

2020-2021
Social Circle Elementary

Name _____

Homeroom _____

Student Online Resources

School Email: Go to gmail.com Username _____ Password _____	Other Google Resources: Login directly at- drive.google.com classroom.google.com
Login _____ Password _____	Login _____ Password _____
Login _____ Password _____	Login _____ Password _____
Login _____ Password _____	Login _____ Password _____
Login _____ Password _____	Login _____ Password _____
Login _____ Password _____	Login _____ Password _____

**Social Circle Elementary School
2020-2021**

Our Vision

Social Circle City Schools ensures that every child we serve has access to the knowledge and skills needed to become mindful, productive, and empowered citizens.

Our Mission

Social Circle City Schools empowers students with an excellent and equitable education.

SCCS Core Values and Beliefs

The mission of Social Circle City Schools will be accomplished through a commitment to live and work by the following core values that capture the beliefs of the learning organization:

Climate: The purposeful, supportive, flexible, and healthy environment necessary for learning, engagement, innovation, and positive relationships.

Tradition: The cohesive community, rich history, and culture that fuels our mission.

Leadership: The structure that fosters a focused, encouraging, student-centered climate with high expectations for everyone.

Accountability: The expectation that continuous improvement will guide students and staff members to produce excellence in academics, arts, and athletics.



2020-2021 Parent Signatures

Student Name:	Date:
Parent/Guardian Name (Print):	Homeroom:

Dear Parents/Guardians:

We are attempting to reduce the amount of paper you need to sign and return by compiling all signatures onto one sheet. Please read the following statements, initial/date each statement, and sign at the bottom.

<p style="text-align: center;">Student and Parent Handbook</p> <p>I received a copy of the Social Circle Elementary School's Student and Parent Handbook. I agree to read it and use it as a form of communication. I also understand that <u>my child will be held responsible</u> for the rules, regulations, and guidelines contained in the handbook.</p>	<p>Parent/Guardian Initial _____</p> <p>Date _____</p>
<p style="text-align: center;">Code of Conduct, Attendance Policy, Student Dress Code</p> <p>I understand the school has a code of conduct, an attendance policy, and a student dress code that can be found in Social Circle Elementary School's Student and Parent Handbook. I understand that <u>my child will be held responsible</u> for his/her conduct, attendance, and dress.</p>	<p>Parent/Guardian Initial _____</p> <p>Date _____</p>
<p style="text-align: center;">Compulsory Education Law</p> <p>I understand that the Compulsory Education Law states that a student with <u>more than ten (10) unexcused absences are considered truant.</u></p>	<p>Parent/Guardian Initial _____</p> <p>Date _____</p>
<p style="text-align: center;">Field Trip</p> <p>I understand that my child <u>may be denied</u> the opportunity to attend a field trip due to inappropriate conduct and/or unexcused absences.</p>	<p>Parent/Guardian Initial _____</p> <p>Date _____</p>
<p style="text-align: center;">Media Center or Cafeteria Fines/Charges</p> <p>I understand that my child's <u>report card will be held</u> at the end of each semester if there are owed balances to the media center (lost, misplaced, or damaged library books) or the cafeteria (lunch charges).</p>	<p>Parent/Guardian Initial _____</p> <p>Date _____</p>
<p>I agree to notify my child's school if, at any time while my child is enrolled in Social Circle Elementary School, I choose to alter my decision regarding my child's participation in one or all of the areas noted above.</p>	

_____ Parent/Guardian Name (Printed)	
_____ Parent/Guardian Name (Signature) (Please see back)	
<p style="text-align: center;">Please circle one:</p> <p style="text-align: center;"><u>I do</u> <u>I do not</u></p>	<p style="text-align: center;">Media Center, Internet, and Extracurricular Activities</p> <p>Give permission for my child to use the Media Center, have internet access and/or participate in extracurricular activities.</p>
<p style="text-align: center;">Please circle one:</p> <p style="text-align: center;"><u>I do</u> <u>I do not</u></p>	<p style="text-align: center;">Publicity releases and Web Publications</p> <p>Give permission for my child's name, picture or video to be released.</p>
<p style="text-align: center;">Please circle one:</p> <p style="text-align: center;"><u>I do</u> <u>I do not</u></p>	<p style="text-align: center;">Movie Permission</p> <p>Give permission for my child to watch PG rated movies.</p>
<p>Computer Network Use Policy</p> <p>Access to the Internet expands classroom and library media resources. These enable students to explore thousands of libraries, databases, and other information resources. These resources can be used for individual and group projects, collaborations, curriculum materials and idea sharing. SCES is held harmless and released from liability for ideas and concepts that students gain by their use of the Internet.</p>	
<p style="text-align: center;">Please circle one:</p> <p style="text-align: center;"><u>I do</u> <u>I do not</u></p>	<p>Give permission for my child to access networked computer services and Internet resources. I understand that he/she is expected to use good judgment and follow the rules/guidelines when using the SCCS network and Internet resources.</p>

I agree to notify my child's school if, at any time while my child is enrolled in Social Circle Elementary School, I choose to alter my decision regarding my child's participation in one or all of the areas noted above.

