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POLK SCHOOL DISTRICT

Acknowledgment of Student Handbook and Code of Conduct

This document may be accessed through the Polk School District Website as well as each school's website.

I, _____, a student enrolled in
(Last name) (First name) (Middle name)

Polk School District at _____, and my parents/guardians
(Name of school)

hereby acknowledge by our signatures that we have access to the foregoing Student Handbook and Code of Conduct which includes the Internet Acceptable Use Policy, Discipline Policy, Attendance Policy, Sexual Harassment Policy, and Student Dress Code.

Signed _____
(Signature of Student) Date _____

Signed _____
(Signature of Father) Date _____

Signed _____
(Signature of Mother) Date _____

Signed _____
(Signature of Guardian) Date _____

Signed _____
(Signature of Guardian) Date _____

This acknowledgement is to be returned to the proper school employee (principal, counselor, homeroom teacher, etc.) as designated by the principal of the student's school.

The student will not be properly enrolled until this form has been signed and returned within five (5) days of receipt.

Contained in this handbook are policies adopted by the Polk School District Board of Education. The student may receive from the attending school an additional list of rules and regulations regarding specific behavior requirements at the school. Failure to follow those school regulations will also result in disciplinary action.

Please print, sign and return this form.

STUDENT OR PARENT COMPLAINT OR GRIEVANCE

Board Policy GAE describes the complaint and grievances procedures for certified personnel. Parents/school communication is described in student handbooks and on the website. Parents are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. If still unsatisfied, the superintendent should be contacted. Parents have the right to speak to the Board of Education through public participation at a Board of Education meeting. Conferences forms/notes/minutes are kept on file as documentation of the issues. Complaint procedures are described and a form for documenting complaints is located in the administrative handbook. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The GADOE address to which complaints should be filed is included in the procedure.

A. Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the Polk School District Board of Education if that individual, organization or agency believes and alleges that a violation of a Federal statute or regulation that applies to a program under the No Child Left Behind Act has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Title II, Part A: Teacher and Principal Training and Recruiting Fund

Title II, Part D: Enhancing Education Through Technology

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities

Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children

C. Filing a Complaint

A formal complaint must be filed in writing to the Polk School District superintendent or his/her designee.

The complaint must include the following:

A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;

The date on which the violation occurred;

The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);

A list of names and telephone numbers of individuals who can provide additional information;

Copies of all applicable documents supporting the complaint’s position; and

The address of the complaint.

Form can be found at: <http://www.polk.k12.ga.us/CentralOffice/TitleI/tabid/8973/Default.aspx>

D. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Superintendent or his/her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

The date the Department received the complaint;

How the complainant may provide additional information;

A statement of the ways in which the Department may investigate or address the complaint; and

Any other pertinent information.

If additional information or an investigation is necessary, the Superintendent will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be

included. Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant.

E. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. The appeal must be accompanied by a copy of the Superintendent's decision and include a complete statement of the reasons supporting the appeal.

The complaint must be addressed to:
Georgia Department of Education,
Office of Legal Services
205 Jesse Hill Jr. Drive SE
2052 Twin Tower East
Atlanta, GA 30334

SCHOOL NUTRITION PROGRAM

Food Services Management

The School Nutrition Program shall be viewed as an integral part of the total education program through collaborative effects of administrators, teachers and school nutrition personnel.

Providing nutritious meals at no cost to enrolled students is the goal of the Polk County School's Nutrition Program. Meals served will be prepared according to the U.S. Dietary Guidelines and the United States Department of Agriculture (USDA) Meal Pattern under strict sanitary conditions, using quality foods while ensuring financial balance of USDA meal reimbursement to expenditures.

Free snacks are provided by the USDA to all students participating in the after-school program in the elementary schools that choose to participate. Polk School District also provides meals each summer to all children under the age of 18 years old and to persons 19 or older with a physical and/or mental disability still enrolled in school, at various locations throughout Polk County.

Community Eligibility Option

Polk School District will participate in Community Eligibility Provision (CEP) which will allow ALL POLK SCHOOL DISTRICT STUDENTS to eat a reimbursable breakfast and lunch at NO COST to the students and their families.

Breakfast in the Classroom and Grab and Go Breakfast

Breakfast will be served at Grab and Go stations or in the cafeteria during the beginning of each school day.

Nutrition Standards

The United States Department of Agriculture (USDA) establishes strict guidelines for all meals served to the school -age population. The School Nutrition Program will adhere to these guidelines and follow all acceptable rules and regulations set by the federal and state government along with the Department of Education. Polk School District will follow the standards set forth under the "Smart Snacks in School" ruling of the Healthy, Hunger-Free Kids Act of 2010 which involves all foods sold in schools, and will be monitored by the Wellness Committee.

School Nutrition Manager

The school nutrition manager is responsible for the efficient operation of food service programs in an individual school within the budget, local, state and federal guidelines. The school nutrition manager is under the direction and guidance of the director of school nutrition in coordination with the school principal or principal's designee(s).

Principal's Responsibility

The principal should take the initiative to encourage students to participate in the school nutrition program. He/she shall schedule adequate time for the students to eat according to accepted standards. The principal will also encourage cooperation among the cafeteria personnel, teachers and students.

The principal shall work in cooperation with the cafeteria manager and school nutrition director in maintaining a functional and fiscally sound nutrition program.

Alterations to Student Meals

Schools participating in a federal Child Nutrition Program (School Lunch, School Breakfast or After School Snack Program) are required to make accommodations for children who are unable to eat the school meals because of a disability* that restricts their diet. In order to make modifications or substitutions to the school meal, schools must have a written Medical Statement on file that is signed by a licensed physician or other State licensed health care professional authorized to write medical prescriptions under State law. The statement must identify:

- The child's disability
- An explanation of why the disability restricts the child's diet
- The major life activity affected by the disability
- The food(s) to be omitted from the child's diet
- The food or choice of foods that must be provided as the substitute

* Disabled Students: A disabled student is a student who has a condition which substantially limits one or more major life activities. Those with chewing and swallowing difficulties may need to have the physical characteristics of their foods changed; i.e., menus may need modification to include softer foods such as cooked carrots rather than raw carrots, and some foods may need to be chopped, ground, or pureed.

A la carte Items

A la carte items will be sold at the standard prices set for supplemental sales of each item.

There will be absolutely no charges allowed for the following items:

1. A la Carte Items such as snacks, a la carte meals at the high school level, extra milk or juice, or side items off the main line.
2. If a student brings a meal from home and wishes to get a milk or juice from the school cafeteria, the student must either have cash in hand or money in his/her meal account.

Meals brought from Home

The School Nutrition Program will not be responsible for the safety of food brought from home by the students or faculty. Storage of such food will be the responsibility of the individual bringing the food and not involve the school nutrition staff. If outside food is brought onto campus to be consumed by a student, the items must be in an unlabeled bag. All food not prepared by staff on campus and made available to students must be purchased from a reputable commercial establishment to insure the safety of students and shall comply with current US Dietary Guidelines for Americans. Polk County Schools encourages meals that are brought from home to be nutritious as to promote healthy eating habits among students.

Adult Meals

Adults must be offered the same foods offered to students with the portions equal to those served to high school students. Larger portions, additional portions or individual items without a complete meal will be sold at a la carte prices set for additional food sales.

All adults, with the exception of school nutrition personnel, are required to pay full price for meals. Any violation must be reported to the Manager and Principal of that school. System employees, parents, school volunteers and those having official business at the school during the meal service period will be sold meals at the set adult lunch price. Visiting children (outside the school system) will be charged the adult price if consuming a meal at the school. Adult charges are not allowed which includes faculty, staff and workers.

Charging of Meals

It is the goal of the School Nutrition Program to establish procedures for handling of charges in order to promote sound fiscal responsibility.

There will be no charging of a la carte items, extra plates or milk/juice.

Adults may not charge any item or meal.

The Polk School District nutrition staff is looking forward to providing your child with hot, nutritious meals that fit the USDA New Meal Pattern requirement of increased fruits and vegetable consumption, whole grain rich products, lower sodium and calories with zero trans-fats according to the child’s stage of life. If you have any questions concerning school meals, you may contact the Director of School Nutrition at (770-684-5447).

Meal Prices

Meal prices for students, system employees and visitors will be set at the beginning of each school year and approved by the Board of Education.

This year Polk County School District will be participating in the Community Eligibility Provision (CEP) which provides both breakfast and lunch to all students within the school system at no charge. Each child will receive a reimbursable meal for both breakfast and lunch. The only food that is given to students at no cost will always be in the form of a complete reimbursable meal. Any extra food items may be purchased at cost. For example, single milks (without a meal) and individual food items must be purchased separately. No charging for these items will be allowed.

POLK SCHOOL DISTRICT SCHOOL NUTRITION PROGRAM MEAL PRICES

Breakfast	Lunch
Adults-----2.40	Adults-----3.75
Extra Milk-----30 for all grades, lunch and breakfast	

AUTOMATED RECOVERY SYSTEMS

The Polk County School Nutrition Program is always looking for ways to be more efficient and effective in our fiscal policies. While it may seem like a minor issue to some, receipt of non-sufficient fund (NSF) checks is a time consuming and costly issue. As with any business, the Polk County School Nutrition Program has an obligation to our clients, the community taxpayers, to be fiscally accountable. Processing NSF Checks can take valuable time from program managers and bookkeepers. To manage this process, our program uses a check

recovery system to protect the interest of all in our school system community against the time consuming and costly recovery of non-sufficiently funded checks into our program.

The check recovery system utilizes the federal and state laws allowing the electronic recovery process of NSF checks which results in a high rate of recovery. The cost of recovery becomes the responsibility of those who wrote non-sufficient fund checks with the electronic recovery of the face amount of the check and the electronic recovery of the state fee from the bad check writer's bank account. Utilizing the check recovery system is an effort by the Nutrition Program to be fiscally accountable in a more efficient and cost-effective manner.

The School Nutrition Program will gladly accept checks. When a check is used as payment, the check writer authorizes us either to use information from the check to make a one-time electronic fund transfer from the check writer's account or to process the payment as a check transaction. The check writer authorizes us to collect a fee through an electronic fund transfer from the check writer's account if the payment is returned unpaid.

The Polk County School Nutrition Program operates under the regulations and guidance of the United States Department of Agriculture and, as such, is funded primarily by the Department. Each student meal, regardless of eligibility, is reimbursed by varying amounts by the USDA. Because federal funds are attached to each student meal, it is a violation of federal law to abuse the use of meal benefits. Unlawful violation includes a student's use of another student's five digit identification number at the point of sale key pad. Abuse of this nature is subject to punishment to the full extent of the law.

Discrimination Clause - The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

Persons with disabilities, who wish to file a program complaint, please see information above on how to contact us by mail directly or by email. If you require alternative means of communication for program information (e.g., Braille, large print, audiotape, etc.) please contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). USDA is an equal opportunity provider and employer

DUE PROCESS

Polk School District adheres to due process when carrying out the procedures contained in the **Student Handbook and Code of Conduct**. Furthermore, the School Board and the professional staff employed by the board shall comply with the essential elements of due process. A responsibility of the principals shall be to familiarize their staffs with the due process procedures and provide each staff member access to the handbook.

This handbook has been developed with the following concepts in mind:

1. School rules shall be clearly stated and related to the educational purposes of the school.
2. School rules shall be fair and specific enough for students to know what they may or may not do.
3. Students and parents/guardians shall be informed of the rules affecting behavior and discipline.
4. When disciplinary action is involved, school personnel shall comply with required procedures.

SCHOOL NOTIFICATION OF COURT ACTION

The law requires that the Superior Court provide written notification of conviction within 30 days of any proceeding ending in a felony conviction of a person who is at least 17 years of age, including the specific criminal offense, to the school superintendent of the system where the student was enrolled. A local school system may request additional information from the court's file.

The Superior Court is also required to notify schools in cases involving a child, age 13 to 17, when that child is convicted of an offense over which the court has exclusive jurisdiction or when the child is adjudicated delinquent on the basis of conduct which, if committed by an adult, would constitute such an offense.

Administrators, who determine from this court provided information that a student has been convicted of or adjudicated to have committed an offense, which is a designated felony act, are required to inform all teachers to whom the student is assigned. Teachers and other certified professional personnel as the administrator deems appropriate may review the information in the student's file provided such information is kept confidential.

School administrators, disciplinary hearing officers, or the local board are allowed to report any criminal action by a student to the appropriate law enforcement agency or officer for investigation to determine if criminal charges or delinquent proceedings should be initiated.

GUIDANCE AND COUNSELING SERVICES

Personal concerns and problems of students can seriously limit educational achievement. All Polk School District schools provide guidance and counseling services to provide relevant and objective information available to students in such a manner that it will enhance educational development.

Each school has counselors to provide support and counseling for students. Parents may contact the counselors to set up appointments to discuss their child's academic performance with school personnel. Students or parents may contact the counselor when the student encounters serious personal problems that are interfering with the child's education.

Student Responsibilities are:

1. To use guidance and counseling services for their own educational and personal improvement.
2. To schedule appointments in advance unless an emergency problem exists.
3. To work cooperatively with guidance and counseling personnel.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact your local system's Section 504 Coordinator at the following address:

Mr. Mark Lumpkin
612 S. College Street
Cedartown, GA 30153
770-748-3821
mlumpkin@polk.k12.ga.us

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/ or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

SECTION 504 PROCEDURAL SAFEGUARDS

1. Overview: 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.

2. Hearing Request:

The Request for the Hearing must include the following:

- a. The name of the student.
- b. The address of the residence of the student.
- c. The name of the school the student is attending.
- d. The decision that is the subject of the hearing.
- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

4. Hearing Procedures:

- a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
- c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 CFR 104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

- g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- h. The hearing shall be closed to the public.
- i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
- j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- k. Testimony shall be recorded by court recording or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
- l. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision: The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

6. Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

RESPONSE TO INTERVENTION

(RTI) is a method of academic intervention designed to provide early, effective assistance to make sure we reach *all* students, especially those whose academic skills or behaviors are not up to expectations. RTI uses data driven instruction to allocate resources in order to enhance student learning.

RTI provides multi-tiered levels of interventions based on the Georgia Student Achievement Pyramid of Interventions. Georgia has implemented a four-tier Response to Intervention (RTI) model in a) identifying and b) addressing students' academic and/or behavioral needs. Standards-based instruction, universal screening, and progress monitoring are the critical foundation elements of the model (Tier 1).

Tier 2 is characterized by the addition of more concentrated small-group or individual interventions that target specific needs and essential skills.

In Tier 3, SST is the structure and RTI is the process. Team members individualize interventions to determine barriers to learning and develop appropriate individual interventions for the student.

If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is documented, the SST will make an appropriate referral for consideration of placement of the student in an appropriate Tier 4 program. If found eligible, this student may be placed in Special Education, English to Speakers of Other Languages (ESOL), Gifted or other programs that are delivered by specially trained teachers.

Student Support Teams

The Student Support Team (SST) is a regular education, problem-solving process in every Georgia School. Its purpose is to provide support to both students and teachers with the outcome being improved student performance.

Overview of the SST Process

The Student Support Team (SST) process was designed to provide support to the student and teacher through a collaborative approach. It is based on the premise that “two heads are better than one” when developing plans for students who are having difficulty in school. When approached in a positive manner, the SST can be a valuable tool in providing for an effective educational program for students.

Student Support Teams are most effective in schools in which all school staff have responsibility for all students and are skilled at engaging in collaborative problem solving.

The process involves six basic steps that focus on individual student needs, learning styles, program effectiveness, and home/school communication. These steps are as follows:

1. Gathering of information
2. Assessment (if necessary) and evaluation of data
3. Development of an educational plan
4. Implementation of educational plan
5. Evaluation of progress
6. Ongoing monitoring and evaluation

Parent Notice; The Elementary and Secondary Education Assistance Act of 1965(ESEA)

In compliance with the requirements of *The Elementary and Secondary Education Assistance Act of 1965(ESEA)*, Polk School District informs parents that you may request information about the professional qualifications of your student’s teacher(s). The following information may be requested:

1. Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
3. The college major and any graduate certification or degree held by the teacher;
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

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

FREE SPEECH AND EXPRESSION

Philosophical Basis:

Citizens in our democracy are guaranteed self-expression under the First and Fourteenth Amendments of the Constitution of the United States of America. Therefore, in a democratic society one of the basic purposes of education is to prepare students for responsible self-expression.

Student Responsibilities Are:

1. To respect the rights of others and to express disagreement in a manner which does not infringe upon the rights of others and does not interfere with the orderly educational process.
2. To act in a manner which preserves the dignity of patriotic observances.
3. To plan for, seek approval of, and conduct activities which are consistent with the objectives of the school.

Students Rights Are:

1. To form and express viewpoints through speaking and writing in a manner which is not obscene, slanderous, or libelous

2. To affirm and identify with American ideals, i.e. pledging allegiance to the flag
3. To refrain from any activities which violate the precepts of religion

PROPERTY AND PRIVACY RIGHTS

Philosophical Basis:

Federal and state laws provide persons with a reasonable expectation of privacy in addition to freedom from unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students.

Student Responsibilities Are:

1. To attend school-related activities without bringing materials or objects prohibited by law or School Board policy or which detract from the educational process
2. To respect the property rights of the public at large, as well as those of individuals, and to refrain from destruction of, or damage to, such property

Students Rights Are:

1. To maintain privacy of personal possessions unless appropriate school personnel have a reasonable suspicion to believe a student possesses any object or material which is prohibited by law or School Board policy
2. To attend school in an educational environment in which personal property is respected

STUDENT GOVERNMENT

Philosophical Basis:

Effective student government associations are the forums for the training and involvement of students in the democratic process. Members of the school community share the responsibility for shaping student government associations into instruments for student involvement.

Student Responsibilities Are:

1. To become knowledgeable of School Board and individual school policies governing the actions of students
2. To conduct election campaigns in a positive, mature manner with all due respect provided to opponents
3. To vote for student government officers and representatives who are responsive to the needs of the schools and who will work constructively toward the resolution of such needs
4. To attend regularly scheduled meetings, if elected, as a student representative and to exhibit appropriate conduct at all times

Student Rights Are:

1. To form and operate a student government within the respective schools under the direction of a faculty advisor
2. To have access to policies of the board and individual schools
3. To seek office in student government, or any school organization, regardless of race, sex, creed, or political beliefs
4. To attend, as student government officers and representatives, official student government meetings upon approval of such meetings by the school principal (or his designee)

STUDENT PUBLICATIONS

Philosophical Basis:

One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide variety of subjects. Official student publications, such as school newspapers, websites, and social media should include the viewpoints, which are representative of the student body.

Student Responsibilities Are:

1. To refrain from publishing libelous, obscene, or disrespectful materials
2. To seek full information on the topic
3. To observe the accepted rules for responsible journalism under the guidance of the faculty advisor

Student Right Is:

To participate, as part of the educational process, in the development and distribution of publications

HOSPITAL/HOMEBOUND SERVICE

A student enrolled in Polk School District who has a medically-diagnosed physical condition which is non-communicable and restricts the student to his/her home or a hospital for a period of time that will significantly interfere with his/her education is eligible to be served by the hospital/homebound program.

A student is not eligible for hospital/homebound if absence is due to any of the following:

1. Cases of pregnancy not requiring abnormal restriction of activities as prescribed by a licensed physician
2. Abuse of chemical substances where hospitalization is not required

Pregnant students are eligible for hospital/homebound if, and only if, the treating physician determines the condition precludes attendance.

A medical referral form shall be completed and signed by the treating physician/psychiatrist, as defined in state law and licensed by the appropriate state agency or board. The physician shall project that the student will be absent a minimum of 10 consecutive school days and is physically able to participate in educational instruction, unless the physician certifies that the student has a chronic health condition that causes the student to be absent for intermittent periods of time, (i.e., of greater than, equal to or less than 10 days on each occasion), during the school year. In the case of the latter situation, re-documentation of the chronic or recurring condition is not required upon each period of absence. At a minimum, an annual medical referral on the chronic or recurring condition shall be maintained on file at the school. A physician shall certify that the condition restricts the student and state the date of expected recovery or length of expected incapacitation.

A parent requesting hospital/homebound services shall contact the principal of their child's school. An application, completed and signed by the physician, shall be returned to the principal for approval prior to initiating hospital/homebound services.

