

SOCIAL CIRCLE PRIMARY SCHOOL



**Student Handbook
2018-2019**

Caring Community. Premier Achievement.





Social Circle City Schools

CARING COMMUNITY. PREMIER ACHIEVEMENT.

Vision

Social Circle City Schools will be a premier school system that provides a world class education to ensure that all students are college and career ready with the knowledge, skills, and values necessary to lead productive lives in a changing world.

Mission

The mission of the Social Circle City Schools is to provide a premier education for all students.

Guiding Principles

1. Learning is a lifelong lesson.
2. All students can learn, although it may take place in various ways and time frames.
3. Schools, parents, students, and the community are partners in the work of educating students and must use effective communication to ensure the success of all students.
4. High standards of performance are expected of all students and staff.
5. Teaching should reflect the best and the most current research on student learning.
6. All learning should be meaningful to the students, should require high levels of thinking, problem-solving, and should simulate real life experiences.
7. Teachers should continuously reflect on effective and innovative practices while investigating opportunities for professional growth.
8. Assessment should always drive instruction.
9. Schools must maintain an atmosphere of safety, mutual respect, trust, cooperation, and tolerance for differences.
10. Technology is vital to the educational success of all students and should support and enhance all components of the educational process.
11. Hiring, retaining, and training of the best staff possible is paramount to student success.
12. Issues of wellness and appreciation of diversity affect student achievement.
13. Students involved in school and community activities that further develop their talents and interests are more likely to achieve academically and to graduate on time.

Dr. Todd McGhee, Superintendent
147 Alcovia Drive | Social Circle, GA 30025 | Phone 770-464-2731 | Fax 770-464-4920
www.socialcircleschools.com

The Social Circle City School System is an Equal Opportunity Employer

SOCIAL CIRCLE PRIMARY SCHOOL

Darlene Favors, Principal
April Burnfin, Assistant Principal

439 Annie P. Henderson Drive, Social Circle, Georgia 30025
Phone: 770-464-1411
Fax: 770-464-9233

Social Circle Board of Education	770 464-2731
147 Alcova Drive	www.socialcircleschools.org
Social Circle Elementary School	770 464-2664
Social Circle Middle School	770 464-1932
Social Circle High School	770 464-2611
Social Circle Recreation Department	770 464-3374
School Transportation Department	770-464-3135

SOCIAL CIRCLE CITY SCHOOLS 2018-2019 SYSTEM CALENDAR

New Teacher Orientation	July 23-24
Pre-planning/Professional Learning Days for Staff	July 25-31
First Day of School (Wednesday)	August 1
Labor Day (Monday)	September 3
End of First Quarter (Wednesday)	October 3
Professional Learning Day (Thursday)	October 4
Fall Holidays	October 5, 8, 9
Thanksgiving Holidays	November 19-23
End of Second Quarter (Tuesday)	December 18
Christmas Holidays	December 19-January 2
Professional Learning Day (Thursday)	January 3
Students Return from Winter Holidays	January 4
MLK HOLIDAY (Monday)	January 21
President's Day Holiday (Monday)	February 18
Holiday Students and Staff (Monday)	February 19
End of Third Quarter (Tuesday)	March 12
Professional Learning Day (Wednesday)	March 13
Holiday	March 29
Spring Break	April 1-5
Holiday (Good Friday or inclement weather make up)	April 19
Early Release at 12	May 24
Last Day of School (Friday)	May 24
End of Fourth Quarter	May 24
High School Graduation	May 24
Holiday (Monday)	May 27
Post-planning	May 28-29

Student Name _____

Dear Parent/Guardian,

Please understand that the Compulsory Education Law (O.C.G.A. 20-2-690.1) states that every parent, guardian, or other person who has control of any child between the ages of 6 and 16 must enroll and send their child to school. Failure to do so is punishable by a fine, community service, or a combination of the penalties. I also understand that Social Circle City Schools has an attendance protocol in place and that schools will inform parents and students of attendance expectations and the consequences for excessive unexcused absences, including notice to parents of their student's excessive absences. A pattern of absences could put a student at risk of not achieving grade level promotion requirements. Under state law, **a student with more than ten (10) unexcused absences is considered truant.**

Response Form

I have received a copy of Social Circle Primary School's 2018-2019 Student Handbook.

My signature indicates that I have read the rules, regulations, and guidelines contained in the handbook and have discussed them with my primary school student(s). I also understand that my child will be held responsible for the rules, regulations, and guidelines contained in the handbook.

Please sign, date, and return to school.

Parent/Guardian Signature _____

Date _____

ACADEMIC CRITERIA

As Social Circle Primary School has moved to a Standards-Based Report Card, it is imperative we communicate to parents and students the progress children are making towards specific quarterly learning targets or goals. Grading reflects progression of mastery of certain standards or objectives. Children in first and second grade are evaluated using a scale of “E”-exceeding grade level standards, “M”-meeting grade level standards or expectations, “P”-progressing towards meeting standards, or “N”-needs improvement in making progress towards meeting grade level standards. **Most children will receive a “P” –indicating normal progress or progression throughout the year. A grade of “P” indicates your child is making growth in content areas and moving in the right direction. Typically, we would not expect to see a letter grade of “M” or “E” until closer to the end of school in most of the content areas.**

ACADEMIC INCENTIVES

Students will be recognized each semester during Learning Celebrations for completion of Reading Logs, the ability to maintain perfect attendance with few tardies, and recognition of those who demonstrate good citizenship.

ACADEMIC PHILOSOPHY

Social Circle Primary School (SCPS) operates with students, parents, and the community in a manner that promotes high academic achievement, with care and concern for each individual. Everyone at SCPS believes that “ALL CHILDREN CAN LEARN.” We believe that students need to spend the greatest possible amount of instructional time actively engaged in significant learning tasks. Our teachers communicate high standards of student achievement and behavior, and these standards are personally and developmentally appropriate for each student. As evidenced by our strong instructional program, SCPS’s staff is dedicated to educating all students. The staff utilizes a variety of techniques and strategies to reach all learners.

We believe that if children love to read, they will read. Thematic, integrated, motivating teaching is the heart of our Reading/Language Arts program. We have worked hard to establish a “Balanced Literacy Framework” that includes phonics instruction, guided reading, independent reading, and writing, both guided and independent. Objectives include listening, speaking, literature and reading, and writing. Students are taught to appreciate the value of reading, and its many forms.

Georgia’s Standards of Excellence in math emphasize that students should construct their own knowledge in mathematics. Therefore, there is much work with manipulatives at SCPS since few of our students are at the abstract level of development. Math is both taught by itself and through thematic units. Math is integrated with Reading/Language Arts and all students are required to communicate mathematically through written and oral means. Drill in math is important. We expect our students to memorize math facts in addition, subtraction, and multiplication.

ACCESS TO STUDENT RECORDS

Parents have the right to review or inspect their child’s educational records. If there is a question as to the accuracy of information contained in the records, you should request a review by the Principal. If you are not satisfied with the decision of the Principal, you will have an opportunity for an impartial hearing to challenge the content of the record upon written appeal to the Superintendent.

AGENDAS

Agendas will be used in second grade to support their transition to third grade. Students are expected to keep the agenda with them at all times. A lost agenda needs to be replaced immediately and may be purchased in our bookstore FOR \$5.00. Students should bring agendas home each evening to be checked by parents. Pre-Kindergarten, Kindergarten and First Grade students will use the SCPS Folders as a means of communicating with parents. Please check folders and agendas each day for important information.

ARRIVAL/ CHECK-OUT

Students should not be dropped off until 7:25.

All late arrivals and early dismissals must be processed through the office, and parents or guardians must sign out the student.

If your child plans to ride a different bus, get off the bus at a different place, or be picked up by someone other than a family member, he/she **must bring a note from home and have it approved in the office**. We will no longer accept phone calls throughout the school day for transportation changes unless there is a family emergency.

To ensure the safety of your child's transportation, students may not be checked out after 2:00 p.m. so that we may dismiss in an orderly and safe fashion. Early checkouts should only occur for necessary appointments, not for the convenience of the parent. **NO CHECKOUTS BETWEEN 2:00-2:30 p.m.** INSTRUCTION IS STILL TAKING PLACE.

