

UPSON-LEE ALTERNATIVE SCHOOL STUDENT HANDBOOK AND CODE OF CONDUCT

2022-2023

300 Adams Street
Thomaston, GA 30286
706-647-5738

Mr. Erik Rechterovic, Principal



THOMASTON-UPSON MISSION

Excellence in education...every individual, every day.

THOMASTON-UPSON VISION

Inspire and prepare students who will be personally, academically, and socially successful in school and in life.

ULAS CREED

I am not here to be fixed because I am not broken. The mistakes I made will not define me, they will guide me, to grow and become a better version of me.

ULAS PHILOSOPHY

Upson-Lee Alternative School (ULAS) is not a place to “fix” students because we do not believe any student is “broken”; rather, we look to support students, build personal relationships, and help them learn ways to self-regulate and utilize strategies, that if used, will move them forward in a positive direction.

Although students have not chosen to be here and are usually upset about being placed here, we encourage them to take advantage of the opportunities given through the program. Do your best in every class and never settle for less than your best. Our mission is to help **all** students grow during their placement at ULAS. The staff of ULAS wants each student to be successful academically, socially, and emotionally.

ULAS PROGRAM DESCRIPTION

The Upson-Lee Alternative Education Program provides alternative school services for students in grades 6 through 12. The program targets students who are offenders in regard to school policies and who display disruptive, rebellious, and/or aggressive behaviors; students who violate school board policies and students who return to school from YDC, RYDC, or other court ordered placements. (Descriptor Code: JDDA-R 0)

The school combines educational and social support systems to create a learning environment in which the student needs are met. Students will receive grades from the Edgenuity Program, as well as those from teacher assignments. Students are expected to complete the Beyond the Bell Program Beyond The Bell, Inc.

Students are assigned to attend the Upson-Lee Alternative Education Program either through a disciplinary tribunal placement or by a Special Education Placement or Section 504 Committee. Students who return from RYDC, YDC, or other court ordered placements may go before the tribunal or manifestation committee upon re-enrollment.

STUDENTS ARE NOT PERMITTED TO PARTICIPATE OR ATTEND ANY EXTRA CURRICULAR ACTIVITIES ASSOCIATED WITH ANY SCHOOL, NOR BE ON ANY TUCS SCHOOL CAMPUS (EXCEPT FOR ULAS) WHILE ENROLLED AT UPSON-LEE ALTERNATIVE SCHOOL.

STUDENTS WHO ARE ENROLLED AT ULAS AND ARE SENIORS MAY NOT PARTICIPATE IN ANY SENIOR ACTIVITIES OR IN THE COMMENCEMENT EXERCISES. HOWEVER, UPON SUCCESSFUL COMPLETION OF ALL GRADUATION REQUIREMENTS, THE STUDENT WILL BE AWARDED THEIR HIGH SCHOOL DIPLOMA.

TABLE OF CONTENTS	
2022-2023 Calender	3
Bus Privileges	4
Daily Schedule	4
Dress Code	4-5
Entering and Leaving the School Building	5
Grading	5
Intradistrict Transfer Option	5
Make-Up Work	5
Parent and Family Engagement	5
Physical Restraint Guidelines	6
Prohibited Items	6
Rules and Regulations	6
Vehicles	6
Withdraw Procedures for Students with Disabilities Reaching Maximum Age	6
District Portion of Handbook	7-30
Student/Parent Handbook Acknowledgement	31

2022-2023 Thomaston-Upson School System Calendar

July 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Important Dates

August 2:	First Day of School
September 5:	Labor Day
October 10-14:	Fall Break
November 21-25:	Thanksgiving Break
December 19-January 2:	Christmas Break
January 5:	Start of 2nd Semester
January 16:	Dr. MLK, Jr. Day
February 20-24:	Winter Break
April 10-14:	Spring Break
May 25:	Last Day of School
May 26:	Graduation Day



	Schools Closed/Holidays
	Professional Development
	Professional Development Inclement Weather
	First and Last Day of School for Students

Instructional Dates

1st 9 Weeks:	August 2-September 30 (43 days)
Midterm:	August 31
Report Cards:	October 19
2nd 9 Weeks:	October 3-December 15 (43 days)
Midterm:	November 9
Report Cards:	January 11
3rd 9 Weeks:	January 5-March 16 (45 days)
Midterm:	February 3
Report Cards:	March 22
4th 9 Weeks:	March 20-May 25 (43 days)

BUS PRIVILEGES

Upson-Lee Alternative School students may apply for bus riding privileges as follows:

1. The Alternative School principal must certify that the student has attended the alternative school for a period not less than **10 consecutive school days** with no serious disciplinary violations or infractions.
2. Parents of students meeting the **10 consecutive school day rule** may regain bus riding privileges.
3. Students with bus transportation as a service specifically written in an **Individualized Education Plan (IEP)** or **Section 504 Plan** will resume bus transportation.

Parents who are going through hardship and cannot provide transportation for their child must write a letter to Mr. Rechterovic, Principal, explaining their hardship. If assistance is needed in writing the letter, the parent must contact the principal or secretary.

DAILY SCHEDULE

School Hours: Monday-Friday; 8:00 a.m. - 3:00 p.m.

Office Hours: Monday-Friday; 7:30 a.m. - 3:30 p.m.

8:00-8:30	Homeroom/Breakfast
8:30-9:20	1st Period
9:20-10:10	2nd Period
10:10-11:00	3rd Period
11:00-11:45	Lunch/Break
11:45-1:00	4th Period
1:00-2:15	5th Period
2:15-2:50	6th Period/Activity
2:50-3:00	7th Period

The Upson-Lee Alternative Education Program begins promptly at 8:00 a.m. and students are considered tardy at 8:10 a.m. Students are expected to be present at school and on time each day. Excessive absences and/or tardies may result in disciplinary action. All excessive unexcused absences must be made up prior to returning to the student's home school.

DRESS CODE

Students at Upson-Lee Alternative School are expected to dress in a manner appropriate for school. Student dress should not have the effect of attracting unreasonable attention of other students or otherwise cause disruption or interference with the operation of the school. The principal shall determine whether any particular mode of dress results in such interference or disruption. All students shall attend school dressed according to the guidelines specified below. Violation of dress code may result in disciplinary action being taken.

OUTERWEAR

- Jackets and/or sweaters will be checked in upon arrival at school and returned at the end of day.

PANTS AND SLACKS

- Solid colors (tan/blue/black)
- Worn at natural waistline
- Appropriately sized (to fit waist and length)
- Belt worn at all times (when pants have belt loops)

SHORTS

- Solid colors (tan/blue/black)
- Follow fingertip rule
- Worn at natural waistline
- Appropriately sized (to fit waist and length)
- Belt worn at all times (when pants have belt loops)

HEADGEAR

- Prescription glasses only

SKIRTS, DRESSES AND JUMPERS

- Solid colors (tan/blue/black)
- Follow fingertip rule
- Jumpers worn with collared shirts or blouses
- Properly fitted

SHIRTS AND BLOUSES

- Solid colors (tan/blue/black)
- Worn tucked into pants.
- Plain collared (polo style)
- Long-sleeved solid colored shirts may be worn under the plain collared shirts

SHOES

- Worn at all times

NOT PERMITTED

- Jeans, spandex, biking shorts, cut-off pants/shorts, jogger pants, or bib overalls
- Tank tops, tube tops, midriff tops, halter tops, low cut or revealing tops, or razor back tops
- Plaid or striped clothing; pockets on shirts, or jewels or decorations on clothing
- Clothing with letters, numbers, or large emblems
- Camouflage clothing
- Tight fitting or oversized clothing
- Jacket, sweater, shirt, etc. tied around the waist
- Flip-flops, sandals, open-toed, or bedroom shoes
- Hats, caps, or any other head covering
- Sunglasses
- Inappropriate symbols, signs, messages, or pictures to include goods or services prohibited by law such as alcohol, tobacco, and controlled substances; gang related clothing; swastikas; profanity; sexually suggestive clothing, and other clothing that could be disruptive.
- Body piercings (nose, eyebrow, lip, etc...)

NOTE: If a student receives a positive behavior incentive and earns the opportunity to wear jeans, the jeans MAY NOT have holes in them.

ENTERING AND LEAVING THE SCHOOL BUILDING

When students arrive on campus, they are to go immediately to the entrance of the school where they turn in cell phones. Students will enter through a metal detector and will be searched by the school Resource Officer and/or Principal. Students may not congregate or wait outside the building or in the hallways. Students may not leave campus once they arrive at school.

Students are dismissed at 3:00 p.m. and are expected to leave campus at that time. Parents or guardians are responsible for student transportation until the Transportation Guidelines explained earlier in this handbook are met. Special Education students will be allowed transportation unless there are problems on the bus. If students are waiting for a ride, they must wait with a teacher until their ride arrives. There will be no loitering or waiting in undesignated areas. Students are not allowed to go in other school buildings unless they receive written permission from the alternative school principal. Violation of this policy will result in bus suspension.

GRADING

Report cards will be sent home at the end of each nine weeks. Progress reports will be sent midway between each nine weeks grading period. Students will receive grades from the Edgenuity Program, as well as those from teacher prepared assignments. Grades will be updated frequently in Infinite Campus. All grades will be recorded as actual numerical averages on report cards and on permanent records, according to law.

The grading scale for Upson-Lee Alternative School is:

90-100 = A

80-89 = B

70-79 = C

69 & below = F

Language Arts

American Literature and Composition
Ninth Grade Literature and Composition

Mathematics

Algebra I
Geometry

Science

Biology
Physical Science

Social Studies

Economics/Business/Free Enterprise
United States History

INTRADISTRICT TRANSFER OPTION

The Intradistrict Transfer option allows a parent/guardian the option to request a transfer from the child's assigned school, to a school of the parent's choice within the school district in which the child resides. However, since there is only one school for each grade in our district, the Thomaston-Upson School System is exempt from having to offer an Intradistrict Transfer Option. For more information about Intradistrict Transfer, visit: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Intra-District-Transfers.aspx>.

MAKE-UP WORK

The student is responsible for initiating contact with his/her teacher to determine if there is work to be made up after an absence of any kind.

PARENT AND FAMILY ENGAGEMENT

Parents are involved from the initial conference, through the enrollment period, to the return to home school. Parents are encouraged to participate in training sessions that will be designed to assist them in helping their students be successful in school.

PHYSICAL RESTRAINT GUIDELINES

The District complies with state requirements related to restraint and seclusion as set out in Georgia SBOE Rule 160-5-1-.35. Consistent with that rule, physical restraint will be used only in situations in which the student is in immediate danger to himself/herself or others and the student is not responsive to verbal directives or other less intensive de-escalation techniques.

PROHIBITED ITEMS

- Alcohol, drug, or tobacco products and paraphernalia
- Bandanas
- Bookbags
- Cell phones or other communication devices
- Collector cards and playing cards
- Electronic devices (Ipod, MP3, radio, video games, etc...)
- Flash Drives
- Laser light pens
- Skateboards
- Vaping paraphernalia
- Weapons (guns, knives, etc...)
- Any items that may disrupt the daily operations of the school not listed above (to be determined by the Principal)

RULES AND REGULATIONS

Students enrolled in Upson-Lee Alternative School are subject to all rules and regulations listed in the Upson-Lee Middle School and Upson-Lee High School handbooks, as well as the rules and regulations included in the Upson-Lee Alternative Student Handbook.

VEHICLES

Students will not be allowed to drive to school. They must be dropped off by 8:00a.m. and picked up at 3:00 p.m. if not riding the school bus.

WITHDRAWAL PROCEDURE FOR STUDENTS WITH DISABILITIES REACHING MAXIMUM AGE

I.D.E.A provides for the public education of Students with Disabilities [SWD] ages 3 – 21. Beginning with the 2015-2016 school term, upon obtaining the age of 22, SWDs will be withdrawn from public school at the end of the semester of the date of their 22nd birthday. Exiting students will be eligible to participate in graduation.