A student shall receive a minimum of three (3) hours of instruction per week. A student served is counted present at the school. The hospital/homebound teacher shall consult the child's regular classroom teacher(s) to provide continuity of the educational program.

MEDICATION

All medications other than the exceptions listed in this policy, whether prescription or over-the-counter, may be administered only in accordance with the guidelines set forth by the principal of each school. All medications must be taken by the parent or guardian to the school office immediately upon arrival at school and must be in original pharmaceutical containers, clearly labeled as to the name of the student, the name of the medication, the appropriate dosage, and the times for dosage. Any student possessing prescription or over-the-counter medication not in accordance with these guidelines will be considered in violation of the School District's drug policy and shall be subject to the discipline set forth in the student code of conduct and/or the student/parent handbook.

Self-administered Medications

A student for whom the school has on file supporting medical documentation may carry at all times with parental/guardian permission inhalers for asthma, auto-injectable epinephrine (epi pens) for allergic reactions and all necessary supplies and equipment to perform monitoring and treatment functions authorized by the student's diabetes medical management plan. Students authorized to self-administer such medications shall be instructed not to permit any other student to handle, possess, or otherwise attempt to use his/her medication and shall be informed that violations of such instructions will be dealt with in accordance with the student code of conduct.

In order for the student to carry and self-administer such medications, or in order for the school to store and administer the medication for students who are unable to self-administer because of age or any other reason, the parents must provide a statement from a licensed physician confirming that the student is able to self-administer the medication, if applicable, and written permission from the parent for the nurse or designated employee to consult with the doctor regarding any questions that may arise concerning the medication. **Such permission shall release the school district and its employees and agents from civil liability for administering such medication to students, or if the self-administering student suffers an adverse reaction as a result of self-administration of such medication.** Parents are encouraged to provide to the schools duplicate medication and supplies in the event a student is unable to self-administer or fails to bring the medication or equipment to school.

Nurses or other school employees are authorized to administer an epi pen, if available, to a student who is having an actual or perceived anaphylactic adverse (allergic) reaction, regardless of whether the student has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer an epi pen to a student in such circumstances shall be immune from civil liability.

PARENTAL REQUEST FOR DISPENSING MEDICATION AT SCHOOL

NAME OF CHILD _____

BIRTHDATE _____

ADDRESS _____

TELEPHONE _____

PARENT'S NAME _____

SCHOOL _____

NAME OF MEDICATION _____

ADMINISTRATION OF MEDICATION

AMOUNT _____ METHOD _____ TIME _____

POSSIBLE ADVERSE SIDE EFFECTS, IF ANY: _____

I hereby request school personnel to assist in the administration of medication to my child according to the procedures indicated above by my child's physician.

The medication will be furnished by me and will be provided in the original bottle. The student's name must be clearly labeled, along with the amount to be given, the time of day to be taken, and the name of the prescribing physician and the dispensing pharmacy.

I understand that this request in no way obligates you to administer this medication, but merely to assist my child in taking his/her medication.

SIGNATURE OF PARENT OR GUARDIAN

DATE

POLK SCHOOL DISTRICT
Student Health and Parent Consent Form

Child's Name: _____ Grade/Teacher: _____

DOB: _____ Age: _____ Race: _____ Sex: _____

I hereby give permission to the Polk School District School Nurse Program for my child to participate in the following services offered by the School Nurse Program which I have checked below. I understand that I can revoke this permission at any time by written notice to the school. (Mark ALL that apply for permission to treat.)

- Nursing care and treatment of acute illness/ injury (sore throat, headache, vomiting, etc.)
 Nursing care of chronic illness (diabetes, asthma, etc)
 Wound Care (Bandages, Antiseptic, Antibiotic, First-aid & Hydrocortisone creams, etc.)
 Over-the-counter Medication administration (Tylenol, Ibuprofen, Benadryl, Kids Pepto, etc.- or generic)
 Hearing, Vision and Dental Screenings

Does the student have or has the student had any of the following? (Mark all that apply)

- Asthma Heart Condition Migraines/ Freq. Headaches
 Diabetes ADHD/ ADD Frequent Nosebleeds
 Seizures High/ Low Blood Pressure Hypoglycemia
 Other (please specify) _____

If the student has any ALLERGIES or SEVERE REACTIONS, please mark all that apply.

- Insect Bites, specify _____ Medications, specify _____
 Food, specify _____ Seasonal Allergies _____
 Does the student have an Epi-pen? _____ Other, specify _____

Does the student have any of the following? (Mark all that apply)

- Glasses Contacts Hearing Aids Tubes in Ears Other _____

If the student has any medical or physical conditions or any fears which the school should be aware, please describe: _____

If the student has any religious or cultural needs which the school should be aware, please describe:

Please list any Medications the student takes regularly or as needed.

At Home _____ At School _____

Child's Doctor(s) _____ Phone _____

Parent/ Guardian _____ Home Phone _____

Work Phone _____ Cell Phone _____

Emergency contact (non-parent): _____ Phone: _____

If there are any changes in medical information and/or contact phone numbers, please inform the nurse, your child's teacher, or the school secretary.

Parent or Legal Guardian Signature _____ Date _____

CURRICULUM

Philosophical Basis:

Student opinion regarding curriculum is extremely important, therefore, it deserves careful analysis and consideration. The degree of student involvement in curriculum development is determined by a student's age, grade, and maturity level. Final determination of course requirements and program consistency will be the responsibility of the professionals who are assigned the development of the curriculum.

Student Responsibilities Are:

1. To request participation in academic programs
2. To seek assistance in course selection from informed professionals in the school
3. To enroll in the designated courses for the student's selected endorsement seal
4. To exert every effort to achieve mastery of the basic skills
5. To successfully complete the courses identified for the student's selected endorsement seal
6. To select courses which challenge their creative reasoning abilities

Student Rights Are:

1. To have equal access to educational opportunities
2. To receive curriculum course descriptions which will assist in the appropriate course selections
3. To receive instruction in courses of study from competent instructors in an atmosphere free from bias and prejudice
4. To receive appropriate basic skills programs in elementary, middle, and senior high schools

SCHOLASTIC GRADES

Philosophical Basis:

An academic grade shall reflect the teacher's most objective assessment of the student's academic achievement. Academic grades shall **not** be used as a means of discipline in the classroom.

Student Responsibilities Are:

1. To become informed of grading methods and how grades are determined in each class
2. To maintain standards of academic performance equal to ability, and to make every effort to improve performance upon receipt of notification of unsatisfactory progress
3. Discuss grade(s) concerns with teacher(s)

Parent Responsibilities Are:

1. To monitor student grades and progress via teacher contact, PowerSchool login, and or grade reports
2. To contact teacher, counselors, and/or administration regarding concerns

Teacher Responsibilities Are:

1. To update and maintain grades in PowerSchool weekly
2. To communicate grading issues and performance concerns with students and parents

Parent and Student Rights Are:

1. To receive a teacher's grading criteria at the beginning of each year or semester course
2. To receive periodic progress reports

Make-up Work Due to Absences:

1. Students shall be permitted to make up work missed. It shall be the responsibility of the student to arrange with the teacher for making up work within three (3) days after returning to school in order to receive full credit. Additional time may be granted at the discretion of the administration for completion of makeup work taking into consideration the number of absences and the extent of the makeup work.

2. Grades are final at the end of the school year with the following exceptions:
 - a. Emergencies and unforeseen circumstances that prevent completion of required work and would qualify as excused absences
 - b. Homebound students who require additional time to complete their work

Parents may access student grades through PowerSchool via the internet. Please contact the school for a username and password or for more information.

GIFTED PROGRAM

In order to qualify for gifted services in the State of Georgia, a student shall:

1. Meet criteria in the area of achievement and mental abilities or
2. Meet state criteria in three of the four following areas: mental ability, achievement, creativity, and motivation.

“Note that under this rule, information shall be collected for each of the four categories of eligibility, and student eligibility determination must include at least one nationally-normed test plus observation data.” (Resource Manual for Gifted Education Services, page 8.) Achievement in these areas shall be demonstrated on tests and/or shown in products (i.e., portfolios) and/or academic and artistic performances.

In Polk School District, students are reviewed for possible referral for gifted education services each year. Classroom teachers observe the traits, aptitudes, and behaviors of the students. Achievement test scores, grades, special recognition, and awards received by students will be considered. “Referrals are usually made by classroom teachers; however, any responsible person who has knowledge of a student’s intellectual functioning may make a referral.”

Polk School District Board of Education “ensures that any tests or procedures used in the referral process to determine eligibility for gifted education services should meet standards of validity and reliability and be nondiscriminatory with respect to race, religion, national origin, sex, disabilities, or economic background.”

The definition of a student eligible for gifted education services in Georgia may be found in the Official Code of Georgia Annotated (S20p2-152). This section defines services for students identified as intellectually gifted. The definition is expanded in Georgia Board of Education (GBOE) Rules 160-4-2-.08 *Gifted Education* (Code IDDD) and 160-4-2.38 *Education Program of Gifted Students* (Code IDDD (2)). The latter states in section (2) Definitions, (a) Gifted Student: “...a student who demonstrates a high degree of intellectual, creative, and/or artistic ability (ies), possesses exceptional leadership skills, or excels in specific academic fields and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

TRANSFER STUDENTS

A student transferring into the School District from another district may be provisionally admitted to school upon completion by the student and parent or guardian of a form providing the name and address of the school last attended and authorizing such school to send the student’s records to the school district.

On the same form the student and parent shall disclose:

1. Whether the student has ever been adjudicated guilty of the commission of a designated felony as defined in Code Section 15-11-37
2. Whether the student is currently serving a suspension, expulsion, or assignment to an alternative education program in the district last attended
3. Whether the student withdrew from the district last attended in lieu of being ordered to serve a period of suspension, expulsion, or assignment to an alternative education program

Any student who seeks to transfer to Polk School District during the time the student is subject to a disciplinary order from another district for short-term suspension, long-term suspension, or expulsion, or who has

withdrawn from such other district in lieu of being ordered to serve a period of suspension, expulsion, or assignment to an alternative education program shall be ineligible to attend school in Polk School District. Any student provisionally admitted who is found to be ineligible shall be dismissed from enrollment.

RE-ADMISSION REFUSAL

The Polk School District Board of Education is authorized to refuse to re-admit or enroll a student suspended or expelled for having been convicted of, or adjudicated to have committed, been indicted for, or had information filed for the commission of a felony or any delinquent act which would be a felony if committed by an adult. The student or his/her parent or guardian may request a hearing pursuant to the Public School Disciplinary Tribunal Act. A hearing officer, tribunal, panel, superintendent, or local board shall be authorized to place a student denied enrollment in a local alternative program.

ADMISSION OF STUDENTS RETURNING FROM STATE DETENTION

A student returning from an assignment to YDC, boot camp, or other state program of incarceration, who is sixteen years or under and who has committed a felony or an offense that would be a felony if the student were an adult, will be referred to a placement committee composed of representatives from DJJ, Polk School District, Parents, and the school. The committee will review the student's behavior, attendance, attitude, and academic performance to determine if the student will be placed in a regular or alternative school environment.

QUESTIONING BY LAW ENFORCEMENT

No student enrolled in Polk School District shall be questioned by any non-school authority without the knowledge of the school principal or the assistant principal. When law-enforcement officers make it known that they wish to talk to a student while under the supervision of the school, the student will be called to the office of the principal. Administration will attempt to contact the parent/guardian. The student shall be informed in the presence of the officers by the principal or the assistant principal that the student has three choices:

1. He/she may converse by telephone with his/her parent(s) or guardian(s).
2. He/she may decline to talk with the officers until his/her parent(s) or guardian(s) are present.
3. He/she may talk with the officers in the presence of an administrator.

Law enforcement officers who have a warrant for a student who attends a Polk School District school may by state law take the student to a law enforcement center prior to questioning. Polk School District administrators shall follow state laws in these cases.

LOST AND/OR DAMAGED TECHNOLOGY, TEXTBOOKS AND LIBRARY

Parents are responsible for the cost of lost and/or damaged textbooks, ipads and library books. If located later, a refund of the payment will be available if requested.

POLK ALTERNATIVE PROGRAM

The Polk Alternative Program is designed to serve high school and middle school students as identified by Polk School District as eligible for alternative services. Eligible students must be enrolled at one of the high schools or middle schools of Polk School District and must receive a school level referral followed by a Central Office administrative approval in order to be approved for acceptance into the program.

The program serves students who have been referred to the alternative program through a tribunal, have been adjudicated or have returned from a Youth Detention Center, or have been enrolled from another school district in which the student did not complete an assignment to an alternative program.

Voluntary placements may be made available at various times but would originate with the school referral and would be referred through the Central Office. The Central Office may screen the individual and determine the eligibility for placement in the alternative school. The decision of the Central Office is final.

In order to be accepted into the Polk Alternative Program, the student must agree to follow all program regulations, to maintain good behavior, to follow the student code of conduct, to work consistently on assignments, and to attend regularly, according to the Polk School District school calendar. **High school students must provide their own transportation.**

Students in the Polk Alternative High School Program attend class at Crossroads Academy for three and one half (3.5) hours each day, Monday through Friday, according to the Polk School District school calendar. The high school program provides two separate sessions, a morning and afternoon session. High school students attend only one session per day. Middle School Alternative School is a full-day program located at each middle school. Students who successfully complete their Polk Alternative Program assignment will be eligible to return to their home school.

TRUANCY INTERVENTION PROGRAM

Polk School District has established a **Truancy Intervention Program** with community partners from the various agencies in Polk County. The mission of the team is to review the records of students who have been referred due to excessive absenteeism for the purpose of identifying and removing barriers that may be prohibiting school attendance.

Students may be referred to this team by schools, parents, or social agencies. After a review of the situation, a contract is developed with the students and parents to improve and/or correct excessive absenteeism. Failure to comply with the terms of the contract could lead to a court hearing and possible incarceration or removal of the child from the home by the appropriate agency.

The overall objective of the team is to increase the high school graduation rate in Polk County. By addressing poor school attendance, the team will reduce the numbers of:

- School dropouts
- Pregnant youth
- Youth who are economically disadvantaged
- Youth who are at risk to commit violent or delinquent acts
- Youth who are at risk of experiencing mental health problems
- Youth who attempt to harm themselves or who attempt suicide
- Youth who are at risk of repeated failure in school

The *Truancy Intervention Program* meets with parents and students on a monthly basis. Parents and students are notified by letter of the date, time and location of the meeting. School personnel are available to answer any questions and to assist the parents and students in reaching a resolution to correct the problem of truancy. Parents who need assistance from the *Truancy Intervention Program* should contact Greg Teems at 612 South College Street; phone # (770) 748-3821.

NON-DISCRIMINATION NOTICE EQUITY IN SPORTS

State law prohibits discrimination based on gender in athletic programs of local school systems (Equity in Sports Act, O.C.G.A. 20-2-315). Students are hereby notified that Polk School District does not discriminate on the basis of gender in its athletic programs. The sports equity coordinator for Polk School District is:

Greg Teems
612 South College Street
Cedartown, GA 30125
770-748-3821

GENDER EQUITY IN SPORTS

The Polk School District Board of Education (“Board”) prohibits discrimination based on gender in its elementary and secondary school athletic programs. In accordance with the Georgia Equity in Sports Act, the Board shall undertake all reasonable efforts to provide equal athletic opportunities for members of both genders. The Board shall not participate in, sponsor, or provide coaching staff for interscholastic sports events which are conducted under the authority of, conducted under the rules of, or scheduled by any athletic association unless the charter, bylaws, or other governing documents of such athletic association comply with the Georgia Equity in Sports Acts.

The Board shall conduct an ongoing assessment of its athletic programs to determine whether there are equal athletic opportunities for members of both genders. If it is determined that there are not equal athletic opportunities for members of both genders, the school district shall conduct an athletic interest survey to determine student interest in various sports.

The Superintendent shall designate an individual, known as the sports equity coordinator, to coordinate compliance with the Georgia Equity in Sports Act. The Superintendent, at his or her discretion, may also designate school-level coordinators to assist the sports equity coordinator. The school system shall annually notify all its students of the name, office address, and office telephone number of the sports equity coordinator. This notification shall be included in the student handbook. Each school shall post in a conspicuous location a notice of nondiscrimination in sports based on gender.

The sports equity coordinator shall investigate any complaint received by the local school system alleging noncompliance with the Georgia Equity in Sports Act. Such investigation shall be in accordance with the grievance procedures for resolution of complaints regarding gender equity in sports, as adopted by the Board.

State Ref: State Board of Education Rule 160-5-1-.20, Gender Equity in Sports

Legal Ref: O.C.G.A. §§20-2-315, 20-2-315, 20-2-316 (Georgia Equity in Sports Act); 20 U.S.C. § 1681, *et. Seq.* (Title IX of the Education Amendments of 1972)

POLK SCHOOL DISTRICT
Gender Equity in Sports-Grievance Procedures

The Polk School District Board of Education (“Board”) prohibits discrimination based on gender in its elementary and secondary school athletic programs, in accordance with the Georgia Equity in Sports Act. The following grievance procedures provide for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of his or her minor child who is a student, alleging any action which would be a violation of the Georgia Equity in Sports Act.

1. The student, parent, or guardian shall submit a complaint on the form included in Exhibit I and submit the completed form to the sports equity coordinator. The sports equity coordinator shall date-stamp the complaint.
1. The sports equity coordinator shall take all reasonably necessary steps to ascertain the essential facts regarding the circumstances surrounding the complaint. The sports equity coordinator may obtain additional information from the complainant and/or other individuals that may have knowledge of the circumstances surrounding the alleged violation. The confidentiality of any information obtained shall be maintained in accordance with federal and state law and the school system’s policies on confidentiality of student and employee information.
2. The sports equity coordinator shall render a decision in writing no later than 30 calendar days after receipt of the complaint, and such decision shall set forth the essential facts and rationale for the decision.
3. A copy of such decision shall be provided to the complainant within five (5) calendar days of the date of the decision, either by certified mail or hand delivery to the address provided by the complainant on the complaint form.
4. A complainant shall have the right to appeal such decision to the Board within 35 calendar days of the date of the decision. The request for appeal shall be submitted by the complainant in writing to the Superintendent. The Superintendent’s office shall date-stamp the complaint.
5. The Board shall review all materials related to the matter and render a decision in writing no later than 30 calendar days or at the next regularly scheduled Board meeting after receipt of the appeal, whichever is later, and such decision shall set forth the essential facts and rationale for the decision.
6. A copy of such decision shall be provided to the complainant within five (5) calendar days of the date of the decision, either by certified mail or hand delivery to the address.
7. A complainant may appeal a decision of the Board to the State Board of Education in accordance with the procedures specified in O.C.G.A. § 20-2-1160.

**POLK SCHOOL DISTRICT
Gender Equity in Sports Grievance Form**

The Polk School District Board of Education prohibits discrimination based on gender in its elementary and secondary school athletic programs. Any student or student’s parent or guardian shall file a complaint with the following form if he or she feels that the school system has violated the Georgia Equity in Sports Act.

(Please print all information)

Date: _____ Date received by sports equity coordinator
(Filled in by school system): _____

Name of individual filing complaint: _____

Address of individual filing complaint: _____

Telephone number of individual filing complaint: _____

Name of student: _____

Name of parent or guardian: _____

Student’s school: _____

**ALLEGED ACTION BY SCHOOL SYSTEM IN VIOLATION OF GEORGIA EQUITY
IN SPORTS ACT:**

PROPOSED ACTION TO CORRECT ALLEGED VIOLATION:

This form must be completed in its entirety and submitted to:

Greg Teems
Sports Equity Coordinator
Polk School District
612 S. College St.
Cedartown, GA 30125
770-748-3821

CLUBS

Any parent or guardian who does not wish for his/her student to be permitted to join or participate in any of the clubs listed may exercise that legal right by completing the accompanying **Club Refusal Form** and returning it to the principal.

CLUB REFUSAL FORM

Name of Club

Name of Student

By my signature below, I **decline permission** for my child/student to participate in the above-named club. If I do not sign and return this form, my child/student will be allowed to participate in any of the above named clubs. The form must be returned to the school office if you do not wish for your child/student to participate in a club.