For students' safety, if you wish to escort your child into school in the mornings, please park in the parking lot by the gym and use the side door entrance until 7:55 AM. No student drop offs will be allowed in the front/staff parking lot. Please do not use the parking lot where buses drop off in the mornings. After the first two weeks of school, we request that you use our car rider line drop off in the mornings.

ATTENDANCE

ATTENDANCE: NOTICE TO PARENTS O.C.G.A. 20-2-690.1 requires the parent, guardian, or other person who has control or charge of a child or children to 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. The law requires any person in this state who has control or charge of a child between the ages of six and sixteen to enroll and send that child to school, including public, private, or homeschooling. This law states that any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine 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 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.

In order for a student to benefit from the educational opportunities provided by the school, attendance is paramount. A relationship between success at school and consistent attendance exists. Your knowledge and adherence to attendance policies and procedures will enable your child to be successful and productive as a student.

Attendance letters will be mailed at 5 and 10 unexcused days.

The Students shall be considered excused for the following reasons:

1. When personally ill and when attendance in school would endanger their health or the health of others.
2. When in their 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. When mandated by order of governmental agencies (examples: pre-induction physical examination for service in the armed forces or a court order).

5. Children may be excused from school attendance when prevented from such attendance due to conditions rendering school attendance impossible or hazardous to their health or safety.

6. Children who are serving as pages of the Georgia General Assembly shall be credited as present by the school in which they are enrolled for days missed from school for this purpose.

7. A student may be granted an excused absence not to exceed one day in order to register to vote or to vote in a public election.

8. A student whose parent or legal guardian is in military service in the armed forces of the United States or the National Guard, and such parent or legal guardian has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting, shall be granted excused absences, up to a maximum of five school days per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during such parent's or legal guardian's leave.

9. A foster care student who attends court proceedings relating to the student's foster care shall be credited as present by the school and shall not be counted as an absence, either excused or unexcused, for any day, portion of a day, or days missed from school as set forth in O.C.G.A. § 20-2-692.2.

All other absences will be considered unexcused.

- For perfect attendance purposes, students serving as pages of the Georgia General Assembly shall be counted present on the days missed for this purpose. For perfect attendance purposes, students who are tardy to school more than ten (10) times in a school year shall not receive recognition for perfect attendance.

However, students who are present for at least one-half of the instructional day shall be counted present.

- The principal has the authority to require additional proof of the legitimacy of excessive requests for early checkouts.
- A letter written by a parent/guardian and/or licensed physician explaining the reasons for absences must be presented to school authorities within three (3) days of returning to school and shall be signed by the student's parent/guardian and/or licensed physician. All excuses will be evaluated by the principal or a designee to determine if the absence is excused or unexcused. Failure to submit a note will result in the absence being marked as unexcused.
- The school system reserves the right to not accept parent notes as valid excuses when not received in a timely manner and has the authority to require additional proof of the legitimacy of the excuse. The school system also reserves the right to verify the accuracy of physician's notes/excuses.

It is the student's responsibility to bring a written excuse from a parent/guardian, medical or governmental authority upon returning to school within three days after an absence. This excuse should be turned in to the attendance clerk who will record the information in our student database (excused or unexcused). It is the student's and/or the parent/legal guardian's responsibility, not the teacher's, to make arrangements for make-up work.

ATTENDANCE INCENTIVES

Students with perfect attendance for a nine week period will receive recognition at the Learning Celebrations. All students with perfect attendance for the year are recognized at the last awards ceremony. **(Five or more tardies will result in a loss of perfect attendance).**

BREAKFAST AND LUNCH PROGRAM

A nutritious lunch is provided daily by the cafeteria staff. Students will pay the cashier in the cafeteria daily, weekly, or by the month. This makes record keeping easier and less time-consuming.

EXTRA MILK	\$.50
SCPS LUNCH:	\$ 1.95 or \$.40 reduced
SCPS BREAKFAST:	\$ 1.25 or \$.30 reduced
ADULT LUNCH: \$3.25	ADULT BREAKFAST: \$ 2.00

All visitors, adults and children, will pay \$3.50. Also, Tea will be \$1.00 at all schools unless it is purchased as part of a meal.

Breakfast is served daily in the cafeteria from 7:30 to 7:50 a.m. for those students who wish to eat breakfast at school. Breakfast money will be paid to the cashier in the cafeteria.

Students who bring their lunch may purchase whole, low-fat, or chocolate/vanilla/strawberry milk at \$.50 per carton. Any student may purchase an extra half-pint carton of milk for \$.50. **Students are not allowed to have drinks in cans or glass bottles at school at any time.** Free and Reduced meal applications are available on our school's website <http://www.socialcircleschools.com/4/Home> .

Parents/guardians/grandparents are welcome to eat lunch with their own child but not with other children.

Ice Cream Purchases

Students are allowed to purchase a variety of ice cream on a daily basis. Most ice cream costs \$1.00. Buying ice cream is a privilege. If a student owes money on his /her lunch account or does not have satisfactory behavior, ice cream purchases will be denied.

Student Meal Charge Procedure

Meal Charge Procedure for the Primary School:

Students will be allowed to charge school meals up to the approved limit of two (2) lunch meals.

If two or more meals have been charged and the balance has not been paid in full, an alternative meal will be served (e.g. cheese sandwich with milk for lunch). A charge letter notice will be sent to parents through the student (2) times per week notifying the parent of any negative balances. When excessive charges occur, parents will be contacted by phone by the manager, teacher or principal.

Students will not be allowed to charge extra milk, extra entrees, ice cream, or any type of Ala Carte items if their account has a negative balance.

A report card will not be issued for a student who has outstanding meal charges. If a student has an outstanding charge at the end of the school year, that child will not be placed on a class roll for the following year, until the charge has been paid in full.

BULLYING PREVENTION

The Social Circle Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows: An act 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; or
3. Any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:
 - a. Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1;
 - b. Has the effect of substantially interfering with a student's education;
 - c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
 - d. Has the effect of substantially disrupting the orderly operation of the school.

The term applies to acts which occur 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. The term also applies to acts of cyber bullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Procedures may be developed at each school encouraging a teacher or other school employee, student, parent, guardian, or other person who has control or charge of a student, either anonymously or in the person's name, at the person's option, to report or otherwise provide information on bullying activity. Any teacher or other school employee who, in the exercise of his or her personal judgment and discretion, believes he or she has reliable information that would lead a reasonable person to suspect that someone is a target of bullying is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. However, upon a finding by the disciplinary hearing officer, panel or tribunal that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- In-school suspension
- Out-of-school suspension
- Detention
- Expulsion (through appropriate due process hearing)
- Assignment to an alternative school (through appropriate due process hearing)

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other stakeholders may report incidents of bullying to an administrator, teacher, counselor or other staff member by using the school district's complaint procedures or by calling the Georgia Department of Education's 1-877 SAY-STOP (1-877-729-7867) School Safety Hotline. Please note: Any form of electronic bullying (cyber bullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school shall keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- People witnessing or experiencing bullying are encouraged to report the incident to the school principal designee.

The following actions will be taken when bullying is reported:

1. Investigate

Upon receipt of any report of bullying, schools will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available. School police, school counselors, school social workers and/or other support staff should be utilized for their expertise as determined by the circumstances of the matter.

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 confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.

4. Follow Up

Follow up is important to the accused and the victim. Implement a planned method to provide after-care and follow up. Reiterate to all the previously stated prohibition on retaliation.

Definition: Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Bullying behaviors include the following:

- Hurting someone physically by hitting, kicking, tripping, or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl
- Spreading rumors or untruths about someone
- Leaving someone out on purpose, or trying to get other kids not to play with someone

Students at Social Circle Primary will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone in play, especially those who are often left out
- Report bullying to an adult.

Teachers and staff at Social Circle Primary will do the following things to prevent bullying and help children feel safe at school:

- Closely supervise students in all areas of the school and playground
- Watch for signs of bullying and stop it when it happens
- Look into all reported bullying incidents
- Assign consequences for bullying
- Provide immediate consequences for retaliation against students who report bullying

Bullying will not be tolerated at Social Circle Primary School. Bullying may result in immediate suspension from school. Repeated Bullying behaviors may lead to a hearing or more severe consequences.