District Office Staff

Dr. Larry Derico, Superintendent

Dr. Amy Miller, Assistant Superintendent of Curriculum/Instruction

Dr. Cristina Cunningham, Director of Federal Programs, Assessment

Dr. Jeff Kelly, Director of Human Resources and Safety and Title IX Coordinator

Dr. Jessica Watson, Director of Student Services

Mr. George Flowers, District Network Engineer

Mrs. Jenna Dunaway, Director of Exceptional Children Services

Mrs. Kathy Matthews, Director of Finance

Mrs. Karen Puckett, Director of School Nutrition

Mrs. Karen Truesdale, Director of School & Community Relations and Fine Arts

Mr. Marc Ellington, Director of Operations

Mr. Matt Bentley, Director of Technology

Mrs. Joan Foy, Director of Transportation

Mrs. Starr Jeffreys, Assistant Director of Exceptional Children Services

Board of Education Members

Jacqueline Hollis- Chairperson- District 2

Jaye Eubanks Vice Chairperson-District 7

Angeline D. McGill -District 1

Sheila Hall- District 3

Brian Salter -District 4

Scott Roberts -District 5

Steve Sadler -District 6

The Thomaston-Upson County Board of Education holds public meetings on the second Tuesday of each month. Please contact the Superintendent's Office or check the system website for the time and location of these meetings.

The Thomaston-Upson County School System provides quality educational programs for students. All schools in the system meet the Standards for Public Schools in Georgia, and are accredited by the Southern Association of Colleges and Schools and the Georgia Accrediting Commission.

District Office Phone (706) 647-9621

District Office Website www.upson.k12.ga.us

Georgia's curriculum is available at www.doe.k12.ga.us

Access Control System/Visitors in the Building

In an effort to maintain a safe and secure environment for everyone in the Thomaston-Upson School System, our schools are equipped with electronic access control systems at each main entrance and other entrances used by teachers and staff. Access control systems at each main entrance are equipped with a camera that allows the receptionist on duty to visually inspect the person(s) requesting entry. Once student arrival concludes each morning, all entryways are locked and remain locked throughout the school day. Visitors are asked to enter the school through the main entrance, where they must interact with the receptionist before entry into school.

After arriving at the main entrance, the visitor(s) must press the bell button to request entry into the building. Visitors may/will be asked to state their intentions before entering the building. Upon entry, visitors will approach the school receptionist and follow the regular sign-in procedures. Please bring a photo ID with you when entering the building. Visitors entering the school hallways and classrooms will be provided with a visitor's badge to be worn at all times while in the school and will be escorted throughout the building by a staff member. The U.S. Department of Education's guidelines for school security recommend limited school access points along with the implementation of a visitor control system. We are very excited to be able to offer these safety and security provisions. As always, parents and guardians are warmly welcomed at our schools, and we look forward to seeing you throughout the school year.

Asbestos Management Plan

The Thomaston-Upson School System complies with all regulations of the Environmental Protection Agency concerning asbestos containing materials. A copy of the Asbestos Management Plan is available in the Central Administration Offices at 205 Civic Center Drive.

Address/Telephone Number/Contact Changes

It is the policy of the Thomaston-Upson Board of Education that accurate and complete student academic and discipline records shall be maintained for each student enrolled in the schools of this school district. Please notify your child's school when there are updates to household addresses, phone numbers, and emergency contact information. Changes to information can be made in person, by visiting the school, or via the Infinite Campus Parent Portal.

Attendance (Absences/ Tardies/Early Dismissals)

The Thomaston-Upson School District operates under the authority of the State Board of Education Rules and laws set forth in the state of Georgia. Punctual and regular attendance is important and expected. Regular attendance in school is the joint responsibility of the student and his/her parent(s) or guardian(s). The responsibility of our district and schools is to provide each student with quality

instruction and inform parents if their child is absent from school. Upon enrollment and registration each school year, parents and guardians will be given notice of State Compulsory Attendance Law pursuant to O.C.G.A. Code 20-2-690.1. The guidelines also note the location of the system website of the local Board of Education school attendance policy JB. The school will make reasonable efforts to ensure receipt and comprehension of the policy by requesting signatures from parents/guardians that this notice was received and understood. Regular attendance is essential if students are to benefit fully from the educational opportunities provided for them.

GENERAL ATTENDANCE GUIDELINES

- Any student who is tardy or who must leave school prior to regular dismissal time MUST check in and/or out with the attendance office secretary. Otherwise, the student will be considered truant.
- If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her building principal.
- Students participating in a contest/event will attend school the full day in order to participate. Exceptions can only be made by the building principal designee.
- A student, who has been absent more than five (5) consecutive days for illness, must present a physician's statement for the absences to be excused.
- Any student who is late to school must sign in with the attendance office/clerk or school designee.
- Disciplinary actions for excessive absences, unexcused absences, tardiness and trancies are outlined in the Progressive Discipline Attendance Matrix.
- A student will be marked absent for a whole day if the student is out of school for more than half of the school day.
- After an absence, a parental note or doctor's excuse is required on the date of return stating the dates and reasons for the absence, and the signature of the parent or of the doctor who treated the student. If a parental note or doctor's excuse is not provided within five days of absence/tardy/early dismissal, the student's absence will be marked as an unexcused absence in Infinite Campus.
- Handwritten parent notes for sickness should state the type of sickness and not just the words "was sick". If students are frequently absent/tardy, the principal may ask the parent to provide more information, such as medical documentation, about the absences/tardies/early check-outs. The school will excuse only five (5) days per semester with a written parent note. After this point, a doctor's note will be required for excused absences.

EXCUSED ABSENCES

The following are considered excused absences: illness, funeral, medical or dental appointment, and other absences for which permission has been granted in advance.

1. Personal illness or attendance in school endangers a student's health or the health of others. The Thomaston-Upson School District Board of Education may require students to present appropriate medical documentation upon return to school for the purpose of validating that the absence is an excused absence. With proper verification, a student may be eligible for hospital/homebound instruction as outlined in State Board of Education Rule 160-4-2-.31 [Hospital/Homebound Instruction](#).
2. A serious illness or death in a student's immediate family necessitating absence from school. In the event of a serious illness in a student's immediate family, the Thomaston-Upson School District Board of Education may require students to present appropriate medical documentation regarding the family member upon return to school for the purpose of validating that the absence is an excused absence.
3. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
4. Observing religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. The Thomaston-Upson School District Board of Education may allow a period not to exceed one day for registering to vote or voting in a public election.
7. Any student serving as a page within the Georgia General Assembly.
8. The Thomaston-Upson School District Board of Education permits a student, whose parent is in the military service and who has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, to be granted up to 5 excused absences per school year to visit with a parent prior to deployment or during such leave.
9. A foster care student who attends court proceedings relating to his or her foster care shall be counted present and shall not be counted absent, either excused or unexcused, for any day or portion of a day missed from school.
10. School days missed as a result of out of school suspension shall not be counted as unexcused for the purpose of determining student truancy, but shall be counted as unexcused for other purposes.

Audio and Video Camera Surveillance

Audio and video cameras are placed in various locations within all Thomaston-Upson Schools to ensure the safety of our students, faculty, and guests.

Board Policy

In order to read board policy on a specific subject, please follow the steps listed below:

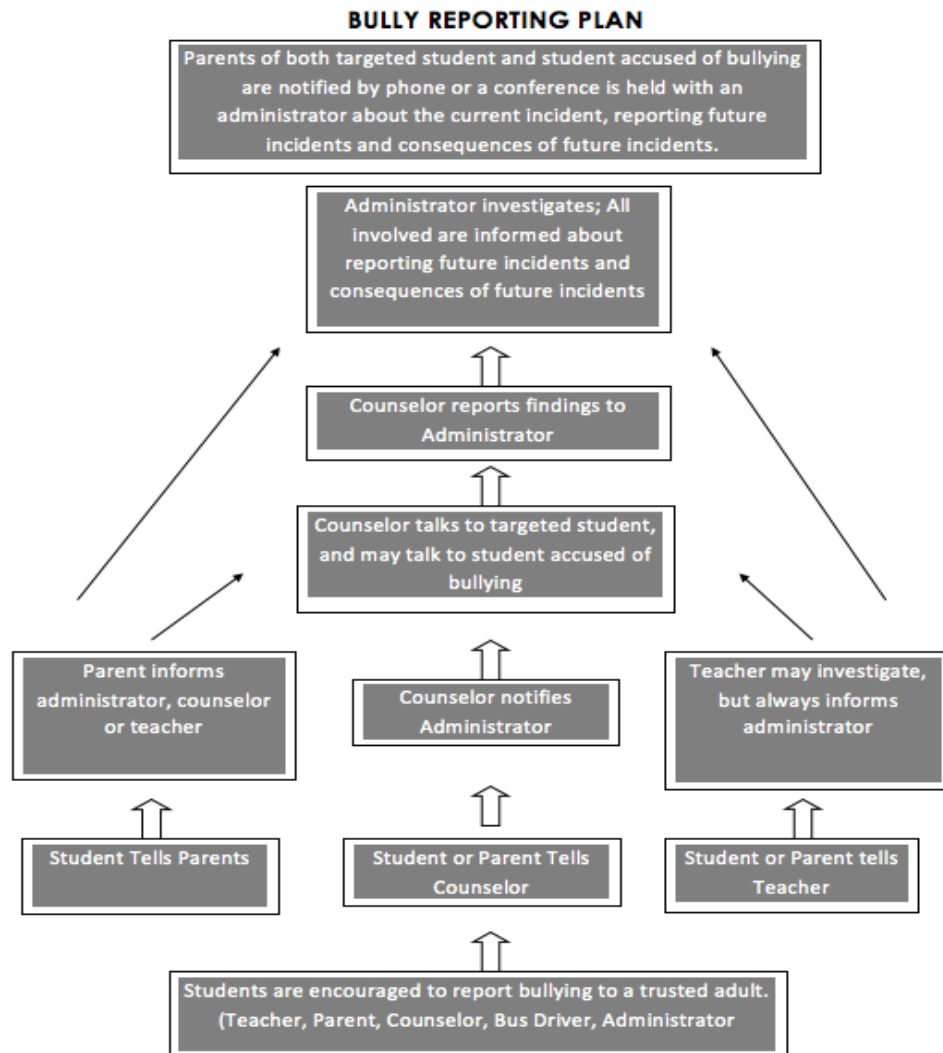
- Go to the system web site. www.upson.k12.ga.us
- Under "Quick Links", choose Board of Education
- Across the top, choose "Policies."

Bullying Policy and Reporting Procedures

The Thomaston-Upson Board of Education believes that all students can learn better in a safe school environment. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. For a complete definition of bullying and the procedures to be followed, please refer to Thomaston-Upson Board Policy JCDAJ and GA Code 20-2-751.4. Reporting procedures for each school are in the student handbook.

Bullying Procedures Flowchart

The Bullying Procedures Flowchart is used by school administration in determining if the conduct in question meets the definition of “bullying” under the Georgia law. All allegations of bullying should be funneled/reported through the Principal or an administrator charged with the responsibility of handling discipline. School administration must notify the parents of the victim and the parents of the student that committed the offense.



Bus Safety, Procedures, and Rules

Riding a school bus in the Thomaston-Upson County School System is a privilege extended to students that can be taken away at any time because of disruptive or unsatisfactory conduct. In the event of such behavior, school administrators will have the authority to suspend students from riding any Thomaston-Upson School System bus for a period of up to ten (10) consecutive days. In situations which involve serious offenses or repeated offenses, the administrator will have the opportunity to suspend students for periods of more than ten (10) days, to include the remainder of the year, with the approval of the superintendent. Disciplinary decisions for cases involving weapons, drugs, alcohol, violence, or any other offense considered to be of a serious nature will carry the same penalty as if the incident took place on the school campus.