Parent Signature

Date

***Please print, sign and return this for to the school if you do not want your student participating in a particular club.**

STUDENT PERSONAL ELECTRONIC DEVICES

I. PURPOSE

Today's generation of students learn much differently than previous generations. They have never known a world without mobile devices connected to the Internet. Instruction must change to engage students who prefer multitasking to traditional teaching and learning.

Today's students know that facts and information are literally at their fingertips for immediate consumption. It is more important to the student that we teach them how to find appropriate and accurate information and how to integrate it into their lives.

We must create learning environments in which technology is naturally blended into the teaching and learning process. For students to live successfully in this world, they must be able to use technological tools to communicate, explore and learn. Today's schools are responsible for educating our students to use these tools proficiently, effectively and ethically.

The primary purpose of this district is to educate students. Education is to prepare them for post-secondary pursuits such as college or careers, and life as an adult. Increasingly success both in college and in careers depends on appropriate use of available technology. Increasingly students have access to existing and emerging technologies through personal electronic devices. Appropriate guided use of these devices may enhance the educational experience. Age-appropriate private use of these devices that does not interfere with the educational process should be permissible. The purpose of this policy is to establish the parameters for the possession and use of personal electronic devices that are capable of transmitting or receiving data or images. The District continues to have high expectations for student behavior in the use of such devices permitted under this policy. Personal electronic devices can be a powerful educational tool, but possession and use of personally owned devices at school is a privilege, not a right.

II. GENERAL STATEMENT OF POLICY

- A. High School students may possess personal electronic devices at school, or at school events off campus. Unless the device is being appropriately used under ¶ II B below, the student shall secure the personal electronic device either out of sight or holstered and turned off.
- B. High School student use of personal electronic devices is limited to:
 - 1. Before and after the regularly scheduled school day;
 - 2. During the student's scheduled lunch period;
 - 3. During class time when the classroom teacher permits the use for educational purposes only; and
 - 4. During the school day by permission from the school principal or principal's designee for personal purposes.
- C. Students in grades 6-8 may possess personal electronic devices at school or at school events off campus. Unless the device is being appropriately used under ¶ II D. below, the student shall secure the personal electronic device out of sight, or holstered and turned off.
- D. Students in grades 6 -8 may use personal electronic devices under the following conditions:
 - 1. Before and after the regularly scheduled school day;
 - 2. During class time when the classroom teacher specifically permits the use for educational purposes only; and
 - 3. During the school day by permission from the school principal or principal's designee for personal purposes.

- E. Students in grades K- 5 may possess a personal electronic device only upon request of the student’s parent or guardian and with the permission of the principal. The device must be kept out of sight and turned off except when being used appropriately under ¶ II.F. below.
- F. Students in grades K-5 who have obtained permission to possess a personal electronic device at school or at school events may use it under the following conditions:
1. Before and after the regularly scheduled school day;
 2. During the school day with the express permission of a classroom teacher for educational purposes only; or
 3. During the school day with the permission of the principal or principal’s designee for personal purposes.
- G. Students bring personal electronic devices to school at their own risk. The District assumes no liability for loss, theft, damage, nor liability for any unauthorized use of an electronic device. If a device is confiscated under this policy no responsibility for the safety or security of the device is guaranteed.
- H. Students may not employ the photographic, videographic, audio recording or reproduction capacity of any electronic device for the purposes of photographing, video capture, recording or reproduction of the same of any student or staff person without the express consent of the staff person, or under the supervision of a teacher or administrator. This section applies at all times while on school premises including school buses or at school sponsored events, regardless of the location.
- Under no circumstances may personal electronic devices be used in locker rooms, restrooms or rooms designated for changing clothing.

III. STANDARDS FOR RESPONSIBLE USE

- A. Students who are permitted to use personal electronic devices during instructional time shall exhibit respect for the educational environment by:
1. Following classroom teacher instructions for use;
 2. Using devices only as they do not distract from the educational process or disturb other students;
 3. Respecting copyright rights of others;
 4. Refraining from using devices to cheat or assisting others to cheat.
- B. Use of personal electronic devices on school buses shall not interfere with the safe operation of the bus, or the safety of students or driver.
- C. At public events, students may use personal electronic devices to photograph, videograph, or record the audience. Events that do not involve copyrighted materials may be recorded.
- D. Students will respect the privacy of others and will not post or upload pictures or recordings taken of others to the internet nor e-mail pictures or recordings to others without the express advance permission of the persons in the photograph or recording.
- E. Use of personal electronic devices is also subject to other District policies regarding copyright, bullying, cheating, harassment, plagiarism, acceptable use of the internet and District e-mail. If a violation occurs which involves more than one District policy, consequences for each policy may apply.

IV. CONSEQUENCES FOR VIOLATIONS

- A. Failure to keep a device off or appropriately secured.

1. At the first infraction, the staff person shall require the student to secure the device and turn it off. The staff member may require the student not to respond to a call. The student will be reminded as to the consequences for failure to keep the device off and appropriately secured.
 2. At a second infraction, the staff person shall confiscate the device and turn it in to the school office, where the student may retrieve it after the close of classes for the day.
 3. At a third infraction, the staff person shall confiscate the device, notify the parent or guardian, and turn it into the school office where the parent or guardian may retrieve the device. At a third infraction, the student will forfeit the privilege to possess or use a personal electronic device at school.
- B. Inappropriate use of a device.
1. At the first infraction, the staff person shall confiscate the device, turn it into the office, inform the parent or guardian of the infraction, and reeducate the student on appropriate use. The student may be subject to other disciplinary actions based on the circumstances of the infraction.
 2. At the second infraction, the student will forfeit the right to possess or use a personal educational device at school without the express permission of the principal or site administrator. The student may be subject to other disciplinary actions based on the circumstances of the infraction.
 3. If any infraction is a violation of law, school authorities will notify the appropriate law enforcement agency.

V. RESPONSIBILITY

- A. The Superintendent is authorized to promulgate regulations to implement this policy. This policy shall be reviewed on an annual basis to assure that use of personal electronic devices remains consistent with providing an appropriate educational environment for all students.
- B. Classroom teachers are responsible for guiding appropriate use of student personal electronic devices in their classrooms and while students are under their supervision. Teachers shall not require the use of personal electronic devices for purposes of learning or completion of class requirements. Teachers are responsible for reporting inappropriate use.
- C. Students are responsible for the safety and security of any personal electronic device brought to school. Students are responsible for the appropriate use of any device brought to school. Students are responsible for reporting inappropriate use to their teachers, administrators or other school staff.
- D. Parents are responsible to work with school principals to identify those situations where exceptions to use or possession policy is necessary to secure the health or safety of their children, and to participate in creating a plan for appropriate use under their family circumstances within the educational environment. Parents are responsible to reinforce the appropriate use of personal electronic devices by their children.
- E. The Principal is responsible for communicating this policy to all school staff, and to all students.

Board Policy Grading Systems

Descriptor Code: IHA

Definitions

Assessment: systematic observations and evaluations of student performance. Such observations and evaluations may be obtained through chapter/unit tests, labs, performance tasks, portfolios, and projects. Assessments are used to measure the students' depth of knowledge and skills outlined for the appropriate Georgia Performance Standards.

Kindergarten through Fifth Grade

Grades are determined by averaging objective grades and student daily grades.

- 55% Assessment Grades
- 40% Daily Grades
- 5% Homework Grades

* Students will receive Progress Reports every 4.5 weeks and Reports Cards upon the completion of classes.

Middle School

- Language Arts: 60% Assessment Grades; 30% Daily Grades/homework; 10% Final Exam
- Math: 60% Assessment Grades; 30% Daily Grades/homework; 10% Final Exam
- Science: 60% Assessment Grades; 30% Daily Grades/homework; 10% Final Exam
- Social Studies: 60% Assessment Grades; 30% Daily Grades/homework; 10% Final Exam
- Connections: 60% Assessment Grades; 30% Daily Grades/homework; 10% Final Exam

* Students will receive Progress Reports every 4.5 weeks and Reports Cards upon the completion of classes.

High School

Academics:

Beginning in the Fall of 2011, all students, ninth - twelfth grade, will have the new percentages applied to the EOCs and final exams. The numeric score of the EOC shall count for 20% of the student's final numeric grade in the course assessed by the EOC, as well as for the Final Exams in other courses. (In year when reliance on state adopted assessments has been waived, schools will use the final exam in place of the EOC.)

- English: 60% Assessment Grades; 20% Daily & Homework; 20% Final Exam or EOC
- Math: 60% Assessment Grades; 20% Daily & Homework; 20% Final Exam or EOC
- Science: 60% Assessment Grades; 20% Daily & Homework; 20% Final Exam or EOC, Labs
- Social Studies: 60% Assessment Grades; 20% Daily & Homework; 20% Final Exam or EOC
- Foreign Language: 60% Assessment Grades; 20% Daily Grades; 20% Final Exam

Physical Education/Health:

- P.E.: 60% Participation; 20% Dressing Out; 20% Notebook/Assessment
- Health: 60% Assessment Grades; 20% Daily Grades; 20% Final Exam

Fine Arts:

- Art: 60% Projects, Portfolio, Research; 20% Daily Grades, Sketchbook, Review; 20% Final Exam
- Band: 60% Participation and Performances; 20% Objective Grades; 20% Final Exam
- Drama: 60% Class Participation; 20% Performances, Journal Projects, Portfolios; 20% Final Exam

Career, Technical, Agricultural Education:

- CTAE Classes: 50% Participation, Lab, Project Grade; 20% Objective Assessment Grades; 10% Final Exam; 20% Employability Skills/Work Ethics.
- Work-Based Learning/CTI: 50% Employer Evaluation; 50% Portfolio, Daily Participation, and Work-Wage Documentation.

Advanced Placement/Honors Courses and Dual Enrollment:

For the purposes of secondary student records and calculating student averages, the following grade-weighting formula will be used for Advanced Placement and Honors Courses as a reward for the rigor of these courses:

- Advanced Placement - 5 points shall be added to the final grade which shall not exceed the numerical grade of 105.
- Honors Courses - 2 points shall be added to the final grade which shall not exceed the numerical grade of 105.
- Dual Enrollment - 5 points shall be added to the final grade which shall not exceed the numerical grade of 105.

The additional points added to the final grade will be done by the Student Information System (PowerSchool).

*Advanced Placement (AP) Courses: Grading as suggested by the Advanced Placement Program

* Students will receive Progress Reports every 4.5 weeks and Reports Cards upon the completion of classes.

* Tests: Includes objective tests, chapter tests, cumulative tests

Retest Opportunities for Elementary Schools:

Retesting: All first through fifth grade academic classrooms in all six elementary schools have retesting opportunities for students.

- Retesting is only allowed in first through fifth grade.
- A failed test can only be retested once.
- Any student is afforded the opportunity to retest one failed test per subject, per quarter.
- Students must participate in teacher or directed studies remediation.
- Retests must occur within 10 days of the failed test.
- Teachers should notify parents of any test failure.
- Retest can earn full credit.
- If close to half or more of the class fails, the material is to be retaught and the test given again for full credit.
- Retesting does not include final exams or benchmark exams.

Re-Test Opportunities for Middle/High Schools:

- Re-testing: All departments in both middle and high schools have re-testing opportunities for students.
- a. Students are allowed to retest one test per quarter, per subject.
 - b. Retest can earn full credit.
 - c. This retest policy does not include final exams or benchmark assessments.
 - d. Remediation is required from teacher or Directed Studies.
 - e. If close to half or more of the class fails, the material is to be retaught and the test given again for full credit.
 - f. If a student chooses not to use the retest option for either quarter, the lowest attempted test grade per class will be dropped at the end of the semester.
 - g. Retest Policy and dropping of the lowest grade does not apply to Advanced Placement (AP) or Dual Enrollment. Use of either is up to the discretion of the teacher per course.

I. Interpretation Scale

A = 90-100 Very Good

B = 80-89 Good

C = 70-79 Average

F = Below 70 Failing

Promotion and Retention**PROMOTION, PLACEMENT, RETENTION OF STUDENTS****(1) DEFINITIONS.**

Accelerated instruction - challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Office of Education Accountability, to meet grade-level standards in the shortest possible time.

Additional instruction - academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level, as defined by the Office of Education Accountability, to grade level performance. It may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction, and/or summer/inter-session instruction.

Differentiated instruction - instructional strategies designed to meet individual student learning needs.

Grade level - standard of performance, as defined by the Office of Education Accountability, on a state-adopted assessment.

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

Placement committee - the committee established by the local school principal or designee to make placement decisions concerning a student who does not meet expectations on the state-adopted assessment. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state-adopted assessment.

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

Retention - the re-assignment of a student to the current grade level during the next school year.

(2) REQUIREMENTS FOR GRADES 1-8.

The Polk School District Board of Education shall require all schools governed by its authority to abide by the State Board of Education Rule 160-4-2-.11, which specifies how the state-adopted assessments administered in grades 3, 5, and 8 will be used in making promotion, placement and retention decisions for students once the Georgia Milestones Assessment Program is fully implemented by the State Board of Education.

The board hereby authorizes each school to follow the procedures and regulations that specify how the state-adopted assessments and the local promotion criteria will be used in making decisions concerning promotion, placement or retention of students in Grades 1, 2, 4, 6, and 7, (and for students in grades 3, 5, and 8 in years when reliance on state adopted assessments has been waived). Such procedures or regulations are approved by the Superintendent or designee(s) and shall provide for the following:

5. Each teacher shall be responsible for determining through a variety of assessments whether a student appears to be on grade level or achieving at a level which, with accelerated, differentiated, or additional instruction or interventions, would allow the student to perform at grade level by the conclusion of the subsequent school year.
6. Where the teacher believes the student is not performing at such level, the teacher must implement remediation efforts as set forth in regulations or procedures.
7. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.
8. Prior to a student's retention, the student's parents must be notified of the possibility of retention and given the opportunity to attend a meeting to discuss the matter.
9. School level promotion and retention decisions may be appealed to the Superintendent or designee, whose decision shall be final.

Kindergarten Promotion Criteria

To be promoted to the next grade, a student must:

Reading/Language Arts: achieve 70% of the Language Arts essential skills.

Mathematics: achieve 70% of the Mathematics essential skills.

Grades 1-5 Promotion Criteria

To be promoted to the next grade, a student must:

Pass language arts, mathematics and 80% of their other subjects.

Meet state requirements for standardized testing (Except in years when reliance on state adopted assessments has been waived).

Grades 6-8 Promotion Criteria

To be promoted to the next grade, a student must:

Pass language arts, mathematics and at least one other core subject (science or social studies).

Meet state requirements for standardized testing (Except in years when reliance on state adopted assessments has been waived).

(3) REQUIREMENTS FOR GRADES 3, 5, AND 8.

Promotion of a student shall be determined as follows:

No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the state-adopted assessment in reading and meet promotion standards and criteria established in this policy for the school that the student attends.

No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the state-adopted assessment in reading and mathematics and meet promotion standards and criteria established in this policy for the school that the student attends.

No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the state-adopted assessment in reading and mathematics and meet promotion standards and criteria established in this policy for the school that the student attends.

The school principal or designee may retain a student who performs satisfactorily on the state-adopted assessment but who does not meet promotion standards and criteria established in this policy.

When a student does not perform at grade level in grades 3, 5, or 8 on the state-adopted assessment(s) specified in section (a) above, then the following shall occur:

Within ten calendar days, excluding weekends and holidays, of receipt of the state-adopted assessment individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:

The student's below-grade-level performance on the state-adopted assessment;

The specific retest(s) to be given the student and testing date(s);

The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the state-adopted assessment ; and

The possibility that the student might be retained at the same grade level for the next school year.

The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity; and

The student shall be retested with appropriate section(s) of the state-adopted assessment(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the Polk School District Board of Education.

When a student does not perform at grade level on the state-adopted assessment in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur:

The school principal or designee shall retain the student for the next school year except as otherwise provided for in this policy.

The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.

The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student;

The notice shall describe the composition and functions of the placement committee; it shall describe the option of the parent or guardian, teacher(s), or principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting (note that this is sample verbiage and is not mandated for inclusion in the policy); and

The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.

If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.

The placement committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) of the subject(s) of the state-adopted assessment or the alternative assessment instrument on which the student failed to perform at grade level.

The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.

The placement committee shall review the overall academic achievement of the student in light of the performance on the state-adopted assessment or the alternative assessment instrument and promotion standards and criteria established in this policy for the school that the student attends, and make a determination to promote or retain.

The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.

The placement committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.

The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.

A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grades 3, 5, or 8 on the state-adopted assessment(s) specified in section (a) above whether the student is retained, placed, or promoted for the subsequent year.

A student who is absent or otherwise unable to take the state-adopted assessment in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the state-adopted assessment in reading and/or mathematics on the second administration day(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.

A student's failure to take the state-adopted assessment in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing date(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and this board shall result in the student being retained. The option of the parent or guardian(s) to appeal the decision to retain the student shall follow the procedure set forth in this rule.

For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee.

The decision of the placement committee is final and may not be appealed.

(4) PROMOTION REQUIREMENTS FOR GRADES 9-12

Promotion at the high school level is based on credits earned. The following promotional standards must be met by all students, beginning fall 2013.

- a. Promotion to 10th: 5 units plus one year of high school
- b. Promotion to 11th: 11 units plus one year of high school
- c. Promotion to 12th: 17 units plus one year of high school

CODE

OF

CONDUCT

INTRODUCTION

Instruction should take place in a school environment conducive to learning. Effective instruction requires good order and discipline. Good order and discipline mean the absence of distraction and disturbance, which interfere with functions of the teachers, students, class and school. Good order and discipline mean the presence of a friendly, business-like atmosphere in which students and school personnel work cooperatively toward established and accepted goals.

Students who misbehave usually have academic difficulties, and removal from school almost inevitably adds to their academic problems. Sometimes expulsion is precisely what a delinquent student desires. Also, as the school loses contact with a student and loses its opportunity to work with the student to eliminate antisocial behavior, the student may continue the misconduct in a way more dangerous to himself/herself and others.

Consistent with the policy of the State of Georgia, school suspension should be avoided if possible. This does not mean, however, that a disruptive child should be permitted to remain in the classroom. When the classroom is not the place for the student, other provisions will be made.

This Code of Conduct is intended to inform parents and students of the types of behaviors that are unacceptable. It is impossible, however, to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, students should understand that they may be disciplined for other misconduct that directly affects the orderly mission of the school or that is otherwise obviously inappropriate, whether or not it is specifically listed in this code.

The school system may impose campus or classroom rules in addition to those found in this Code of Conduct. Those rules may be posted in classrooms or handed out to students and may or may not constitute violations of the Code of Conduct.

Polk School District has discipline authority over its students whenever the interests of the School System are involved. Therefore, the rules of conduct set out in this Code also apply off school grounds when the misconduct directly affects the safety and welfare of the school community or the orderly mission and function of the school.

STUDENT RIGHTS AND RESPONSIBILITIES

Individual rights involve related individual responsibilities, and individual rights must be seen in relationship to the safety, health and welfare of all students in each school.

A student's conduct is a personal matter which should be kept within reasonable bounds that apply equally to all members of the community. Students should have freedom and encouragement to express their individuality in school so long as their conduct does not intrude upon and endanger the freedom of others—especially upon the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the necessity for sufficient order to permit the operation of the instructional program.

All students, on the other hand, should recognize the consequences of their language, their manners and their actions toward each other. Students need to see that they benefit from an orderly school operation and that as members of the school community, they have a responsibility and interest in promoting a good learning environment. **Students are expected to report to teachers, administrators or others in authority any information, or suspicions, they have about potential threats to the safe, orderly operation of the school.**

EXPECTATIONS OF PARENTS

The Code of Conduct provides for an orderly process of education to facilitate a positive learning environment for all students in the school district. The Code provides for the welfare and safety of those students as well. To that end, parents are expected to **enter into partnership with school staff and administrators to provide for a safe environment and orderly operation of the school. Parents need to** become familiar with the Code of Conduct and to be supportive of it in their daily communications with their children and others in the community. Parents should contact the principal of the school if specific questions arise related to the Code of Conduct.

