

**Social Circle Elementary School
2019-2020**

Our Vision

Social Circle City Schools will be a premier school system; providing a world-class education so that all students acquire the knowledge, skills, and values necessary to lead productive lives in a changing world.

Our Mission

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

SCCS Guiding Principles

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

Social Circle City Schools

2019-2020 Calendar



| | |
|------------------|---|
| July 23 | Educator Induction at each School (Tuesday) |
| July 24 | District Wide Orientation for New Hires (Wednesday) |
| July 25 – 31 | Preplanning (Thursday, Friday, Monday, Tuesday, Wednesday) |
| August 1 | First Day of School (Thursday) |
| September 2 - 3 | Labor Day Holidays – Students and Staff (Monday and Tuesday) |
| October 4 | End of First Quarter |
| October 14 – 18 | Fall Break – Students and Staff (Monday – Friday) |
| November 25 – 29 | Thanksgiving Holidays – Students and Staff (Monday – Friday) |
| December 20 | End of Second Quarter & First Semester |
| Dec. 23 – Jan. 3 | Christmas Holidays – Students and Staff (Monday – Friday, 2 weeks) |
| January 6 – 7 | Professional Learning Days & Student Holidays (Monday and Tuesday) |
| January 20 | Martin Luther King Holiday – Students and Staff (Monday) |
| February 17 | Presidents’ Day Holiday – Students and Staff (Monday) |
| February 18 | Professional Learning Day & Student Holiday (Tuesday) |
| March 13 | End of Third Quarter |
| April 6 – 10 | Spring Break – Students and Staff (Monday – Friday) |
| May 22 | Early Release at Noon, Last Day of School for Students, Graduation, End of Fourth Quarter and Second Semester (Friday) |
| May 25 | Memorial Day Holiday (Monday) |
| May 26 – 27 | Post-Planning & Professional Learning Days (Tuesday and Wednesday) |



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, but students are dismissed to their classrooms at 7:40. Early morning instruction begins at 7:40 and announcement 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 in 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 take attendance VERY seriously!** You have to be present to learn. Please make every effort to be here on time and keep check-outs to a minimum, particularly in the afternoons during academic instructional time. (Our Exploratory classes are in the afternoon this year.)
- **Perfect attendance = Zero absences; no more than 10 tardies and/or checkouts**
- 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!**

2019 - 2020 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 Middle School

770-464-1932

Social Circle Primary School

770-464-1411

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, CHAMPS, 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

- 7:20 a.m. Students may not be dropped off before 7:20 a.m. Students are to report to the designated area.
- 7:40 a.m. Students are released to their rooms.
- 7:45 a.m. Early Learning Time/Announcements
- 7:55 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 7:25. Please pull forward to this area to avoid traffic back-up and to insure 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, 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 100.6 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 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 neative 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 | |

Tracking My Reading Counts Progress

| Quarter | Starting Points | My Goal for the End of Quarter to Earn the Reward | I earned ... | My comprehension was... |
|-------------|-----------------|--|--------------|-------------------------------|
| 1st Quarter | _____ + 20 = | | | |
| 2nd Quarter | _____ + 20 = | | | |
| 3rd Quarter | _____ + 20 = | | | |
| 4th Quarter | _____ + 20 = | | | |
| | | | | |

Informational Writing Rubric

| | 4 Distinguished | 3 Proficient | 2 Developing | 1 Beginning |
|--|---|--|--|--|
| <p>Ideas & Content - Trait 1</p> <p>*Main theme *Supporting details</p> | <p>*Exceptionally clear, focused topic containing, <u>strong</u> supporting detail/facts *Provides <u>concrete</u> details, quotations, and examples to explain the topic</p> | <p>*Clear, focused, interesting ideas with <u>some</u> details, facts, and definitions</p> | <p>*Main idea may be cloudy because <u>too few</u> supporting details/facts are provided and they are <u>too general</u> or even off-topic</p> | <p>*Development of the topic is <u>minimal</u>, unclear, irrelevant or non-existent * May not introduce a topic or topic is <u>unclear</u> *Provides <u>minimal</u> or no concluding statement</p> |
| <p>Organization - Trait 1</p> <p>*Structure *Introduction *Conclusion</p> | <p>*<u>Creative and engaging</u> intro and conclusion *<u>Effectively uses</u> linking words and phrases to connect paragraphs/ideas</p> | <p>*Strong order and structure *Introduces the topic with an intro and satisfying closure *Uses <u>some</u> linking words to connect ideas, but relationships may not be clear</p> | <p>*<u>Attempts</u> at organization; may be a “list” of events *Beginning and ending not developed - <u>Attempts</u> to introduce the topic - Provides a <u>weak</u> concluding statement *<u>Ineffectively</u> groups related ideas together *Uses <u>few</u> linking words to connect ideas, but not all ideas are well connected to the topic</p> | <p>*No identifiable introduction or conclusion *Disorganized *<u>Too brief</u> to group any <u>related ideas together</u> * <u>May not use any</u> linking words to connect ideas</p> |
| <p>Word Choice</p> <p>=</p> <p>*precision *effectiveness *imagery</p> | <p>*Precise, carefully chosen *Strong, fresh, vivid images *Uses domain specific vocabulary to <u>explain</u> the topic</p> | <p>*Word choice energizes writing *Uses <u>some</u> precise language and domain-specific vocabulary to <u>explain</u> the topic</p> | <p>*Words may be correct but mundane *Uses <u>limited</u> language and vocabulary that do not clearly explain the topic</p> | <p>*Uses vague, ambiguous, or repetitive language</p> |
| <p>Voice-</p> <p>*personality *sense of audience</p> | <p>*Expressive, engaging, sincere *Strong sense of audience *Shows emotion; humor, honesty, suspense or life</p> | <p>*Appropriate to audience and purpose *Writer behind the words comes through</p> | <p>*Voice may be inappropriate or non-existent *Writing may seem mechanical</p> | |
| <p>Sentence Fluency -</p> <p>*rhythm, flow *variety</p> | <p>*Appropriate range and variety in length and structure</p> | <p>*Many similar patterns and beginnings *Has complete sentences, with some variety</p> | <p>*Disjointed, confusing, rambling, fragments *Often choppy *Monotonous sentence patterns *Frequent run-on sentences</p> | |
| <p>Conventions</p> <p>=</p> <p>*age appropriate, spelling, caps, punctuation, grammar</p> | <p>*Strong control and knowledge of language and conventions; errors are few and do not interfere with meaning</p> | <p>*Limited control of conventions * Shows <u>some</u> knowledge of conventions when writing *Has <u>minor errors</u> in usage and conventions with no significant effect on meaning</p> | <p>*<u>Numerous errors</u> distract the reader and make the text difficult to read and <u>interferes with meaning</u> *Shows <u>little</u> knowledge of language and its conventions when writing</p> | |