_____ Parent/Guardian Name (Printed)

_____ Parent/Guardian Name (Signature)

_____ Date

Redskin Resources



- The information in the student handbook is alphabetized for your convenience.
- **“Eight is Late”** is our slogan regarding attendance. Students may arrive between 7:20 and 8:00 am. Early morning instruction begins at 7:40am and announcements begin at 7:50, so don’t miss out!
- Car-rider drop off in the mornings is behind the Baptist church near our media center. Please pull forward to avoid backing up traffic and to insure student safety. Staff will be there to open the car door.
- Car-rider pick up in the afternoons is behind the Baptist church near our media center. Car riders are released at 2:45. For safety reasons, transportation changes will NOT be taken over the phone. All students will be issued 2 car-rider tags with an assigned number on the first day of school.
- Buses drop off and pick up at the front entrance of SCES. Buses arrive in the afternoons from 2:40 to 2:50, so PLEASE DO NOT PARK IN THE BUS LANE during this time. You will be trapped!
- We have a school-wide discipline plan as well as a positive behavior instructional plan to minimize classroom disruptions and to help insure that quality instruction is available to every student during academic time. We are a Positive Behavioral Interventions & Supports (PBIS) school. We are **CHAMPs!** (Cooperative, Honest, Accountable, Motivated, Prepared & Safe)
- We have a variety of ways to recognize the good efforts of our students academically, socially and ethically. (Ex. – Dojo points, TEAM pep rallies, and Student of the Month.)
- If necessary, students may have a cell phone, but it must be turned off and out of sight at school.
- Toys should remain at home unless your teacher directs you to bring one for class. Technology/electronic devices should remain at home as well.
- We have a dress code. Please read it and know what is expected.
- Expect to receive a Wednesday Folder each week with graded assignments and important information. All work needs to be signed by a parent or guardian and returned.
- We have formal parent conferences scheduled twice a year, but parents are encouraged to set up a conference at any time.
- We have a full-time clinic aide and a Resource Officer on our campus. PLEASE NOTE: Prescription medications must be delivered by an adult and must be in the original container and signed in with our clinic aide.
- **If your contact information changes during the year, PLEASE let us know!**
- Persons visiting students are always welcome on our campus, but for the safety of all our students we ask that you sign in at the Front Office and obtain a visitor’s pass from our secretary.
- We PROTECT our students and their learning time. Calls made to teachers during the instructional day will be sent to voicemail. Teachers may be contacted by phone from 7:30 – 7:40, during planning times, or after school. We WILL make every effort to get back to you as soon as possible.
- **Additional helpful resources found here:** <http://www.socialcircleschools.com/3/Links>

The following pages provide much more detail, so please read it carefully. If we can be of any assistance to you, please contact us. **We are glad you’re here and a part of our SCES family!**

2020-2021 STUDENT HANDBOOK

SOCIAL CIRCLE ELEMENTARY SCHOOL

240 West Hightower Trail, Social Circle, Georgia 30025

Phone (770) 464-2664

Fax (770) 464-2665

Maria Hargrove, Principal
maria.hargrove@socialcircleschools.org
Ryan Clark, Assistant Principal
ryan.clark@socialcircleschools.org

Social Circle Central Office 770-464-2731
Social Circle Primary School 770-464-1411

Social Circle Middle School 770-464-1932
Social Circle High School 770-464-2611

Board of Education Policies

<http://www.socialcircleschools.com/home.aspx>

ACADEMIC INCENTIVES

Students are named to the Honor or Merit Roll each semester as eligibility requirements are met. Students will be recognized at the Honors Ceremony each semester, and in the spring for achieving Cumulative Honor Roll or Merit Roll status. 80-89% is a B and 90-100% is an A.

- The requirements for CUMULATIVE HONOR ROLL are:
 - o A in ALL academic subjects each quarter
 - o M in all other areas including exploratories
- The requirements for CUMULATIVE MERIT ROLL are:
 - o A or B in all academic subjects each quarter.
 - o M in all other areas including exploratories
 - o Students who receive a combination of Honor and Merit Roll during the school year will receive Cumulative Merit Roll.