***Emergency Notification Information:* At the beginning of each school term, parents are asked to provide certain information to the school to facilitate getting in contact with parents for emergencies and otherwise. It is the responsibility of the parent to keep such information (i.e., residence address, telephone numbers, etc.) current at all times.**

Call blocking should not be activated with respect to school telephone numbers as this makes it impossible to reach the parent in an emergency. Polk School District does not accept responsibility for any delay in treatment or lack of communication that results due to out-of-date emergency notification information.

Dress Code: Parents should familiarize themselves with the dress code policy of the Polk School District and also ensure that their children are appropriately dressed in the required attire specified in this Code of Conduct.

School Day: Students are expected to be present at the appointed hour for the beginning of school and to leave the school premises at the end of the school day, and parents are expected to see to it that their children abide by this policy. The School District is not responsible for the supervision and safety of students prior to the beginning of the school day or after the end of the school day. The Board of Education does not expect its staff to exercise charge over students who are left at the school campus before the beginning of the school day or who are not picked up from school because of parental neglect. Parents are expected to (within no more than 30 minutes) provide transportation to a child who does not ride home from school on a school district bus. Repeated failure to abide by this policy may result in the referral of the case to the County Juvenile Court.

Transportation from School: Students are often involved in extra-curricular activities which keep them from returning home through the school transportation system. If a parent cannot provide transportation for the student, the parent should ensure that a means of transportation is provided to the student. The school system does not take responsibility to provide transportation for students outside of the normal busing schedules. Parents should not allow students to loiter on school property after extra-curricular activities have been completed. **Students who repeatedly loiter on school property after the conclusion of extra-curricular activities may lose the privilege to participate in those activities.**

Sporting or Other School Sponsored Events: Loud and obnoxious behavior at events on or off school district property will not be tolerated. Parents will be asked to leave the premises if such conduct occurs.

Conferences with Parents: The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a school administrator's request that a parent or guardian come to the school for a conference. If such a request is made, parents should take responsibility to meet with the school administrator to address behavior violations and discipline. Parents are encouraged to visit the schools regularly and to be actively involved in the behavior support process designed to promote positive choices and behavior. **Parents who wish to speak with a student's teacher(s) or an administrator are urged to call ahead to make an appointment. When questioning the decisions or actions of school staff, parents should first discuss their concern with that staff member, then, if not satisfied, with that person's supervisor.**

Chronic Discipline Problem Students: Parents of chronic discipline problem students must attend a Behavior Support Team meeting with the principal to devise a disciplinary and behavioral correction plan.

Other Expectations: Parents should conduct themselves in respect of and conformity with the Code of Conduct and uphold the integrity of the Code of Conduct. Parents are expected to:

- Demonstrate courtesy and respect for others
- Behave in a responsible manner at school or while attending a school-sponsored or school-related activity on or off school property
- Encourage all students to obey all campus and classrooms rules
- Respect the property of others, including district property and facilities
- Cooperate with or assist the school staff in maintaining safety, order and discipline
- Read and discuss the Code of Conduct with their children
- Acknowledge receipt of the Code of Conduct by signing and returning the Acknowledgment of Code of Conduct form located at the beginning of this manual.
- **For the safety and security of students and staff, all visitors, including parents, are required to sign in at the school office prior to visiting any area of the school for any purpose.**

STUDENT ATTENDANCE

Polk School District emphasizes the value of regular attendance in enabling students to benefit from the school program.

Georgia law requires all children to attend school on a daily basis from their sixth (6th) birthday through their sixteenth (16th) birthday. It is the responsibility of each student as well as each parent or guardian of children in Georgia to fulfill this requirement.

More important, however, is the effect of regular and punctual attendance on the student's scholastic achievement. Not only is each day's lesson important to the individual student, but his/her presence as a class participant contributes to the education of others. Frequent absences and tardies for any reason are almost certain to affect adversely a student's work at school. Each student is expected to be in school every day except when illness, injury, or some providential condition beyond his/her control prevents attendance.

Perfect Attendance

In order for a student to attain perfect attendance, he/she must be present each day, with no tardies or early dismissals.

Attendance Procedures

In order to receive maximum benefit from the instructional activities, students are expected to be in school each day unless excused for legitimate reasons. Good attendance habits positively impact the learning process and carry over into the world of work. It is the position of the Polk School District Board of Education that every day at school is important and that no student should be absent except for extraordinary reasons.

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

- 1). Personally ill and whose attendance in school would endanger their health or the health of others;
- 2). In whose immediate family there is a serious illness or death which would reasonably necessitate absence from school;
- 3). On special and recognized religious holidays observed by their faith;
- 4). Serving as Pages of the General Assembly during the school year (Pages shall be credited as present as if on a field trip by the school in which enrolled-OCGA 20-2-692);
- 5). Registering to vote or voting for a period not to exceed one day;
- 6). When conditions render school attendance impossible or hazardous to the student's health or safety; or
- 7). Mandated by order of governmental agencies, including pre-induction physical examinations for service in the armed forces and court orders.
- 8). Visiting a **parent** for up to 5 days who is on military leave or is being deployed to a combat zone.

Any absences, which are not permitted under the Compulsory School Attendance Law and by policies and regulations of the Polk School District Board of Education will be considered **unlawful** (unexcused).

Very Important-Please Review Carefully!!!

Georgia's Compulsory School Attendance Law 20-2-690.1 states that **more than five (5) unexcused absences constitute truancy. The law also states that possible consequences for parent(s)/guardian(s) of student's whose unexcused absences exceed five (5) days may be:**

- At least a \$25 and not more than a \$100 fine;
- Up to 30 days of jail time;
- Community service; or
- any combination of these penalties

The school will make a reasonable attempt to contact the family each day a student is absent.

The school will accept excuses from parents/guardians for ten (10) total days of absences per year and will use the Georgia Board of Education Rules above to determine whether the absence is excused or unexcused.

A parent can write an excuse for ten (10) total days per year, but after ten (10) total days, a medical excuse will be required from a doctor or other qualified medical practitioner. High school students on the semester system will be allowed five (5) excused absences each semester, for a total of ten (10) for the academic year.

At three (3) unexcused absences, the school will mail a notice to the family, requesting that a family member schedule a meeting with school staff to resolve the absence status of the student.

If the student reaches five (5) unexcused absences, the family will receive a letter by certified mail, return receipt requested, with official notification that any further unexcused absences will result in charges being filed as required by state law and local protocols.

Truancy Intervention meetings will be held with parents and students when they reach the 5th unexcused absence. The meeting will be for the purpose of intervening and helping the parents find solutions to the problem of truancy in their family.

Certain unexcused educational absences may be permitted without the make-up work penalty, provided arrangements are made with the local school administration prior to the absence.

Family vacations are not excused absences in accordance with state of Georgia Board of Education rules.

If the student accumulates **three unexcused tardies to school, three unexcused check-outs, or any combination of the two, this will constitute one unexcused absence** for truancy purposes only. *Unexcused tardies and check-outs can be defined as convenience tardies or check-outs.*

If a student wishes to obtain an employment certificate (**worker's permit**), the student must obtain a letter from the school principal indicating that he/she is enrolled in school full-time and has an attendance record in good standing for the academic year.

If a driver is younger than 18 years of age, a **driver's permit or license** can only be received if the student is enrolled in and not under suspension from school and has satisfied relevant attendance requirements.

Any student under the age of 18 that has accumulated ten (10) or more unexcused absences will be referred to the CHINS program (Children In Need of Services) with the Juvenile Justice System.

All students 10 years and older by September 1 and all parents will be asked to sign an Acknowledgement Form from this handbook, verifying that they have been given access to a copy of, and are aware of these attendance procedures.

If you have questions about the attendance procedures, contact one of your local building administrators, your child's classroom teacher, or Greg Teems at the Polk School District Central Office at 770-748-3821.

DEFINITIONS

Truancy:	More than 5 unexcused absences from school without a valid written excuse.
Tardy-to-class:	Arrival at a classroom after the tardy bell at his/her school.
Tardy-to-school:	Arrival to homeroom in the morning after the tardy bell.
Early-check-out:	Signing of a student out of school before the end of the school day by a parent or designated individual.
Exception-for-suspension:	School days missed as a result of an out-of-school suspension shall not count as unexcused days for the purpose of determining student truancy.

COURT PROCEDURES

- A. *The following procedures will apply when the limit of unexcused absences has been exceeded.*
- 1. A warrant will be taken through the Magistrate Court against the parent or legal guardian.**
 - 2. Parents have a right to bring a lawyer.*
 - 3. Requirements for parents and students can be set by the Magistrate Judge.**
 - 4. The following penalties may be assessed:**

- a. *At least a \$25 and not more than a \$100 fine;*
- b. *Up to 30 days of jail time;*
- c. *Community service;*
- d. *Any combination of these penalties;*

B. *Students under the age of 18 who have exceeded the allowable number of unexcused absences may have a juvenile complaint filed against them through the CHINS program of the Juvenile Court.*

Parents of students under 16 years of age who allow their child/children to exceed the allowable number of absences may also have a warrant filed against them through the magistrate court. **PLEASE NOTE** - Students under the age of six (6) that have been enrolled for twenty (20) or more days must also follow the conditions of the Georgia Compulsory Attendance Law, OCGA 20-2-150(C).

ATTENDANCE REGULATIONS

Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.
2. Make up work for excused absences was completed satisfactorily.
3. An excuse must be on file in the Principal's Office or with the principal's designee within three (3) school days from the day of the student's return to school. If the student fails to file an excuse within three (3) days of his or her absence, the absence shall be considered as unexcused.
4. Students shall be permitted to make up work missed. It shall be the responsibility of the student to arrange with the teacher for making up work within three (3) days after returning to school in order to receive full credit. At the discretion of the administration, additional time may be granted for completion of make-up work taking into consideration the number of absences and the extent of the makeup work.
5. Students who are approved for hospital/homebound are counted as present.
6. Students placed in in-school suspension programs or alternative education program are considered in attendance at school and shall be permitted to make up work missed.
7. Students who refuse in-school suspension or alternative program placement shall not be permitted to make up work missed.
8. Excuses from a licensed practitioner of the healing arts are recommended in all cases where the absence is due to illness. "Licensed practitioners of the healing arts" shall include dentists, medical doctors, chiropractors, osteopaths, equivalent degreed practitioners, and registered nurses employed by the Polk County Health Department or by Polk School District.
9. Students who are absent due to administratively-imposed short-term out-of- school suspension shall be permitted to make up work missed for the first suspension. For the second suspension and all subsequent suspensions, there will be no make-up work allowed. Upon returning to school following the first suspension, the student must make a request to the administrator to make up work. The work must be made up after school and within five school days. Short-term out-of-school suspension shall be a suspension up to and including ten (10) school days. Students who are placed on short-term suspension during final exams may have the opportunity to take their exams. During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event.
10. Students under long-term out of school suspension or expulsion shall not be allowed to make up work missed. Long-term out of school suspension shall be a suspension in excess of ten (10) school days.

11. When there is reason for a student to be excused from school for a portion of the school day, the principal may release the student only to the parent or guardian or to persons properly identified with parental approval. An effort should be made to verify the authenticity of such requests.
12. School officials shall not become involved in family disputes with parents who are divorced or separated. No person shall make or attempt to make a change of custody of a minor child by removing the child from the school premises without permission of the person who enrolled the child in school.
13. All students are subject to this policy upon entry into Polk School District. Absences incurred in other school districts shall not be counted as absences by the Polk School District in determining the number of permitted absences.
14. When a student is in jeopardy of losing credit in a class because of excessive absences the school shall send a letter to the parent, guardian, or caretaker of the student notifying them of the student's status. It shall be the responsibility of the student to sign that he/she received and understands the significance of the letter. It shall also be the responsibility of the student to take the letter home to his/her parent, guardian, or caretaker, have the letter signed by his/her parent, guardian, or caretaker, and return the letter to school.
15. School related absences shall be considered excused and accounted for according to State Standards.
16. When a student desires to withdraw from school, he/she must have the written permission of his/her parents or guardian if under the age of eighteen prior to withdrawing. Prior to accepting such permission, a school administrator will have a conference with the student and parent/legal guardian within two school days of receiving notice of the intent of the student to withdraw. The purpose of the conference is to share with the student and parent/guardian educational options available and the consequences of not earning a high school diploma.
17. Students under foster care are to be counted as "present" when attending court proceedings relating to such students' foster care.
18. Students participating in the Student Teen Election Participant (STEP) program are to be counted as "present."

ACTIONS FOR UNEXCUSED ABSENCES

A student who has an unexcused absence for one or more classes may be subject to, but not limited to, the following actions:

1. Detention with parent notification;
2. Assignment to in-school suspension;
3. Assignment to alternative education program
4. Out of school suspension;
5. Expulsion;
6. Possible court action against parents or student;
7. Loss of credit;
8. Referral to the Truancy Intervention Program

Excerpts from the Georgia Compulsory School Attendance Law O.C.G.A. § 20-2-690.1 (2015)

Mandatory education for children between ages six and 16

(a) Mandatory attendance in a public school, private school, or home school program shall be required for children between their sixth and sixteenth birthdays. Such mandatory attendance shall not be required where the child has successfully completed all requirements for a high school diploma.

(b) Every parent, guardian, or other person residing within this state having control or charge of any child or children during the ages of mandatory attendance as required in subsection (a) of this Code section shall enroll and send such child or children to a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program; and such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program under such penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child's failure to enroll and attend is caused by the child's parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be

responsible; provided, however, that tests and physical exams for military service and the National Guard and such other approved absences shall be excused absences. The requirements of this subsection shall apply to a child during the ages of mandatory attendance as required in subsection (a) of this Code section who has been assigned by a local board of education or its delegate to attend an alternative public school program established by that local board of education, including an alternative public school program provided for in Code Section 20-2-154.1, regardless of whether such child has been suspended or expelled from another public school program by that local board of education or its delegate, and to the parent, guardian, or other person residing in this state who has control or charge of such child. Nothing in this Code section shall be construed to require a local board of education or its delegate to assign a child to attend an alternative public school program rather than suspending or expelling the child.

(c) Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested, or first-class mail. Prior to any action to commence judicial proceedings to impose a penalty for violating this subsection on a parent, guardian, or other person residing in this state who has control or charge of a child or children, a school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for children and their parents, guardians, or other persons having control or charge of children. The parent, guardian, or other person who has control or charge of a child or children shall sign a statement indicating receipt of such written statement of possible consequences and penalties; children who are age ten years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, or first-class mail, to such parent, guardian, or other person who has control or charge of a child or children. Public schools shall retain signed copies of statements through the end of the school year.

(d) Local school superintendents in the case of private schools, the Department of Education in the case of home study programs, and visiting teachers and attendance officers in the case of public schools shall have authority and it shall be their duty to file proceedings in court to enforce this subpart. The Department of Education shall coordinate with local school superintendents with respect to attendance records and notification for students in home study programs.

(e) Student Attendance and Driver's Licenses—Students must have satisfied relevant enrollment requirements prior to application for an instruction permit or drivers license

Excerpts from the Georgia Eligibility for Enrollment O.C.G.A. § 20-2-150 (2015)

(c) All children enrolled for 20 school days or more in the public schools of this state prior to their seventh birthday shall become subject to all of the provisions of this article, the provisions of Code Sections 20-2-690 through 20-2-701, and the rules and regulations of the State Board of Education relating to compulsory school attendance even though they have not attained seven years of age.

****Students age 16-18 must have parent permission to withdraw from school. The principal shall convene a conference with the parent and student within two (2) days of the student expressing an intent to withdraw.**

For detailed information regarding attendance, please refer to Polk School District Student [Attendance Policy JB](#). Questions concerning this policy or hospital/homebound services should be directed to the Director of Student Services at 770-748-3821.

**POLK SCHOOL DISTRICT
STANDARDIZED STUDENT DRESS CODE
K-12**

Educational research indicates that appearance can be a reflection of one's self-esteem and may also have a direct relationship with a person's educational performance; therefore, Polk School District expects the student body to exhibit a positive appearance that encourages proper hygiene and optimal performance. Clothing styles that enhance appearance and appropriately cover the body are encouraged.

Attempts should be made to avoid extremes in styles that disrupt the educational process. This includes any garment which may be too revealing or considered a distraction to the learning environment. Please read these carefully and make a decision to follow them and contribute to the positive climate of your school. Students displaying extremes in personal appearance that violate the dress code will not be allowed to attend class and are subject to further disciplinary measures.

Shirts

Shirts must be the appropriate size and adhere to the following:

- Shirts will not be open down the side, under the arm.
- Shirts may not reveal the bare chest or cleavage.
- No pajama tops.
- Shirts must be long enough so that no skin shows between the bottom of the shirt and the top of the pants, even when arms are raised above the head.
- Tank tops with narrow straps, sheer tops, strapless halter tops and spaghetti straps are not allowed.
- Shirts/tops must fit so that there are no exposed undergarments

Pants

Pants must be the appropriate size (waist and length) and adhere to the following:

- Pants or shorts must be worn at the waist level.
- Pants must have no rips, holes, tears, or frays that reveal skin above the fingertip.
- Permanent patches are allowed in order to cover holes.
- No pajama bottoms.
- Dresses may not have a physically revealing neckline.
- Clothing must fit so that there are no exposed undergarments

Accessories

- No hats, caps, or hoods may be worn at any time inside the building unless otherwise approved by the principal. Cases with extenuating circumstances are handled by the principal on an individual basis.
- No towels, shirts, bandanas, or other objects may hang from pants/shorts pockets. .
- No piercings that are considered to be a distraction to the learning environment.
- Non-prescription eyewear may not be worn in the building or in the classroom.
- Doo rags, rollers, net stockings or any similar article will not be allowed.
- Clothing, markings and other items related to gang involvement are not allowed.
- Make-up that exhibits an occult nature is not allowed.
- Chains or any type of jewelry that could be deemed unsafe are not allowed.

Shoes

- Shoes must be worn at all times.
- Bedroom shoes are not permitted.

Outerwear

Students may wear their choice of outerwear to school; however, any outerwear worn inside the building must follow the dress code policy.

- Outerwear may be worn during school hours.
- Sweatshirts/pullovers and sweaters may be worn during school hours.
- Trench coats may not be worn at any time—before, during, or after school.

Extra-Curricular Day Clothing

Extra-curricular activity participants may wear clothing outside the dress code policy on designated days, if approved by an administrator. It is the sponsor's responsibility to make the request to an administrator, and he/she will inform the participants of the dates and appropriate clothing.

Additional Items

- Clothing with vulgar or profane graphics or language or that is harassing to other students based on race, religion, gender or disability or that is sexually suggestive is prohibited.
- Clothing advertising or displaying tobacco, alcohol products, weapons and drugs is prohibited.
- Gym shorts (such as jogging shorts, cheerleading shorts, etc.) that are shorter than fingertip length may only be worn if required in a physical education class. Adequate changing facilities will be provided and the students will only be allowed to wear such items for that physical education class. These items must fit appropriately.

Administration Approved Out-of-Compliance Days:

Upon permission from the administration and the classroom instructor, students may dress out of compliance for special occasions (field trips, presentations, etc.).

Polk School District shall provide exceptions as to not infringe on sincere religious beliefs or physical disabilities or limitations. School administration reserves the right to remove a student from class and request that the student change clothes before returning to class. A student in violation may be subject to such disciplinary actions as further set forth in the Student Handbook and Code of Conduct.

STUDENT CODE OF CONDUCT

Each student is expected to:

- Demonstrate courtesy and respect
- Behave in a responsible manner at school, on school buses, and at all school functions on or off campus
- Attend all classes, regularly and on time
- Prepare for each class; take appropriate materials and assignments to class
- Be well-groomed and dress appropriately
- Obey all campus and classroom rules
- Respect the property of others, including District property and facilities
- Cooperate with or assist the school staff in maintaining safety, order, and discipline
- Avoid violations of the Student Code of Conduct
- Report knowledge or suspicions of potentially dangerous or disruptive situations

The School District may impose campus, classroom, or club/organization rules in addition to those found in the Code of Conduct. These rules may be listed in the student and campus handbooks or posted in classrooms, or published in extra-curricular handbooks, state or national organization by-laws, and/or constitutions, and may or may not constitute violations of the Code of Conduct. Additional rules or requirements, not part of the Student Code, are adopted and approved by the sponsor, principal, and/or district administrator.