Grading Scale: 19-21 points = A

17-18 points = B

15-16 points = C

13-14 points = D

0-12 points = F

Narrative Writing Rubric

| | 4 Distinguished | 3 Proficient | 2 Developing | 1 Beginning |
|---|--|---|---|--|
| <p><u>Ideas & Content</u></p> <ul style="list-style-type: none"> *Main theme *Supporting Details *Characters *setting | <ul style="list-style-type: none"> *Exceptionally clear, focused, engaging with relevant, strong supporting detail to show main idea, character development and setting *Integrates ideas and details from source material effectively | <ul style="list-style-type: none"> *Clear, evident, focused, interesting ideas, character development, and setting with appropriate detail *Integrates some ideas and/or details from source material | <ul style="list-style-type: none"> *Main idea, character, or setting may be cloudy because supporting detail is too general or even off-topic *Attempts to integrate ideas or details from source material | <ul style="list-style-type: none"> *Purpose, main idea, characters or setting may be unclear *Response is a summary of the story *Provides few, if any, words that convey events *May use few, if any, ideas or details from source material |
| <p><u>Organization</u></p> <ul style="list-style-type: none"> *Structure *temporal words *Introduction *Plot *Conclusion | <ul style="list-style-type: none"> *Effectively establishes a situation and introduces a narrator and/or characters *Organizes an event sequence that unfolds naturally *Uses a variety of phrases consistently to signal the sequences of events *Provides a conclusion that follows from the narrated experiences or events | <ul style="list-style-type: none"> *Establishes a situation and introduces one or more characters *Organizes events in a clear, logical order *Uses words and/or phrases to indicate sequence *Provides an appropriate conclusion | <ul style="list-style-type: none"> *Introduces a vague situation and at least one character *Organizes events in a sequence but with some gaps or ambiguity *Uses occasional signal words to indicate sequence *Provides a weak or ambiguous conclusion | <ul style="list-style-type: none"> *Provides a weak or minimal introduction of a situation or a character *May be too brief to demonstrate a complete sequence of events *Provides a minimal or no conclusion |
| <p><u>Voice</u></p> <ul style="list-style-type: none"> *personality *sense of audience *dialogue | <ul style="list-style-type: none"> *Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations | <ul style="list-style-type: none"> *Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations | <ul style="list-style-type: none"> *Attempts to use a narrative technique, such as dialogue and descriptions, to develop experiences and events or show the responses of characters to situations | <ul style="list-style-type: none"> *Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations |
| <p><u>Word Choice</u></p> <ul style="list-style-type: none"> *precision *effectiveness *imagery *sensory details | <ul style="list-style-type: none"> *Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely | <ul style="list-style-type: none"> *Uses words, phrases, and details to convey experiences and events | <ul style="list-style-type: none"> *Uses some words or phrases inconsistently to convey experiences and events | <ul style="list-style-type: none"> *Uses words that are inappropriate, overly simple, or unclear |
| <p><u>Conventions and Sentence Fluency</u></p> <ul style="list-style-type: none"> *age appropriate, spelling, caps, punctuation, grammar *rhythm, flow *variety | <ul style="list-style-type: none"> *Has very few or no errors in usage and/or conventions that interfere with meaning *Effective variation in sentence patterns | <ul style="list-style-type: none"> *Has a few minor errors in usage and/or conventions that interfere with meaning *Easy flow and rhythm *Good variety in length and structure | <ul style="list-style-type: none"> *Has frequent errors in usage and conventions that sometimes interfere with meaning *Many similar patterns and beginnings | <ul style="list-style-type: none"> *Has frequent major errors in usage and conventions that interfere with meaning *Difficult to follow or read aloud *Frequent run-on sentences |