In all cases where bus discipline problems involve students from more than one school, the administrator from each school involved will consult before bus discipline is assigned. A copy of bus rules will be sent home at the beginning of each school year for parents to review and sign.

For the safety and well-being of our children, Thomaston-Upson County's Transportation Department follows Georgia Department of Family and Children's Services (DFCS) guidelines in the bus delivery of younger students to their homes at the end of the school day.

Under DFCS guidelines:

- Children 8 years and younger cannot be left alone. Therefore, a bus driver must make visible contact with a parent or guardian before leaving the child at home.

- Children 9-12 years old can be left alone for up to two hours.
- Children 13 and older can be left alone without adult supervision.

In delivering younger children to their homes in the afternoon, bus drivers communicate with school personnel to determine safe drop-off conditions. Schools and parents should work collaboratively to establish procedures and requirements for children 13 or older who are medically fragile or have significant cognitive disabilities and require adult supervision at drop-off.

Should a bus driver deem they cannot leave a child in a safe situation, the driver will contact school personnel and/or parents or guardians. If necessary, the child will be returned to their home school.

Repetitive violation of the above DFCS guidelines may result in the following actions:

- Parent conference regarding student supervision
- Return the student to school administration
- Communication with and/or transportation of student to the Upson County Sheriff's Department
- Communication and referral to DFCS and/or TUCS Social Worker

Parents with questions or concerns about these guidelines may contact the TUCS Student Transportation Department, TUCS School Social Worker, or their child's school administrators.

BUS SAFETY RULES

1. Students should be at the designated bus stop 5 minutes before the bus arrives at the stop.
2. Bus seating is the bus driver's responsibility. Students must sit in the assigned seat only and may move only with the bus driver's permission. Students must REMAIN SEATED when the bus is in motion-NO STANDING!
3. Aisles should be kept clear at all times (clear of persons and possessions).
4. Seat covers should be protected from pens or other objects that may mark or puncture. Any damages will be paid for by the student.
5. Students should always follow the bus driver's instructions, especially in the event of an emergency.
6. Eating/drinking/tobacco products of any kind are prohibited on buses.
7. Proper behavior is a LIFE-OR-DEATH matter on a school bus! Listed below are some unacceptable behaviors that will result in referrals from the drivers and disciplinary actions by school administrators:
Immediate attention will be given to the following behaviors:
 - Disrespectful behavior or language toward the bus driver
 - Hitting/touching other students
 - Any conduct that endangers the other riders
 The following behaviors will result in the discipline process:
 - Disruptive behavior such as horseplay, shouting, or profanity
 - Handling other students' possessions without permission
 - Putting objects through windows, including hands and arms, or tossing items out the windows
8. If an unusual item must be transported to/from school for a project, assignment, or a regular class, the item should be placed where the driver instructs.
9. SKATEBOARDS AND BALLOONS ARE PROHIBITED ON SCHOOL BUSES AT ALL TIMES.
10. Students are required to bring a note signed by a school administrator or designee to get on or off the bus at any place other than their regular stop.
11. Students shall be prohibited from using any audible electronic devices during the operation of a school bus or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus. The board authorizes drivers to prohibit any electronic usage by a student who is causing a disturbance with the device. The Thomaston-Upson School System will not be responsible for lost, stolen, or damaged electronic devices.
12. 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.
13. School Dress Code will be enforced on the bus.

Note: Water is permissible on the bus during extremely hot weather at the Transportation Department's discretion.

CONSEQUENCES

Possible interventions by driver to mitigate student behavior:

1. Mandatory seat assignments (all students)
2. Verbal reminder
3. Talked privately with student
4. Reassigned bus seat
5. Parent/Guardian called
6. Parent/Guardian notified
7. Bus discipline form sent to administrator

Bus misbehavior for students receiving bus transportation as a related service through an Individualized Education Program (IEP) or Section 504 Plan will be addressed through the IEP or Section 504 Team as well as progressive disciplinary actions.

Child Custody

These provisions are provided to assist school personnel when responding to parents in most custody-related situations. It must be emphasized, however, that the provisions contained in this summary are subject to modification by court order.

According to O.C.G.A. 20-2-780, The individual who enrolls the student within the Thomaston-Upson School System is deemed the custodial parent unless a court order or legally binding document is produced that states otherwise. In instances where a court order or legally binding document exists, it shall be the responsibility of the parent to provide a bona fide copy of the order or document to the principal or designee. If a custodial parent/guardian gives permission through a notarized statement for the student to live with the other natural parent and that parent enrolls the child, the school will then conduct all school business with the parent who has physical custody. The custodial parent will then fall under the provisions of this rule. A summary of custodial and non-custodial parent rights are located on our district website, under the student services section [here](#).

Clinic and Medication

The clinic's purpose is for supervision of administering prescribed medicines and for students who become so ill while in school it is deemed that they should be sent home. No medication will be given by the clinic without a written, signed parent request and medication will not be provided. All prescription medication must have a written statement/authorization from a licensed physician. All medication (prescription and nonprescription) brought to school by parents and/or students must be taken to the clinic immediately upon arriving on campus with a note from the parent/guardian authorizing the dispensing of the medicine. The medicine should be in the original, up-to-date pharmaceutical container clearly labeled as to the student's name, name of the medication, the appropriate dosage, and the time for each dose. No more than a 30-day supply of the medication can be stored in the clinic. At the prescribed time for dosage, the student should come to the clinic for the nurse to dispense the medicine. The nurse/designee is the only person certified to distribute medicine. According to policy JGCD, a student for whom the school has supporting medical documentation on file may carry at all times, with parental/guardian permission, inhalers for asthma, auto-injectable epinephrine for allergic reactions, and all necessary supplies and equipment to perform monitoring and treatment functions authorized by the student's diabetes medical management plan while in school or at a school-sponsored activity. Students may not dispense medicine, including cough drops, to other students.

If a student becomes too ill to remain in class, the school nurse will try to reach a parent/guardian by phone and recommend that they come to school and pick up their child. That is why it is so important that we have updated, working phone numbers on every student's contact information form. Bus transportation cannot be provided to sick children. If your child is ill, please do not send him/her to school. A student who contracts a contagious disease or condition, such as pink eye, chickenpox, ringworm, impetigo, or pediculosis (head lice) will be sent home from school and must remain home until the condition or disease is corrected.

Complaints of Discrimination/Harassment

COMPLAINTS OF DISCRIMINATION/HARASSMENT

The School District does not discriminate on the basis of race, color, religion, national origin, disability, or gender in employment decisions or educational programs and activities, including its athletic programs. Any student, employee, applicant for employment, parent or other individual who believes he or she has been subjected to harassment or discrimination by other students or employees of the School District based upon any of the factors listed above should promptly report the same to the principal of the school or the appropriate coordinator as listed below, who will implement the Board's discriminatory complaints or harassment procedures. Students may also report harassment or discrimination to their school counselor.

The Title VI Coordinator is:

Dr. Cristina Cunningham, Director of Federal Programs and Assessment

Address: 205 Civic Center Drive, Thomaston, Georgia 30286

Phone Number: 706-647-9621

email: ccunningham@upson.k12.ga.us

The Title IX Coordinator and the Sports Equity Coordinator is:

Dr. Jeff Kelly, Director of Human Resources and Student Safety

Address: 205 Civic Center Drive, Thomaston, Georgia 30286

Phone Number: 706-647-9621

email: jkelly@upson.k12.ga.us

The Section 504 Coordinator is:

Dr. Jessica Watson, Director of Student Services and Section 504

Address: 205 Civic Center Drive, Thomaston, Georgia 30286

Phone Number: 706-647-9621

email: jwatson@upson.k12.ga.us

The Exceptional Children Services/Special Education Coordinator is:

Jenna Dunaway, Director of Exceptional Children Services

Address: 205 Civic Center Drive, Thomaston, Georgia 30286

Phone Number: 706-647-9621

email: jdunaway@upson.k12.ga.us

Students and employees will not be subjected to retaliation for reporting such harassment or discrimination. A copy of the discriminatory complaints procedure under Policy JAA (Equal Educational Opportunities) or under Policy IDFA (Equity in Sports) is located on the District website at www.upson.k12.ga.us

Counseling Services

The counseling program in our schools consists of a variety of services and activities, including: individual and group counseling, parent and teacher consultation, group/classroom, advisory program guidance, information services, referral assistance to other programs and services in the community, pathway completion plans and student testing. Primary services of the school counselor are to provide direct assistance to students in the school. The counselors are certified professionals with training in human development,

learning theory, counseling and mental health, tests and measurement, career development, research and other applicable areas. If needed, please call your child's counselor to arrange an appointment.

Drug Free/Tobacco Free Schools

System policy prohibits the use of all tobacco products everywhere, by everyone, 24 hours per day, 7 days per week while on school property. If a student is guilty of the sale or distribution of drugs, the student will be expelled for a minimum of one year. All policies concerning drug offenses are listed in the Code of Conduct. The tobacco policy includes the possession and use of vapes and vape/JUUL accessories.

Emergency Information Forms

It is the policy of the Thomaston-Upson Board of Education that accurate and complete student records shall be maintained for each student enrolled in the schools of this school district. Please notify your child's school when there are updates to household addresses, phone numbers, and emergency contact information. Changes to information can be made in person, by visiting the school, or via the Infinite Campus Parent Portal.

Enrollment and Withdrawal

The Georgia Department of Education requires presentation of evidence of date of birth at any time that a student enters a Georgia Public School System. In addition, the school district requires residency, a registrant photo identification, certificate of immunization, and additional documents. The Thomaston-Upson School System requires a copy of this evidence be included in the student record for any student who enters a Thomaston-Upson School. All registration requirements are uploaded to the student's personal documents within Infinite Campus.

Students who are new to Thomaston-Upson County Schools or returning after being withdrawn from Thomaston-Upson County Schools are required to complete the registration process with the registrar located at each school or online using Infinite Campus Online Registration. Students transferring within the district, between elementary schools, are not required to complete the registration process. However, parents are expected to regularly update their information within the parent portal to keep the school informed of new addresses and phone numbers.

Withdrawals for Students:

- A. Request to Withdrawal
In order to withdraw a student from TU School System, the parent/legal guardian must fill out a withdrawal form with the school registrar indicating the child will withdraw. Only formal withdrawal forms or records requests are recognized by the state as acceptable forms of withdrawal.
 1. Withdrawal by Email - A parent may elect to withdraw the student by email, but they must submit a signed TU withdrawal form with the effective date and their signature.
- B. Students Subject to Compulsory School Attendance
Students who are not in attendance and their parent/legal guardian has not filled out the documentation for withdrawal shall be marked as an unexcused absence for each day they are not in attendance. Students (over the age of 5) missing 10 consecutive unexcused days may be dropped for lack of attendance*, provided the school has adhered to the guidelines of the school attendance matrix. Students withdrawn for this reason should receive an exit code "R: Removed for Lack of Attendance". Students (5 and younger) may be withdrawn using the exit code "5: Underage of Compulsory Attendance".

*Students receiving Exceptional Children Services cannot be dropped due to lack of attendance until the Director of Exceptional Children Services is notified and procedures take place.

Exceptional Children Services Program

Thomaston-Upson County Schools Program for Exceptional Children is implemented in compliance with the Individuals with Disabilities Education Act (IDEA). The Individuals with Disabilities Education Act (IDEA) ensures that all children with disabilities are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living. Part B of IDEA provides educational guidelines for public schools serving students ages 3-21 which include six principles: Individualized Education Program (IEP); Free and Appropriate Public Education (FAPE); Least Restrictive Environment (LRE); Appropriate Evaluation; Parent and Teacher Participation; and Procedural Safeguards. Thomaston-Upson County Schools provide exceptional children services to those students who meet eligibility requirements based on comprehensive evaluations. Categories of eligibility are established by the State of Georgia according to requirements under the Individuals with Disabilities Education Act (IDEA).