Administrators as well as sponsors and coaches of extra-curricular activities may develop and enforce standards of conduct that are higher than the District's general standards, and may condition membership or the student's participation in the activity based on adherence to those standards. Extra-curricular standards of behavior may take into consideration conduct that occurs anytime, on or off school property. However, no provision of an extra-curricular behavioral standard shall have the effect of discriminating on the basis of gender, race, disability, religion, or ethnicity.

Organizational standards of behavior of an extra-curricular 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 independent disciplinary actions. A student may be removed from participation in extra-curricular activities or may be excluded from school honors for violation of the Student Code of Conduct.

MISCONDUCT

Misconduct is conduct which interferes with the maintenance of good order and discipline in the schools and at school sponsored activities, and negatively affects the morale and good conduct of students.

Acts of misconduct include but are not limited to:

- Violation of the Code of Conduct.
- Violation of the Attendance Policy
- Violation of the Dress Code
- Violation of the criminal laws of Georgia and the United States

SPECIFIC PROHIBITIONS

Academic Dishonesty

Academic Honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge.

Academic Dishonesty means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet the standard of academic honesty. Assistance by another, when authorized by a teacher, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

Submitted for Academic Advancement means performing an act to be taken into account in determining whether the requirements of any course or unit of study offered by the School District have been fully or partially satisfied.

General Standard of Conduct. No student shall knowingly perform, attempt to perform or assist another in performing any act of academic dishonesty (as defined herein). The term “knowingly” as used in the preceding sentence, means that the student knows that the academic work involved will be submitted for academic advancement. “Knowingly” does not mean that the student must have known that the particular act was a violation of this academic dishonesty policy.

Examples of Academic Dishonesty. The following acts by a student are examples of behavior constituting academic dishonesty:

Plagiarism - This means submitting for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without fair attribution to that other person. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without identifying that fact by appropriate marks, and/or merely stating the source generally in a bibliography without having noted the specified sources within the body of the work.

Unauthorized assistance - Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by a teacher. During examinations, quizzes, lab work, and similar activity, students are to assume that any assistance (such as books, notes, calculators, and conversations with others) is unauthorized unless it has been specifically authorized by the teacher. Examples of prohibited behavior include, but are not limited to, the following when not authorized:

- i. Copying, or allowing another to copy, answers to a test or examination
- ii. Transmitting or receiving, during a test or examination, information that is within the scope of the material to be covered by that examination (including transmission orally, in writing, by sign, electronic signal, or other manner);
- iii. Giving or receiving answers to a test or examination scheduled for a later time;
- iv. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report, computer application, laboratory experiment, or computation);

v. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation;

vi. Unauthorized use of a programmable calculator or other electronic device.

Lying/Tampering/Bribery- Bribery or giving any false information in connection with the performance of any academic work or in connection with any proceeding under this policy. This includes, but is not limited to:

i. Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to a teacher for failure to attend an exam or to complete academic work

ii. Falsifying the results of any laboratory or experimental work or fabricating any data or information;

iii. Altering any academic work after it has been submitted, unless such alterations are part of an assignment (such as a request of a teacher to revise the academic work)

iv. Altering grade, lab, or attendance records.

v. Damaging computer equipment (including disks) or laboratory equipment in order to alter or prevent the evaluation of academic work, unauthorized use of another's computer password, disrupting the content or accessibility of an Internet site (e.g. "mail bombs"), or impersonating another to obtain computer resources;

vi. Giving false information or testimony in connection with any investigation or hearing under this policy;

vii. Submitting for academic advancement an item of academic work that has previously been submitted (even when submitted previously by that student) for academic advancement, unless done pursuant to authorization from the teacher supervising the work or containing fair attribution to the original work.

Theft - Stealing, taking or procuring in any other unauthorized manner (such as by physical removal from a teacher's desk or unauthorized inspection of computerized material) information related to any academic work (such as exams, grade records, forms used in grading, books, papers, computer equipment and data, and laboratory materials and data).

Any behavior that constitutes academic dishonesty is prohibited even if it is not specifically listed in the above list of examples.

Tobacco

Students shall not possess, transmit or use tobacco or tobacco-related products in any form, including, without limitation, lighters, matches, and rolling papers.

Alcohol and Drugs

A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana, controlled substance, counterfeit drug, alcoholic beverage, anabolic steroid, or intoxicant of any kind.

Use of medications as prescribed in the district's medicine policy, JGCD is not a violation of this prohibition. However, students shall observe all school rules governing the possession and use of medications. All drugs shall be kept in the original container in the school office.

Cell Phones and Other Electronic Devices

STANDARDS FOR RESPONSIBLE USE

- A. Students who are permitted to use personal electronic devices during instructional time shall exhibit respect for the educational environment by:
1. Following classroom teacher instructions for use;
 2. Using devices only as they do not distract from the educational process or disturb other students;

3. Respecting copyright rights of others;
 4. Refraining from using devices to cheat or assisting others to cheat.
- B. Use of personal electronic devices on school buses shall not interfere with the safe operation of the bus, or the safety of students or driver.
 - C. At public events, students may use personal electronic devices to photograph, videograph, or record the audience. Events that do not involve copyrighted materials may be recorded.
 - D. Students will respect the privacy of others and will not post or upload pictures or recordings taken of others to the internet nor e-mail pictures or recordings to others without the express advance permission of the persons in the photograph or recording.
 - E. Use of personal electronic devices is also subject to other District policies regarding copyright, bullying, cheating, harassment, plagiarism, acceptable use of the internet and District e-mail. If a violation occurs which involves more than one District policy, consequences for each policy may apply.

Weapons and Dangerous Instruments

A student shall not possess, handle, transmit, carry or have under his/her control any firearm or other weapon.

Bullying

Bullying may include different behaviors which ridicule, humiliate, or intimidate another student or school employee. Prohibited behaviors must occur on the school property or at a school-sponsored event. However, disciplinary action may also be necessary if off-campus behavior results in a disruption to the school environment.

Prohibited Behaviors

Examples of prohibited behaviors may include but are not limited to:

- Threats or taunts through words and/or gestures
- Physical violence and/or attacks
- Extortion
- Destruction of school or personal property
- Theft of money and/or personal possessions
- Sexual, religious, or racial harassment
- Public humiliation
- Incitement and/or coercion
- Creating or spreading of rumors or falsehoods
- Stalking
- Engaging in conduct to communicate, or cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing those photos or causing distribution
- Sending abusive or threatening text messages or instant messages
- Using websites to circulate gossip and rumors to other students

Reporting Procedures

Immediate and reasonably appropriate actions should be taken by school officials upon receipt of any report of bullying, regardless of the source, identity of the alleged violator or victim, grade level, previous circumstances, and/or personal beliefs. Therefore, all reports of bullying must be taken seriously. The system's stance on bullying should be posted in each school and placed in student and employee handbooks and student codes of conduct.

Once bullying has been reported, school officials should take the following actions:

1. Investigate. After a report is made, the investigation should begin no later than the following school day. The investigation should include interviewing the alleged victim(s) and perpetrator(s), identified witnesses, staff members, and reviewing all available evidence.
2. Notify. At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
3. Discipline. Upon a finding by a school administrator that bullying has occurred, the accused student should be given age-appropriate consequences which shall include, at a minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.
 - a. Students in grades 6 through 12 found to have committed the offense of bullying for the third time in a school year shall be recommended to a tribunal for expulsion and/or assignment to an alternative school.
 - b. In addition to conferences and phone calls, the school shall notify the parent/guardian of a perpetrator of bullying of the confirmation of finding of bullying.
 - c. Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in disciplinary action.
4. Follow-Up. At an appropriate time after the conclusion of the investigation, the principal or designee will follow-up with the student found to be a victim of bullying as well as the student found to be the bully.

Retaliation Prohibited

Retaliation is defined as bullying toward a person in response to a previously reported incident. Under O.C.G.A. §20-2-751.4, retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Schools should clearly communicate to all parties that retaliation is strictly prohibited and may result in disciplinary action.

Immunity

Any person who reports in good faith an incident of bullying, harassment, or intimidation to an appropriate school official shall be immune from civil liability for any damages caused by such reporting or any failure to remedy the reported incident.

Notification of Students and Parents

Students and parents shall be notified of the prohibition against bullying and the penalties for violating the prohibition, by posting such information at each school and by including such information in student, parent and employee handbooks and student codes of conduct. Legal reference: O.C.G.A. § 20-20751.4; 16-5-23.1

Student Sexual Harassment

It is the policy of the Polk School District Board of Education to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any member of the district staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or any school employee through conduct or communications of a sexual nature as defined below.

Unwelcome sexual advances, requests for sexual favors and other inappropriate communication or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student or system employee constitutes sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education.
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

- Harassment or abuse such as sexually-oriented kidding, teasing, double-entendres, and jokes
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Unwelcome touching such as pinching, patting, or brushing against

- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning ones' grades, job, etc.

Any person who alleges sexual harassment by a staff member or student in the school district may complain directly to a principal, assistant principal, guidance counselor or other individual designated to receive such complaints. The Polk School District shall distribute Policy JCAC to all students and faculty members at the beginning of each school year and shall designate a minimum of four persons to receive complaints at each school. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or job assignments.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

All allegations of sexual harassment shall be fully investigated with timely and appropriate corrective or disciplinary action. Appropriate documentation shall be maintained on all allegations of sexual harassment. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

A substantiated charge against a student shall subject that student to disciplinary action including suspension or expulsion.

Legal Reference: Title VII of the Civil Rights Act of 1964
Title IX of the Education Amendments of 1972
Franklin v. Gwinnett Co. Public Schools, 1992

Demonstrations and Strikes

Students may, at appropriate times, express opinions and ideas, take stands and support policies publicly, privately, orally and in writing. Such expression should not interfere with the educational program or present a safety or health hazard. The students may not use obscenity, slanderous or libelous statements, disruptive tactics, or advocate violation of the law or school regulations. The principal is available to receive the requests of students in a peaceful, orderly and reasonable manner.

Accessory

A student may be found guilty as an accessory to a violation of the Code of Student Conduct if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the Code. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

Obscene, Slanderous and Vulgar Speech or Behavior

Students may not engage in speech, expression or behavior which:

- Is obscene to minors
- Is libelous or slanderous
- Is indecent, lewd or vulgar
- Advertises any product or service not permitted to minors by law
- Injures, harasses or invades the privacy of other people including, but not limited to, speech or expression which defames any person on the basis of his/her race, sex, color, creed or religion;
- Will either result, or which school administrators reasonably forecast will result, in a material and substantial disruption of the orderly operation of the school and/or school activities.

This list is not exhaustive. School administrators may prohibit any type of speech, dancing, dress, or expression that is inconsistent with school district policy.

The following specific types of speech, dress, or expression are prohibited:

- Representations of satanic activity that constitute lewd, indecent or vulgar speech including, but not limited to, representations of killing or sacrificing animals or humans, pentagrams, upside-down crosses or the number 666;

- The wearing of symbols which may disrupt the orderly operation of the school and/or activities including swastikas and gang-related clothing or symbols
- Any article of clothing displaying any message which directly or indirectly relates to goods or services which are prohibited by law to minors such as alcohol, tobacco or controlled substances.

BUS CONDUCT

BUS RULES AND REGULATIONS

School buses are operated for the purpose of transporting students from their bus stop to their schools and back in a safe manner. Parents are responsible for their children before they arrive at and after they leave their bus stop. Polk School District standards for behavior shall apply during school hours, on the bus, and at the bus stop. Polk School District shall not be responsible for the student after he/she has left the designated bus stop. Polk School District is constantly aware of its responsibility, but you, as students and parents, share in this responsibility.

The purpose of the following rules and regulations is to ensure the safety of all students at all times. They are for the benefit of the student. Please read carefully and be aware of all rules and regulations.

Bus rules and regulations are prepared in accordance with the Polk School District Code of Conduct. The bus driver is in charge of the bus and its passengers at all times. The bus driver shall report violations of school bus rules and regulations to the school principal. Disciplinary actions are handled by the principal of the student's school and are administered consistently according to the Polk School District Code of Conduct and School Bus Intervention Plan.

Each bus is equipped with a video camera. Students are videoed on each trip. The videos provide a record of student behavior on the bus. **Only school administration personnel are allowed to request or review the video to determine actual events.**

All rules and regulations that apply to students in the classroom apply to students on the school bus. The following are rules that are specific to buses or are repeated here for emphasis.

If you have questions regarding bus transportation you may contact Jeff Little at 770-684-8308.

Prior to loading the bus:

1. Students must live at least one and one-half miles from school to be eligible to ride.
2. Students shall remain off the roadway until the bus comes to a complete stop.
3. Students pass 12 feet in front of the bus when it is necessary for them to cross the road. Make sure you see the driver.
4. Students shall be at the pick-up point approximately 10 minutes prior to pick-up time. Be on time.
5. Do not attempt to get on the bus after it starts to move.
6. Never chase the bus.
7. Never walk to another bus stop or have parents drive the student to another bus stop.
8. Students shall not carry food, drink bottles, or cans on to the bus, with the exception of plastic water bottles. Students are responsible for proper use and disposal of the container.
9. Only students or approved chaperones are allowed on the school bus. Any entry on a bus by an unauthorized person may result in a \$500.00 fine and arrest (OCGA [20-2-1181](#) and [20-2-1182](#)).

When unloading from the bus:

1. Remain seated (if available) until the bus stops.
2. Remain behind the bus driver until the door is opened.
3. When it is necessary to cross the road, always pass in front of the bus and **always** look both ways.
4. Always be able to see the bus driver, so the driver can see you.
5. Students shall **never** throw an object at a bus, out of a bus, or inside a bus.
6. Students shall not go to the mailbox while unloading.

School Bus Route Policies:

1. The bus shall not stop more frequently than 530 feet.

2. To change a bus route the following requirements shall be met:
 - a. The distance must be at least .5 miles from the existing route.
 - b. Roads must be adequately maintained by the County Road Department.
 - c. If the route is a dead-end, adequate turnaround area shall be maintained.
 - d. Transportation is responsible for routing buses and bus stops for safety purposes.
 - e. If the child misses the morning or afternoon bus, the guardian or parent must transport the child

Rules and Regulations

1. **The school bus is an extension of the classroom.**
2. **Riding the bus is a privilege, not a requirement.**
3. Only those students assigned to a bus may ride the bus. Students are assigned by the address listed in PowerSchool. Address changes must be kept up-to-date by the parent or guardian. (Only under extenuating circumstances will a student be approved to ride a different bus other than the student's assigned bus due to overcrowding.) Students are to be picked up in the morning and delivered in the afternoon to the same address as defined on the Bus Rider Registration Form. Multiple addresses are not allowed. Different bus routes for pickup and delivery will not be allowed.
4. Bus drivers have complete charge of students while riding the bus. Drivers are responsible for the student conduct, safety and transportation. Bus drivers will report promptly to the principal or designee any misbehavior. Principals or designee, NOT BUS DRIVERS, are responsible for disciplining students for bus misbehavior.
5. Bus drivers, principals or designee, will assign seats as necessary for safety and discipline.
6. Students must take their seats (if available) promptly when loading the bus.
7. Students must remain in their seats (if available) or behind driver while the bus is in motion.
8. Students will not be allowed to enter or leave a bus at any place other than at the student's residence or school unless authorized by the principal of the school.
9. Bus drivers will not put students off the bus after accepting students, but will carry students to the school or to their homes.
10. Students causing damage to the school bus will be punished by suspension from the school bus. Parents/Guardians/Students shall be required to repay the cost of any damage to any bus by any student.
11. Large band instruments requiring special storage are not permitted; only band instruments that can be carried on the lap is permitted on the bus.
12. Open school projects are not allowed: Only projects that can be rolled up or folded into a tri-fold package no larger than 20 inches wide by 28 inches tall and contained in the personnel seat space the student occupies or placed in the lap of the student are permitted on the bus.
13. Students are not allowed to transport animals (dead or alive), balloons, glass or wooden containers on the bus.
14. Students who must change buses at any school or wait for the school bus must remain at the designated location at the school until the bus arrives and departs. While awaiting a bus change, students are under the control of the principal of this school or the designee. If the student violates the schools' rules or the rules and regulations of the Polk School District Board of Education, the student will be disciplined by the principal of the school that the student attends.
15. Misconduct on a school bus will result in the application of the **school bus intervention steps** of Polk School District. The following is a nonexclusive list of infractions that may result in the principal suspending students from the school bus or school or both:
 - Being insubordinate to the bus driver including, but not limited to, giving the bus driver an incorrect name and address
 - Making excessive noise
 - Failing to obey orders and directions of the bus driver
 - Using vulgar or obscene language whether written or spoken
 - Using obscene gestures
 - Smoking, possessing and/or using tobacco or any smoking paraphernalia
 - Getting on or off the bus at improper locations
 - Damaging the bus, throwing objects on the bus or out the windows
 - Bullying or making threats of any kind
 - Possession of weapons, drugs or alcohol
 - Tampering with emergency exits (back door or windows)
 - Use of cell phones, pagers, radios, CD or tape players, or any other electronic device that may interfere with the operation of the bus
 - Using mirrors, lasers, flash cameras, or any other devices that interfere with the operation of the bus
 - Making pictures or videos are not allowed.

- Sharing pictures or videos that may invade privacy are not allowed.
 - Hoodies or other garments that would hinder indentifying a student are not allowed to be worn on a school bus.
16. In cases of extreme misbehavior while students are being transported to and from school or school related activities, appropriate law enforcement officials may be called to remove the student(s) from the bus. In this event, the Transportation Department or the police will notify the parent or legal guardian that the student has been removed from the bus and as to where the law officer has transported the student. In addition to removal by the appropriate law enforcement official, the student may be suspended from the school bus for the remainder of the school year.
17. Fighting on a school bus is among the most serious offenses committed by students. Students who fight endanger themselves and everyone riding the bus by causing the bus driver's attention to be diverted. **Fighting on a school bus will result in immediate suspension from the bus with no prior warning or prior disciplinary action being taken.**

SCHOOL BUS INTERVENTION STEPS

Administrative Referral Consequences

1st Referral: The bus driver has already tried intervention strategies, called the parent, and sent home a notification concerning a student's bus behavior. The administrator will discuss or assign appropriate bus discipline, and contact the parent.

2nd Referral: The administrator will discuss or assign appropriate bus discipline, and contact the parent. Discipline may include up to a 1-5 day bus suspension and *Bus Safety Intervention Program. The student may not ride the bus until the next Bus Intervention Program Date. The second (2nd) referral is the only time the Bus Intervention Program will be offered.

*The Bus Safety Intervention Program involves the parent and student meeting at the appropriate school for approximately one (1) hour to discuss bus safety and student behavior.

Note; In the event a parent cannot be notified of bus suspension by phone, it is the child's responsibility to give the parent the written notification on the day sent. Failure of the child to give the notice to the parent does not nullify the suspension that begins the day following the written notice.

3rd Referral: The administrator will discuss or assign appropriate bus discipline, and contact the parent. Discipline may include a 5 days or longer bus suspension. On the third referral, the administrator will write future steps that will be followed.

4th Referral: The administrator will discuss or assign appropriate bus discipline, and contact the parent. Discipline may include up to a 10 day or longer bus suspension

5th Referral: The administrator will discuss or assign appropriate bus discipline, and contact the parent. Discipline may include possible long-term removal from the bus

We must provide a safe and secure environment to and from school. We reserve the right to remove a student from the bus for the remainder of the year if offense(s) warrant.

The principal will notify the parent/guardian of any warnings, disciplinary actions, or bus suspension.

No student shall be allowed riding privileges on any Polk School District School Bus if the student has been suspended. If the school year ends and the student has not served his/her entire bus suspension, then the student shall finish the bus suspension at the beginning of the next school year.

Consequences for Engaging in Acts of Physical Violence on a School Bus

(A) A student found by a tribunal to have committed an act of physical violence, by intentionally making physical contact which causes physical harm to a teacher, school bus driver, or other school official or employee shall be expelled from the public school system. The expulsion shall be for the remainder of the student's eligibility to attend public school. The Board, at its discretion, may permit the student to re-enroll in the School District. The student shall also be referred to juvenile court with a request for a petition alleging delinquent behavior.

