Twitter, or YouTube). This prohibition applies to electronic communication, whether or not such electronic communication originated on school property or with school equipment, that (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. For purposes hereof, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo-optical system.

Consequences

Students found to have engaged in an incident of bullying may be subject to disciplinary action under the Code of Student Conduct in combination with a variety of prevention and intervention strategies, including without limitation reassignment to another class, reassignment to another school, exclusion from participation in extracurricular activities, and mandatory participation in a school-based training\counseling. The school district is not required to provide transportation to a student who is reassigned to another school as a result of an incident of bullying. Upon a finding by the disciplinary hearing officer, panel, or tribunal of school officials that a student in grades 6th through 12th has committed the offense of bullying for the third time in a school year, such student shall be expelled with the option of attending an alternative education program.

Notification of Students/Parents/Guardians

Building administrators shall ensure that students and parents of students are notified of the prohibition against bullying and the penalties for violating the prohibition, by posting such information at each school and by including such information in student

and parent handbooks. Upon a finding by a school administrator that a student has

committed an offense of bullying or is a victim of bullying the school administrator must notify the parent/guardian of the student by telephone or through written notice, which may be sent electronically.

Reporting of Incidents restraint

Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, has reliable information that would lead a reasonable person to suspect that someone is a target of bullying shall immediately report it to the school principal or designee.

Investigation

Any report of bullying will be appropriately investigated by school-level administrators to determine whether bullying has occurred. The specific timeframe for conducting an investigation and the nature of the investigation will depend on the complexity of the facts and circumstances and the severity and extent of the bullying. The investigation will also focus on whether bullying also constitutes discriminatory harassment on the basis of race, color, national origin, religion, sex, sexual orientation or disability status. Bullying which also constitutes discriminatory harassment will be addressed in accordance with Policy JAA (Equal Educational Opportunity).

Retaliation

Retaliation following a report of bullying is strictly prohibited. Anyone who participates in the investigation of an incident of bullying shall be protected from retaliation. An incident of retaliation may be reported in the same manner as an incident of bullying.

“District-Owned Device Responsibility in conjunction with Board Policy IFBG and JS”

Parents/Guardians and students may be held financially responsible for all damage, loss, or theft of district provided devices while the device is in (or should reasonably be in) the possession or custody, or control of the student.

- Devices not functioning properly must be reported to the Student Support Technician and submitted for examination.
- Damaged devices must be returned to a school Administrator or designee for repair. Only district personnel or designee shall repair devices. Alternative modes of learning may be necessary while the device is being repaired. Damage deemed intentional may result in the assessment of fines, on campus only use, and the matter reported to law enforcement.
- A lost device must be reported to a school Administrator or designee so it can be disabled. The replacement cost may be charged.
- A stolen device must be reported to law enforcement and proof of a filed report is submitted to the school Administrator or designee so any fees can be waived.
- A lost or stolen charger must be reported to a school Administrator or designee. A fine may be assessed for repeated occurrences.
- If transferring or withdrawing, the device and charger must be returned to the assigning school. Devices not returned will be disabled and may result in the replacement cost being charged.

⊛ Definition of Weapons, Firearms, or Hazardous Objects per O.C.G.A. §20-2-751.1; O.C.G.A. §16-11-127.1; O.C.G.A. §16-11-131 ⊛

1. "Dangerous weapon" means any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosives from a metallic cylinder and which is commonly used by the armed forces as an anti-personnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.
2. "Firearm" means a handgun, rifle, shotgun or other weapon, which will or can be converted to expel a projectile by the action of an explosive or electrical charge.
3. "Hazardous Object" means any dirk, bowie knife, switchblade knife, ballistic knife, or any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood or other similar material,

blackjack, any bat, club or other bludgeon-type weapons, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chaka, nunchuck, nunchaku, shuriken, or fighting chain or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any non-lethal air gun, and any stun gun or taser as defined in subsection (a) of O.C.G.A. § 16-11-106. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

4. "Dangerous Devices and Compounds" include mace or chemical spray, knives of any type or size though not described in #3 above, any explosive, incendiary, over-pressure or dangerous device; or explosive or incendiary compound; or any device or substance that may reasonably be construed as such or that the student represents to be such. Without limitation, this prohibition extends to any type of detonator, fuse, ammunition, fireworks, smoke bomb, paint bomb, or stink bomb.