Students will be exited from the Exceptional Children Program when meeting one (1) of the following criteria below:

- Determination of ineligibility based on a comprehensive evaluation and decision of an IEP Team;
- Written parent revocation of services and Prior Written Notice (PWN) to end specialized and/or related services;
- Receipt of a regular education high school diploma; OR,
- Reaching the age of 22 or, if school is not in session, the last day of services prior to the 22nd birthday.

Students with an IEP that age out may participate in the annual graduation ceremony for the appropriate school term.

Thomaston-Upson County Schools' students eligible for the exceptional children program are also served through several off-campus, Georgia accredited schools such as:

- Georgia Network for Educational and Therapeutic Supports (GNETS), Mainstay Academy
- Atlanta Area School for the Deaf
- Georgia Academy for the Blind

Georgia Special Needs School (GSNS) Choice/Scholarship Options (SB10)

Under a state law passed by the Georgia Legislature in 2007, parents of students who receive exceptional children services may request to transfer their child to another public or private school in Georgia, provided that their child has an individualized education program (IEP) and has been enrolled for a full academic year in a Georgia public school. Please see the Georgia Department of Education (DOE) website (www.gadoe.org) for complete student eligibility criteria. Three options are described below.

If a student meets the eligibility criteria for the GSNS Program, a parent/guardian has the right to request a transfer from a student's current public school to:

- Another public school within their district of residence; or
- Another public school district outside their district of residence; or
- One of the three state schools for the blind or deaf; or
- A private school authorized to participate in the GSNS Program.

Funds received through the GSNS Program can only be used to pay for tuition and fees at a private school authorized by the State Board of Education to participate in the program. Funds cannot be used to pay the costs of out of district tuition, charter schools, or other options available under public school choice. Transportation under all school choice options are the responsibility of a parent/guardian.

Additional information can be found at this site:

<http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Special-Needs-Scholarship-Program.aspx>

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. As a parent, you have the right to review your child's education records and to request changes under limited circumstances. To protect your child's privacy, the law generally requires schools to ask for written consent before disclosing your child's personally identifiable information to individuals other than you. For more information visit the U.S. Dept. of Education website at: <http://www.ed.gov/policy/gen/guid/fpco/brochures/parents.html>

FERPA requires that the Thomaston-Upson School System, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Thomaston-Upson School System or your child's school may disclose appropriately designated "directory information" without written consent, unless you have advised your child's school to the contrary in accordance with school system procedures. The primary purpose of directory information is to allow Thomaston-Upson Schools to include this type of information from your child's education records in certain school publications. Examples include: The annual yearbook; honor roll or other recognition lists; directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.(1) The Solomon Amendment, which was determined by the DOE to supercede FERPA, obligates LEAs to release to all 5 branches of military for the purpose of recruitment name, address, telephone, year of birth, level of education, academic major, degrees received, educational institution in which the student was most recently enrolled for students 17 and older.

If you do not want the Thomaston-Upson School System/Schools to disclose directory information from your child's education records without your prior written consent, you must notify your child's school in writing designating the information you do not want released or come by the school and sign a "Do Not Release" form. The Thomaston-Upson Board of Education has designated the following information as directory information:

- Student's name, address, and telephone number;
- Student's date and place of birth;
- Student's email address;
- Student's participation in clubs and sports;
- Weight and height of student if he or she is a member of an athletic team;
- Dates of attendance at the school where the student is enrolled;
- Awards received during the time enrolled;
- Photograph; and
- Grade Level.

Footnotes: 1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Georgia Teenage and Adult Driver Responsibility Act (TAADRA)

Parents and students should become familiar with Georgia's Teenage and Adult Driver Responsibility Act or TAADRA (Georgia Code Section 40-5-22). The law requires local school districts to certify that a student **is enrolled in and not under expulsion from a public or private school** to meet the TAADRA requirements to obtain or retain a Georgia learner's permit or driver's license. More information about TAADRA, including forms and implementation guidelines, is available on the GaDOE website.

Health Records

Georgia code O.C.G.A. 20-2-771 requires that every student enrolled in a Georgia public school have a current Georgia Certificate of Immunization on file. Students who do not provide the school with an approved certificate will not be allowed to remain in school. Please note that the vaccination record must be on an official form (Form 3231) provided by the Georgia Department of Human Resources. The responsible official for the school or facility may grant a 30 calendar day waiver of the certification requirement for a

justified reason. The waiver may be extended from the date of first admittance or of first attendance, whichever is earlier, for up to 90 calendar days if the student is a transfer student who moves from an out-of-state school system to a Georgia school system or is a student entering kindergarten or first grade from out-of-state. However, documentation must be on file from the health department or a physician stating that an immunization sequence has been started and can be completed within the 90-day waiver period. **The waiver may not be extended, and the child shall not be permitted to attend any school or facility unless the child submits a completed Georgia Certificate of Immunization.** In addition, those students entering Georgia public schools for the first time must provide an eye, ear, and dental certificate at the time of registration.

Hospital/Homebound Services

Thomaston-Upson County Schools will provide hospital/homebound services to students when the requirements of the law, including but not limited to Ga. Rules and Regulations 160-4-2.31, have been met and after approval has been granted by the school official designated by the Superintendent. Any student or parent desiring to request hospital/homebound services shall fill out all referral forms provided by the Thomaston-Upson County School District and provide such medical referrals and releases of records as requested by the Thomaston-Upson County School District. Certain students may not be eligible to receive hospital/homebound services, including but not limited to, students who may endanger the health and safety of the instructor or other students with whom the instructor may come in contact and other students that do not meet the eligibility standards set forth in applicable law. Please contact your child's counselor for additional information.

Internet Access

The Thomaston-Upson School System encourages students to use the Internet as a learning and research tool. All students are required to sign and return an Acceptable Use Policy Form upon enrollment in the Thomaston-Upson County School System. The contract must be signed by both student and parent only after thoroughly reading the terms and conditions of the Thomaston-Upson School System Acceptable Use Policy. Internet access is guarded by a web filtering software to help prevent access to inappropriate areas of the Internet. In addition, students are closely monitored when using the Internet. Unauthorized use of Internet sites may result in suspension of Internet use and/or disciplinary measures as outlined in the school system Acceptable Use Policy and the Code of Conduct.

Moment of Reflection

In compliance with Georgia Law (SB396, amending O.C.G.A. 20-2-1050), at the opening of school on every school day a brief period of quiet reflection for not more than sixty seconds will be conducted with the participation of all the pupils. This moment of quiet reflection is not intended to be a religious service or exercise but shall be considered as an opportunity for silent reflection on the activities of the day. Teachers and administrators shall not suggest or imply that students should or should not use the moment of reflection for prayer, nor shall they deny to any student the right to use it for a moment of quiet prayer. Students and/or staff may not, under any circumstances, use the moment of quiet reflection to audibly pray, singly or in unison.

Multi-Tiered Systems and Supports (Student Support Team/Response to Intervention)

If we truly believe that "all students can learn," then we need to be sure that we are doing "whatever it takes" to help all students be successful whether they struggle or they can go beyond the regular curriculum. Thomaston-Upson County Schools Multi-Tiered Systems and Supports (MTSS) program, which includes the principles of several academic, behavioral, developmental, and functional programs such as Response to Intervention (RTI), Student Support Team (SST), and Positive Behavioral Interventions and Supports (PBIS), gathers data from multiple sources to determine:

- Are our kids learning and progressing?
- How do we know what they are learning and how they are progressing?
- And most importantly, what are we prepared to do when they do not learn, make adequate progress, or they already know what is to be learned?

Student academic, behavioral, developmental, and functional concerns are addressed through a four-tiered process that systematically develops and delivers instructional and behavioral interventions. The essential components of the process include the following:

- Providing scientific, research-based instruction and interventions
- Monitoring progress in response to these changes in instruction and interventions
- Using this information to shape instruction and make educational decisions

Non-Solicitation Policy

Thomaston-Upson Board of Education policies GAI, GAIA, and JKA prohibit solicitation on school grounds. The intent of these policies is to ensure non-interference with the educational activities of the schools. Flyers, coupons, pamphlets, catalogs, etc. from private, for-profit businesses, organizations, and/or individuals may not be distributed to students or staff. In addition, no school employees may have items displayed for sale on school property. Exceptions include: 1) School-sponsored, student organization-sponsored, or parent organization-sponsored fundraisers where a portion of the sales go to the school, student, or parent organization; 2) Official Thomaston-Upson Partners in Education who have received Superintendent approval for distribution of discounted or free offers to employees and/or students. These policies may be accessed from the school system website at www.upson.k12.ga.us.

Notice of Non- Discrimination

The Thomaston-Upson County School System provides equal opportunity to students and staff and does not discriminate on the basis of race, color, sex, national origin, age, disability, or veteran status., Dr. Jeff Kelly, is the Title IX and Sports Equity Coordinator and may be contacted at the Thomaston-Upson School System, 205 Civic Center Drive, Thomaston, GA 30286- (706) 647-9621. Jenna Dunaway, Director of Exceptional Children Services, is the ADA coordinator and may be contacted at (706) 647-9621. Dr. Jessica Watson, is the 504 coordinator and may be contacted at (706) 647-9621.

Parent Policy

The goal of the Family Engagement Program for the Thomaston-Upson School System is to promote an effective home and school partnership. The Thomaston-Upson School System affirms and assures the right of parents to be involved in the education of their children. A copy of the Parent Policy is sent home at the beginning of each school year.

Parent's Right to Know

Parent's Right to Request a Teacher and a Paraprofessional's Qualifications:

By law, LEAs are required to notify parents of their 'Right to Know' the professional qualifications of the student's classroom teachers. In Georgia, within 20 calendar days from the start of school, LEAs are required to notify parents in all schools that they may request, and the LEA will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers or paraprofessionals, including at a minimum, the following:

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

If you wish to request information concerning your child's teacher's qualifications, please contact the school's principal. ULPK 706-646-4729; ULPS 706-647-7516; ULES 706-647-3676; ULMS 706-647-6256; ULHS 706-647-8171.

Physical Restraint Guidelines

The District complies with state requirements related to restraint and seclusion as set out in Georgia SBOE Rule 160-5-1-.35. Consistent with that rule, physical restraint will be used only in situations in which the student is in immediate danger to himself/herself or others and the student is not responsive to verbal directives or other less intensive de-escalation techniques. A parent or guardian will be notified in writing each time his/her child has been restrained. The District maintains written policies and procedures governing the use of restraint.

Positive Behavior Intervention Supports (PBIS)

PBIS is an evidence-based three-tiered framework to create a positive school climate, in which students learn and grow. The core principles guiding PBIS include the understanding that we can and should:

- Effectively teach appropriate behavior to all children.
- Intervene early before unwanted behaviors escalate.
- Use research-based, scientifically validated interventions whenever possible.
- Monitor student progress.

PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment. At its heart, PBIS calls on schools to teach students positive behavior strategies, just as they would teach about any other subject — like reading or math. Appropriate school-wide behaviors for specific areas (classrooms, hallways, cafeteria, gymnasium, etc.) are taught and displayed using a PBIS Matrix. Positive behavior is recognized and rewarded using school-based incentives.

Our primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary. Accordingly, students shall be governed by policies, regulations and rules set forth in the Code of Conduct. Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children.