(B) Any student who is found by a tribunal to have committed an act of physical violence, by intentionally making physical contact of an insulting or provoking nature with the person of a teacher, school bus driver, school official, or school employee may be disciplined by expulsion, long-term suspension, or short-term suspension.

The procedure for students alleged to have engaged in acts of physical violence against a teacher, school bus driver, or other school official or employee is set forth under "Long Term Suspension and Expulsion" in this code of conduct.

Consequences for Engaging in Bullying, or in Physical Assault or Battery of Another Person (other than a teacher, driver, or other school official or employee) on a School Bus

If a student is found to have engaged in bullying or in physical assault or battery of another person on or around the school bus, there shall be a meeting of the parent or guardian of the student and an appropriate school district official(s) to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus.

Consequences for Causing Damage to the School Bus

Students causing damage to a school bus will be punished by suspension from the school bus. Parents/guardians/students will be required to repay the cost of any damage to any bus by any student.

Police Involvement in Extreme Behavior

In cases of extreme misbehavior while students are being transported to and from school or school related activities, Campus Police or City Police may be called to remove the student(s) from the bus. In this event, the Transportation Department, School Administrator, or the police will notify the parent or legal guardian that the student has been removed from the bus and as to where the police officer has transported the student. In addition to removal by campus police, the student may be suspended from the school bus for the remainder of the school year.

Signing the Polk School District Bus Rider Registration Form indicates you agree to the above rules and regulations adopted by the Polk School District Board of Education.

JURISDICTION TO TAKE DISCIPLINARY ACTION

School administrators are authorized to take disciplinary action for misconduct that occurs:

- On the school grounds during or immediately before or immediately after school hours
- On the school grounds at any other time when the school is being used by a school group
- Off the school grounds at a school activity, function or event
- En route to and from school and at the bus stop
- Within a school safety zone

Authority to take disciplinary action also extends to any off-campus non-school related actions by students, at any time of the year, which have a direct and immediate impact on school discipline, the educational function of the school, or the welfare of students and staff. A student who has committed a criminal act while off campus is subject to disciplinary action and may be excluded from school. Such act could include, but is not limited to, a felony, a delinquent act which would be considered to be a felony if committed

by an adult, an assault upon another student, a violation of the laws prohibiting controlled substances, or sexual misconduct of a serious nature. A student whose presence on school property may endanger the welfare and/or safety of other students or staff, or whose presence may cause substantial disruption at school, is also subject to in-school suspension, and assignment to an alternative education program.

SEARCH AND SEIZURE

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

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

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

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

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

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

Desk and Locker Searches: Student desks and lockers are school property and remain the property of the school at all times; however, students are expected to assume full responsibility for the security and content of their lockers.

Periodic general inspections of desks and lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

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

Canine detection services may be utilized in searching lockers, gym areas, common areas, vehicles, vacated classrooms, and any area that is not occupied by students, including the perimeters of school property.

Seizure of Illegal Materials: If a properly conducted search yields illegal or contraband materials, such items shall be turned over to proper legal authorities for ultimate disposition.

USE OF METAL DETECTORS

In General

In view of the escalating presence of weapons in schools, the board of education has authorized the use of hand-held and walk-through metal detectors to check a student's person or personal effects as follows:

School officials or law enforcement officers may conduct metal detector checks of groups of individuals if the checks are done in a minimally-intrusive, nondiscriminatory manner (e.g., on all students in a randomly selected class; on every third individual entering an athletic event). Metal detector checks of groups of individuals may not be used to single out a particular individual or category of individuals.

If a school official or a law enforcement officer has reasonable suspicion to believe that a particular student is in possession of an illegal or unauthorized metal-containing object or weapon, he or she may conduct a metal detector check of the student's person and personal effects.

A student's failure to permit a metal detector check as provided in this code will result in disciplinary action, including suspension. Any student wearing a pacemaker, defibrillator, or similar device who objects to being scanned by a metal detector may so notify the appropriate school official and may be subjected to an alternate means of search.

Metal Detector Checks of Classes of Students

When a principal decides to conduct a group metal detector check, he or she will select the class/classes to be checked at random by blindly drawing one or more classrooms from all of the classrooms within the school. The drawing shall be conducted in the presence of another adult.

Before conducting the metal detector checks, the participating administrator or law enforcement officer will enter the classroom and explain the scanning process to students in the class, emphasizing that the checks are intended to maintain safe schools.

An administrator or officer will check each student by visually searching the student's desk and then escorting the student and his/her personal effects into the hall to proceed with the metal detector check. An adult will closely observe students at their desks to make sure that no objects are removed from pockets or personal effects.

In the hall, the administrator or officer will ask the student to remove all metal-containing objects from his or her clothing and personal effects. The administrator or officer will then scan the student without touching his or her body and scan the outside of the student's personal effects. If the student refuses to cooperate, the administrator or officer may proceed with the check in the presence of another adult.

If the metal detector is activated during the scanning of the student's effects, the administrator or officer will open the bag, purse, etc., and look for weapons. If the metal detector is activated during the scanning of the student's person, the student will be given a second opportunity to remove any metal-containing object from his person. If the metal detector is again activated, a same-sex administrator or officer will conduct a pat-down search of the student's outer clothing in the presence of an adult witness, when feasible. If the administrator or officer feels an object on the student's person, the student will be given an opportunity to remove the object. If he or she refuses, the administrator or officer will escort the student into a private room and remove the object from the student in the presence of an adult witness of the same sex.

Metal Detector Checks of Individual Students

Before conducting a metal detector check of an individual student, the administrator or officer must have individualized reasonable suspicion that the student is in possession of an illegal or unauthorized metal-containing object or weapon. The provisions regarding personal searches as set forth in this policy shall be followed under the circumstances.

If a properly conducted search yields a weapon or any other illegal material, it shall be turned over to the proper legal authorities for ultimate disposition.

ADMINISTERING DISCIPLINE

In general, discipline will be designed to correct the misconduct and to encourage all students to adhere to their responsibilities as citizens of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques.

Student discipline shall be administered fairly and equitably, and based on a careful assessment of the circumstances of each case. Factors to be considered shall include:

- The seriousness of the offense

- The student's age
- The frequency of misconduct
- The student's attitude
- The requirements of the student's **Individualized Education Program (IEP)**
- The effect or potential effect of the misconduct on the school environment
- The requirements of Title 20, Official Code of Georgia Annotated
- The requirements of this Student Code of Conduct

DEFINITIONS

Affray--To fight with one or more persons in a public place to the disturbance of school tranquility.

Alternative Program--A program established by Polk School District to provide a continuous educational opportunity for students whose behavior has temporarily caused them to be suspended from their regular school program. Students in grades six (6) and up may be placed in or allowed to attend the Alternative Program.

Assault--An intentional, unlawful offer of corporal injury to another by force, or force unlawfully directed toward another person, under such circumstances as create well-founded fear of imminent peril.

Battery--Any unlawful beating, or other wrongful physical violence or constraint, inflicted on a human being without his/her consent.

Bullying--(The Georgia Bullying Law – O.C.G.A. 20-2-751.4) (a) As used in this Code section, the term “bullying” means an act which occurs on school property, on school vehicles, at designated school bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system, that is:

- 1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so;
- (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm;
- (3) Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - (A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
 - (B) Has the effect of substantially interfering with a student's education;
 - (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
or
 - (D) Has the effect of substantially disrupting the orderly operation of the school.

Chronic Disciplinary Problem Student--A student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around him or her and which are likely to recur.

Computer Trespass--Any inappropriate use of a computer including but not limited to hacking, accessing inappropriate sites, threatening or harassing other students or teachers, etc.

Corporal Punishment--Physical punishment by the principal or his/her designee.

Cyberbullying – Bullying, as defined above, that occurs when a student is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another student/students using the Internet, interactive and digital technologies, mobile phones or any other electronic devices.

Detention--The state of being detained, usually after school, for a non-specific length of time other than regular class time, for up to one hour.

Disciplinary Order--Any public or private school or school system order that imposes short-term suspension, long-term suspension, or expulsion upon a student in such school or system.

Expulsion--Termination of enrollment, permanently.

Fighting--A physical altercation between two or more individuals. **Disciplinary consequences may be different for an aggressor than for a victim.**

Firearm--Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or silencer; or any destructive device including any explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine or similar device. Destructive device also includes any weapon by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant.

Hazing--Causing a student to participate, even if willing, in an activity which endangers or is likely to endanger the physical health or safety of the student, when this participation is a condition or precondition of gaining acceptance, membership, office, or other status in a school organization or team.

Individualized Education Program--A written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with federal laws governing individuals with disabilities.

In-School Suspension--Short-term suspension from regular school participation by assignment to the in-school suspension teacher located on the school campus. Regular school assignments will be completed.

Long-Term Suspension--Suspension from school in excess of ten (10) days.

Other Weapon--The term "other weapon" includes without limitation: a machete, dirk, sword cane, bowie knife, switchblade knife, ballistic knife, or any other knife; a razor blade, a straight-edge razor, ice pick, or box cutter; a spring stick, metal knuckles, or blackjack; any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain; any disk, or whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart; a club, including an instrument that is specially designed to inflict serious bodily injury or death by striking a person with the instrument and includes, but is not limited to, a blackjack, nightstick, or tomahawk; a laser pen, mace or pepper spray; or any weapon of like kind.

Physical Violence--Intentionally making physical contact of an insulting or provoking nature with the person of another, or intentionally making physical contact which causes physical harm to another unless such contacts or physical harms were in self-defense.

Placement Review Committee--A committee at each school established to determine the placement of a student who has been removed from class when a teacher withholds consent to return such student to the teacher's class.

Possession--The actual care, custody, control or management of an object or substance. A student shall be considered to be in possession of any substance or object prohibited or regulated by this Code if the substance or object is:

1. On the student's person or in the student's personal property, including but not limited to the student's clothing, purse, book bag, or backpack;
2. Brought by a student onto school grounds or to any school activity, function or event;
3. In any private vehicle used by the student for transportation to or from school or a school-related activity, including but not limited to a truck, auto, motorcycle, or bicycle; and
4. Any school property used by the student including a locker or a desk.

Probation--A conditional period of enrollment during a trial period.

Profanity – Abusive, vulgar, or irreverent language.

Reasonable Suspicion--A legitimate reason to suspect that a student possesses drugs, weapons, or other items prohibited by the school. A school authority may conduct searches for these items when reasonable suspicion exists subject to search and seizure rules.

School Authorities--A school principal, an assistant principal, or any other school employee designated by the principal to administer discipline or to conduct inspections or searches of students, student lockers, student desks, or automobiles.

School Bus Suspension--A termination of the privilege to ride the school bus to and from school for a specific length of time.

School Safety Zone--In or within 1,000 feet of any real property owned by or leased to any public elementary school, secondary school, or school district and used for elementary or secondary education.

Sexual Battery--To intentionally make physical contact with the intimate parts of the body of another person without the consent of that person. "Intimate parts" means the primary genital area, inner thighs, or buttocks of a male or female and the breasts of a female.

Short-Term Suspension--A temporary termination of enrollment for up to ten (10) days until stipulated conditions are met.

Student Support Team--A group which can include the teacher(s), other school staff and parents that addresses the needs of students having problems in school.

Terroristic Threat--A threat to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, or facility of public transportation or otherwise causing serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience.

Theft--The taking and removing of personal property with the intent of depriving the rightful owner of it.

Truancy--Unexcused absence or absences from school.

Under the influence--Not having the normal use of mental or physical faculties; however, the student need not be legally intoxicated but will be considered under the influence if there is any amount of alcohol, marijuana, controlled substance or dangerous drug in the student's blood, urine or breath. Impairment of a person's physical and/or mental faculties may be evidenced by a pattern of abnormal or erratic behavior and/or the presence of physical symptoms of drug or alcohol abuse.

Use--A student has introduced into his or her body by any means a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech.

DISCIPLINE MANAGEMENT TECHNIQUES

The following discipline management techniques may be used alone or in combination for Student Code of Conduct and non-Student Code of Conduct violations:

- Verbal correction
- Cooling-off time or "time-out"
- Seating changes in the classroom
- Counseling by teachers, counselors, or administrative personnel
- School and home communication and conferences
- Intervention strategies, such as peer mediation, conflict resolution, teen court
- Temporary confiscation of items that disrupt the education process
- Scholastic penalties for academic dishonesty
- Behavioral contracts
- Sending the student to the office or other assigned area
- In-school suspension, or discipline management class
- Detention, before or after school, during lunch, or on Saturday

- Teacher initiated removal from class
- Suspension from school for up to ten (10) days per infraction
- Assignment of school or community service
- Withdrawal of privileges, such as participation in extra-curricular activities and eligibility for seeking and holding honorary offices
- Techniques or penalties identified in a student organization's rules or constitution
- Withdrawing or restricting privileges, including bus riding privileges and field trips
- School-assessed and school-administered probation
- Expulsion or placement in an Alternative Education Program
- Referral to an outside agency and/or legal authority for criminal prosecution in addition to disciplinary measures imposed by the District
- Other strategies and consequences as specified by the Student Code of Conduct
- Work detail
- Corporal Punishment

CATEGORIES OF MISCONDUCT

The acts of misconduct listed below are not inclusive. A student who commits an act of misconduct which may be classified into any of the categories below will be subject to disciplinary action at the discretion of the classroom teacher, Assistant Principal, Principal, or designated district personnel. The Principal has the final authority in determining the disciplinary assignment for a student's misconduct. Polk School District will utilize the discipline matrix mandated by the Georgia Department of Education in order to determine the severity of the infraction at each level of misconduct.

The exceptions are: Long-term suspension or Expulsion with the option of attending an Alternative Education Program. When these assignments or recommendations occur, the administrator will follow the procedures that are outlined in this document.

STUDENTS WHO ARE ASSIGNED TO IN-SCHOOL-SUSPENSION OR OUT-OF-SCHOOL SUSPENSION MAY NOT PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES UNTIL THE ASSIGNMENT IS COMPLETED.

Parents or guardians who wish to question disciplinary decisions taken at the school must take the matter up with the principal.

MINOR ACTS OF MISCONDUCT.

Minor violations are those which interfere with orderly school procedures, school functions, extra-curricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or referred to an administrator.

Teachers and other staff members may keep a written record of the violation. For these violations, teachers may use their judgment and discretion in determining whether such minor infractions constitute a violation of the Code for purposes of the reporting requirement in O.C.G.A. § [20-2-737\(a\)](#). If the teacher determines that such infractions are a reportable violation, the teacher shall file a report with the principal as provided in this handbook. Additionally, the teacher and/or administrator will attempt to contact the parent to discuss the infraction.

Violations include such behaviors as:

- Tardiness
- Violation of classroom/school rules
- Running and/or making excessive noise in the halls, building, and/or classroom
- Refusing to participate in classroom activities
- Eating or drinking in an undesignated area
- Violation of bus rules and regulations
- Possessing and/or using nuisance items
- Lunchroom or restroom misconduct

- Violating the School District dress and grooming guidelines
- Not bringing required classroom materials and/or assigned work to class
- Refusing to complete assigned work
- Failure to deliver and/or return written communication between home and school
- Any other act that impedes the orderly classroom procedure or interrupts the orderly operation of the classroom

Disciplinary Options:

One or more may be used:

- Teacher/Student conference
- In-class disciplinary action (verbal correction, time-out, etc.)
- Parent contact; note or call
- Counselor/student conference
- Confiscation of a prohibited nuisance item
- Withdrawal of various student privileges
- Environmental change
- Detention during lunch or after school
- Administrator/student conference
- Supervised campus service assignment
- Behavior contract
- Teacher/administrator - parent conference
- Other appropriate disciplinary options

MODERATE ACTS OF MISCONDUCT

Moderate violations include those infractions that interfere with the orderly operation of the classroom and/or school.

These acts include, but are not limited to, repeated, but unrelated, acts of minor misconduct and misbehaviors directed against persons or property but which do not seriously endanger the health, safety or well-being of others. Some of these infractions will result in a referral to an administrator. Consideration of necessary Behavior Support Services shall be given, if not already provided. Certain Moderate violations may be elevated to Serious violations based on the severity or context of the misconduct.

Violations include such behaviors as:

- Any repeated violation cited in previous level
- Willful disobedience; Refusal to follow classroom/school rules
- Academic dishonesty
- Cutting class or other scheduled activities
- Truancy/Failure to comply with compulsory attendance laws
- Exhibiting any unacceptable physical contact which could result in injury
- Bullying
- Violating the medication policy
- Altering school records, or signing another person's name on school documents
- Engaging in an inappropriate public display of affection
- Unwanted touching of others
- Selling or soliciting for sale any merchandise on the school campus without the authorization of the building principal
- Possession of electronic communication devices (beepers, portable phones, etc.)
- Throwing objects that can cause bodily injury or damage to property
- Misuse of district technology, including but not limited to the Internet, the District Network, or District-owned equipment or software
- Loitering in unauthorized areas
- Verbally and physically harassing or taunting other students
- Disrespectful conduct toward teachers, administrators, school personnel or school visitors

- Disrespectful conduct or the use of profane, obscene, indecent remarks, or racially or ethnically offensive language and/or gestures directed toward students or employees
- Any other acts which interfere with the orderly educational process of the classroom and/or school

Disciplinary options of which one or more may be used:

- Detention
- Administrator/counselor/teacher/student/parent conference
- Grade penalty for copying and/or cheating
- Exclusion from extra-curricular activities
- Assignment to peer mediation or conflict resolution classes
- In-School suspension
- Restoration and/or restitution, as applicable
- Campus or community service assignment
- Withdrawal of various student privileges
- Involvement of law enforcement/campus police department
- Teacher removal of student from class
- Other appropriate disciplinary options

SERIOUS ACTS OF MISCONDUCT

Serious acts include violations that may result in a student being suspended or allowed to attend an Alternative Education Program.

These offenses are serious acts of misconduct including, but not limited to repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. These offenses must be reported to an administrator, and may result in immediate suspension of the student from school and/or school-sponsored activities pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with an administrator is a required element of all discipline actions in this category, even if such a conference has previously been held. Initiation of Behavior Support Services shall be initiated if not already provided.

Violations include such behaviors as:

- Any repeated violations cited in the previous levels
- Verbal assault or threatened violence toward other students
- Interfering with school authorities or school operations, programs, or instruction through boycotts, sit-ins, or trespassing
- Fighting; or any conduct that constitutes physical assault, battery, or violence against a fellow student
- Bullying, including verbally or physically harassing or taunting other students
- Engaging in food fights
- Acts of disobedience or disorderly behavior which are detrimental to the school, harmful to health and safety, or inhibit the rights of others
- Committing perjury during a school investigation
- Leaving the classroom, building, or school grounds without permission
- Engaging in disorderly conduct as defined by O.C.G.A. § [16-11-39](#) Refusing to comply with assigned disciplinary consequences
- Verbally or physically harassing or taunting other students
- Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others
- Posting or distributing unauthorized communicative materials on the school grounds
- Possessing obscene or pornographic material
- Engaging in inappropriate sexual conduct that does not rise to a level IV offense
- Violation of the sexual harassment policy
- Hazing; behavior or activity such as defined by O.C.G.A. § [16-5-61](#)

- Gang-related behavior, activity, or gang membership as described in O.C.G.A. § 16-15-4 Inciting, advising, or counseling of others to engage in prohibited acts
- Verbal assault, physical assault or battery, disrespectful conduct, or use of vulgar or profane language toward persons attending school-related functions.
- Possession of drug paraphernalia
- Threats (oral or written) to do harm to another or to the property of another
- Vandalism and/or defacing district or personal property or property of anyone legitimately at the school
- Possession, use, or distribution of any substance represented to be a drug or alcohol (counterfeit drugs)
- Violating the tobacco/smoking policy
- Exhibiting any unacceptable physical contact that results in injury
- Possession of materials that promote, or could be used to promote, advocate, or carry out criminal activity
- Any other act that seriously disrupts the orderly process of the school
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student

Disciplinary Options of which one or more may be used:

- In-school suspension
- Suspension for up to ten (10) days per occurrence of misconduct
- Exclusion from extra-curricular activities
- School or community service assignment
- Removal to an Alternative Education Program (discretionary)
- Involvement of law enforcement/Campus Police Department/citations
- Restitution and/or restoration, as applicable
- Other appropriate disciplinary options as determined by the principal or designee

SEVERE ACTS OF MISCONDUCT

These violations are of a severe and aggravating nature such that the student shall be subject to long-term suspension or expulsion and may optionally be allowed to attend an Alternate Education Program.