CODE OF CONDUCT

It is the purpose of the Social Circle Board of Education to operate each school in an orderly manner to provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, it is the policy of the Social Circle Board of Education that each school within this school district shall develop and implement age-appropriate student codes of conduct designed to improve the student learning environment and which will comply with state law and State Board of Education Rule 160-4-8-.15

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in the Code of Conduct.

The rules contained in the Code of Conduct apply to students, both during and outside normal school hours, who are:

- On school system property
- Off school system property while attending a school activity, function, or event
- In route to or from school or school-related activities
- Off school system property if (a) the student's off-campus conduct could result in the students being charged with a criminal offense (or delinquent act) that would be a felony if committed by an adult and the off-campus conduct either makes the student's continued presence at school a potential danger to the educational environment or disrupts the school environment or (b) the student's off-campus expressive behavior (including, but not limited to, written communication, internet postings, communication through social media, cyber bullying [threats or harassment], or texting) could reasonably be expected to come to the attention of school officials and create a substantial risk to the safety of students, staff or others and/or a risk of substantial disruption to the school, program, or school environment.
- School bus stops

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160- 4-8-.16, Unsafe School Choice Option.

The General Assembly of Georgia requires that this code of conduct include language encouraging parents and guardians to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

As required by law, teachers or other school employees will report to the principal or to his or her designee those students who have committed aggravated assault with a firearm, aggravated battery, sexual offenses, possession of a deadly weapon and commission of drug offenses. Such students will be reported to the superintendent, local policy authority, and the district attorney as required by O.C.G.A § 20-2-1184.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community. Parents and students are required to acknowledge receipt of the code of conduct.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

There may be instances when a primary or elementary school-aged student commits an offense that does not have a specific consequence listed for the age level in the code itself. Should that happen, the principal shall determine if the consequence(s) are appropriate based on the student's age and the behavioral infraction.

TEACHER AUTHORITY

The Superintendent fully supports the authority of principals and teachers in the school system to remove a student from the classroom pursuant to provisions of state law.

Each teacher shall comply with the provisions of O.C.G.A. § 20-2-737, which requires the filing of a report by a teacher who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. Such report shall be filed with the principal or designee on the school day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior. The principal or designee shall, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or designee.

The principal or designee shall notify in writing the teacher and the student's parents or guardian of the discipline or student support services which has occurred as a result of the teacher's report within one school day from the imposition of discipline or the utilization of the support services. The principal or designee shall make a reasonable attempt to confirm that the student's parents or guardian has received the written notification, including information as to how the parents or guardian may contact the principal or designee.

PARENTAL INVOLVEMENT

This Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments.

Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct.

The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a school staff member's request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

STUDENT SUPPORT PROCESSES

The Social Circle Board of Education provides a variety of resources that are available at every school within the district to help address student behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems. These resources include Student Support Teams (SST), Response to Intervention (RTI), attendance support teams, school counselors, and chronic disciplinary problem student plans. Teachers and administrators will also be using Positive Behavior Intervention Support (PBIS) in conjunction with the Student Code of Conduct. PBIS is a research-based framework for preventing and improving problem behaviors in classrooms and schools. Rather than waiting for students to misbehave and incur punishment, PBIS uses a proactive approach to teach and model appropriate behaviors and reinforce positive expectations for behavior through affirmations and rewards. School-wide expectations and behaviors are taught as part of the PBIS curriculum. The PBIS framework is built on the assumption that successful student functioning in all environments requires a set of behavioral skills that are developed through instruction, reinforcement, and practice, just like reading, math, or science. School-wide PBIS provides useful strategies to not only improve pro-social behaviors but also improve academic skills, graduation rates, and attendance.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors.

The Code of Conduct provides a systematic process of behavioral correction where inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute

inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

The maximum punishments for an offense include long-term suspension or expulsion, including permanent expulsion, but those punishments will be determined only by a disciplinary tribunal or hearing officer as outlined in Code Section 20-2-754.

Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriate discipline, and in such cases, an agreement may be negotiated which would include the parents or students waiving a right to a hearing before a disciplinary tribunal or hearing officer.

Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parents will be notified if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Students' vehicles brought on campus, student book bags, school lockers, desks and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Cell phones/multi-media/electronic devices taken from students due to possession and/or use in violation of school rules are subject to having their contents searched. Students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function, including activities that occur outside normal school hours or off the school campus at the discretion of administrators.

This progressive discipline model is divided into three levels. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior. Parents/Guardians and students are advised that a student's disciplinary history will be taken into account when disciplinary action is required.

- Level 1- Warnings to ISS
- Level 2- ISS to OSS
- Level 3- OSS to Tribunal

****ALL OF THE ABOVE CONSEQUENCES MAY BE ADJUSTED AT THE DISCRETION OF THE ADMINISTRATION***

CLOSING DUE to WEATHER CONDITIONS

If inclement weather causes school to be cancelled or dismissed early, announcements will be made via metro Atlanta radio and TV stations. The basic premise is that school is open or will remain open unless it is specifically announced otherwise. Full day cancellations are usually made by 6 AM. Announcements will also be placed on the SCCS website, <http://www.socialcircleschools.com/> and via the phone tree.

DAILY SCHEDULES

ARRIVAL

7:25 a.m.	Students <u>may not</u> be dropped off at school before this time. Students are to report to the front hall.
7:30 a.m.	Teachers are in their rooms.
7:35 a.m.	Students are released to their classrooms.
7:50 a.m.	First Bell/breakfast ends
8:00 a.m.	Second Bell School day has begun. ("Eight is <u>late!</u> ")

After 8:00 a.m., a student is marked tardy and must have an admission slip from the office before being allowed to enter class.

DISMISSAL

2:25 p.m.	Car riders are dismissed.
2:30 p.m.	Bus riders and after school childcare students are dismissed.
2:45 p.m.	Walkers are dismissed –Parents will sign out their child in the front office.

DRESS CODE

Students should wear comfortable clothing appropriate for school and the weather. Neatness and cleanliness should be stressed. Please note:

- Shorts and skirts should fall below the fingertips hanging at side.
- Tops should cover chest, shoulders, and back areas.
- Flip-flops are not allowed.
- Leggings should be covered by shirts, shorts, or skirts that are fingertip length.
- Make up and sunglasses are not allowed (unless a special dress up day).
- Clothing that is offensive or advertises drugs or alcohol should not be worn.
- Pants should fit at the waist.
- Coats should be worn outside, not inside.
- Ripped clothing of any kind is unacceptable.
- Hats, hoods, or head coverings of any kind should not be worn in the building (except for hat days).

The dress code applies for any school function, including field trips and special event days.

DRILLS

Fire, severe weather, and lock down drills are held regularly to prepare your child for these emergencies.

EXPLORATORY CLASSES

Kindergarten, First and Second grade students have exploratory classes in Physical Education, music, art, Spanish and technology. P.E. is not a recess but a structured program of physical fitness led by a professional whose goal is to increase physical coordination, endurance, general health, and social skills. If a student is unable to participate in P.E. class for one to five days, send a note to the student's homeroom teacher to explain the circumstances. Your child will be allowed to

participate to the extent of his/her physical abilities for this time period. Students are expected to display appropriate behavior in all exploratory classes.

FEES, FINES, and CHARGES

Textbooks are issued to all students without charge. The pupil is responsible for their proper care and use while in his/her possession. In the event of loss or damage, the parent is responsible for paying for such loss or damage. This applies to library books as well.

Parents will be required to pay for damaged or lost school property. **All charges must be paid in full before student records are released to another school or district and/or before report cards are released. All charges must be paid in full at the end of the year before a child is placed in a class for the following school year.**

School yearbooks and fall/spring pictures will be available for purchase. Students who participate in fall and spring fundraising events are responsible for funds collected and turned into the office.

FIELD TRIPS

Educational field trips provide outside learning experiences and are considered valuable and part of the curriculum. The student is required to bring the signed parental consent form issued by the school giving permission to attend the trip. Certain fees may be involved for admission. No child is required to go on the field trip, although we strongly encourage his/her participation because of the educational value.