ACCESS TO STUDENT RECORDS

Only parents or legal guardians 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 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 for Grades 3-5. **Students are expected to bring their agendas each day. Students should also take agendas home each evening to be checked and signed by a parent at least once a week.** A lost agenda must be replaced immediately and may be purchased for \$5.00 in our office.

ATTENDANCE

Accepted excuses for absences are either sickness or a death in the immediate family. **The absence must be explained within 3 school days by a note from home or by a doctor.** Each day absent is counted as an absence from school, regardless of the

reason for the absence. A student must be present a minimum of three hours to be considered in attendance for that day. Parents will receive notification after 5 and 10 unexcused student absences. (Please see additional information found in this handbook.)

If a student must leave school early for some permissible reason (Ex: a doctor's appointment), the parent or guardian must sign the student out of school. **It is the student's responsibility to find out the work missed and to make it up.** The school will not release a pupil to any individual not on the contact sheet without a specific written request from a parent. **Parents must escort students who are tardy to the office for a late admission slip to enter class. No student will be checked out after 2:00 pm without prior written notification.**

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. **(Please see the detailed attendance requirements contained in this student handbook.)** 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.**

BREAKFAST AND LUNCH PROGRAM

A nutritious breakfast and lunch is provided daily by the cafeteria staff. Students may pay the cashier in the cafeteria daily, weekly, or by the month or you may pay online using My School Bucks. (<https://www.myschoolbucks.com>)
BREAKFAST: \$1.25 or \$.30 reduced, \$2 adult and visitor
LUNCH: \$2.05 or \$.40 reduced, \$3.25 adult and \$3.50 visitor
Side Items \$0.50 ; Entree \$2.00
*Tea (Adults) \$1.00 - Free when purchased with a meal.

Breakfast is served daily in the cafeteria from 7:20 to 7:50 a.m. Students who bring their lunch may purchase milk. Any student may purchase an extra carton of milk or extras when offered. A student must drink milk with a purchased lunch unless he/she is allergic to milk and a doctor's written statement is provided for the student's school record.

BOOK BAGS

Rolling book bags pose a safety issue during transitions in the halls. Students should carry book bags with shoulder straps.

BULLYING PREVENTION

Social Circle Elementary School is committed to making our school a safe and caring place for all students. We will treat each other with respect and refuse to tolerate bullying of any kind at our school. If a student is charged with bullying, this is a serious offense. *Definition: Bullying is a targeted and repeated behavior that is intentional, written, verbal, or physical. A reasonable person would perceive this behavior as intended to threaten, harass, intimidate, or cause fear of bodily harm. Bullying substantially interferes with a student's education.* The School Counselor provides guidance support to teach students how to prevent and handle bullying as does our school-wide character education initiative.

CELL PHONES

Students may carry a cell phone, but it must remain turned off and in their backpacks at all times. If we see it or hear it, the cell phone will be turned in to an administrator. First offense, parents will be called. Second offense, we will hold the phone until a parent picks it up. Third offense, the cell phone privilege is denied.

CONDUCT

Social Circle Elementary School is a Positive Behavioral Interventions and Supports (PBIS) school. PBIS is a positive behavior management initiative. The teachers make every effort to handle discipline problems as they arise in the classroom. Each teacher establishes rules based on our PBIS matrix. Teachers may issue a Conduct Cut in the student's agenda to notify students and parents of specific academic and behavior issues. Work cuts are given for chronic incomplete or missing assignments. Any note, Conduct Cut, or Discipline Form requires a parent's signature.

In order to be consistent and fair, the teachers have developed a uniform set of reasonable rules and consequences. Some behaviors may be considered serious or disruptive enough to warrant immediate referral to an administrator. Individual needs and circumstances will be taken into account when evaluating disciplinary action. The Code of Conduct shall apply to all children unless a child's Individualized Educational Program (IEP) specifically provides otherwise. The Code of Conduct is aligned with the GADOE Model of Student Conduct for all students. See the School-wide Discipline Plan Chart at the end of this document and the system code of conduct.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

PBIS was established to address the behavioral and discipline systems needed for successful learning and social development of students. The school-wide system includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. A system of acknowledgements will help motivate students to try their best and to encourage others as well. One important piece of PBIS is to create a set of 3-5 school rules that are well known to all affiliated with our school. The PBIS team created an acronym, CHAMP, to help disseminate those rules. Our motto reads...

C – Cooperative **H** - Honest **A** - Accountable
M - Motivated **P** - Prepared

USE OF RESTRAINT

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.