These violations must immediately be reported to an administrator, and are so serious that they may require the use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension from school and/or school activities pending disciplinary investigation. Student and parent/guardian participation in a conference with an administrator is a required element of all discipline actions in this category, even if such a conference has previously been held.

A student shall as a minimum be removed from class, and a student may be subject to long-term suspension, placement in an alternative education program, or expulsion, if the student commits the following on a school bus, on school property, or while attending a school-sponsored or school-related activity on or off school property:

- Engages in any type of conduct that is punishable as a felony or a delinquent act which would be a felony if committed by an adult
- Verbal assault or threatened violence toward school personnel or other students
- Engages in a third act of bullying within a school year
- Engages in conduct that contains the elements of aggravated assault
- Physical assault or battery of teachers, administrators, or other school personnel
- Engages in conduct containing the elements of the offense of terroristic threats or threatened violence
- Sells, gives, or delivers to another person or possesses or uses or is under the influence of marijuana, a controlled substance, or a dangerous drug
- Sells, gives, or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage; or admits to the use of alcohol prior to attending school or a school-related activity

- Engages in conduct which contains the elements of an offense relating to abusable glue or aerosol paint, or relating to volatile chemicals
- Engages in conduct that contains the elements of the offense of public lewdness
- **Uses, exhibits, or possesses an Other Weapon (see definition)**
- Engages in conduct that contains the elements of indecent exposure
- The student engages in serious and persistent misbehavior as specified in the Code of Conduct while the student is under the jurisdiction of the school district. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom or the school or with any school-related activity. Persistent is defined as chronic or repeated instances of misconduct.

In addition to the offenses listed above, student conduct that occurs off campus, and while the student is not in attendance at a school-related event or activity, that requires expulsion or mandatory placement in the Alternative Education Program includes:

- Student conduct that contains the elements of retaliation against any school district employee or volunteer
- The Superintendent or designee has a reasonable belief that the student has engaged in conduct punishable as a felony or a delinquent act which would be a felony if committed by an adult, and the continued presence of the student in a regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process

A student may be subject to long-term suspension or expulsion for the following:

- The student while in an Alternative Education Program continues to engage in serious or persistent misbehavior that violates the Code of Conduct
- The student engages in conduct which contains the elements of the offense of criminal damage to property in the first or second degree, either on or off campus
- While on school district property or at a school-related event, the student possesses, sells, gives, delivers to another person, or uses, or is under the influence of marijuana, a controlled substance, a dangerous drug, or an alcoholic beverage
- The student engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paint, or relating to volatile chemicals
- The student engages in conduct that contains the elements of aggravated assault against a school district employee or a school volunteer
- The student engages in conduct that contains the elements of aggravated assault against any employee or school volunteer in retaliation for or as a result of the person's employment or association with the school district, without regard to whether the conduct occurs on or off school property or while attending a school-sponsored or school-related activity on or off school property
- Stealing, extortion, gambling, theft, or possession of stolen property
- Assault or battery - See definition.

A student shall be expelled from school if the student, on school property or while attending a school-sponsored or school-related event on or off school property:

- Uses, exhibits, or possesses a firearm. Possession of a Firearm or Other Weapon in violation of this prohibition shall result in a referral to the appropriate law enforcement authorities for prosecution under O.C.G.A. § 16-11-127.1 and a recommendation to the Student Discipline Hearing Tribunal that the student be expelled from school. **Any student found to have possessed a Firearm shall be expelled from school for a minimum of 365 days from the date of the hearing; provided, however, that the board of education may modify such expulsion on a case by case basis.** In addition, the hearing tribunal, the superintendent, or the board of education may allow a student expelled from school under this provision to serve the period of expulsion in the Alternative Program.
- Engages in acts of physical violence, which are defined as:
 1. Intentionally making physical contact of an insulting or provoking nature with the person of another; or
 2. Intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself.

A student found by a tribunal to have committed an act of physical violence, by intentionally making physical contact which causes physical harm to a teacher, school bus driver, or other school official or employee shall be expelled from the public school system. The expulsion shall be for the remainder of the student's eligibility to attend public school. The Board, at its discretion, may permit the student to attend an alternative education program for the period of the student's expulsion. The student shall also be referred to juvenile court with a request for a petition alleging delinquent behavior.

Any student who is found by a tribunal to have committed an act of physical violence, by intentionally making physical contact of an insulting or provoking nature with the person of a teacher, school bus driver, school official, or school employee may be disciplined by expulsion, long-term suspension, or short-term suspension.

FOR TRIBUNAL PROCEDURES, SEE PAGES 71-73.

- **Engages in conduct that contains the elements of the offense of:**
 - Aggravated assault; aggravated battery.
 - Sexual battery; aggravated sexual battery.
 - Rape; statutory rape.
 - Sodomy; aggravated sodomy.
 - Child molestation; aggravated child molestation.
 - Enticing a child for indecent purposes.
 - Cruelty to children.
 - Murder; felony murder.
 - Voluntary manslaughter.
 - Kidnapping.
 - Robbery
 - Burglary
 - Arson.
 - Fornication
- The offense of selling, giving, or delivering, using or possessing marijuana, and/or a controlled substance, a dangerous drug, or an alcoholic beverage, if the conduct is punishable as a felony.
- Engages in any conduct containing the elements of an offense for which expulsion is required while retaliating against a school district employee or volunteer as a result of the employee or volunteer's connection with the school district, whether it occurs on or off school property or at a school-related function.

PROCEDURES TO ADMINISTER DISCIPLINARY ACTION

Office Referrals

A teacher may send a student to the office to maintain effective discipline. The principal or designee shall employ appropriate discipline management techniques consistent with the Code of Conduct.

Detention

Students may be detained at the discretion of the teacher or administrator. *Transportation of students assigned to detention hall is the responsibility of the student and his/her parents.* Advance notice of one day shall be given to allow students to make alternate transportation arrangements.

Probation

A student may be placed on probation for a trial period by the principal with conditions for release from probation set by the principal following conferences with relevant school personnel and the student's parent or guardian. The principal's decision concerning probation is final. Probation may include action to isolate the student from the regular activities, including provisions to limit or restrict participation in extra-curricular activities.

Corporal Punishment

Polk School District does not allow corporal punishment.

School Bus Suspension

Principals may suspend a student from the bus for serious misconduct.

In-School Suspension

Behavior which interferes with the student's learning or the educational process of others and requires attention and assistance beyond normal classroom management, or behavior which results in frequent conflicts of a disruptive nature may result in assignment to in-school suspension (ISS). The purpose of in-school suspension is to place disruptive students in an isolated, individually oriented suspension program away from the regularly assigned classroom and school activities. Classroom assignments shall be continued while providing individually oriented instruction.

Students who, after investigation by the principal, are found to have violated the code of conduct or have committed serious infractions of school rules and/or board policy may be assigned by the principal to the ISS program. The student, his/her parents, and appropriate staff of the school shall be informed of the reasons for the assignment and the specific number of days the student is to attend the ISS program. The assignment may subsequently be altered by the principal or his/her designee upon the recommendation of the ISS teacher.

Students may be placed in ISS pending a placement in the Alternative Education Program.

Students assigned to ISS or OSS may not participate in extra-curricular activities until the assignment in ISS or OSS is completed.

Reports by Teacher

Teachers shall file a report with the principal when a student has exhibited behavior that repeatedly or substantially (i) interferes with the teacher's ability to communicate effectively with the class or (ii) the ability of such student's classmates to learn, and where the student's behavior is in violation of the student code of conduct.

The report shall:

- be filed with the principal within one school day of the most recent occurrence of such behavior,
 - shall not exceed one page, and
 - shall describe the behavior.

Not later than the close of school on the day following the receipt of a teacher report the principal or designee shall determine whether any Behavior Support Services or disciplinary action are warranted in light of the report, and shall send a notice to the student's parent (with a copy to the teacher) which shall:

- include a copy of the teacher's report,
- advise the parent and teacher of any Behavior Support Services or disciplinary action to be taken,
- require the parent to contact the school to schedule a conference, and
- include information regarding how the student's parents may contact the principal.

The principal shall make a reasonable attempt to confirm and document that the written notification has been received by the student's parents.

Removal from Class

A teacher may remove from class a student:

- who has been documented by the teacher [See Reports by Teacher] to repeatedly or substantially interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the behavior is in violation of the Student Code of Conduct, or,
- when the teacher determines that the behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.

A teacher shall remove from class and send to the principal for placement in an alternative education program or for expulsion as appropriate, a student who engages in conduct described in Level IV.

Each school principal shall fully support the authority of every teacher in his or her school to remove a student from the classroom under this code section. Each school principal shall implement the policies and procedures of the superintendent and local board of education relating to the authority of every teacher to remove a student from the classroom and shall disseminate such policies and procedures to faculty, staff, and parents or guardians of students.

The teacher shall file a report of such removal with the principal by the end of the school day on which such removal occurs or at the beginning of the next school day:

- that describes the student's behavior, and
- is one page or less.

By no later than the close of school on the day following removal, the principal shall discuss the matter with the teacher and student and give the student oral or written notice of the reason(s) for which the student was removed from class. If the Student denies engaging in such conduct, the principal shall explain the evidence against the student and offer the student an opportunity to present the student's version of what happened.

If the principal seeks to return the student to the teacher's class, and the teacher gives his/her consent, the student shall be returned to the class, and the principal may take such additional action to discipline the student as may be warranted.

If the teacher refuses to accept the student back in his/her class, the principal shall:

- determine an appropriate temporary placement for the student, and
- convene a meeting of the Placement Review Committee.

At the conclusion of the conference, the principal shall send to the student's parent a copy of the report filed by the teacher and written notification that:

- the student was removed from class,
- the placement of the student, whether back in class or in a temporary placement pending review by the Placement Review Committee, any additional disciplinary action imposed by the principal, and
- information regarding how the student's parents may contact the principal.

An appropriate temporary placement for the student shall be a placement that, in the judgment of the principal,

- provides the least interruption to the student's education, and
- reflects other relevant factors, including, but not limited to,
- the severity of the behavior that was the basis for the removal,
- the student's behavioral history,
- the student's need for support services, and
- the available education settings.

The student shall not be returned to the class of the teacher who removed him/her, as an appropriate temporary placement, unless the teacher gives his/her consent.

The temporary placement shall be in effect from the time of student removal until the decision of the Placement Review Committee is issued or, if applicable, a placement determination is made.

The Placement Review Committee shall convene by the end of the second school day following the student removal by the teacher and shall issue a decision in writing by the end of the third school day following such removal by the teacher. The sole function and authority of the Placement Review Committee shall be to determine whether or not the student shall be returned to the teacher's classroom.

If the Placement Review Committee decides to return a student to class, the principal shall implement the decision, and may, after considering the use of any appropriate student support services, take any of the following actions:

- place the student in ISS
- impose out-of-school suspension for not more than ten school days, including any time during which the student was subject to out-of-school suspension after his/her removal from class
- make another disciplinary decision/recommendation consistent with local board policy.

If the Placement Review Committee decides not to return a student to class, the principal shall implement the decision and after considering the use of any appropriate student support services may:

- place the student in another classroom, ISS or an alternative education program,
- impose out-of-school suspension for not more than ten school days, including any time during which the student was subject to out-of-school suspension as a temporary placement,
- may make another placement or disciplinary decision or recommendation consistent with local board policy; or
- may implement or recommend any appropriate combination of the above and return the student to the class from which he/she was removed upon the completion of any disciplinary or placement action.

Within one day of taking action on the decision of the Placement Review Committee, the principal shall:

- send written notification of the action to the teacher and the parents of the student, and
- make a reasonable attempt to confirm that the written notification has been received by the student's parents.

Parents of a student removed from class by a teacher or any student who has been determined to be a chronic disciplinary problem student may be required to participate in conferences requested by the principal. Refusal by a parent or guardian to participate in such a conference will subject the parent to an application to the Juvenile Court of Polk County for an order to attend such conferences and/or to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both.

The Polk School District Superintendent shall fully support the authority of teachers and principals to remove a student from the classroom pursuant to Code Section 20-2-738.

Chronic Disciplinary Problem Students

Upon identifying a student as a Chronic Disciplinary Problem Student as defined in this Code (see definitions), a principal shall:

- Notify by phone and either certified or first-class mail, the student's parent(s) of the disciplinary problem,
- Invite the parent to observe the student in a classroom situation, and
- Request at least one parent to attend a conference to devise a disciplinary and behavioral correction plan.

Before any Chronic Disciplinary Problem Student is permitted to return from an expulsion or out-of-school suspension, the principal shall request by telephone and by either certified or first-class mail that at least one parent attend a conference with the Behavior Support Team to devise or revise the student's disciplinary and behavioral correction plan.

Refusal by a parent or guardian to participate in such conferences shall subject the parent or guardian to an application to the Juvenile Court of County for an order to attend the conferences and/or to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. The court may impose a fine of up to \$500.00 on a parent or guardian who willfully disobeys an order of the court.

Placement in an Alternative Education Program

Long-term Placement: In appropriate cases, the Student Discipline Hearing Officer may allow a student who is being suspended or expelled the option of attending the Polk County Alternative Education Program. Other long-term placement in the Alternative Education Program may result from adjudication in Juvenile Court or completion of an assignment to a Department of Juvenile Justice facility.

Once a determination for Alternative School placement has been made, it is the responsibility of the student and parent to contact the Alternative Education Program immediately in order to enroll. Both the student and parent are required to attend an intake procedure.

A student who has not enrolled in the Polk Alternative Program within five (5) school days of the decision of the Hearing Tribunal will be withdrawn from school effective from the date of the tribunal's findings. A student seeking to re-enroll in the student's home school will be required to serve out the balance of any suspension or expulsion before being allowed to return to the home school.

Short-term Suspension

A short-term suspension for serious misconduct may be imposed by a principal in accordance with the following procedures. The decision of the principal to impose short-term suspension is final.

Where the principal did not witness the misconduct or other violation, he/she shall make an investigation and gather the facts, making written notes where practicable.

Upon completing the investigation, the principal shall call the student before him/her and advise the student that he/she proposes to suspend the student for a specified number of days and advise the student of the charges, unless the student is unwilling to discuss the matter with the principal. If this is the case, the principal has fulfilled the due process requirements. Likewise, if the student admits the charges, no further hearing is required.

If the student denies the charges, the principal shall explain to the student the evidence known to the school authorities and permit the student reasonable opportunity to state his/her version of the facts, but the principal need not call witnesses, either to sustain or oppose the charges, although he/she may do so if in his/her discretion he/she so desires.

If the principal decides to impose a suspension, he/she shall prepare a notice to that effect that shall also include a warning that during the period of the suspension, the student is not to enter upon any building, facility, or property owned or used by the school district. The notice shall further provide that it constitutes the only warning that the student will receive, and that failure to abide with the warning will result in prosecution for criminal trespass. A copy of the notice shall be provided to the parents.

A principal may suspend a student without affording him/her the notice and hearing provided when the student is obviously intoxicated, under the influence of drugs, mentally deranged, or where his/her presence otherwise poses a continuing danger to person or property or an on-going threat of disrupting the academic process. In such cases, however, the hearing shall be provided as soon as practical, usually not later than the next school day.

When a student is suspended, the principal shall attempt to reach the student's parent(s) to inform them of the school's action and to request that they come to the school for their child. If the parents are unable to come for their child, or if the principal cannot reach the parents, the student must remain on school property until the close of the school day except that a high school student may be sent home if there is a parent at home.

Notwithstanding the above requirement that a suspended student be released only to a parent, the principal may order students to leave the school premises immediately when he/she is faced with mass violations of school rules and it is not possible to keep the student on school grounds and restore order to protect people on the school grounds. Even in this case, distance to home and the age and sex of the individual student may require keeping him/her until his/her parents can be contacted.

When a student is suspended, the principal shall:

- Require a conference with the parents before or at the time the student returns to school.
- Secure written statements and keep on file all documents and relevant information received about the misconduct.

Long-Term Suspension and Expulsion/Disciplinary Tribunal Procedures

A student may be suspended from school in excess of ten (10) days or expelled from school in accordance with the rules set forth herein.

Local boards of education shall appoint a disciplinary tribunal of school officials to hold a hearing following any instance of an alleged violation of the student code of conduct where the principal recommends a suspension or expulsion of longer than ten

school days or an alleged assault or battery by a student upon any teacher or other school official or employee, if such teacher or school employee so requests.

Decision to Seek Expulsion: If after investigation the principal decides that a penalty more severe than any within the principal's authority is warranted, the principal may or shall, prepare the notice described below and schedule a hearing for the case on the next available calendar of the Student Discipline Hearing Officer. The principal must ask for a hearing within a reasonable time after learning of the misconduct.

Sanction Before Hearing: The procedure described in the subsection above does not affect the principal's authority to invoke a short-term suspension or other sanction after his/her investigation but prior to the hearing. **Principals will make every effort to invoke In School Suspension prior to a hearing** except in those cases when the continued presence of the student poses a danger to persons or property or an ongoing threat of disruption to the academic process.

Employee and Student Complaints: When any instance of assault upon or destruction of property of a teacher or student occurs, the teacher, other school employee or student who is subjected to the assault, battery or damage shall file a complaint with the superintendent. If the teacher or other person fails or refuses to file a complaint, the principal shall investigate and initiate proceedings on behalf of the person if such action appears warranted.

Notice: The principal shall prepare a written notice that shall be served personally or by mail upon the student, the parent or guardian, and all other affected parties including any victims. Mailing the notice to a party's last known address on the school's record shall constitute sufficient notice.

The notice shall include the following:

- The nature of the hearing including a description of the acts of the student;
- A statement of the grounds for taking disciplinary action together with a short and plain statement of the matters asserted;
- The time and place for the hearing;
- The maximum penalty which may be administered for the alleged misconduct;
- A statement that all parties, including any victims, may present evidence and be represented by counsel at their own expense;
- **A statement that those who intend to be represented by counsel must notify the Student Discipline Hearing Officer at least 48 hours before the scheduled hearing time so that the Board of Education Attorney may also be present. Failure to give such notice will result in the hearing being continued until the Board of Education attorney can be present.**
- A statement that the student has a right to waive the hearing by furnishing the principal with a signed statement to that effect. The student and his/her parents shall notify the principal within 24 hours after receipt of a notice as to whether they wish to waive the hearing. If no notification is received, the hearing schedule will be observed.

Mailing the notice by certified mail, return receipt requested, or hand-delivering the notice to the student's address of record at the school shall constitute sufficient notice.

Student Discipline Hearing Officer: The hearing for all cases involving long-term suspension or expulsion shall be conducted by the Student Discipline Hearing Officer and the Disciplinary Tribunal composed of three school administrators selected by the Student Discipline Hearing Officer.

Scheduling the Hearing: Hearings shall be assigned to the next available calendar, but in no event later than five (5) school days after notice has been delivered to the parties. The Student Discipline Hearing Officer may grant a continuance if good and sufficient cause is shown by either the student or the principal, provided however, that a rescheduled hearing shall not be held later than fifteen (15) days after the date of notification.

Conduct of the Hearing: The Student Discipline Hearing Officer shall make an audio record of any information orally presented at the hearing. This recording will remain on file for a period of twenty (20) days pending an appeal. All documentary evidence shall be kept on file by the Student Discipline Hearing Officer. A transcript of the tape recording shall not be prepared unless there is an appeal to the Board of Education.

Examination of Witnesses: All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Student Discipline Hearing Officer may limit unproductively long or irrelevant questioning. **Any teacher called as a witness shall be given at least 3 days notice prior to the hearing.**

Role of the Parents or Attorney: The parents or legal guardian of the student and any victims may be present at the hearing and make a statement to the Student Discipline Hearing Tribunal concerning their feelings about the proper disposition of the case and to answer any questions. If the parents cannot be present or if the student or his/her parents think his/her interest can be protected by the presence at the hearing of an attorney, in addition to his/her parent(s) or guardian(s), the student may be represented by counsel at the hearing. If the Student Discipline Hearing Officer thinks the presence of the school board attorney will be helpful at any hearing, he/she may request his/her presence.