We love to have parents and guardians serve as chaperones. Chaperones will be responsible for a group of students on the bus and during the field trip. A background check is required of all chaperones. At times, only a certain number of chaperones are allowed to attend. In these cases, we have a lottery drawing of all interested parents to select who goes. All students are required to ride the bus to and from the field trip location. To check out your child, you must return to the Primary School. Siblings and other children are not allowed to attend field trips.

GUIDANCE AND COUNSELING

We have a counselor on staff at the primary school. Her main responsibility is to promote the academic, personal, and social development of all students. She meets with students individually and in small groups, conducting classroom guidance lessons, collaborating with teachers and staff, and consulting with community organizations to benefit and meet the needs of students and families at Social Circle Primary and Elementary Schools.

HEAD LICE

No student with live lice infestation will be allowed to attend school until properly treated. Upon return to school, a student must be checked by the school clinic aide to receive clearance to return to class.

If lice/nits are found on your child:

1. Use an effective head lice treatment.
2. Remove nits from the head by combing. This is the most important lice control measure. Removal of ALL nits is time consuming, but recommended for SUCCESSFUL results.
3. Remove all of the lice and nits from the environment by washing or vacuuming. There is no need to spray pesticides at home as they may unnecessarily expose your household to harmful chemicals.

4. Perform daily head checks and remove nits for 3 weeks until hair lice are gone. Continue to check your child weekly to detect re-infestation. If you have difficulty getting rid of the head lice on your child, please contact your child's health care provider.

ILLNESS, INJURY and MEDICAL

If a student becomes ill at school, he/she will be sent to the office. We have a school clinic aide to take temperatures, dispense medications brought from home, and administer first aid. The parent/guardian will be notified when his/her child is ill or injured. We must know whom to call if the parent/guardian cannot be reached. Please keep contact information current in case of emergency.

ILLNESS and MEDICINE

A completed **Authorization to Give Medication at School** form is required to keep and administer any prescription or over the counter (OTC) medication in the clinic. A separate form is needed for each medication and must be signed by the parent/guardian.

All medications must be brought to the clinic in their original containers and brought in by the parent/guardian, **not the student**. Prescription medications require a legible prescription label giving the name of the student and the medication, expiration date, administration dose and route, time, and the prescribing physician's name.

Students may NOT carry medications with them on campus at any time. Any violation of this rule will be turned over to administration. **The only exception to this rule is for emergency supplies and medications for severe allergies (Epi pens), severe asthma, and Type 1 diabetes.** For a student to carry these items on campus, it is required that the clinic has on file the proper authorization form signed by the student's healthcare provider/physician, the parent/guardian, and the student. **A new form must be completed and filed in the clinic each school year.**

Your child must stay home from school for the following reasons: Running a fever of 100 degrees or higher; has not been fever-free for more than 24 hours without medicine, vomiting or experiencing nausea and/or diarrhea, uncontrollable, persistent cough, experiencing flu-like symptoms, and/or diagnosis or signs of conjunctivitis (pink eye), lice or scabies.

PARENT CONFERENCES

Conferences between parents and teachers to discuss a child and his or her work are to be scheduled either during a teacher's planning time (when the class is involved in Exploratory Classes) or after 3:00 p.m. Conferences are usually held in October and March. If you would like to have an additional conference with your child's teacher, please send a note requesting the conference or call the office at 770 464-1411. The secretary will give the message to the teacher and the teacher will contact you to schedule the conference date and time.

PARENT-TEACHER RESOURCE CENTER

Please visit our Parent-Teacher Resource Center located in the Media Center at the Primary School. It is open daily from 7:30 am to 3:30 pm. The Parent-Teacher Resource Center provides opportunities and/or information for parents about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children. Items such as flash cards, games, and skill based activities are available. Additional resources are available on the system level for parents to obtain materials to help their children do better in school.

PARENT-TEACHER ORGANIZATION (PTO)

Social Circle Primary School has an active and involved Parent Teacher Organization. PTO promotes an atmosphere of cooperation among parents, teachers, and staff. PTO also provides numerous resources for the school. Meetings are held quarterly. To join PTO, contact the school office at 770 464-1411. The membership is \$5.00 per family.

The PTO sponsors activities to raise money for various projects. The PTO sponsors many committees to include the Parent Volunteer Program and Mentoring Program, which offer parents and community members an opportunity to help in the schools in several areas.

PBIS

PBIS is a research-based framework for preventing and improving problem behaviors in classrooms and schools. Rather than waiting for students to misbehave and incur punishment, PBIS uses a proactive approach to teach and model appropriate behaviors and reinforce positive expectations for behavior through affirmations and rewards. School-wide expectations and behaviors are taught as part of the PBIS curriculum. The PBIS framework is built on the assumption that successful student functioning in all environments requires a set of behavioral skills that are developed through instruction, reinforcement, and practice, just like reading, math, or science. School-wide PBIS provides a useful strategy to not only improve pro-social behaviors but also improve academic skills, graduation rates, and attendance.

We are **STARS** in the Circle, which stands for **S**afety, **T**aking Responsibility, **P**ositive Attitude, and **R**espect. Students earn incentives for positive behavior.

PROMOTION STANDARDS

All students at Social Circle Primary School must master at least 80% of grade level content standards in order to be considered for promotion.

Promotion and Retention

Descriptor Code: IHE

The Social Circle Board of Education hereby authorizes each school to develop procedures or regulations that specify how the state-adopted assessments and what local promotion criteria will be used in making decisions concerning promotion, placement or retention of students. Such procedures or regulations must be approved by the Superintendent or designee(s) and shall provide for the following:

1. 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.
2. 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.
3. A mechanism shall be established whereby a school level team will review a student's performance prior to any decision to retain the student.
4. 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.
5. School level promotion and retention decisions may be appealed to a district level committee, whose decision shall be final.

REPORT CARDS

Report cards are distributed at the end of each quarter (9 weeks). Parents are expected to review, sign, and return the report card envelope in a timely manner. Students are expected to master standards and objectives for each grade level in order to be promoted. Parents are encouraged to schedule a conference with their child's teacher as soon as any concerns regarding grades arise. Report grades are standard based. For more information regarding standards, please visit <https://www.georgiastandards.org/Pages/Parents.aspx>.

SCHOOL STORE

A school store is provided for the students' convenience. Pencils and paper are sold as well as a few other selected items. The school store is open to all students each day between 7:30 and 7:55 a.m. in the front office.

SCHOOL SUPPLIES

A school supply list is provided at the beginning of the year. Please be aware that additional supplies may be needed throughout the year as they are used. Ear buds will be provided to all students at the beginning of the year, free of charge. If students need a replacement pair, there will be a \$2.00 replacement fee.

SPECIAL CLASSES

Social Circle Primary School provides classes for children who meet state guidelines of:

SPECIAL EDUCATION – provides individual assistance to students who are experiencing learning and/or behavior problems.

EARLY INTERVENTION AND TITLE 1 – provides extra assistance to students not achieving at grade levels

GIFTED EDUCATION – provides enrichment to students who meet state guidelines.

SPEECH and LANGUAGE SERVICES – provides individual assistance to students who are having difficulty with the production and/or use of spoken language.

ENGLISH AS A SECOND LANGUAGE – provides individual assistance to eligible students whose native language is not English.

STUDENT INFORMATION

For student safety parents must inform the office immediately of any changes of student's name, address, telephone numbers, transportation, parent contact numbers, custody, etc. Students are NOT permitted to bring visitors to school.

STUDENT SUPPORT TEAM/ RESPONSE TO INTERVENTION

Children experiencing learning or behavior difficulty may be referred for a Response to Intervention (RTI) meeting for extra support. Parent notification of meetings will be sent home with students. Each team of professionals examines the child's classroom performance, pertinent test data and/or teacher observations. Recommendations are then made to the

classroom teacher to help improve the student's learning experience. If, after implementing the recommended strategies, the student continues to have difficulties, a referral may be made to evaluate for special education. Parents must give written permission for special education testing and/or placement.