COMPUTER & NETWORK USE

Please see *Appropriate Use of Social Circle City Schools Computers and Network Resources* policy.. Violation of this policy is a serious offense and may result in loss of computer privilege. Parent & student signatures are required.

CONFIDENTIALITY

All student records in the SCES 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.

COUNSELOR

A part-time counselor is available to meet with students as individuals and groups. The counselor is also responsible for instructing students in a guidance curriculum and for monitoring attendance.

DAILY SCHEDULES

ARRIVAL

7: 15a.m. Students may not be dropped off before 7:15 a.m. Students are to report to the designated area.

7:40 a.m. Early Learning Time/Announcements

7:50 a.m. School day begins (Eight is Late!)

DISMISSAL

2:45 p.m. Car riders and walkers are dismissed.

2:50 p.m. Bus riders and After Care childcare students are dismissed

All students should be picked up by 3:00 pm unless staying with a teacher.

BUS STUDENTS

Bus students are expected to follow school and bus driver rules at all times. Students who do so will be recognized for positive behaviors. The bus driver will do all s/he can to handle mild misconduct by conferencing with the student, assigning a seat, and providing verbal reminders and warnings. Chronic misbehavior, or incidents that jeopardize the safety of the student(s) on bus, will result in the following disciplinary action:

- 1st Referral: call from bus driver
- 2nd Referral from administration
- 3rd Referral: one-day suspension from the bus
- 4th Referral: three-day suspension from the bus
- 5th Referral: five-day suspension from the bus
- 6th Referral: ten-day suspension from the bus
- 7th Referral: loss of bus privileges for the remainder of the school year

CAR RIDERS

In the mornings, students may be dropped behind the Baptist Church behind the building no earlier than 7:20. Please pull forward to this area to avoid traffic back-up and to ensure student safety. In the afternoon, students will be individually loaded into cars from the Media Center entrance at the back of the school. Parents will be provided hang tags with specific numbers identifying students. Students will not be released to anyone without the identifying hangtag in the car rider line. Individuals without the hangtag may come to the front office to show I.D. and the authority to pick up the student as indicated on our student information sheets. Please be prepared to show identification, if requested.

CHANGE IN TRANSPORTATION

Students who need to ride home on a different bus, be dropped off at a different location, ride in a different car, or change their method of dismissal in any way, **MUST BRING A NOTE SIGNED BY A PARENT/GUARDIAN.** Students who do not have a note will be sent home the same way they normally go every day. Students need to bring this note to the office by 8:00 AM for approval, receive a transportation slip that afternoon, and then present the slip to the bus driver, car rider or walker monitor. ALL changes must be requested BEFORE 2:00.

WALKERS

All walkers will be escorted off school campus by a Sheriff's deputy. Students are then the responsibility of parents once they leave the SCES campus.

DRESS CODE

Students should wear comfortable clothing appropriate for school and the weather. Neatness and cleanliness is stressed.

Please note:

- Shorts and skirts should be fingertip length. (**Sport shorts are too short.**)
- Tops should cover chest, shoulder and back areas.
- Boys' muscle shirts are not appropriate.
- Leggings must be covered by shorts, skirts, or long shirts that are fingertip length.
- Sunglasses are not to be worn in the building.
- Clothing that is offensive or advertises drugs or alcohol should not be worn.
- Pants should fit at the waist.
- 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").
- No flip flops or "slides" should be worn to school. Shoes must have a backstrap.

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

Lost and found items will be maintained at the school for as long as possible. At least twice a year, items will be displayed; then donated to charity.

DRILLS FOR FIRE, SEVERE WEATHER, and INTRUDER

Drills are held at least monthly to prepare your child for these emergencies.

DRUG and ALCOHOL POLICY

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

EXPLORATORY CLASSES

Students have daily exploratory classes in Art, STEM lab, Music, Physical Education, Typing, and Spanish on a rotating basis. PE is not recess but a structured program of physical fitness. If a student is unable to participate in PE class, please send a note to explain the reason why. Your child will be allowed to participate to the extent of his/her physical abilities.

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. School yearbooks and fall/spring pictures are available for purchase. Students who participate in fall or spring fundraising events are responsible for funds collected and turned into the office. All charges (including library fines, cafeteria bill, spring/fall photos, etc.) must be paid each year before the last report card may be picked up or the student is enrolled the following school year.

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. Students can lose field trip privileges due to absences or behavior.

GUARDIANSHIP ISSUES

Changes in custody & visitation limits must be in legal documentation form from a court official. We cannot deny a legal parent/guardian's rights without such documentation.