Subpoenas: All parties shall be entitled to have subpoenas or other compulsory processes issued by the board under the subpoena power granted to it by O.C.G.A. § 20-2-1160.

Recommendation of the Student Discipline Hearing Tribunal: The Student Discipline Hearing Officer shall prepare the written findings of fact and recommended disposition of the Hearing Tribunal on each case within five (5) days after the conclusion of the hearing or the close of the record as the case may be. A copy of the decision shall be given to all parties as soon as practicable.

When some misconduct is found, even if a rule or serious misconduct has not been violated, the Student Discipline Hearing Tribunal shall recommend what action, if any, shall be taken with respect to the student. The penalty may range from short-term suspension to expulsion and/or the option of attending the Alternative School.

The decision of the Student Discipline Hearing Tribunal in cases shall be final unless the recommended punishment is long-term suspension or expulsion (which may include the option of attending the Alternative Program), in which event any party to the proceeding may file a written notice of appeal to the Board of Education within twenty (20) days from the date the Student Discipline Hearing Tribunal's decision is rendered.

Any decision by the Student Discipline Hearing Tribunal in a case may be appealed to the Board of Education by filing a written notice of appeal within twenty (20) days from the date the decision is rendered.

The superintendent in his/her sole discretion may suspend the enforcement of any suspension or expulsion ordered by the Student Discipline Hearing Tribunal pending the outcome of the appeal to the Board of Education.

Appeals to the Board of Education: Any appeal to the Board of Education shall be in writing, shall specifically set forth the reasons for requesting review by the board, and shall designate in what respects the Student Discipline Hearing Officer or Tribunal erred in the findings and recommended punishment. No specific form of writing is required, however, a notice simply stating that a party desires to appeal shall be insufficient and shall not be brought before the board by the superintendent.

The notice of appeal must be received by the superintendent within twenty (20) days of the date of the decision by the Student Discipline Hearing Tribunal. The Board of Education shall consider any appeal at its next regularly scheduled meeting or at a called board meeting, but in no event shall such appeal be heard and decided later than ten (10) days (excluding weekends and holidays) from the date on which the superintendent received the written notice of appeal.

The appeal shall be considered by the Board of Education solely on the record made before the Student Discipline Hearing Tribunal, and no new testimony or evidence shall be received by the board. The board may take any action it deems appropriate, and any decision of the board shall be final.

Appeal to the State Board of Education: Any party may appeal the action of the Board of Education to the Georgia Board of Education. The board may in its discretion suspend the enforcement of any suspension or expulsion pending the outcome of the appeal. Any such appeal shall be in accordance with O.C.G.A. 20-2-1160 and the policy of the State Board governing appeals.

Meetings and Records: All student discipline proceedings and hearings conducted by either the Student Discipline Hearing Officer or the Board of Education are confidential and are not subject to the open meetings law. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of student discipline hearings are not public records and are not subject to public inspection.

Student's Status After Suspension or Expulsion: In cases in which a student is given a long-term suspension or expelled, the student shall be given a notice of the disciplinary action taken which shall include a notification that during the period of the suspension or expulsion, the student is prohibited from entering upon any buildings, facilities or properties owned or used by the school district. The notice shall further provide that it constitutes the only warning the student will receive, and that failure to abide with the warning will result in prosecution for criminal trespass. In the case of a student transferred to the Alternative Education Program,

the notice shall advise that the student is not to enter upon any school district building, facility or property other than the Alternative Program area.

Procedure for Students Alleged To Have Engaged In Acts of Physical Violence Against a Teacher, School Bus Driver, or Other School Official or Employee:

A tribunal shall hold a disciplinary hearing regarding the alleged act of physical violence and penalty. The procedures shall be the same as for those hearings held by a hearing officer.

Any student alleged to have committed an act of physical violence shall be suspended pending the hearing by the tribunal.

The tribunal shall determine all issues of fact and intent submit its findings of fact and shall impose appropriate punishment subject to appeal to the Board as provided above.

On appeal, the Board may follow the recommendations of the tribunal or impose penalties not recommended by the tribunal.

Students Who Withdraw with Discipline Pending

Any student who is subject to a disciplinary order in this school district who withdraws from school and then seeks to re-enter any school in this school district shall remain subject to such disciplinary order for any period of time remaining on such order at the time of the student's withdrawal.

CRIMINAL PROSECUTIONS

In addition to the normal school discipline procedures to be followed under the Code of Conduct, misconduct which is also a felony under the laws of Georgia or the United States, or is a delinquent act which would be a felony if committed by an adult shall be reported by the principal to the appropriate law enforcement agency for investigation and possible prosecution. **School officials are required by state law to report the following violations:**

- Aggravated assault with a firearm
- Aggravated battery
- Carrying deadly weapons at a public gathering
- Possession of a weapon within a school safety zone or at a school function
- Sexual offenses including:
 - Rape
 - Sodomy/Solicitation of sodomy
 - Statutory rape
 - Child molestation
 - Aggravated child molestation
 - Public indecency
 - Prostitution
 - Pimping
 - Pandering
 - Adultery or fornication
 - Sexual battery

***Parents are strongly encouraged to inform their children of the criminal penalties for sexual violations which may include a mandatory minimum prison sentence of ten (10) years for a sexual offense with someone who is under 16 years of age and is three (3) years or more younger than the offender.**

Possession of any firearm or other weapon in violation of school policy is also a violation of Georgia law and is punishable by a fine of not more than \$10,000.00, imprisonment for not less than two nor more than ten years, or by both.

Any student found in possession of or having control over any item defined in this Code as a firearm or other weapon will be considered to be on school property without authority or permission and may be prosecuted for criminal trespass.

When appropriate, less serious criminal conduct, as listed below, shall also be reported for investigation by the appropriate law enforcement agency or personnel:

- Fighting
- Battery (including sexual battery)
- Disrupting a Public School
- Misdemeanor Weapons Violations
- Disorderly Conduct (students and parents)
- Criminal Trespass
- Possession of Drugs
- Loitering in a School Safety Zone
- Possession of Alcohol and Possession by Consumption
- Traffic Violations
- Misdemeanor Theft
- Damage to School Property (writing gang graffiti, etc.)
- Pulling a Fire Alarm
- Bomb Threats
- Inciting to Riot
- Unlawful Assembly
- Contributing to the Delinquency of a Minor
- Gambling

Except in cases where school safety is a concern, the foregoing criminal prosecutions shall normally be handled by means of a citation to appear in Municipal Court, the State Court of Polk County, or the Juvenile Court of Polk County.

TRANSFER STUDENTS

A student transferring into the School District from another District may be provisionally admitted to school upon execution by the student and parent or guardian of a form providing the name and address of the school last attended and authorizing such school to send the student's records to the school in which the student is seeking to enroll.

On the same form the student and parent shall disclose:

- Whether the student has ever been adjudicated guilty of the commission of a designated felony as defined in Code Section 15-11-37,
- Whether the student is currently serving a suspension, expulsion or assignment to an alternative education program in the district last attended, and
- Whether the student withdrew from the district last attended in lieu of being ordered to serve a period of suspension, expulsion, or assignment to an alternative education program.

Any student who seeks to transfer into the School District during the time the student is subject to a disciplinary order from another district for short-term suspension, long-term suspension or expulsion, or who has withdrawn from such other district in lieu of being ordered to serve a period of suspension, expulsion or assignment to an alternative education program shall be ineligible to attend school in Polk School District. Any student provisionally admitted who is found to be ineligible shall be dismissed from enrollment.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students served through the Program for Exceptional Student Services under the Individuals With Disabilities Education Act will comply with this Student Discipline Code unless otherwise specified in an Individual Education Program (IEP).

The District complies with all federal and state laws pertaining to students with disabilities. Students with disabilities may be subjected to short-term or long-term removals depending on the disciplinary infraction of the Code of Conduct. A short-term

removal is one in which a student with a disability is removed from a school up to ten (10) school days within a school year. It is not necessary for the IEP team to meet when this occurs. Likewise, it is not necessary for a manifestation determination to be completed, a functional behavior assessment to be conducted, or for any special education services to be provided if the removal is for 10 or fewer school days in the school year. It is recommended that an IEP team convene to discuss the student's behavior and review the behavior intervention plan if appropriate. In some cases of a short term removal, the team may need to consider implementing a behavior intervention plan and/or goals.

A long-term removal is one in which a student with a disability:

- is suspended for a period of more than ten (10) consecutive days, or
- has been suspended for more than ten (10) cumulative days in the school year, or
- is subject to expulsion

A long-term removal of a student with a disability requires the following prior to the removal beyond the 10th day:

- The school will schedule a manifestation determination meeting with the relevant members of the IEP team including the parent and student. At this meeting, the team reviews the student's IEP, the student's file, teacher observations, and relevant information provided by the student's parents. Following this review, the IEP team shall determine whether the student's behavior was a manifestation of his/her disability.
- If the behavior is not a manifestation of the student's disability, then the student may be disciplined in the same manner as non-disabled students. Additionally, the student may be removed to an alternative education setting or recommended for expulsion by the District Tribunal Committee when appropriate. Under any of these circumstances, the IEP team must determine appropriate services that allow the student to continue to participate in the general education curriculum and progress toward meeting the goals outlined in the student's IEP, although in another setting.
- If the behavior is a manifestation of the student's disability, both an FBA and a BIP must be developed. If already completed, the FBA and BIP must be reviewed and revised as necessary. The student shall not receive the recommended discipline.
- Certain serious behavior problems can lead to a student being moved to an interim alternative educational setting (IAES) for up to 45 school days, even if the conduct is determined to be a manifestation of the student's disability. Removing the student for these offenses does not require parent consent or agreement, nor does it require a tribunal hearing. These offenses include if the student: (a) carries a weapon to or possesses a weapon at school, (b) knowingly possesses or uses illegal drugs at school, or (c) has inflicted serious bodily injury upon another person while at school.

Additional requirements for the suspension and expulsion of students with disabilities are detailed in the Georgia Department of Education Rule [160.4-7-.10](#). Any time a significant change in placement (such as an exclusion of more than ten (10) consecutive days) is being considered, the parent(s) or guardian of a student with a disability shall be provided a copy of the notice of procedural safeguards for parents of students with disabilities and written notice.

DISCIPLINE OF STUDENTS WHO CLAIM ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

If, after a discipline notice is served, a student not previously determined to have a disability contends that prior to the misbehavior that precipitated the disciplinary action, the School District had knowledge that the student might have a disability, the following procedures shall apply:

The School District must first determine whether it had a basis for such knowledge before the behavior that precipitated the disciplinary action occurred.

The School District will be deemed to have knowledge that a student may have a disability if any of the following have been met before the behavior at issue occurred:

- the parent of the child has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with these requirements) to personnel of the School District that the child is in need of special education and related services;
- the behavior or performance of the child demonstrates the need for such services;

- the parent of the child has requested an evaluation of the child to determine if the child is in need of special education and related services; or
- the teacher of the child, or other personnel of the School District, has expressed concern about the behavior or performance of the child to the director of special education of the School District or to other personnel of the School District in accordance with the School District's special education referral system.

However, the School District will not be deemed to have knowledge of a disability under the above criteria if, as a result of receiving the information specified in paragraphs 1-4 above, the School District either:

- Conducts an evaluation and determines that the child is not a child with a disability, or
- Determines that an evaluation is not necessary

In either situation, the School District must have provided notice to the child's parents of its determination in order to be deemed not to have had knowledge.

The written notice required under this provision must include:

- A statement that the child was evaluated and found not to be eligible for special education, or that the school determined that an evaluation was not necessary.
- An explanation as to why the child is not eligible or why the school feels an evaluation is not necessary.
- A description of any other options which were considered and the reasons why those options were rejected.
- A description of each evaluation procedure, test, record or report used as a basis for concluding that the student is not eligible for special education, or that further evaluation is not warranted.
- A description of any other factors which went into the decision.
- A statement that parents of a child with a disability have protection under the procedural safeguards of federal law, and how the parent(s) may obtain a copy of a description of the procedural safeguards.
- The notice must be:
 - Written in language understandable to the general public; and
 - Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- If a native language or other mode of communication is not a written language, the School District shall take steps to ensure:
 - That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - That the parent understands the content of the notice; and
 - That there is written evidence that these requirements have been met.

If, under the above criteria, the School District can be found to have had knowledge that the child was a child with a disability before the behavior at issue, then the procedures for discipline matters for special education students must be followed.

If the School District did not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as those applied to children without disabilities who engaged in comparable behavior.

However, if a request is made for an evaluation of a child after the behavior which led to disciplinary action and during the time period in which the child is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by the school, which can include suspension or expulsion without education services.

POLK SCHOOL DISTRICT BOARD OF EDUCATION

**612 South College Street
CEDARTOWN, GA 30125
(770) 748-3821
www.polk.k12.ga.us**

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The mission of Polk School District is to provide a quality education in order to prepare each student for the next stage in their life.

APPENDIX A

COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, THE REHABILITATION ACT OF 1973, THE AMERICANS WITH DISABILITIES ACT, THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT, THE HATCH AMENDMENT, AND THE VOCATIONAL EDUCATION GUIDELINES

It is the intent of the Polk School District to comply with the above referenced federal statutes and regulations adopted pursuant thereto, in terms of employment, programs and other related activities in the school district. Part of our compliance effort is to periodically apprise employees, parents, and students of the existence of these statutes and regulations, and our intent to carry out the mandates thereof.

Coverage

The final regulations cover all operations of the Polk School District with the exception that the Vocational Education Guidelines cover vocational programs only.

Treatment

All schools must treat students and employees without discrimination on the basis of race, sex, color, national origin, religion, age, or disability. The regulations cover the following areas:

- Access to and participation in course offerings and extra-curricular activities, including campus organizations and competitive athletics
- Eligibility for and receipt or enjoyment of benefits and services
- Use of facilities

A recipient school district may not participate with single-sex organizations other than the following: Boy Scouts, Girl Scouts, YWCA, YMCA, and certain voluntary youth services organizations that meet the provisions of Title IX.

Health Education

Classes in health education may not be offered separately on the basis of sex except that separate sessions for boys and girls are permissible during times when materials and discussion deal exclusively with human sexuality.

Physical Education

Sex segregated physical education classes are prohibited. The regulations allow separation by sex within physical education classes during competition in wrestling, boxing, basketball, football, and other sports involving bodily contact.

Athletics

Where selection is based on competitive skill or the activity involved is a contact sport, athletics may be provided through separate teams for males and females, or through a single team open to both sexes. If separate teams are offered, they must provide equal opportunity—comparable facilities, equipment, etc.—but equal aggregate expenditures are not required.

Organizations

The school district may not provide significant assistance, in connection with its education program or activity, to any organization, agency, or person which discriminates on the basis of race, sex, color, national origin, religion, age or disability.

Counseling Materials

Counseling materials developed and disseminated in keeping with these regulations must exclude references that portray biases toward race, sex, color, national origin, age, religion or disability.

Employment

The regulations apply to nondiscriminatory policies and practices including both full-time and part-time employment and students. Specifically, the regulations cover:

- Employment criteria;
- Recruitment;
- Compensation;
- Job classification and structure;
- Fringe benefits;
- Marital or parental status;
- Effect of state or local law or other requirements;
- Advertising;
- Pre-employment inquiries.

Employment coverage generally follows the policies of the Equal Employment Opportunity Commission.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records.

They are:

The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student’s education records that the parent or eligible student believe are inaccurate or misleading. Parents or eligible students may ask the Polk School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task, (such as attorney, auditor, medical consultant, or therapist); or parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202-5920

The school district has designated the following types of personally identifiable information about students as “**Directory Information.**” Directory information may be released by the school district without the consent of a parent or student.

Student’s name, address, and telephone listing;
 Date and place of birth;
 Dates of attendance; grade level;
 Participation in officially recognized activities and sports;
 Weight and height of members of athletic teams;
 Honors and awards received during enrollment in Polk School District;
 Photographs.

A parent or eligible student who desires that the school district not release any or all of the directory information about a student must notify the school district to that effect in writing addressed to Polk School District, Attention: Director of Student Services, 612 South College Street, Cedartown, Georgia 30125 by no later than September 1, each academic school year.

Research

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation conducted by or for the school district, shall be available for inspection by the parents or guardians of the students involved in the survey, analysis, or evaluation.

No student shall be required to submit to a survey, analysis or evaluation which reveals any of the following information without prior consent of the student (if an adult or an emancipated minor) or of the student’s parent or guardian.

Information concerning political affiliations, mental and psychological problems potentially embarrassing to students or their families, sexual behavior and attitudes, illegal, anti-social, self-incriminating and demeaning behavior, critical appraisals of other individuals with whom students have close family relationships, legally recognized privileges and analogous relationships such as those with lawyers, physicians, and ministers, or income (other than that required by law) to receive eligibility for participation in a program or for receiving financial assistance under such program.

Compliance

Mr. Greg Teems, Assistant Superintendent, has been named to coordinate the school district’s activities in complying with all regulations and purposes cited above.

Grievances

Employees who believe that they have been discriminated against because of their sex, race, color, national origin, age, religion, or disability, or have been subjected to sexual harassment should contact:

Mr. David Robinson
 Federal Regulations Compliance Officer
 Polk School District
 612 South College Street
 Cedartown, GA 30125
 (770) 748-3821

Parents or students who believe that they have been discriminated against with any Title I, Homeless or Migrant Program (including but not limited to School Choice and Supplemental Educational Services) because of race, sex, color, national origin, religion, age or disability, or have been subject to sexual harassment should contact:

Mr. David Tucker
 Director of Federal Programs
 Polk School District
 612 South College Street
 Cedartown, GA 30125
 (770) 748-3821

Students who believe that they have been discriminated against because of their race, sex, color, national origin, religion, age, or disability, or have been subjected to sexual harassment should contact:

Mr. Greg Teems
Assistant Superintendent
Polk School District
612 South College Street
Cedartown, GA 30125
(770) 748-3821

or

Office for Civil Rights,
Atlanta Office
U.S. Department of Education
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Telephone: (404) 974-9406
Facsimile: (404) 974-9471
Email: OCR.Atlanta@ed.gov

Contact should be made in writing stating the nature of the grievance and indicating how you may be reached in order to schedule a conference.

Note: This Appendix is a review of federal regulations cited above. Only those areas related to Polk School District are reviewed in this summary. The complete implementation plan includes the Regulations, the Polk School District's Policies and Rules related to personnel and students, a Grievance Procedure, and a Title IX record of implementation activities.

Polk School District School Calendar 2019-2020

July 29-August 1	Pre-Planning
August 2	First Day of School
August 29	End first Attendance Month
September 2	Labor Day Holiday*
September 4	Progress Reports
September 27	End Second Attendance Month
October 3	End First 9 Week Grading Period
October 4	Teacher In-Service (No-School)
October 7-11	Fall Break (No School) *
October 16	Report Cards
November 4	End Third Attendance Month
November 13	Progress Reports
November 25-29	Thanksgiving Holidays (No School) *
December 9	End Fourth Attendance Month
December 20	End Second 9 Week Grading Period
December 23-January 3	Christmas Holidays (No School) *
January 6	Teacher In-Service (No-School)
January 7	Students Return
January 8	Report Cards
January 20	Martin Luther King, Jr. Birthday (No School) *
January 22	End Fifth Attendance Month
February 5	Progress Reports
February 17	President's Day (No School) *
February 20	End Sixth Attendance Month
March 12	End Third 9 Week Grading Period
March 13	Teacher In-Service (No-School)
March 18	Report Cards
March 20	End Seventh Attendance Month
April 6-10	Spring Holidays (No School) *
April 22	Progress Reports
April 24	End Eight Attendance Month
May 22	End Ninth Attendance Month
May 22	End Fourth 9 Week Grading Period
May 22	K-8 Report Cards
May 22	Last Day of School
May 22	Rockmart High School Graduation
May 23	Cedartown High School Graduation
May 25	Memorial Day (No School)
May 26-28	In-Service Days (No School)
May 29	9-12 Report Cards

**ALL HOLIDAYS AND TEACHER IN-SERVICE DAYS ARE SUBJECT TO BECOMING MAKE-UP DAYS*