Penalties for Weapons

1. Firearms and Dangerous Weapons: A student who is determined to have possessed a firearm or dangerous weapon at school or school-sponsored function shall be expelled from school for a period of not less than one calendar year. However, the Hearing Officer, or the Board of Education on appeal from the Hearing Officer's decision, shall have the authority to modify such expulsion requirement on a case-by-case basis. A student violator can be assigned to an alternative education setting.

2. As to violations involving hazardous objects and dangerous devices and compounds not involving firearms or dangerous weapons, middle and high school students shall be disciplined per the Code of Student Conduct and depending on the circumstances, may be referred to the Hearing Officer who may impose an appropriate disciplinary action. Instances of such violations in elementary schools shall be reported by principals to the Hearing Officer; discipline may be imposed at the school level or through a disciplinary due process hearing.

3. False Claims: A student shall not falsely claim to be in possession of a weapon or dangerous device or compound, that another person is in possession of a weapon or dangerous device or compound, or that the student or another plans to bring a weapon to dangerous device or compound to school or a school-sponsored function.

⊗ Club and Organization Permission Withdrawal Form ⊗

In accordance with O.C.G.A. § 20-2-705, information regarding clubs and organizations in which Clarke County School District students may participate is available at each school's website and in printed form at the school's office.

- Note to parent(s)/guardian(s): This is an opt-out form. If you do not wish for your child(ren) to participate in any club(s) or organization(s), please complete this form and return it to your child(ren)'s school.

I, _____, the parent/guardian of _____ decline to have my child/children participate in the following clubs and/or organizations:

🔒 Georgia Student Health Survey Opt-Out Information 🔒

In order to provide a safe and supportive learning environment for your child, Clarke County School District administers health and opinion surveys to elementary, middle, and high school students each year. The Georgia Student Health Survey 2.0 is an anonymous survey developed by the Georgia Department of Education and is administered in school districts throughout the state. The survey asks middle and high school students about school climate, nutrition, substance abuse, violence, and bullying. The elementary survey simply addresses issues of school climate.

The Protection of Pupil Rights Amendment (PPRA) gives you the right to opt your child out of participating in the survey. If you do not wish for your child to participate in the Georgia Student Health Survey 2.0, please notify the school and you will be provided an opt-out form to sign. If you would like to examine the survey questions, please notify the school and we will be happy to provide you with a copy for your review.

🔒 FERPA Notice to Parents/Guardians and Eligible Students of Your Rights 🔒

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students should write the school principal and clearly identify the part of the record they want to be changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education; 400 Maryland Ave, SW; Washington, D.C. 20202.
5. The Georgia Student Data Privacy, Accessibility, and Transparency Act affords parents and eligible students the right to file a complaint with the school district regarding a possible violation of rights under O.C.G.A. § 20-2-667 or under other federal or state student privacy and security laws.

Special Notice Regarding Directory Information

The Clarke County School District has designated the following information as "Directory Information" in Policy JR (Student Records): student name, address, telephone number, email address, school/ grade level, date and place of birth, participation in official school clubs and sports, weight and height of students who are members of athletic teams, dates of attendance in the school district, photograph, and awards and honors received. Unless you, as a parent, guardian, or student (age 18 years or older), indicate otherwise, the information

above may be disclosed to appropriate legitimate agencies upon request. In addition, two federal laws require school districts to provide military recruiters, upon request, with the students' names, addresses, and telephone numbers unless parents have advised the school district in writing that they do not want their student's information disclosed. To request any of the above student directory information not be released, please send a written request to the school.

✦ SCHOOL HEALTH SERVICES ✦

The Clarke County School District school nursing department consists of a Director of Nursing, a full-time nurse in every school, a full-time telehealth nurse, and a part-time special education nurse. The Hilsman Health Center, a school-based health center located on the campus of Hilsman Middle School, provides medical and mental health services to students and staff. The school nursing team provides coordinated health initiatives and school-based nursing services to ensure the delivery of quality individualized support for students.

Services provided by school nurses require parental/guardian consent for individualized screenings. State-mandated screenings (vision, hearing, dental, nutrition, scoliosis) do not require parental consent; however, the CCSD does provide an opt-out option for those who

would prefer the screening done by a private medical provider. Referrals of individuals with health problems or suspected health problems are accepted from parents, school personnel, students and health care providers in the community and may be submitted to the school nurse or the CCSD Director of Nursing.