ILLNESS, INJURY and MEDICAL

If a student becomes ill at school, he/she will be sent to the school clinic aide who may take temperatures, dispense medications brought from home, and administer first aid. The parent/guardian will be notified when their child is ill or injured. If it is necessary that your child have medicine during the day, arrangements can be made with the aide. All medications must be delivered in the prescription bottle to the school, by the parent and the form completed and signed. If your child has any life threatening illness such as diabetes, epilepsy, allergies, etc., it is essential that parents notify the school *each school year* so that records indicate the student's condition.

When should your child stay home from school?

- running a fever of 100.4 degrees or higher
- has not been fever-free for more than 24 hours
- vomiting or experiencing nausea and/or diarrhea
- uncontrolled, persistent cough
- flu-like symptoms
- diagnosis of conjunctivitis (pink eye), lice or scabies.

INSURANCE

Insurance is available for purchase at the beginning of the school year for students whose parents wish to take advantage of it.

PARENT CONFERENCES

Conferences between parents and teachers 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. If you would like to have a conference with your child's teacher, you may send a note requesting the conference, call the office at 770-464-2664, or you may contact the teacher directly. We welcome your input.

PARENT RESOURCE CENTER

The Parent-Teacher Resource Center is located in "Echo Hallway", adjacent to the Parent Resource Coordinator's office at the Elementary School. It is open daily from 7:30am to 4:00pm. 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. 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 Elementary School has an active and involved Parent Teacher Organization. PTO promotes an atmosphere of cooperation among parents and staff and provides numerous resources and opportunities for our school. PTO meetings are held monthly. To join PTO, contact the school office at 770-464-2664.

PROMOTION STANDARDS

All students at Social Elementary School must maintain a 70% average in reading and math in order to be promoted and/or meet state requirements in the Reading & Math sections of the State Assessment. In addition, students must maintain satisfactory progress in all other content areas. We interpret "satisfactory progress" to be represented by a minimum score of 70%. In addition, absences over 14 days may prevent a student from being promoted.

RESPONSE TO INTERVENTION TEAM (RTI)

The RTI team may be made up of administrators, teachers, school psychologist, and parents. The team meets, as necessary, to determine strategies or interventions to help students become successful in the classroom. If you have questions, please contact the Assistant Principal.

DOJO BOOK STORE

A school store is provided for students who qualify and wish to purchase books or other items. Students qualify based on behavior guidelines established using weekly Class Dojo reports. Days are designated for each grade.

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 reveals the student is concealing a substance or object prohibited by federal, state, or local law, (i.e. weapon) school officials shall notify local law enforcement authorities so that they may take appropriate action.

SPECIAL CLASSES

Social Circle Elementary 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 I – provides extra assistance to students not achieving at grade levels
- Gifted Education – provides enrichment to students who meet state guidelines
- Speech & 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 assistance to eligible students whose native language or most recent language is not English.

STUDENT INFORMATION UPDATES

For student safety, parents ***must inform*** the office of ***any changes*** of student's name, address, telephone numbers, transportation, parent contact numbers, custody, etc.

TOYS AND OTHER OBJECTS

Unless specifically requested by a teacher, toys, games, cards, and any other possible distractions to learning must remain at home. This includes technology such as iPads and gaming devices.

TEACHER CREDENTIALS

In compliance with the requirements of the ESSA (Every Student Succeeds Act), the Social Circle City 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.

VISITORS

We welcome visitors at SCES! However, our children's safety is our top priority. Therefore, we ask (and BOE Policy requires) that anyone who wishes to come into the school, must stop at the office to sign in. You will then be issued a visitor's pass. This will signify to teachers and staff that you have checked-in at the office. Please remember to sign out upon exiting the building.

WATER

Students are provided opportunities to get water during the school day. Students are also allowed to bring water bottles from home. These bottles should be clear and contain water only. Beverages that contain sugar and/or caffeine are not permissible on the bus or in classrooms. Sodas of any kind are NOT allowed.

WEAPONS

School safety zones are defined as in or on any property owned by the school. It is unlawful for any person to carry, possess, or have under his/her control any weapons or explosive compound while within a school safety zone, at a school building or school function, or on school property or a bus furnished by the school. Violation is a felony punishable by a fine up to \$10,000.00, imprisonment for not less than two (2) years, and not more than (10) years, or both.

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 a 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.

Positive Behavior Interventions and Supports - 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 social behaviors but to also improve academic skills, graduation rates, and attendance.

Students at Social Circle Elementary are encouraged to display the behaviors of a CHAMP.