Protection of Pupil Rights Amendment (PPRA)

PPRA is a federal law that affords certain rights to parents of minor students with regard to surveys that ask questions of a personal nature. For more information, please visit: <https://studentprivacy.ed.gov/faq/what-protection-pupil-rights-amendment-ppra>
The Thomaston-Upson School System will adhere to all federal requirements of FERPA and PPRA.

School Nutrition Program

The Thomaston-Upson School Nutrition Program is an integral part of our educational system. More than 7,000 nutritious, well-balanced meals are served by our professional staff each day to students, faculty members, and visitors. Menus are planned to incorporate the USDA dietary guidelines, which include offering fresh fruits and vegetables, as well as increasing daily fiber intake and reducing total fat and sodium content. All school facilities provide breakfast and lunch service. Monthly menus are posted on our school and system websites. Based on our Local Wellness Policy, students are not allowed to bring commercial fast food items to school. We strongly encourage our students to participate in our School Nutrition Program.

School Safety Plan

The Thomaston-Upson School System reviews and implements a School Safety Plan that addresses inclement weather, fire hazards, unapproved school intruders, and safety issues surrounding our schools. Each school conducts monthly fire drills, safety drills and severe weather drills throughout the school year.

Section 504

Section 504 is short for Section 504 of the Rehabilitation Act of 1973 and is a federal civil rights law that prohibits discrimination against qualified individuals with disabilities in programs and activities that receive federal funds. Section 504 guarantees that qualified disabled individuals receive a Free Appropriate Public Education (FAPE). This compliance is overseen by the United States Department of Education Office for Civil Rights (OCR).

To be protected under Section 504, a student must be determined to:

1. have a physical or mental impairment which substantially limits one or more major life activities,
2. have a record of such an impairment, or
3. be regarded as having such an impairment.

The Thomaston-Upson School System does not discriminate based on race, color, national origin, sex, or disability in any student program. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations (TU Policy JAA). It is the intent of the district to ensure that students who are disabled under Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

Notice of Section 504 Procedural Safeguards and Parent/Student Rights

Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing. The Section 504 Coordinator may be contacted through the school system's central office. Copies of the 504 Procedural Safeguards, Notice of Rights of Students and Parents under Section 504, and TU Section 504 Grievance-Complaint form may be found at the system website or may be picked up at the central office or at any of the school offices.

Severe Weather: Tornado Protocol

Watch:

Students may be checked out or picked up at school during a Tornado Watch.

Warning:

Due to safety concerns for students and staff, students may not be checked out or picked up at school during a Tornado Warning. If a Tornado Warning occurs during release time on a school day, students will be held at school until it is deemed safe by the National Weather Service or the Georgia Emergency Management Association.

Student Support Team

Each school is required to have a Student Support Team (SST). The SST is an interdisciplinary teaching team that identifies, plans, and recommends alternative instructional strategies for students who are experiencing academic, social, or behavioral difficulties in school. The SST should be viewed as a function of the regular education program. Student Support Team (SST): a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized supports and interventions and to assess the effectiveness.

Visitors in Classroom

Who May Visit: The right to observe a child's instructional program during classroom time resides solely with a child's parent, legal guardian, or foster parent and does not extend to grandparents, other interested close relatives, 3 party agencies or caregivers.

Who May Be Observed: The sole purpose of a classroom visit by a parent is to observe their student and the instructional program being presented. At no time should a parent's motive for or focus of a classroom visit be to observe another student or students in the classroom. If the Principal has knowledge of or suspects that the focus of a parent's classroom visit is to observe another student, he/she reserves the right to deny a requested visit or to end a visit in progress.

Scheduling: Visits must be scheduled through the Principal for a time and date convenient to both the parent and the teacher. The parental observation date shall be within a reasonable time frame following the initial request. A request for a specific date must be made no less than 48 hours in advance. No visits will be allowed while students are participating in assessments, quizzes or tests.

Duration: To minimize potential interruptions and distractions during instructional time, the Principal reserves the right to limit the duration of classroom observations.

Conduct During Classroom Visitation: Parents visiting classrooms should arrange their schedules to enter and exit the classroom in a manner that would not interrupt the instructional activities in progress. While visiting the class, the teacher will designate an area for parents to sit, generally in the back of the classroom. (Parents are asked NOT to sit with their students as this could create an unnecessary disruption for other students.) Once in the classroom and seated, parents are asked to remain seated and refrain from interacting with students or the teacher unless the classroom teacher initiates the interaction. Unnecessary noise and/or movement must be kept to a minimum. Parents wishing to discuss their students' behavior after observing him/her during class should schedule a parent conference with the teacher. Parents who fail to observe the stated guidelines during their visit may be asked to leave the room if their presence or conduct unduly interferes with the orderly operation of the classroom. Any concerns or complaints may be addressed directly to the classroom teacher after regular school hours or to the Principal.

No Audio or Video Taping of Classroom: Video and/or audio recording of classroom visits by the parent or guardian is prohibited. Electronic devices which could be used for video or audio record should not be visible during the visit. Violation of this guideline can result in dismissal from the classroom visit, and/or school site.

School Administration: The Principal or his/her designee is required to be in the room during the parent observation to protect the learning environment for all students

The Thomaston-Upson Board of Education recognizes the importance of a learning environment where students practice healthy habits. The Board is committed to providing a school environment that promotes proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. Refer to district [EEE policy](#).

THOMASTON-UPSON STUDENT CODE OF CONDUCT STUDENT INFRACTIONS AND DISCIPLINE PROCEDURES

Note: In accordance with disciplinary procedures of the Thomaston-Upson County School System, and as required by Georgia Code (20-2-736), this publication of student behavior infractions and required or recommended dispositions is submitted for the information of school personnel, students, and parents.

STATEMENT OF PURPOSE

The purpose of the schools within the Thomaston-Upson County School system is to provide the best learning opportunity possible. Our standards of student behavior during school hours, on school property, and at school related functions are designed to create the expectations that students will behave themselves in such a way as to facilitate a learning environment for themselves and other students.

We expect students to:

1. Respect each other
2. Respect school district employees
3. Obey student behavior policies adopted by the Board of Education
4. Obey rules established by individual schools

Good order and discipline may be described as the absence of distractions and disturbances, which interfere with the optimum functioning of the student, the classroom, the school, school related functions, and the safe operation of school buses. It is also the presence of a friendly, yet businesslike, rapport in which students and school personnel work cooperatively toward mutually accepted goals. We ask for your cooperation in sharing this responsibility for maintaining a proper learning environment.

Included in this Code of Conduct are prohibited behaviors and consequences for such behaviors. The Thomaston-Upson County Board of Education's Code of Conduct was designed and created to comply with the progressive discipline processes set forth in O.C.G.A. § 20-2-736 and Thomaston-Upson Board of Education Policy JCDA – Student Code of Conduct.

ADDITIONAL BEHAVIOR REQUIREMENTS

The District may impose campus, classroom, or club/organization rules in addition to those found in the student handbook. These rules may be listed in the student and campus handbooks, be posted or distributed in classrooms, or be published in extracurricular handbooks, state or national organization bylaws, and/or constitutions. Sponsors and coaches of extracurricular activities may require and enforce additional standards of conduct for student participation in extracurricular activities.

Organizational standards of behavior concerning an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in disciplinary actions being taken against the student, including but not limited, to the student being removed from participation in extracurricular activities, exclusion from school honors, suspension, and expulsion for violation of the Student Code of Conduct.

The Code of Conduct governs students' behavior on school grounds; off school grounds at a school activity; off school grounds at a non-school activity, but where the misconduct leads to a disruption of school or any other violation of the Student Code of Conduct; in route to and from schools, or any school-sponsored activity; on the bus; and at the bus stop.

INTRODUCTION TO STUDENT DISCIPLINE PROCEDURES

SECTION I: PROGRESSIVE DISCIPLINE

Progressive discipline processes will be utilized by schools and the School System in order to create the expectation that the degree of discipline will be in proportion to the severity of the behavior, as well as consideration given to each student's previous discipline history and other relative factors; and that all due process procedures required by federal and state law will be followed.

SECTION II: INVESTIGATION AND NOTIFICATION PROCEDURES

1. A teacher must document a student's violation of the student code of conduct within one school day of the incident. The report will be filed with the principal (or designee) and shall describe the student's behavior.
2. Following an appropriate investigation of the alleged infraction, the principal (or designee) will make a determination regarding disposition.
3. Within a timely manner after determining a disposition, the principal (or designee) will send to the student's parents or guardian a copy of the report and information relative to the student support services being utilized or the disciplinary action taken upon completion of the investigation. The principal (or designee) will make a reasonable attempt to confirm receipt of such written notification by the student's parents or guardians. Written notification will include information regarding how the student's parents or guardians may contact the principal (or designee).
4. The principal (or designee) will notify the referring teacher of the action taken.

SECTION III: DUE PROCESS RIGHTS FOR STUDENTS RELATIVE TO ADMINISTRATIVE INVESTIGATIONS

In all cases, the rights of individuals involved will be ensured and protected. Within that statement, however, students and parents/guardians must realize that the due process rights of students during administrative investigations are defined relative to proposed dispositions to be imposed by the school's administration. Namely, if a principal (or designee) is planning to impose a punishment amounting to less than a ten-day suspension, he/she has three responsibilities to the student (*Goss v. Lopez*, 1975):

1. Notify the student of the charge;
2. Provide an explanation of the evidence collected; and
3. Extend an opportunity to the student to answer to that charge.

If the principal (or designee) is seeking to impose a punishment that will exceed a ten-day suspension, he/she must also afford the student a due process discipline hearing before a panel or hearing officer.

SECTION IV: STUDENT SEARCHES

To maintain order and discipline on school property or property being used by the school/School System, and to protect the safety and welfare of students and school personnel, school authorities may conduct searches of both school and personal property as provided for in laws, procedures, and policies. Additionally, school authorities may seize any illegal, unauthorized, or contraband materials discovered in said searches.

Student vehicles located on or near campus as well as student possessions such as pocketbooks, book bags, school lockers, desks, containers, and other school property may be subject to random inspection and search at any time without further notice to parents. Such searches may be conducted by school authorities or police canines. An individual student may be searched if there is reasonable suspicion that the student is in possession of an item that is illegal or in violation of school rules.

SECTION V: ILLEGAL ACTS

Parents and students should be aware that in some instances, an offense may constitute a violation of Georgia Law. As a result of any ~~resulting~~ violation of Georgia law, law enforcement, having jurisdiction, may impose additional sanctions/consequences.

SECTION VI: REPORTING OF THREATENING BEHAVIOR OR ILLEGAL/SUSPICIOUS ITEMS AT SCHOOL

Any threat (expressed or implied) by any individual which if carried out would pose a potential danger to the life and safety of students and/or staff members or the destruction of property should be regarded and treated seriously. Any student who receives or has knowledge of information concerning such a threat should immediately report that information to a school administrator or staff member.

Students should notify an administrator or staff member when illegal or suspicious items, dangerous items or other items banned from school are found in the school building, on the school campus, or on the school bus. Students are advised not to pick up or handle illegal, dangerous, banned, or unidentified items, or items not belonging to them.

SECTION VII: SUSPENSION/EXPULSION OF STUDENTS WITH IDEA SERVICES

1. **Guidelines for suspension / expulsion of students receiving special education services:** Students receiving special education services under the Individuals with Disabilities Education Act (IDEA) can be suspended out-of-school (OSS) for a total of 10 consecutive or cumulative school days in a school year without a consideration of whether the behavior is related or not to the student's disability. If school administration is imposing an OSS for a special education student that exceeds 10 cumulative school days in a school year or is recommending a long-term suspension or expulsion, the School System will convene a Manifestation Determination Review (MDR) to determine if the student's behavior is related to the student's disability. If the behavior is determined to be a manifestation of the student's disability OR the MDR determines that the district did not follow the IEP, the student may not be suspended out-of-school. If the behavior is found not to be related to the student's disability, the School System may impose the recommended discipline; however, the special education student will continue to receive educational services. The student's Individual Education Program (IEP) committee will determine the location of the education services.