- **Immunizations Requirements**
Certificates of Immunization are required by Georgia Law 20-2-771. All students must have the Georgia Certificate of Immunization 3231 form signed by a licensed A health-care provider or the county health department.
Reference *Policy JGCB - Student Immunizations*.

For students entering from out-of-state schools, please contact your local Health Department or a Georgia licensed physician to have immunizations transferred to the Georgia Immunization Certificate (Form 3231). You will need to have your immunization record from your state in order to transfer immunizations to Form 3231. All requirements apply to students transferring from out-of-state schools to Georgia schools.

Failure to comply with GA Georgia Law 20-2-771 will result in school withdrawal.

- Kindergarten (Requirements for K-6)
 - Four (4+) DTaP (# of Doses depends upon age given)
 - Four (4+) IPV (# of Doses depends upon age given)
 - Three (3) Hepatitis B
 - Two (2) doses of Measles vaccine, Two (2) doses of Mumps vaccine, and One (1) dose of Rubella vaccine OR Two (2) doses of the combined MMR [OR Documented History of disease or Serology]
 - Two (2) Hepatitis A [Hepatitis A (Required if born on or after 01/01/2006)]
 - Two (2) doses of Varicella vaccine [OR Documented History of disease or Serology]
- Rising 7th Grade Immunization Requirements

Effective July 1, 2014, all 7th-grade students who were born on or after January 1, 2002, and all new entrants to grades 8-12 who are entering into a Georgia school for the first time or entering after having been absent from a Georgia school for more than twelve months (one school year) will be required to have:

1 Dose of Tdap (Tetanus, Diphtheria, Pertussis) Vaccine (and)
1 Dose of Meningococcal Conjugate Vaccine

PLEASE NOTE: These changes only affect rising 7th graders (born on or after January 1, 2002), and students who are considered “new entrants” for grades 8-12.

- *New 11th Grade Immunization Requirements*

Georgia's immunization requirements for students entering or transferring into the eleventh grade have been revised to align with the current recommendations of the Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP).

Effective July 1, 2021, all students who are new entrants or transfers into a Georgia school in the eleventh grade will require proof of a booster dose of the meningococcal conjugate vaccine, unless their first dose was received on or after their sixteenth birthday.

- *Additional Requirements*

- Certificates must be signed by a physician licensed in GA or public health official.

A stamp of a physician's signature is permissible when cosigned by an office staff member.

- Certificates must have a printed typed or stamped name and address of the physician, health department, or Georgia Registry of Immunization Transactions and Services (GRITS) official issuing the certificate.
- Certificates must have a complete date of issue with the month, day, and year.

✦ SCHOOL COUNSELORS ✦

School counselors provide a safe environment to foster a trusting relationship with students. Parental permission is not required for students to see the counselor or to participate in classroom counseling activities. In the setting of confidential, individual counseling, students can explore their feelings and experiences in hopes of finding a meaningful, positive solution to their personal issues. In many cases, the school counselor works on problem-solving, decision-making, and goal setting with the student.

School counselors do not take the place of practicing therapists and cannot provide long-term therapy for students. School counselors also help with student advisement around college and career readiness. Parents, teachers, and students can initiate a referral to the school counselor. For additional information, contact your school counselor.

✦ RESTORATIVE DISCIPLINE ✦

The Director of Restorative Discipline influences and drives the vision and direction of student-facing restorative discipline practices and processes for the Clarke County School District and brings deep knowledge and technical expertise to this critical leadership role.

This role will help promote a positive climate and culture across all CCSD schools as it relates to the creation and implementation of processes related to conduct and behavior management through a restoration-oriented lens. This position will also help execute CCSD's thinking on culturally competent discipline and restorative practices with an equity-based mindset, and lead projects such as centralized training for staff and leaders while designing new systems of behavior management and maximizing organizational learning.