C – Cooperative H – Honest A - Accountable M - Motivated P - Prepared

Student recognition will be noted through an acknowledgement system used for students who are displaying CHAMP behavior at our school. The acknowledgement system recognizes positive behavior in the cafeteria, hallway, classroom, playground and on the bus. Displays of good character help students to earn positive DOJO points so they can receive their incentives. The following is how your child will be acknowledged for good character and positive behavior this year:

General Process

Students will be working toward being a CHAMP in the five areas of our school (Classroom, Cafeteria, Hallway, Playground and Bus). As part of our acknowledgement system, teachers, monitors, and school staff will give positive DOJO points to students who exhibit these positive behaviors. Other incentives and rewards will also be given throughout the year as students show positive behaviors. Students may also earn neutral points, or negative DOJO points, if they do not display CHAMP behaviors.

Students will still be disciplined according to the Student Code of Conduct using our step discipline plan found in this handbook.

What is ClassDojo?

ClassDojo is a communication app for the classroom. It connects teachers, parents, and students who use it to share photos, videos, and messages through the school day. They use ClassDojo to work together as a team, share in the classroom experience, and bring big ideas to life in their classrooms and homes.

<https://www.classdojo.com/about/>

Tracking My MAP RIT Score

Subject	Beginning of the Year RIT Score	Middle of the Year RIT Score	End of the Year RIT Score
Reading			
Math			
Language			

Tracking My Dojo Point Progress

Month	Percentage of Points Earned	Month	Percentage of Points Earned
August		January	
September		February	
October		March	
November/December		April	
		May	

Informational Writing Rubric

FOCUS (IDEAS /CONTENT) TRAIT 1	ORGANIZATION TRAIT 2	DEVELOPMENT (VOICE) TRAIT 3	LANGUAGE/ VOCABULARY (WORD CHOICE) TRAIT 4	CONVENTIONS AND SENTENCE FLUENCY TRAIT 5
Essay has: <ul style="list-style-type: none"> ● Main Theme ● Strong Supporting Details ● Quotations and Examples 	A Structure that includes: <ul style="list-style-type: none"> ● Introduction ● Conclusion ● Temporal words 	Details that are: <ul style="list-style-type: none"> ● Engaging ● Showing a “Sense of Audience” 	Language includes: <ul style="list-style-type: none"> ● Precise and effective wording ● Interesting/Engaging 	Writing has: <ul style="list-style-type: none"> ● Correct grammar ● Correct Spelling ● Capitalization/Punctuation ● Variation in sentence patterns
Clearly Developed 98	Clearly Developed 98	Effectively Uses 98	Effectively Uses 98	Effective 98
Mostly Developed 92	Mostly Developed 92	Uses 92	Uses 92	Somewhat Effective 92
Somewhat Developed 82	Somewhat Developed 82	Inconsistently Uses 82	Inconsistently Uses 82	Needs Improvement, (meaning is not clear at times) 82
Undeveloped 72	Undeveloped 72	Does not or Inappropriately Uses 72	Does not or Inappropriately Uses 72	Not effective 72

Narrative Writing Rubric

FOCUS (IDEAS /CONTENT) TRAIT 1	ORGANIZATION TRAIT 2	DEVELOPMENT (VOICE) TRAIT 3	LANGUAGE/ VOCABULARY (WORD CHOICE) TRAIT 4	CONVENTIONS AND SENTENCE FLUENCY TRAIT 5
Supporting details show: <ul style="list-style-type: none"> ● Main theme ● Character development ● Setting 	A Structure that includes: <ul style="list-style-type: none"> ● Sequenced events ● Temporal words ● Introduction ● Plot ● Conclusion 	Narrative techniques: <ul style="list-style-type: none"> ● Description ● Sense of Audience ● Dialogue 	Language includes: <ul style="list-style-type: none"> ● Precise and effective wording ● Figurative Language 	Writing has: <ul style="list-style-type: none"> ● Correct grammar ● Correct Spelling ● Capitalization/Punctuation ● Variation in sentence patterns
Clearly Developed 98	Clearly Developed 98	Effectively Uses 98	Effectively Uses 98	Effective 98
Mostly Developed 92	Mostly Developed 92	Uses 92	Uses 92	Somewhat Effective 92
Somewhat Developed 82	Somewhat Developed 82	Inconsistently Uses 82	Inconsistently Uses 82	Needs Improvement, (meaning is not clear at times) 82
Undeveloped 72	Undeveloped 72	Does not or Inappropriately Uses 72	Does not or Inappropriately Uses 72	Not effective 72