In cases in which a student is being considered for a suspension/expulsion, and there is no record indicating the student has a disability, but the parent(s) claim the school/School System has knowledge that the student does have a disability, the school administration should notify the Director of Exceptional Children Services before proceeding with the discipline process.

2. **Tribunal guidelines for students receiving special education services:** Students receiving special education services are afforded the same right to a disciplinary due process hearing before a tribunal as nondisabled students where there is a recommendation for suspension/expulsion to exceed 10 school days.
3. **Tribunal guidelines for students holding a "Section 504 Plan:"**
A tribunal for a student holding a "Section 504 Plan" will only be held if:
 - a. A Manifestation Determination Review (MDR) reviews the student's plan and determines that the behavior exhibited by the student resulting in the discipline infraction is NOT a manifestation of the student's disability AND the district followed the Section 504 Plan; or,
 - b. the student maintains his/her innocence. In these two cases, the discipline should proceed in the same manner as prescribed for a student receiving special education services, except the role of the IEP committee will be replaced with the student's Student Support Team (SST).

Note: Parents should be aware that state and/or federal law may require modified disciplinary actions for special education students.

SECTION VIII: UNSAFE SCHOOL CHOICE OPTION AND VIOLENT CRIMINAL OFFENSES

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an "Unsafe School" according to the provisions of the State Board Rule 160-4-8-.16, UNSAFE SCHOOL CHOICE OPTION (USCO). Also, under USCO provisions, School System guidelines are in place to facilitate the timely and appropriate requested transfer of students who are victims of "violent criminal offenses" and/or students enrolled in schools determined to be "persistently dangerous" (as determined by the same State Board Rule).

SECTION IX: DISCIPLINING OFF-CAMPUS STUDENT BEHAVIOR

Students shall be disciplined for engaging in off-campus conduct 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. Discipline may include, but is not limited to, change of placement, suspension, or expulsion. Off-campus misconduct for which a student shall be disciplined includes, but is not limited to, any off-campus conduct that:

1. is prohibited by the Georgia or United States criminal codes;
2. is punishable as a felony or would be punishable as a felony if committed by an adult; and
3. is conduct for which a student has been arrested, indicted, adjudicated to have committed, or convicted. O.C.G.A. § 20-2-751.5(c).

SECTION X: POST INCARCERATION SCHOOL PLACEMENT

Upon notification by the Department of Juvenile Justice (DJJ) that a student will be coming or returning from youth detention centers, incarceration, or similar facilities, the student shall be enrolled in his/her home school as opposed to an alternative educational setting unless the Student Support Team, consisting of the building principal, school counselor, special education teacher (if applicable), MTSS Coordinator, the student and his parent/guardian/foster parent/other person, a DJJ counselor, or a local DJJ Community Service Officer and respective DJJ Juvenile Parole and Probation Specialist, concludes that the best placement for the child would be the alternative setting. Any placement made pursuant to an IEP team shall take precedence. The case manager (i.e., counselor, special education teacher, or MTSS Coordinator) shall consult the Student Support Team within 5 days to determine whether transition or other services are necessary for the student. (GADOE rule 160-4-8.17). This meeting will take place at the student's home school.

SECTION XI: DEFINITIONS OF DISCIPLINARY / EDUCATIONAL TERMS

ALTERNATIVE PROGRAM: (Grades 6-12) May be alternative to external suspension or expulsion. Students in the alternative program are not allowed to participate in school-sponsored activities. Under certain circumstances, bus transportation to the alternative program may be denied at the discretion of school authorities. The Alternative Program is located at Upson-Lee Alternative School.

CHRONIC MISBEHAVIOR: O.C.G.A. 20-2-765 (2010)

Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall:

1. notify by telephone call and by either certified mail or statutory overnight delivery with return receipt requested or first-class mail the student's parent or guardian of the disciplinary problem,
2. invite such parent or guardian to observe the student in a classroom situation, and
3. request at least one parent or guardian to attend a conference with the principal or the teacher or both to devise a disciplinary and Behavioral Correction Plan.

COUNSELING: The Thomaston-Upson County School System has counseling services in each school. The school counselors assist in efforts to help students focus on academic, personal, social, and career development so they achieve success in school. Counselors provide guidance regarding making smart choices and preparing students to lead fulfilling and responsible lives. Counseling is provided through classroom lessons, small groups, and individual counseling sessions as needed.

DETENTION: A requirement that the student report to a specific school location and to a designated teacher or school official to make up work missed or to receive specific instruction in behavior modification. Detention may require the student's attendance before school, after school or during scheduled class or school activity time if school officials deem removal of the student from his/her regular school schedule essential to the well-being of the student or school.

HEARING OFFICER/PANEL: A person or persons that, by law and through an appointment of the Superintendent, may hear predetermined student discipline proceedings. This person or persons would be authorized to rule on discipline cases when there is a recommendation for suspension/expulsion for more than nine school days.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): IDEA is a United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to age 21 in cases that involve 13 specified categories of disability.

INDIVIDUALIZED EDUCATION PROGRAM (IEP): IEP is a written statement for each child with a disability that is developed, reviewed and revised in a meeting in accordance with State Board Rule 160-4-7-.06.

POSSESSION: For purposes of this Policy and Code, possession shall be defined as the actual control or manual custody of anything which may be the subject of property for one's use, either as the owner or as the proprietor of a qualified right in it and either held personally or by another, who exercises it in one's place and name. This definition shall embrace the concept of actual possession as well as constructive possession and shall extend to items of contraband held personally by a student or maintained by a student in a space or spaces in which the student exercises control including but not limited to purses, book bags, lockers, and vehicles.

PRINCIPAL'S DISCRETION: When a disposition notes that schools may have "principal's discretion" in dealing with an infraction, that distinction should also be interpreted as a "principal's, assistant principal's or principal's designee discretion." Some examples of Principal's discretion could include but are not limited to: Administrative Detention, Check-in Check-out, Behavior Intervention Group, Counselor referral, Parent Conference, Phone Conference, Behavior Plan.

PROGRESSIVE DISCIPLINE: The degree of discipline will be in proportion to the severity and/or the number of occurrences of the behavior.

STUDENT SUPPORT TEAM (SST): The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST, which is required in every Georgia public school, uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

SUSPENSIONS: The removal of a student from class, school, or school-sponsored events for a specified period of time. Suspensions may also include the removal of privileges such as bus transportation, student parking, or other opportunities as provided to them by the school or School System. Student suspensions are generally applied as either short-term or long-term suspensions based on the severity of the violation(s). **SHORT-TERM SUSPENSIONS** are suspensions for less than ten school days. **LONG-TERM SUSPENSIONS** are for greater than nine school days and require a due-process hearing (tribunal) before being implemented.

1. **IN-SCHOOL SUSPENSION:** Temporary removal from classes by placing students in designated area. Students will continue to do classroom work and receive credit.
2. **OUT-OF-SCHOOL SUSPENSION:** Denial to a student of the right to attend school. Absences will be registered as excused absences. Students who have been externally suspended are not permitted on any Thomaston-Upson County Schools campus

or at any school function while under suspension. Alternative school students may, as determined by a tribunal, be allowed transportation shuttle privileges to/from home. Externally suspended students who return to school or attend a school function while under expulsion/suspension may be considered to have criminally trespassed and may be prosecuted accordingly if they have not obtained and carry written permission from that Principal.

3. **SUSPENSION OF BUS PRIVILEGES:** Denial of the privilege of school System bus transportation as the result of the safety of students, bus drivers and/or materials being threatened. Discipline will be administered according to procedures in this handbook.
4. **SUSPENSION OF PARKING PRIVILEGES:** Parking is a privilege bestowed by permit which may be suspended or revoked at the Principal's discretion. Suspended and expelled students are denied parking privileges for the term of their suspension or expulsion.

EXPULSIONS: Removal of students from the school system permanently, or for an extended period of time beyond the current semester. Expulsion of a student requires a due-process hearing (tribunal) as explained below. Expulsion by a tribunal from a TUCS school may be accompanied with an opportunity to attend the Alternative Program. A student expelled from a TUCS school and allowed to enroll in an Alternative Program is not eligible to participate in extra-curricular or co-curricular programs or activities at the school from which they are expelled.

TRIBUNAL/DISCIPLINARY HEARING: In accordance with O.C.G.A. § 20-2-751 through O.C.G.A. § 20-2-759, the definition of tribunal/disciplinary hearing is a due process hearing afforded to students where there is a recommendation for suspension / expulsion for longer than nine school days. A tribunal panel has the authority to suspend students out of school long-term or place them in the Alternative Program. All tribunals must be held no later than ten days after the beginning of the student's suspension unless: (1) the parent/guardian requests, in writing, an extension to the established deadline; (2) parent agrees to maintain student's status until tribunal has been completed; (3) both school and parent accept this extension/continuance. Any teacher who is called as a witness by the school system shall be given notice no later than three days prior to the hearing. Thomaston-Upson County Board of Education will observe Georgia law in developing and implementing disciplinary hearings held by a disciplinary hearing officer, including the ability to honor disciplinary orders of private schools and other public schools/school systems pursuant to O.C.G.A. § 20-2-751.2.

TRIBUNAL DEFERRAL OR WAIVER OF DISCIPLINARY HEARING: In accordance with O.C.G.A. § 20-2-751 through O.C.G.A. § 20-2-759, reportable discipline infractions in which a tribunal is mandated by the conduct code, but the infraction does not rise to the level of seriousness that would warrant a tribunal hearing, it is permissible for the School Principal, in working with the student and parent(s)/guardian(s), to substitute a "Waiver of Disciplinary Hearing" in place of the prescribed tribunal. This waiver would involve an admission of guilt from the student, as well as an outline of the school assigned consequences which, if involving a suspension or assignment to alternative school, cannot exceed nine days.

UNSAFE SCHOOL CHOICE OPTION (USCO): The process of allowing students who attend a school identified as a "persistently dangerous" public school or students who become victims of a violent criminal offense while at school to transfer to a safe public school.

SECTION XII: AMENDING THE DISCIPLINE CODE

Additions or changes in the student infraction codes and the corresponding dispositions may be made as deemed necessary. If this becomes necessary, appropriate announcements will be made to all students.

SECTION XIII: REVIEW OF LOCAL BOARD POLICIES RELATIVE TO STUDENT DISCIPLINE

Current School Board Policies regarding Student Discipline are available for review on the School System's website at www.upson.k12.ga.us.