✦ FAMILY ENGAGEMENT ✦

Pursuant to Policy LEBA, the Clarke County School District believes that attentive, engaged, and empowered families are a key to the success of our students and our system. In order to achieve our mission, CCSD must foster an environment in which parents and other caregivers have the opportunity to be active participants in the life of our schools, and family engagement should be an integral part of the work of every district staff member. To achieve this goal, CCSD shall:

- Recruit, develop, and retain employees who believe that all parents and caregivers love their children, want what is best for them, and are responsive to their needs;
- Cultivate a safe, welcoming, and caring environment for students and their families;
- Demonstrate an attitude of partnership through regular, two-way communication with families that is respectful, accessible, and culturally relevant;
- Ensure translation and interpretation services are provided to families in the language that is most accessible;
- Support families in understanding the strengths and needs of their children and in fostering students' lifelong relationship with learning; and,
- Empower families as advocates by valuing their voices in decision-making about their children and their schools.

For more information on the Office of Family and Community Engagement, visit www.clarke.k12.ga.us

✦ SCHOOL SOCIAL WORKERS ✦

School social workers are the liaisons between the home, school, and community. They support students' academic learning by rendering essential services that recognize and resolve the environmental, socio-emotional problems that obstruct the educational process. School social workers aim to address student issues by working with an ecological, systems approach with parents, the school, and the community.

School social workers provide a continuum of services to students in need. They are highly skilled support personnel who provide services including brief counseling to address behavioral/mental health concerns, crisis intervention, child abuse, and neglect identification and reporting, and staff training as needed. Additionally, they develop and sustain collaborative partnerships with a variety of community agencies to benefit students, families, and the overall school community. To learn more about school social work services, please contact your school or the Director of School Social Work, Chrystal Gillis at 706-546-7721 ext. 20781.

Case Management Consultation (CMC)

The Case Management Consultation involves the convening of a meeting to support students returning to a traditional school environment. The CMC meeting is coordinated and facilitated by the school social worker to ensure a successful transition to school following a recent hospitalization and/or DJJ placement/incarceration.

The CMC meeting involves the parent, student (as appropriate), school social worker, administrator, and other professionals involved with the student/family. The meeting enables the team to gather information relevant to the student's return, determine supports needed, and inform the school assignment as appropriate. To learn more about the case management consultation, please contact the Director Of School Social Work, Chrystal Gillis at 706-546-7721 ext. 20781.

✦ SCHOOL PSYCHOLOGY DEPARTMENT ✦

The School Psychology Department comprises School Psychologists who are certified through the Georgia Professional Standards Commission. School Psychologists are professionals trained in psychology, education, mental health, child development, and learning theory. They work directly with students, teachers, and parents. In Clarke County, the members of the school psychology department provide the following services:

- Working as part of a Multi-Tier-System-of-Support/Student Support Team (MTSS/SST)
- Consulting with students, parents, teachers, and community service providers
- Psychological and educational evaluations
- Individual and group intervention
- Crisis Intervention
- Connecting parents and families with community resources

✦ Numbers You Need to Know ✦

NUMBERS YOU NEED TO KNOW SCHOOL SAFETY HOTLINE – 1-877-SAY-STOP -24 HOURS
A DAY/7 DAYS A WEEK

Anonymous /Confidential report of drugs, weapons, bullying, threats, or other safety issues
Co-sponsored by the Georgia Department of Education and Georgia Department of Public
Safety

NATIONAL HUMAN TRAFFICKING HOTLINE - 1-888-373-7888 – 24 HOURS A DAY/7 DAYS A
WEEK Toll-free/Confidential – Assistance, safety planning, emotional support, and connections
to local resources to victims in crisis

GEORGIA CARES - 1-844-8GA-DMST Support and crisis planning for victims of domestic
minor sex trafficking GEORGIA CRISIS AND ACCESS HOTLINE – 1-800-715-4225 - 24 HOURS
A DAY/7 DAYS A WEEK

Toll-free/Confidential - Access to mental health and mobile crisis services in Georgia DIVISION OF
FAMILY & CHILDREN SERVICES – 1-855-GACHILD (1-855-422-4453) Call DFCS Child Protective
Services to report child abuse and/or neglect

PARTNERSHIP AGAINST DOMESTIC VIOLENCE (PADV) – (404) 873-1766 PADV offers a
24-hour crisis line that provides safety planning, information, and support to callers in
immediate danger, and referrals to community resources throughout the state of Georgia.

STATE OF GEORGIA COVID-19 HOTLINE – (844) 442-2681 13 ATLANTA PUBLIC SCHOOL