Persuasive Writing Rubric

FOCUS (IDEAS /CONTENT) TRAIT 1	ORGANIZATION TRAIT 2	DEVELOPMENT (VOICE) TRAIT 3	LANGUAGE/ VOCABULARY (WORD CHOICE) TRAIT 4	CONVENTIONS AND SENTENCE FLUENCY TRAIT 5
Essay has: <ul style="list-style-type: none"> ● Strong Opinion ● Strong Reasons ● Supporting Evidence 	A Structure that includes: <ul style="list-style-type: none"> ● Sequenced events ● Temporal words ● Introduction ● Conclusion 	Narrative techniques: <ul style="list-style-type: none"> ● Relevant ● Engaging ● Showing a “Sense of Audience” 	Language includes: <ul style="list-style-type: none"> ● Precise and effective wording ● Interesting/Engaging 	Writing has: <ul style="list-style-type: none"> ● Correct grammar ● Correct Spelling ● Capitalization/Punctuation ● Variation in sentence patterns
Clearly Developed 98	Clearly Developed 98	Effectively Uses 98	Effectively Uses 98	Effective 98
Mostly Developed 92	Mostly Developed 92	Uses 92	Uses 92	Somewhat Effective 92
Somewhat Developed 82	Somewhat Developed 82	Inconsistently Uses 82	Inconsistently Uses 82	Needs Improvement, (meaning is not clear at times) 82
Undeveloped 72	Undeveloped 72	Does not or Inappropriately Uses 72	Does not or Inappropriately Uses 72	Not Effective 72

READING Constructed Response

Rubric

2	Relevant answer, supported specifically
1	Relevant answer, with limited support <ul style="list-style-type: none">● Support is too general● Not a sufficient number of details
0	Perhaps an answer, with no support
On the GA Milestones assessments, all constructed response rubrics are specific to the question.	

MATH Constructed Response

Rubric

2	Correct Answer; Valid, specific explanation
1	Correct Answer, with no explanation or flawed explanation; or, incorrect answer but explanation is valid
0	No/incorrect answer and explanation

SCES School-wide Discipline Plan

Level 1 offenses (examples)	Level 1 Consequences assigned by professional staff. Level 1 offenses could result in a loss of dojo point(s) or a conduct cut.
<ul style="list-style-type: none"> ● Classroom disruption ● Disrespect ● Refusal to follow instructions/Defiance ● Not Prepared ● Uncooperative ● Off-Task ● Candy, Gum, Toys ● Hit/Push/Shove (Inappropriate bodily contact) ● Profanity, vulgarity, obscene language, or writing ● Chronic Tardiness ● Missing Assignments ● Cheating ● Inappropriate Dress ● Unsigned Conduct Cuts ● Misbehavior in the lunchroom 	<p style="text-align: center;">CONDUCT CUT CONSEQUENCES:</p> <p>1st: Alternate Classroom Isolation (Teacher is responsible for setting this up.)</p> <p>2nd: 1 day after-school detention (Teacher is responsible for setting this up.)</p> <p>3rd: 2 days after-school detention (Teacher is responsible for setting this up.)</p> <p>4th and subsequent conduct cuts: Office Referral</p> <p style="text-align: center;">Automatic Referral to Administration *Administration reserves the right to assign additional or alternative consequences based on the best interests of the child.</p> <p>*Conduct Cut counts start over every semester.</p>
Level II Offenses (examples)	Level II Consequences Implemented by Administration
<ul style="list-style-type: none"> ● Chronic Level I Infractions ● Leaving assigned area without permission ● Destruction or damage to property ● Fighting or instigating a fight ● Theft ● Threats ● Misuse of equipment ● Any other conduct considered by administration to be disruptive 	<p style="text-align: center;">Administration reserves the right to assign consequences based on the best interests of the child.</p> <p>Examples include, but are not limited to: Student Participation in Conference with guardian and administration, Restriction from programs and special assemblies, Participation in cleaning/repair or restitution of school-related environment, Partial Day in ISS, 2 Days After-School Detention, Full day ISS for a specified number of days (up to 4), 5 Days ISS & Parent Conference with the Resource Officer, 1 Day OSS & RtI Parent Conference with a Functional Behavioral Analysis (FBA)with School Psychologist</p>
Level III Offenses (examples)	
<ul style="list-style-type: none"> ● Bullying (Please see definition in handbook.) ● Possession of a Weapon or Dangerous Object ● Illegal Substances <p style="text-align: center;">Level III Consequence</p> <ul style="list-style-type: none"> ● Automatic Referral to Administration <p style="text-align: center;">*Administration reserves the right to assign additional or alternative consequences based on the best interests of the child</p>	

SOCIAL CIRCLE CITY SCHOOLS

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 you 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 attendance purposes, students serving as pages of the Georgia General Assembly shall be counted present on the days missed for this purpose.