Classroom-Managed Behaviors	Office-Managed Behaviors
<ul style="list-style-type: none"> • Arguing/Verbal Altercation • Cell phones/electronic devices • Computer Misuse (unless inappropriate in nature) • Classroom Disruption (minor) • Throwing objects • Defiance • Dress Code • Disrespect • Horseplay • Inappropriate Language • Lying • Insubordination • Profanity/Language • Refusal/Fail to Follow directions • Sleeping • Tardy to class <p>Teachers will track minor behaviors on Student Incident Reports (SIRs) and assign teacher determined consequences.</p> <p>When a student receives the 3rd- SIR, teachers will complete an office referral form. The title for referral should state "SIR" and the SIR sheet should be turned in to administration. At Upson-Lee High, teachers will submit an office referral on the 3rd offense.</p> <p>Possible consequences: Verbal warnings, Written reprimand, Note to parent, Parent contact, Student conference, and/or Loss of privileges.</p> <p>A referral due to SIRs will be documented as Repeated Offenses.</p>	<p>TUCS/State Discipline Matrix:</p> <ul style="list-style-type: none"> • Alcohol (1) • Arson (2) • Battery (3) • Breaking & Entering – Burglary (4) • Computer Trespass (5) • Disorderly Conduct (6) • Dress Code • Drugs, Except Alcohol and Tobacco (7) • Fighting (8) • Homicide (9) • Kidnapping (10) • Larceny/Theft (11) • Motor Vehicle Theft (12) • Robbery (13) • Sexual Battery (14) • Sexual Harassment (15) • Sex Offenses (16) • Threat/Intimidation (17) • Tobacco (18) • Trespassing (19) • Vandalism (20) • Weapons – Knife (22) • Weapons – Other (23) • Weapons – Handgun (25) • Weapons – Rifle/shotgun (26) • Serious Bodily Injury (27) • Other Firearms (28) • Bullying (29) • Other – Attendance Related (30) • Other – Dress Code Violation (31) • Academic Dishonesty (32) • Other Student Incivility (33) • Other Possession of Unapproved Items (34) • Gang – Related (35) • Repeated Offenses (36) <p>Teacher will submit a referral in Infinite Campus. If needed, he/she will notify the office that a student is being sent to the office, or they will call for an administrator.</p> <p>Administrator will determine and apply consequence(s), attempt parent contact, and send a letter or referral home.</p> <p>Possible consequences: Administrative Warning, In-School Suspension (ISS), Out-of- School Suspension (OSS), Referral to Disciplinary Tribunal, and/or Loss of privileges.</p>

STUDENT OFFENSES - LEVEL 1	
Academic Dishonesty (32)	Level 1 is intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments.
Alcohol (1)	Level 1 is unintentional possession of alcohol.
Battery (3)	Intentional touching or striking of another person to intentionally cause bodily harm resulting in no bodily injuries. (Note: The key difference between battery and fighting is that fighting involves mutual participation.) (hitting others, physical aggression, physical altercation, reckless contact with physical injury to others). Level 1 is intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries.
Bullying (29)	Participation in written, verbal, or physical act(s) that meet(s) the definition of bullying as defined by O.C.G.A. § 20-2-751.4 (1st offense).
Disorderly Conduct (6)	Any act that moderately disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment but doesn't pose a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses). (Arguing, disruption, disorderly conduct, instigating behavior, verbal altercation, stealing less than \$25, throwing objects)
Drugs, Except Alcohol & Tobacco (7)	Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs.
Fighting (8)	Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm resulting in no bodily injury. (Note: The key difference between fighting and battery is that fighting involves mutual participation.)
Larceny/Theft (11)	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.) Level 1 is a value between \$25 and \$100.
Other Attendance Related (30)	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. (parking violation, out of area, tardy to bus stop, tardy to class, tardy to school, tardy to detention/ISS)
Other-dress Code Violation (31)	Violation of school dress code that includes standards for appropriate school attire. Level 1 is non-invasive and non-suggestive clothing or jewelry or other articles of personal appearance.
Other Possession Of Unapproved Items (34)	The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.) Level 1 the possession of any unauthorized item, but does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous.
Other Student Incivility (33)	Insubordination or disrespect to staff members or other students: Includes but is not limited to refusal to immediately follow school staff member instructions, use of vulgar or inappropriate language, or misrepresentation of the truth. Includes major classroom disruption that stops instruction for an extended period of time and requires administrative intervention; profanity directed toward school staff; or major disruption outside the classroom that requires administrative intervention. (horseplay, reckless driving)
Sexual Harassment (15)	Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Level 1 is comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals.
Sexual Offenses (16)	Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual. Level 1 is 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.
Tobacco Products and Paraphernalia (18)	Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school. This includes bartering or exchanging any tobacco product or smoking paraphernalia which includes electronic cigarettes and smoking devices. Level 1 is unintentional possession of tobacco products.
Repeated Offenses (36)	Collection of offenses not previously assigned a state reportable code that occurs on a single or across multiple school days that leads to a state reportable disciplinary action. Level 1 is a collection of minor offenses.
Weapons-knife (22)	The unintentional possession of a knife or knife-like item without the intent to harm or intimidate.

DISCIPLINARY ACTIONS FOR LEVEL 1 VIOLATIONS

Engaging in or attempting to commit any LEVEL 1 offense can result in disciplinary action as outlined below.

1st Violation: Verbal Warning with administrative conference, or up to two days administrative detention, or In-School/Bus Suspension up to two (2) school days.

2nd Violation: Two days administrative detention, or In-School/Bus Suspension up to three (3) school days.

3rd Violation: In-School/Bus Suspension up to five (5) school days.

4th Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to two (2) school days.

5th Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to three (3) school days.

6th Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to five (5) school days.

7th Violation: The student will be suspended (In-School or Out-of-School) with the matter being submitted to a Disciplinary Hearing Officer (Middle and High School) (See Section 3 Offenses).

Additional Disciplinary Actions for LEVEL 1 Violations

Depending on the circumstances surrounding the LEVEL 1 violation, school administrators shall have the discretion to deviate from the progressive discipline policy.

If the LEVEL 1 violation warrants deviation from the progressive discipline policy, additional disciplinary actions may include phone calls made to the student's parent or guardian, an individualized behavioral contract, behavioral checklist and/or counseling, a student may be given a Verbal Warning, administrative detention, assigned to In-School Suspension for up to five (5) consecutive days or be given a Short Term Suspension or be sent to a Disciplinary Hearing for the LEVEL 1 Offense regardless of the number of previous violations.

STUDENT OFFENSE - LEVEL 2	
Academic Dishonesty (32)	Receiving or providing unauthorized assistance on classroom projects, assignments or exams. Level 2 is intentional plagiarism or cheating on a minor classroom assignment or project.
Alcohol (1)	Level 2 is under the influence of alcohol without possession.
Arson (2)	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". Level 2 is an Attempt to commit arson or use of matches, lighters, or incendiary devices at school; includes but not limited to the use of fireworks. Includes but is not limited to trash can fires without damage to school property.
Battery (3)	Level 2 is intentional touching or striking of another person to intentionally cause bodily harm resulting in mild or moderate bodily injuries. (Note: The key difference between battery and fighting is that fighting involves mutual participation.) (hitting others, physical aggression, physical altercation, reckless contact with physical injury to others).
Bullying (29)	Participation in written, verbal, or physical act(s) that meet(s) the definition of bullying as defined by O.C.G.A. § 20-2-751.4 (2nd offense).
Computer Trespass (5)	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
Disorderly Conduct (6)	Any act that severely disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment but doesn't pose a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses). (Arguing, disruption, disorderly conduct, instigating behavior, verbal altercation, stealing less than \$25, throwing objects). May include a repeat action.
Drugs, Except Alcohol & Tobacco (7)	Any medication prescribed to a student or purchased over the counter and not brought to the office upon arrival to school.
Fighting (8)	Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm resulting in mild or moderate bodily injury. (Note: The key difference between fighting and battery is that fighting involves mutual participation.)
Gang-Related (35)	Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity (O.C.G.A. § 16-15-3). Level 2 is wearing or possessing gang-related apparel; communicating either verbally or nonverbally to convey membership or affiliation with a gang.
Larceny/Theft (11)	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.) Level 2 is a value between \$100 and \$250.
Other-dress Code Violation (31)	Violation of school dress code that includes standards for appropriate school attire. Level 2 is invasive and suggestive clothing or jewelry or other articles of personal appearance.
Other Possession of Unapproved Items (34)	The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.) Level 2 is the use of any unauthorized item, but does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous.
Other Student Incivility (33)	Insubordination or disrespect to staff members or other students: Includes but is not limited to refusal to immediately follow school staff member instructions, use of vulgar or inappropriate language, or misrepresentation of the truth. Includes major classroom disruption that stops instruction for an extended period and requires administrative intervention; profanity directed toward school staff; or major disruption outside the classroom that requires administrative intervention (horseplay, reckless driving). Level 2 is blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth.
Repeated Offenses (36)	Collection of offenses not previously assigned a state reportable code that occurs on a single or across multiple school days that leads to a state reportable disciplinary action. Level 1 is a collection of moderate offenses.
Robbery (13)	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) Level 2 is robbery without the use of a weapon.

<p>Sexual Harassment (15) Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Level 2 is Comments that perpetuate gender stereotypes, suggestive jokes or lewd gestures that are directed towards specific individuals or groups of individuals.</p>
<p>Sex Offenses (16) Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual. Level 2 is inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts.</p>
<p>Threat/Intimidation (17) 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. Level 2 is Physical, verbal, or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack.</p>
<p>Tobacco Products and Paraphernalia (18) Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school. This includes bartering or exchanging any tobacco product or smoking paraphernalia which includes electronic cigarettes and smoking devices. Level 2 involves use of or knowledgeable possession of tobacco products.</p>
<p>Trespassing (19) 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.) Level 2 is entering or remaining on school grounds or facilities without authorization and with no lawful purpose.</p>
<p>Vandalism (20) The willful and/or malicious destruction, damage, or defacement of public or private property without consent. Level 2 is participating in the minor destruction, damage or defacement of school property or private property without permission.</p>
<p>Weapons-knife (22) The possession, use, or intention to use any type of knife (without the intent to harm or intimidate).</p>
<p>Weapons-other (23) The 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.</p>
<p style="text-align: center;">DISCIPLINARY ACTIONS FOR LEVEL 2 VIOLATIONS</p>
<p>If necessary, restitution for damage to property, theft of property or harm to any property by any means will be required. If necessary, law enforcement will be notified.</p> <p>1st Violation: In-School Suspension/Bus up to two (2) school days, Out-of-School Suspension up to (3) school days. 2nd Violation: In-School Suspension/Bus up to three (3) school days, Out-of-School Suspension up to (5) school days. 3rd Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to (5) school days. 4th Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to (5) school days. 5th Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to (5) school days. 6th Violation: In-School Suspension/Bus up to five (5) school days, Out-of-School Suspension up to (7) school days. 7th Violation: The student will be suspended (In-School or Out-of-School) with the matter being submitted to a Disciplinary Hearing Officer (Middle and High School) (See Section 3 Offenses).</p> <p style="text-align: center;"><u>Additional Disciplinary Actions for LEVEL 2 Violations</u></p> <p>Depending on the circumstances surrounding the LEVEL 2 violation, school administrators shall have the discretion to deviate from the progressive discipline policy.</p> <p>If the LEVEL 2 violation warrants deviation from the progressive discipline policy, additional disciplinary actions may include phone calls made to the student's parent or guardian, an individualized behavioral contract, behavioral checklist and/or counseling, a student may be given a Verbal Warning, administrative detention, assigned to In-School Suspension for up to five (5) consecutive days or be given a Short Term Suspension or be sent to a Disciplinary Hearing for the LEVEL 2 Offense regardless of the number of previous violations.</p>

STUDENT OFFENSE - LEVEL 3	
Academic Dishonesty (32)	Receiving or providing unauthorized assistance on classroom projects, assignments or exams. Level 3 is intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery).
Alcohol (1)	Repeated Level 1 or Level 2 behaviors, intentional possession, use, distribution, or sale of alcohol.
Arson (2)	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.) Level 3 is intentional damage as a result of arson-related activity or the use of an incendiary device. Includes but not limited to setting fires to school property.
Battery (3)	Level 3 is intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Includes any physical attack on school personnel; includes incidents serious enough to warrant calling the police or resource officer. Level 3 may be used for students that violate the school policy on battery three or more times during the same school year. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)
Breaking & Entering –Burglary (4)	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.)
Bullying (29)	Participation in written, verbal, or physical act(s) that meet(s) the definition of bullying as defined by O.C.G.A. § 20-2-751.4 (Repeated acts as defined by O.C.G.A. § 20-2-751.4)
Computer Trespass (5)	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, 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.
Disorderly Conduct (6)	Any act that severely 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. 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 disruptive behaviors on school buses). (Arguing, disruption, disorderly conduct, instigating behavior, verbal altercation, stealing less than \$25, throwing objects)
Drugs, Except Alcohol & Tobacco (7)	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
Fighting (8)	Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm resulting in severe bodily injury. (Note: The key difference between fighting and battery is that fighting involves mutual participation.) Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year.
Gang-related (35)	Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity (O.C.G.A. § 16-15-3). Level 3 is the solicitation of others for gang- membership, the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement or payment for protection or insurance through a gang. Level 3 should be used for students who display a pattern of violating the school policy related to gang activity.
Homicide (9)	Killing of one human being by another
Kidnapping (10)	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will
Larceny/Theft (11)	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.) Level 3 exceeds \$250 and may be used for students that violate the school policy on larceny/theft three or more times during the same school year.
Other-dress Code Violation (31)	Violation of school dress code that includes standards for appropriate school attire. Level 3 is invasive and suggestive clothing or jewelry or other articles of personal appearance. Maybe used for students that violate the school dress code policy more than 3 times during a school year.
Motor Vehicle Theft (12)	Theft or attempted theft of any motor vehicle