GUIDELINES FOR DEVELOPING A BEHAVIOR SUPPORT PROCESS

The Behavior Support process developed pursuant to the Improved Student Learning Environment and Discipline Act of 1999 "shall be designed to create the expectation that the process of disciplining students will include due consideration, as appropriate in light of the severity of the behavioral problem, of student support services that may help the student address behavioral problems and that may be available through the school, the school system, other public entities, or community organizations." [O.C.G.A. § 20-2-735 (c)]

Introduction

Students have changed as society has changed. Students today come to school with needs that seemingly are different from the needs of students in the past. Therefore, they need services that exceed what a regular classroom teacher can provide. These services must recognize the need for comprehensive and flexible support that is school and community-based and available to all children and their families. The behavior support process must recognize and build on strengths that exist in all young people, their families and communities, creating a system of supports and opportunities that promote positive choices and behavior.

Definition

A behavior support process is a mechanism for identifying and addressing those behaviors and environmental influences that promote the positive emotional, mental, social, and academic achievement needs of students.

This process is designed to provide services to the chronic disciplinary problem student (Level III, IV, and V offenses); however, it may be used at any level at the discretion of the school professionals.

Guiding Principles

The delivery model of the Behavior Support Process should be:

- *Student Centered – belief in the ability of the student to effect positive change in behavior.*
- *Family Focused – including parents as essential partners in promoting self-discipline of students.*
- *Prevention Oriented – being proactive about helping students to avoid negative behaviors initially as well as helping troubled students to avoid future difficulties.*
- *Community-Based – utilizing services that are accessible to students and their parents.*
- *Goal Oriented – actively working to see that desired behavior occurs by fostering positive school climate.*

Although the Behavior Support Process and the Student Support Team Process are not the same thing, these two entities can complement each other. For example, the Behavior Support Plan can be used as a part of the required Student Support Team documentation and the Student Support Team can develop a Behavior Support Plan as a part of its attempt to assist a student. A student is not required, however, to go through the Student Support Team Process for the development of a Behavior Support Team.

Basic Elements of the Process

1. *Develop a plan based on a multi-strategy approach that seeks to organize the school, school system, parent, and community efforts into a comprehensive and integrated framework that is an integral part of the school's overall mission.*

Central to the framework is its ability to encompass existing programs as models. It is important that the plan identify a case management system and an individual that will manage the process for each student.

2. *Provide for support strategies that build on strengths of students rather than those that focus on behavioral deficits.*
 - *Help students establish individual goals, relevant benchmarks, and a time frame for*

accomplishment.

- *Focus on youth development, e.g., service learning, problem solving skills development, leadership development, mentoring, peer mentoring, peer mediation, and conflict management.*

3. Customize supports and services for the student.

- *Use assessment methods, both formal and informal, that build on student strengths.*
- *Individualize assessments using multiple methods to develop a profile of the whole child.*
- *Use an interdisciplinary team approach, such as the Student Support Team (SST) to determine and/or provide supports and services that meet the needs of the student. The composition of the team can vary based on the needs of the referred student. Suggested representation would be the parent, school psychologist, social worker, teacher, counselor, and principal. Other agency representatives should be included as appropriate.*
- *Integrate school-based and community-based services.*
- *Link support services to the student code of conduct and discipline policies.*
- *Consider the discipline and behavioral history.*
- *Ensure that supports are developmentally and age appropriate.*
- *Ensure that supports and services are congruent with the behavior.*
- *Evaluate student's progress and modify the strategies accordingly.*

4. Utilize relevant and effective community resources.

- *Have representatives of youth organizations and services provide input as to availability of resources.*
- *Use community organizations and services that are culturally relevant, complete, and responsive to the schools request for assistance.*
- *Conduct follow-up with service providers regarding the services delivered and the impact on the student's behavior.*

TEACHER CREDENTIALS

In compliance with the requirements of the ESSA (Every Student Succeeds Act) the Social Circle 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) Certification
- 2) College major/graduate certification or degree held by the teacher;
- 3) If paraprofessional services are provided, qualifications of the professional.

If you wish to request information concerning your child's teacher qualifications, please contact the principal at your child's school.

TITLE I

Title 1, Part A provides for substantive parental engagement at every level of the program, such as in the development and implementation of the district and school plan, and in carrying out the district and school improvement provisions. Section 1010 of the Every Student Succeeds Act (ESSA) contains the primary Title 1, Part A requirements for schools and school systems to engage parents in their children's education, consistent with Section 1010. SCCS will work with Social Circle Primary and Social Circle Elementary to ensure the required school level parental engagement policies meet the requirements of Section 1010(b) and each include, as a component, a school-parent compact consistent with Section 1010(d) of the ESSA.

TRANSPORTATION

CHANGES

All transportation changes for a student will need to be submitted in writing from a parent/guardian by 8:00 on the day of the change of transportation. Students will receive a transportation change slip that afternoon, and then present the slip to the bus driver. We will NO longer accept transportation changes over the phone throughout the school day unless there is a family crisis or emergency. If this is the case, any emergency changes should be received no later than 2:00 p.m. Be prepared to provide your child's pass code in order to make this change.

Please remember our day ends at 2:30 p.m. No checkouts are allowed after 2:00 pm unless for emergency situations to ensure a smooth and safe dismissal process.

When a student's transportation is in question, the originally stated method of transportation will be used.

BUS STUDENTS and CAR RIDERS

Bus students are under school guidelines, and misbehavior on buses will result in disciplinary action. There should be no running in the school building or on the school grounds at any time to get to the buses. Repeated disciplinary problems can result in a student being denied the right to ride a bus for a period of time.

Car riders should follow the instructions of the monitors and walk at all times.

Walkers

All walkers will be sent to the cafeteria at dismissal and will be released to parents at 2:45. Parents will be able to sign out the walkers in the front office at 2:45 and a staff member will call for the walker to be escorted to the front office to meet their parent.

VISITORS

Parents, guardians, and grandparents are welcome at SCPS. We are concerned with your child's safety; therefore, we ask that anyone who wishes to come into the school, stop at the office for a school "Visitor's Pass". This will signify to teachers and staff that you have checked-in at the office. A driver's license will be required to get a pass.

We will ask for a valid ID from all visitors requesting to check out a student.

WEAPONS

It is the policy of the Board of Education that a student shall not possess, use, handle, or transmit any object that reasonably can be considered a weapon on property or in a building owned or leased by the school district, at a school function, or on a bus or other transportation provided by the school district. Weapons may include, but are not limited to:

1. Any handgun, firearm, rifle, shotgun or similar weapon; any explosive compound or incendiary device; or, any other dangerous weapon as defined in O.C.G.A. § 16-11-121, including a rocket launcher, bazooka, recoilless rifle, mortar, or hand grenade.
2. Any hazardous object, including any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

Students who possess any weapon described in paragraph 1 in violation of this policy will be subject to a minimum of a one calendar year expulsion. The Superintendent shall have the authority either before or after the student is referred for a tribunal hearing to reduce the mandated one year expulsion under circumstances where the one year expulsion appears excessive to the superintendent. The tribunal shall also have the authority to modify such expulsion requirement on a case-by-case basis in determining the appropriate punishment. Finally, in any tribunal decision appealed to the board of education, the board may reduce the mandated punishment but shall consider whether the superintendent and/or tribunal considered a reduction and any rationale in denying such a reduction.

Students who possess other weapons or hazardous objects as described in paragraph 2 will be subject to discipline as specified in the student code of conduct.

Reporting Requirements

Any employee who has reasonable cause to believe that a student possesses a weapon as defined in paragraph 1, is involved in an assault using a weapon as defined in paragraph 2, or is involved in a second offense with a weapon on campus must report such violations to the principal or assistant principal of the school. If the principal has reasonable cause to believe that such report is valid, he/she must immediately make an oral report to the Superintendent and to the appropriate law enforcement authority and district attorney.

SOCIAL CIRCLE PRIMARY SCHOOL DISCIPLINE PLAN **PARENT AND STUDENT RESPONSIBILITIES AND RIGHTS**

PHILOSOPHY

Social Circle believes in a **Caring Community and Premier Achievement**. We are committed to implementing methods and strategies to help children develop attitudes of respect and responsibility toward themselves, others, and their world through a **collaboration of parents, staff, students, and the community**. Recognizing society has expectations and standards of behavior, a system of rules and regulations at school will enable students to acquire these qualities and traits necessary for good citizenship. Social Circle Primary School is a PBIS (Positive Behavioral Interventions and Supports) school. Positive Behavioral Interventions and Supports (PBIS) is a program designed to promote academic excellence and increase positive student behavior while in school.