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.

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 12 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. The driver will signal when it is safe to load or unload. Follow the driver's hand signals before crossing.
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. No standing allowed. 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.

Important Bus Information:

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 and parent, 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 the parent(s). This will serve a written warning.

Chronic misbehavior, or incidents that jeopardize the safety of the student(s), will result in the following disciplinary action(s):

- 1st Referral: Warning/Conference

- 2nd Referral: One-day suspension from the bus (Primary & Elementary School Students)
Three-day suspension from the bus (Middle & High School Students)
- 3rd Referral: Three-day suspension from the bus (Primary & Elementary School Students)
Five-day suspension from the bus (Middle & High School students)
- 4th Referral: Five-day suspension from the bus (Primary & Elementary School student)
Ten-day suspension from the bus (Middle & High School Students)
- 5th Referral: Ten-day suspension from the bus (Primary & Elementary School Students)
Loss of bus privileges for the remainder of the school year (Middle & High School Students)
- 6th Referral: Loss of bus privileges for the remainder of the school year (Primary & Elementary School Students)

No courtesy rides or business drop-offs will be provided

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

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

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 Rules.

STUDENTS ARE EXPECTED TO:

- Participate fully in the learning process. Students need to report to school and class on time, attend all regularly scheduled classes, remain in class until excused or dismissed, pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.
- Avoid behavior that impairs their own or other students' educational achievement. Students should know and avoid the behaviors prohibited by this code, take care of books and other instructional materials, and cooperate with others.
- Show respect for the knowledge and authority of teachers, administrators, and other school employees. Students must obey reasonable directions, use acceptable and courteous language, avoid being rude, and follow school rules and procedures.
- Recognize and respect the rights of other students and adults. All students should show concern for and encouragement of the educational achievements of others and act as a good neighbor in the school community.

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
- En 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, cyberbullying [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

The General Assembly of Georgia requires that this code of conduct includes 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.

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.

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. A placement review committee consisting of three members (two teachers appointed by the faculty at large, an alternate teacher, and the principal) shall convene by the end of the second school day and shall issue a decision by

the end of the third school day, following such removal by the teacher.

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.

THE CHRONIC DISCIPLINARY PROBLEM STUDENT

Students who exhibit consistent patterns of misconduct will be identified as chronic discipline problem students. A student identified as a chronic discipline problem will begin a behavioral correction plan process that includes three steps to be implemented as the student violates the Student Code of Conduct. The third step is a suspension and referral to the superintendent's designee for discipline. If necessary, these steps may be bypassed and the student will be referred to a Student Disciplinary Tribunal, particularly if s/he commits a Level III violation. At all points of the correction process, we encourage parents to come to school and take an active part in helping to correct their child's behavior.

If a student is identified as a chronic disciplinary problem student, the principal or designee must:

- notify the student's parent or guardian of the disciplinary problem by telephone and by certified and regular U.S. mail,
- invite the parent or guardian to observe the student in a classroom situation, and
- request at least one parent or guardian to attend a conference in order to devise a disciplinary and behavioral correction plan.

Before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school administration and Superintendent's Designee for Discipline are required to meet with the parent or guardian to devise a disciplinary and behavioral correction plan. The law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, the court may order the parent or guardian to attend such a

conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for a hearing, the court may impose a fine, not to exceed \$500, on a parent or guardian who willfully disobeys an order of the court under this law.

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 the Multi-Tiered System of Supports (MTSS), attendance support teams, school counselors, and chronic disciplinary problem student plans. Teachers and administrators will also be using Positive Behavior Intervention Support (PBIS) and Social-Emotional Learning (SEL) strategies 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 or guardians will be personally notified. 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 is 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 and is aligned with the Georgia Department of Education's discipline matrix. Each level represents progressively more serious misbehavior and consequences. The level of discipline imposed shall be based on the severity of the misbehavior. Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for 5 or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel. (HB 0740) Exceptional Education Student procedures must apply. 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

- Examples include, but not limited to warning and/or conference with a school administrator, loss of privileges, time out, removal from class or activity, parent conference, work detail, detention, and in school suspension.

Level 2- ISS to OSS

- Examples include, but not limited to In-school suspension, and Out of school suspension.

Level 3- OSS to Tribunal

- Examples include, but not limited to Out of school suspension, placement in an alternative education program, referral to a disciplinary tribunal for long-term suspension or expulsion, referral to law enforcement agencies, suspension or expulsion from the school bus.

****Any other disciplinary consequence(s) that positively promotes the Code of Conduct .***