<p>Other Firearms (28)</p> <p>Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]. Level 3 is 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.</p>
<p>Other Possession of Unapproved Items (34)</p> <p>The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.) Level 3 is the use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; Includes the possession of matches, lighters, incendiary devices, or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items.</p>
<p>Other Student Incivility (33)</p> <p>Insubordination or disrespect to staff members or other students: Includes but is not limited to refusal to immediately follow school staff member instructions, use of vulgar or inappropriate language, or misrepresentation of the truth. Includes major classroom disruption that stops instruction for an extended period and requires administrative intervention; profanity directed toward school staff; or major disruption outside the classroom that requires administrative intervention (horseplay, reckless driving). Level 3 is blatant and repeated insubordination or intentional misrepresentation of the truth and should be used for students who display a pattern of violating the school policy related to student incivility.</p>
<p>Repeated Offenses (36)</p> <p>Collection of offenses not previously assigned a state reportable code that occurs on a single or across multiple school days that leads to a state reportable disciplinary action. Level 1 is a collection of severe offenses.</p>
<p>Robbery (13)</p> <p>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). Level 3 is robbery with the use of a weapon.</p>
<p>Serious Bodily Injury (27)</p> <p>The term “serious bodily injury” means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Level 3 is Infliction of “bodily harm” that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death.</p>
<p>Sexual Battery (14)</p> <p>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</p>
<p>Sexual Harassment (15)</p> <p>Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment. Level 3 is a physical or non-physical sexual advance; requests for sexual favors; and may be used for students that violate the school policy on sexual harassment three or more times during the same school year.</p>
<p>Sex Offenses (16)</p> <p>Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual. Level 3 is engaging in sexual activities on school grounds or during school activities.</p>
<p>Threat/Intimidation (17)</p> <p>Level 3 is 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 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.</p>
<p>Tobacco Products and Paraphernalia (18)</p> <p>Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school. This includes bartering or exchanging any tobacco product or smoking paraphernalia which includes electronic cigarettes and smoking devices. Level 3 involves the distribution and /or selling of tobacco products and may be used for students that violate the school policy on tobacco three or more times during the same school year.</p>
<p>Trespassing (19)</p> <p>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.) Level 3 is entering or remaining on school grounds or facilities without authorization and with no lawful purpose. Refusing to leave school grounds after a request from school personnel. Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year.</p>

<p>Vandalism (20) The willful and/or malicious destruction, damage, or defacement of public or private property without consent. Level 3 is participation in the willful/malicious destruction, damage or defacement of school property or private property without permission and may be used for students that violate the school policy on vandalism three or more times during the same school year.</p>
<p>Weapons-knife (22) The possession, use, or intention to use any type of knife (with the intent to harm or intimidate)</p>
<p>Weapons-other (23) The 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. Level 3 is intentional possession or use of a weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm.</p>
<p>Weapons-handgun (25) 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 gun [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]</p>
<p>Weapons-rifle/Shotgun (26) 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]. Level 3 is intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm.</p>
<p>Other - Possession of Unapproved Items (34) The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; Includes the possession of matches, lighters, incendiary devices or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items. Three (3) times could be considered a pattern.</p>
<p style="text-align: center;"><u>Disciplinary Actions for LEVEL 3 Violations</u></p>
<p>If necessary, restitution for damage to property, theft of property or harm to any property by any means will be required. If necessary, law enforcement will be notified.</p> <p>1st Violation: In-School Suspension/Bus up to (5) school days, Out-of-School Suspension up to (5) school days. 2nd Violation: In-School Suspension/Bus up to (7) school days, Out-of-School Suspension up to (7) school days. 3rd Violation: In-School Suspension/Bus up to (10) school days, Out-of-School Suspension up to (10) school days. Possible Disciplinary Tribunal.</p> <p style="text-align: center;"><u>Additional Disciplinary Actions for LEVEL 3 Violations</u></p> <p>Depending on the circumstances surrounding the LEVEL 3 violation, school administrators shall have the discretion to deviate from the progressive discipline policy. If the LEVEL 3 violation warrants deviation from the progressive discipline policy, additional disciplinary actions may include phone calls made to the student's parent or guardian, an individualized behavioral contract, behavioral checklist and/or counseling, a student may be given a Verbal Warning, administrative detention, assigned to In-School Suspension for up to five (5) consecutive days or be given a Short Term Suspension or be sent to a Disciplinary Hearing for the LEVEL 3 Offense regardless of the number of previous violations.</p> <p style="text-align: center;"><u>Additional Disciplinary Actions for LEVEL 3 Violations for Drugs and Alcohol</u></p> <p>Unlawful use, cultivation, manufacture, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing drugs, narcotics, or illegal drugs.</p> <p>Mandatory First Offense Disciplinary Action - A referral to a District Tribunal Hearing - with a required assignment of a minimum 90 (ninety) day placement at Upson-Lee Alternative School.</p> <p>Mandatory Second Offense Disciplinary Action - A referral to a District Tribunal Hearing - with a required expulsion for the length of time as determined by the District Tribunal</p> <p>Sale and distribution of controlled drugs/narcotics/illegal drugs Mandatory Disciplinary Action - A referral to a District Tribunal Hearing - with a required minimum expulsion of one year *Students who are served under IDEA and Section 504 will receive the required Manifestation Determination Review (MDR) prior to a 90 (ninety) day placement or expulsion.</p>

I. Introduction

The Thomaston-Upson School System has determined that participation in extracurricular activities (i.e., athletics, student officers, student council, homecoming court, clubs and or interscholastic activities) is a privilege for students enrolled in the school system. A student participating in such activities is a school leader; and, with leadership comes additional responsibility, so students must adhere to the standards and expectations contained in the School System's Activity Code of Conduct. As such, if a student violates these standards, schools may withdraw the privilege of participating in these activities, regardless of whether the violation occurred at a school-related or non-school-related activity. Schools may also withdraw the privilege of participating in these activities if the student violations occur outside of the scope of the activity's "season"; or, beyond the scope of the school day/year.

II. Student Infractions and Standards of Behavior

Student Infractions: Any student who commits the following infractions may be suspended or permanently dismissed from the team:

1. Hazing other students—school clubs and student organizations will not use hazing or degradation of individual dignity;
2. Missing practice, rehearsal or activities (unless excused by the coach or sponsor);
3. Truancy and/or skipping classes;
4. Acting in an unsportsmanlike manner when representing the school;
5. Violating team curfews (as established by the coach or sponsor);
6. Any behavior which results in discipline by the school administration; and,
7. Any behavior which, in the opinion of the administration, reflects in a negative manner on the team, activity, athletic program or school.

Standards and Expectations for Behavior: Students participating in interscholastic / extracurricular activities must comply with the following standards and expectations for behavior:

1. Establishing and promoting a positive self-image for the program, school, and School System.
2. Exhibiting good sportsmanship.
3. Supporting team/activity rules developed by the activity's coaches or sponsors.
4. Adhering to the School System's Code of Student Conduct.
5. Observing all standards and guidelines established by the Georgia High School Association (GHSA) Constitution and by-laws.
6. Obeying local, State and Federal laws governing behavior and conduct.*

Note: Provisions for dealing with starred () items above are contained in Section V of this document.*

III. Dispositions for Student Infractions and Standards of Behavior

Dispositions for student infractions and violations of standards and expectations of behavior include, but are not limited to, the following:

- Additional practice or conditioning time
- Conferencing between sponsor/parent or sponsor/student athlete
- Loss of position or awards privileges
- Suspension and/or removal from team
- Spectators that are removed from any after school function may be subject to loss of admittance of other functions. Spectators will be subject to the Code of Conduct for behaviors.

IV. Suspensions for Student Infractions and Standards of Behavior

Applying Suspensions: Relative to suspensions, progressive discipline processes will be utilized to create the expectation that the degree of discipline will be in proportion to the severity of the behavior, as well as consideration given to each student's previous discipline history and other relative factors.

Reporting Suspensions: Parents/guardians will be notified of the student's suspension. A suspension report will be filed with the Superintendent or designee.

V. Dealing with Student Arrests

Reporting of Misdemeanor or Felony Arrests: A student (or his/her parent/guardian) is responsible for informing a school official, which may include the Principal, Athletic Director or his/her Head Coach or sponsor, of misconduct which results in a misdemeanor or felony arrest. This report must occur within five calendar days of the arrest or the student faces disciplinary action up to, and including, partial or permanent suspension.

Confirming Student Arrests: Student arrests that are verified through a reliable source (school administrator, teacher, coach/sponsor, staff member, parent of involved student, law enforcement, etc.) will be appropriately investigated by the school administration or designee.

Investigations arising from student arrests will be reviewed by a panel comprised of staff from the offending student's school, to include, but not be limited to the following: a school administrator, the school's athletic director, the coach/sponsor of the student, one additional coach/sponsor (as selected by the Principal), and one teacher (as selected by the Principal). It will be the role of this panel to review all information available because of the investigation and recommend potential dispositions for any confirmed infraction to the Principal for his/her consideration—it will ultimately be the responsibility of the Principal to administer discipline. The student may present a written response to the alleged infractions being presented to the panel, but the student will not be present at the panel hearing. The student's parent/guardian will be notified in writing of the panel's decisions.

The school reserves the right to suspend and/or permanently dismiss a student from all extracurricular/interscholastic programs for the remainder of their school career for misconduct, which could result in the arrest or conviction of select misdemeanor or felony crimes.

Addressing Felony Arrests and/or Convictions: Felony arrests constitute an immediate suspension from activities. Relative to that arrest, any subsequent felony conviction of a student may result in a permanent dismissal from activities.

Addressing Misdemeanor Arrests and/or Convictions: Misdemeanor arrests and/or convictions that will cause suspensions from activities may include, but are not limited to, the following areas:

- Disruption of school or school events
- Threats of violence or acts of violence against school employees or students
- Sexual Offenses
- Weapons Offenses
- Alcohol or Drug Offenses

VI. Duration of Code of Conduct

The Student Activity Code of Conduct will be in effect year-round.



Upson-Lee Alternative School

300 Adams Street
Thomaston, Georgia 30286
(706)647-5738

Erik Rechterovic, M.Ed.
Principal

Parents/Guardians:

Please read and sign the following and return to the Alternative School Principal.

Upson-Lee Alternative School (ULAS) has provided my child with a copy of the student handbook. I have also reviewed the Infinite Campus database information sheet and have made the necessary corrections, if corrections are needed. I have signed all required documents that must be returned to ULAS. **I understand that my child may be referred back to tribunal for further disciplinary actions after receiving 5 behavior referrals or at the discretion of the administrator.** I have read and understand the policies, rules, and procedures outlined in this handbook.

Parent/Guardian Signature

Date

Office Use Only

Date Received: _____

Received By: _____