GOALS

The Primary School strives for children to recognize, understand, and internalize the ideals of honesty, self-control, responsibility, cooperation, self-motivation, and independent thinking. We believe that the violation of dignity, self-esteem, and human rights causes people to fear, distrust, and dislike each other.

Our primary objective is for our children to acquire the academic and social skills necessary for becoming responsible citizens. We want them to be able to resolve conflict so they may be able to grow academically, developmentally, and socially.

School Discipline has three main goals:

1. To ensure the safety of students and staff.
2. To create an environment conducive to learning.
3. To guide students toward self-discipline.

Children have a responsibility to behave in such a manner that does not interfere with the safety and welfare of others. **Teachers (all personnel)** have a responsibility to provide instruction in safe procedures. **Parents** have the overall responsibility to see that this occurs.

The school strongly believes that parental involvement and support are essential to the effectiveness of this School Discipline Plan. **We are committed** to a school environment where the principals, teachers, and parents are continuously and wholeheartedly working together for children.

THE CLASSROOM TEACHER AND DISCIPLINE

The teachers will make every effort to handle discipline problems as they arise in the classroom. Each teacher will establish reasonable rules of behavior for his/her classroom. **Discipline** should be **related** (logically connected to the misbehavior), **reasonable** (equal in proportion and intensity to the misbehavior), and **respectful** (carried out in a way that preserves a student's self-esteem and reinforces positive behavior and growth, not simply punitive control). One printed copy of the teacher's classroom rules and interventions will be provided for the student and parent at the beginning of the year. New students and parents will receive a copy upon enrollment. A copy will also be filed in the principal's office.

Communication in the student agendas is considered extremely important and effective to daily relay a child's progress. Parents are encouraged to look at agendas on a nightly basis. Any note by the teacher in the agenda requires a parent signature so teachers know parents have been informed of the matter. In order to be consistent and fair to all students, the teachers have developed a uniform set of reasonable rules and consequences. Parent's signature of the school plan also indicates parent's acceptance of the teacher's classroom rules and consequences.

As part of our PBIS program, Social Circle Primary School has implemented a behavior intervention system school-wide, developed to encourage and reward appropriate behavior. The primary school is using a variety of incentives to acknowledge and promote positive behavior.

Classroom Rules

1. Be Safe.
2. Take Responsibility.
3. Have a Positive Attitude.
4. Show Respect.

The teacher has discretion in the implementation of consequences as needed.

ACCEPTABLE BEHAVIORS

To encourage a positive atmosphere, each student will be encouraged to follow specific guidelines for behavior:

- Be an Active Listener
- Be Truthful
- Be Dependable
- Be Trustworthy
- Be Respectful
- Be Your Personal Best

Students are responsible for:

- Practicing courteous and respectful behavior
- Completing assigned academic work
- Bringing necessary materials to complete work
- Taking proper care of textbooks and library books
- Taking proper care of all school owned materials and equipment (i.e., school, bus, lunchroom, gym, etc.)
- Being in properly assigned areas
- Moving between classes directly and quietly
- **Leaving toys, trading cards, cell phones, and electronic devices at home.**

LEVELS OF DISCIPLINE

Social Circle Primary School has three levels of discipline measures:

Level 1: Offenses are those that the classroom teacher or other relevant personnel will make every effort to address in his/her discipline plan.

Level 2: Offenses are those offenses that require the attention of an administrator. These may be chronic level 1 offenses.

Level 3: Offenses are the most severe and may require suspension or expulsion.

When Major Violations occur the following interventions will be **considered in a progressive manner**:

1. Parent contact by phone, discipline notice, letter, or in person
2. Time out: i.e. removal from group or activity
3. Referral to the School Counselor
4. Detention
5. In-School Suspension Behavior Contract
6. Out-of -School Suspension
7. Contacting Juvenile Authority or DFCS when legally appropriate
8. Expulsion
9. Referral to a Student Support Team may take place at any time in the process

Respect, Responsibility, and Restraint are emphasized to students and reinforced throughout the year.

Restraint Compliance Notification

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

BUS BEHAVIOR MANAGEMENT PROGRAM

Students residing within the Social Circle City Schools attendance area are provided the opportunity to utilize public transportation. School bus safety procedures (Safety, Order and Respect, S.O.A.R.) will be issued to students in compliance with SB291, and reviewed by the bus manager (driver). Failure to comply with all school bus safety procedures will initiate the enactment of appropriate consequences and/or removal from the bus. The opportunity to utilize public transportation is a privilege, not a right.

THE FOLLOWING BUS SAFETY RULES WILL BE ENFORCED

1. School system and local school discipline rules are enforced on school buses.
2. Conversation should be with other students unless you must talk to the driver.
3. Distraction of the driver in any way may jeopardize the safety of students on the bus.
4. Playing of musical instruments, radios, and tape/CD players is prohibited.
5. Seats are designed for three students. Seat saving will not be permitted.
6. The driver and principal have the authority to assign seats or seating order.
7. Students and the driver share the responsibility of keeping the bus clean. Help keep the interior free of dirt and debris by placing trash in the proper container located at the front of the bus.
8. Students should stand on the curb or sidewalk while waiting for the bus. Always remain clear of the bus until it has completely stopped before attempting to load.
9. Take your seat promptly when boarding the bus.
10. State regulations require that bus windows be lowered no more than half way. Student's body parts (arms, heads, legs, etc.) should remain in the bus at all times.
11. When loading or unloading, students should pass at least 10 feet in front of the bus. Be sure to look both ways before crossing the road and always cross in front of the bus, never behind it.
12. Students are to be transported to the school where they attend. The driver is not permitted to make unauthorized stops at stores or businesses.

13. Students shall not be permitted to change buses without written approval from the parent and consent of the principal. They should ride their regular assigned bus to and from school.

14. Students should remain quiet at all railroad crossings and must respect the driver's request for silence at any time.

15. If students stand, they do so at a point behind the front seat. No student is allowed to ride in the step well or anywhere within the driver's seat area.

16. No pushing or shoving when loading or unloading is permitted. Remain seated while the bus is in motion.

17. Students shall not carry drink bottles, cans, or glass containers onto the bus.

The Director of Transportation can be reached at 770-464-2731.

BUS DISCIPLINE

In order to better maintain safety and management on the school bus to and from school, this serves as written notification of our bus discipline policy and procedures. The driver will do all he/she can do to handle mild misconduct on the bus by conference with the student, assigning a seat, and providing verbal warnings and reminders.

If misbehaving continues, the bus driver will complete a bus Discipline Referral, which will be given to the principal or assistant principal. The administrators will conference with the student and call parent. This will serve a written warning.

- If the driver turns in a second Bus Discipline Referral, the student will be suspended from riding the bus for Three (3) days.
- If the driver turns in a third Bus Discipline Referral, the student will be suspended from riding the bus for Five (5) days.
- If the driver turns in a fourth Bus Discipline Referral, the student will be suspended from riding the bus for Ten (10) days.
- If the driver turns in a Fifth Bus Discipline Referral, the administrator will recommend revocation of bus privileges for the remainder of the school year.
- Principals have the discretion to skip any step due to the severity of the incident.

We appreciate your support as we do all we can to assure a safe ride on our school buses.

DISCIPLINE PLAN

The code of conduct shall apply to all children unless a child's individualized education program (IEP) specifically provides otherwise. The code of conduct is aligned with IDEA and the Georgia Discipline Rule for Students with Disabilities-Georgia Discipline Rule (160-4-7-.10).

Rules Governing Student Conduct and Discipline-

All teachers at Social Circle Primary have the responsibility to maintain discipline in their class and other parts of the school buildings or grounds. The Principal and Assistant Principal are authorized to discipline students and to suspend students for just cause. The Board of Education is also authorized to suspend or expel students for just cause.

Rule 1: Disruption and Interference with School - No student shall:

- (a) Occupy any school building, gymnasium, school grounds, properties or part thereof, with intent, or where the effect thereof is to deprive others of its use.
- (b) Block the entrance or exits of any school building, or property, or corridor, or room thereof, so as to deprive others of access to property.
- (c) Set fire to or otherwise damage any school building or property.
- (d) Discharge, display, or otherwise threateningly use any firearms, explosives, or other weapons on school premises.
- (e) Prevent or attempt to prevent the convening or continued functioning of any school, class, activity, or lawful meeting or assembly on the school campus.
- (f) Prevent students from attending a class or school activity.
- (g) Except under the direct instruction of the Principal, block normal pedestrian or vehicular traffic on a school campus or adjacent grounds.
- (h) Continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher's ability to conduct his/her class.
- (i) In any manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, bullying, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process or function of the school, or engage in any such conduct for the purpose of causing a disruption of any lawful mission, obstruction of any such lawful mission, process or function.
- (j) Refuse to identify himself/herself upon the request of any teacher, principal, assistant principal, the Superintendent, school bus driver, or other authorized school personnel.
- (k) Urge, encourage or counsel other students to violate any of the preceding paragraphs or this rule.

Rule 2. Damage or Destruction of School Property-

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property.

Rule 3: Damage or Destruction of Private Property-

A student shall not cause or attempt to cause damage to private property or steal or attempt to steal private property either on the school grounds or during a school activity, function, or event off school grounds.

Rule 4. Assault on a School Employee-

A student shall not cause or attempt to cause injury or behave in such a way as could reasonably cause physical injury to a school employee:

- (a) on the school grounds during and immediately before or after school hours.
- (b) on the school grounds or any other time when the school is being used by a school group
- (c) off the school grounds at a school activity, function or event, or
- (d) en route to and from school.

Rule 5. Physical Abuse by a Student to a Person not employed at the School-

A student shall not do bodily injury to any person:

- (a) on the school grounds during and immediately before or after school hours
- (b) on the school grounds at any other time when the school is being used by a school group
- (c) off the school grounds at a school activity, function, or event, or
- (d) en route to and from school.

Rule 6. Weapons and Dangerous Instruments: Must be Reported to the Principal Immediately-

A student shall not possess, handle, or transmit a gun, razor or razor blade, knife, ice pick, explosive, loaded cane, sword cane, machete, pistol, rifle, shotgun, pellet gun, chain, lighter or other objects that reasonably can be considered weapons:

- (a) on the school grounds during and immediately before or after school hours
- (b) on the school grounds at any other time when the school is being used by a school group
- (c) off the school grounds at a school activity, function, or event, or
- (d) en route to and from school

Rule 7. Narcotics, Alcoholic Beverages, and Stimulant Drugs-

A student shall not possess, sell, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant, or tobacco product of any kind. This applies to counterfeit or "look-alike" substances transmitted as drugs and all drug paraphernalia.

The suggested sequence of meetings and purposes for confronting a suspected alcohol or drug user includes:

- (a) on the school grounds during and immediately before or after school hours
- (b) on the school grounds at any other time when the school is being used by a school group
- (c) off the school grounds at a school activity, function, or event, or
- (d) en route to and from school.

Rule 8. Disregard of Directions or Commands-

A student shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher-aides, paraprofessionals, principals, school bus drivers, or other authorized school personnel when:

- (a) on the school grounds during and immediately before or after school hours
- (b) on the school grounds at any other time when the school is being used by a school group
- (c) off the school grounds at a school activity, function, or event, or
- (d) en route to and from school.

Rule 9. Dress and Grooming-

Students should wear comfortable clothing appropriate for the prevailing weather. Neatness and cleanliness should be stressed.

A student shall not dress, groom, or wear or use emblems, insignias, badges, or other symbols where the effect thereof is to distract unreasonable attention of other students or otherwise to cause disruption or interference with the operation of school.

The wearing of, or absence of, any item of clothing that will distract from the learning process of other students, or with offensive words, and/or the advertising of drugs or alcoholic beverages will not be tolerated.

The following items of clothing will **NOT** be worn at Social Circle Primary School:

- (a) short shorts, or extremely tight shorts (the length of all shorts must be below the finger tips of the students in a regular standing position)
- (b) skirts more than 2 inches above the knee
- (c) tops which expose the midriff, back less dresses, tank tops, or halters
- (d) sheer or see through clothing worn without undergarments
- (e) flip-flops, high heels, or football shoes. Shoes should have a closed toe and back appropriate for Physical Education on P.E. days
- (f) clothes advertising drugs or alcoholic beverages
- (g) any clothing that is deemed offensive to others
- (h) overly large clothes, a belt will be worn when necessary to maintain pants at the waist
- (i) Coats will not be worn indoors.
- (j) Head coverings, including, but not limited to, caps, hats, bandanas, and/or sunglasses, shall not be worn inside the school building, unless required by a physician or authorized by school personnel.

***Appropriate undergarments should be worn and concealed.**

General Behavior Consequences-

The teachers and staff at Social Circle Primary believe that offenses to the rules governing conduct and discipline are those behaviors, which interfere with the learning and/or safety of others at school. Teachers and staff also believe that logical and realistic consequences for misbehavior shall be implemented to teach students how to think about and solve problems while leaving students' dignity intact.

Offenses may be handled by the teacher in the classroom or other area of supervision (cafeteria, gym, playground, restroom, media center, etc.) by having the student write or dictate a "Plan of Action" for the prevention of future infractions to any of the rules governing conduct and discipline. Those offenses that the teacher chooses to send to the office for discipline will be handled by an administrator. Such action at this time may include assigning the student to write or dictate a "Plan of Action" to address the student's acknowledgment of the offense and a suitable course for prevention of future infractions. The administrator may also make an assignment for completion of the "Plan of Action" in the Opportunity Room for a time deemed appropriate.

Consequences for misbehavior may also include one or any combination of the following:

- Parental conference
- Written assignment (in addition to the "Plan of Action")
- Detention after school

- Detention from recess or other special activity
- Isolation in the classroom
- In-School Suspension
- Suspension from school (assigned for a major offense involving a weapon, chronic misbehavior, assaulting a teacher or another student or fighting – assignment following parental contact)
- Expulsion from school (assigned by a disciplinary tribunal)

Guidelines for Behavior in Specific Areas of the School

Media Center

1. Have a purpose for coming to the Media Center.
2. Bring a pass.
3. Follow classroom and school rules.
4. Use quiet, inside voice.
5. Use media materials and equipment properly.
6. Put away materials after use.
7. Return materials in good condition and in a timely manner.

Hall/Breezeway

1. Follow classroom and school rules.
2. Use quiet, courteous behavior.
3. Go directly to and from destination.
4. Walk on the right side.
5. Use water fountains appropriately.
6. Respect classes when walking in the hallway.
7. Walk in line with the class

Bathroom

1. Go quickly to and from the bathroom.
2. Use quiet, inside voice.
3. Keep hands and feet to self.
4. Use facilities (toilets, sinks, trashcans, and paper towel holders) properly.
5. Flush toilet; turn off water, place paper into trash.
6. Leave pencils, crayons, etc. in the classroom.

Assemblies

1. Sit and respond appropriately.
2. Talk very quietly while waiting.
3. Respect the people who are speaking.
4. Take care of water/bathroom needs before assembly.

Playground

1. Use equipment properly (slides, bats, balls, etc.)
2. Climb up and down appropriately.
3. Respect others' playground space.
4. Share equipment with others.
5. Play in teacher-designated area.
1. Keep playground clean.
2. Leave rocks, sticks, etc. alone.
3. Refrain from playing too roughly
4. No contact sports allowed (football, wrestling, etc.)

Cafeteria

1. Come into the cafeteria quietly. Do not talk while going through the serving area.
2. Use a soft voice when talking. Talk to neighbors at your table only. Loud talking or disturbing others may result in separation from the group. If the entire class gets too loud, the monitor may put the class on silence for a designated length of time.
3. After being seated, stay in seat at all times. Raise hand to ask for napkins, silverware, or to get help from a monitor.
4. Keep hands and feet to self whether in line or at the table.

5. Playing with food is not appropriate cafeteria behavior. Do not throw food, paper, or any other thing.
6. Be prepared to clean up around the plate when silverware is being collected.
7. Stay in a single file line when waiting to drop off tray at the end of the meal.
8. Respect the cafeteria monitor by doing whatever is asked.
9. Leave the cafeteria in an orderly fashion.
10. Running is not permitted since floors may be slippery.

Computer Lab

1. Refrain from running or pushing on the way to the computer lab.
2. Do not eat or drink in the computer lab.
3. Do not turn computers off unless directed by a teacher.
4. Use a soft voice when talking. After being seated, stay in seat at all times.
5. Do not use pencils or other hard objects to enter data on keyboard.
6. No pencils, paper, books, or other materials shall be left in the computer lab.
7. Monitors, keyboards, and mouse/mouse pads shall be left in appropriate place.
8. Only web sites approved by the teacher may be accessed by the student.

HOW TO TAKE CARE OF YOUR COMPUTER:

- Inspect the monitor, mouse, CPU, keyboard and headphones before you begin.
- Report any problems to your teacher.
- Be gentle when typing on the keyboard. DO NOT bang.
- Do not change any of the settings on your computer unless instructed to by your teacher.
- Only go to the program your teacher tells you to use.
- Ask for permission before printing. Only push the print button once. If it does not print after you have pushed the button, raise your hand and ask for help.
- Food, drinks and gum should be left outside the computer lab.
- Stay in your seat and work on your computer only.
- At the end of class or before starting a different program, properly close the program you are using.
- You must turn in a completed Internet permission form before you may use the Internet.

First Offense – Verbal Warning

Second Offense – Removed from computer for 5-10 minutes

Third Offense – Removed from computer for the rest of the day.

CAR RIDER & WALKDER DISMISSAL AREA

1. Walk directly to the assigned area when the announcement is made to dismiss.
2. Wait quietly until transportation arrives.
3. Sit still in area designated for your grade level.
4. Only car riders are allowed in the dismissal area.
5. Do not leave the dismissal area without permission.
6. Obey persons on duty.
7. Keep up with papers and personal belongings. Take everything with you when you leave.
8. Keep the dismissal area litter-free.
9. When your name is called, walk quietly to the pick-up point. Wait until the car door is opened for you.
10. Parents must wait in vehicles in the car rider line to pick up children.
11. Parents should not be in the halls during dismissal.
12. There will be no check outs after 2:00 p.m.

BUS RIDER DISMISSAL AREA

1. Walk directly to the bus loading area when the announcement is made
2. Refrain from running or pushing on the way to the bus.
3. Remain on sidewalk while en route to the bus. Do not cut across grassy areas.
4. Obey the bus driver. He/she is in full charge of the bus and the safety of all passengers.
5. Keep arms and head inside windows. Keep hands, feet, and other objects to self.
6. Payment for damages will be charged to student responsible.
7. Talk quietly. Improper language, horseplay, or misbehavior will not be tolerated.
8. Eating, drinking, and gum chewing are not allowed on the bus. Keep bus litter-free.
9. The driver has the right to assign students to certain seats to maintain order.

DRUG AND ALCOHOL POLICY

Rationale

The Board of Education of the Social Circle City Schools has the foremost priority to provide a safe and secure environment for all students with deliberate consideration for the well-being and health of each individual. An appropriate learning climate must be established and maintained to ensure such an environment. Since alcohol use and other drug use are illegal, and interfere with both effective learning and the healthy development of children and adolescents, the school has a fundamental legal and ethical obligation to prohibit use of alcohol and drugs to maintain a healthy, safe educational environment.

Requirement for Alcohol/Drug Curricula and Teacher Training

The Social Circle City School System shall offer students instructionally sound alcohol and drug education units that are progressively reinforcing K-12. Risk reduction models will be utilized in the instructional process. Drug prevention and intervention concepts will be taught.

This age appropriate, developmentally based drug and alcohol education and prevention program will address legal, social, and health consequences of drug and alcohol use. Information will be provided about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The concepts of abstinence and self-esteem will be addressed for all learners.

These programs shall also provide information about any drug and alcohol counseling rehabilitation and re-entry programs available to students.

All teachers responsible for student instruction in the selected alcohol and drug education curriculum shall participate in in-service training to include essential information about alcohol and drugs and their effects on physical and emotional growth and development. Age-appropriate alcohol and drug curricula will be implemented.

Definition and Procedures

The use of illicit drugs and/or the unlawful use and possession of alcohol is wrong and harmful.

A student shall not possess, sell, use, distribute, or be under the influence of any prohibited drug to include: alcohol, narcotics, depressants, stimulants, hallucinogens, amphetamines, barbiturates, cocaine, marijuana, anabolic steroids, controlled substance or any intoxicant of any kind. Use of a drug authorized by a medical prescription from a licensed physician shall not be considered a violation of this rule. This rule applies for all students when:

- a. on the school grounds before, during or after school hours, or at any other time when the school is being used by any school group;
- b. off the school grounds while in attendance at a school activity, function or any other school related event;
- c. off the school grounds while in attendance school, any school sponsored function, or is otherwise subject to jurisdiction of school officials, or
- d. engaged in travel to and from school.

Compliance with these requirements is mandatory.

Procedures in Reporting Alcohol or Drug-Related Activity

1. Report the information to the School Principal or designated representative.
2. Notify student's parents or guardians and ask to come to school.
3. Notify police.
4. School officials confer with student and parents to inform them of prescribed penalties.
5. School officials inform parents of community resources offering treatment or other assistance for drug/alcohol related problems.
6. Obtain student and parents written consent to a minimum contractual agreement period of active participation in a drug treatment program offered by the local Mental Health Agency or any other approved community resource offering treatment or other assistance for drug/alcohol related problems.

Search and Seizure

The school principal or authorized representative may institute a search if there are reasonable grounds to believe that the search will reveal evidence that the student is in violation of the law or the rules of the school.

Searches based on reasonable grounds may proceed without hindrance or delay, but shall be conducted in a manner that is not excessively intrusive with respect to the age and sex of the student.

In the event the search of the student's person, or personal possessions, locker, or vehicle reveals the student is concealing substance prohibited by federal, state or local law, school officials shall notify local law enforcement authorities so that they may take appropriate action.

Consequences for Alcohol-Drug Abuse Violators

Student violators shall be reported to the appropriate law enforcement agency, and will be subject to the following disciplinary procedures and penalties as prescribed by policy.

First Offense:

Minimum out-of-school suspension for 5 days* and suspension for 15 calendar days from all school related or school sponsored activities.

Options:

- a. The parent/guardian and the student may opt for attendance at all sessions of an appropriate substance abuse prevention program. As a result, the suspension shall be excused absences and make up work shall be provided by the school during the suspension period. If the student or his parent or guardian fails to attend all sessions of the substance abuse prevention program, the 5 days out-of-school suspension shall be unexcused absences and no credit shall be given for the work missed.
- b. The parent/guardian and student may reduce the suspension to 2 days if they are in attendance at all sessions of the substance abuse prevention program. The student will serve the remaining 3 days of suspension should the parent/guardian fail to complete the prescribed program.

Second Offense:

Long term out-of-school suspension for 10 school days* and suspension from all school related or school sponsored activities for the remainder of the school year. The 10 days of suspension shall be unexcused absences, and no make-up work shall be provided. The principal may recommend an additional period of suspension or expulsion from school.

* NOTE: If less than the number of suspended days remains in the complete grading period, the suspension will continue into the next regular grading period.

Third Offense:

The minimum is expulsion from school for the remainder of the school year. This offense may be grounds for permanent expulsion by the Social Circle City Board of Education.

Sale or transmission of alcohol or drugs will result in immediate suspension with a recommendation for expulsion.

Confidentiality

All pupil personnel records in the Social Circle City Schools are confidential as far as third parties are concerned, with the school and the parent being the first and second parties.

The Family Educational Rights and Privacy Act (FERPA) prohibits disclosure of education records unless (1) required by a court order or subpoena; (2) warranted by health or safety emergency; or, (3) parents or an eligible student provides written consent. School employees may disclose information obtained through personal observation - i.e., repeat student alcohol or drug transaction to police.

The guidance counselor must inform parents when a student admits an alcohol or drug problem, after first giving the student the option of informing the parent.

No records of students' participation in an alcohol or drug-abuse program will become part of the permanent record in accordance with federal confidentiality regulations.

Social Circle City Schools
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:

Social Circle City Schools
147 Alcova Drive
Social Circle, Georgia 30025
770-464-2731

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. 34 CFR 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.

**Social Circle City Schools
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 C.F.R. §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 reporting 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.