Grading Scale:

- 18-20 points = A
- 16-17 points = B
- 14-15 points = C
- 12-13 points = D
- 0-11 points = F

Persuasive Writing Rubric

| | 4 pts Distinguished | 3 pts Proficient | 2 pts Developing | 1 pt Beginning |
|--|--|--|---|--|
| <p><u>Ideas & Content</u></p> <p>*Opinion/ Argument *Reasons *Evidence</p> | <p>*Exceptionally clear, focused, opinion/argument that is engaging with relevant, strong reasons and evidence</p> | <p>*Opinion/argument is evident with some support, reasons and evidence may be <u>general or limited</u></p> | <p>*Opinion/argument may be cloudy because reasons and evidence are unclear, irrelevant, <u>too general</u> or even <u>off-topic</u></p> | <p>*<u>Lacks</u> an opinion/argument, reasons and evidence are minimal or non-existent</p> |
| <p><u>Organization</u></p> <p>*Structure *Introduction *Transition words *Conclusion</p> | <p>*Effectively organized in a logical and creative manner through the use of transitional words to connect beginning (opinion)-middle (reasons/evidence)-end (opinion) *Creative and engaging</p> | <p>*Organization is appropriate, but shows conventional use of transitional words *<u>Attempt</u> at an inviting introduction (opinion), strong reasons/evidence, and a conclusion</p> | <p>*Attempts at organization; may be a “list” of reasons/evidence using transition words *Beginning, middle, and ending are not developed</p> | <p>*Lack of coherence; confusing; disorganized; lack of transitional words *Missing or weak intro (opinion), reasons/ evidence or conclusion</p> |
| <p><u>Voice</u></p> <p>*personality *sense of audience</p> | <p>*Expressive, engaging, sincere *Strong sense of audience *Shows emotion; humor, honesty, suspense or life</p> | <p>*Evident commitment to topic *Appropriate to audience and purpose *Writer behind the words comes through</p> | <p>*Voice may be inappropriate or non-existent *Writing may seem mechanical</p> | <p>*Writing is lifeless *No hint of the writer</p> |
| <p><u>Word Choice</u></p> <p>*precision *effectiveness *interesting words</p> | <p>*Precise, carefully chosen effective, interesting words that make the writing creative and engaging</p> | <p>*Language is functional and appropriate *Word choice energizes writing *Interesting words are appropriate</p> | <p>*Words may be correct but mundane *No attempt at interesting words</p> | <p>*Limited range of words *Repetitious *Some vocabulary misused *None or inappropriate use of interesting words</p> |
| <p><u>Sentence Fluency and conventions</u></p> <p>*age appropriate, spelling, caps, punctuation, grammar *rhythm, flow *variety</p> | <p>*Has very few or no errors in usage and/or conventions that interfere with meaning *Effective variation in sentence patterns</p> | <p>*Has a few minor errors in usage and/or conventions that interfere with meaning *Easy flow and rhythm *Good variety in length and structure</p> | <p>*Has frequent errors in usage and conventions that sometimes interfere with meaning *Many similar patterns and beginnings</p> | <p>*Has frequent major errors in usage and conventions that interfere with meaning *Difficult to follow or read aloud *Frequent run-on sentences</p> |

Grading Scale:

- 18-20 points = A
- 16-17 points = B
- 14-15 points = C
- 12-13 points = D
- 0-11 points = F

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 Tardies ● Missing Assignments ● Cheating ● Inappropriate Dress ● Unsigned Conduct Cuts ● Misbehavior in the lunchroom | <p style="text-align: center;">CONDUCT CUT CONSEQUENCES: CONDUCT CUT CONSEQUENCES:</p> <p>1st: Warning (Parent contact) 2nd: Loss of Recess and Reflective Walking 3rd: Lunch Detention with Rakestraw 4th: Classroom Isolation from Peers for the Day (Teacher is responsible for setting this up.) 5th: Teacher assigned After-School Detention (Teacher assigns one day and makes parent contact) 6th: Office Referral</p> <ul style="list-style-type: none"> ● Automatic Referral to Administration <p>*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>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) | Cafeteria Behavior |
| <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>*Administration reserves the right to assign additional or alternative consequences based on the best interests of the child</p> | <ul style="list-style-type: none"> ● 1st: Verbal Warning ● 2nd: Silent Lunch ● 3rd: Recess Detention with reflective walking ● 4th: Conduct Cut <p>*Administration will provide assistance based on the discretion of the cafeteria monitor.</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 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.

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 parent. 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

The purpose of this code is to provide students at Social Circle Elementary School an effective and safe learning environment. These pages have been prepared in accordance with the Discipline Procedures of the Social Circle City Schools System. It contains information for school personnel, students, and parents. Included in these pages is an outline of expected behaviors and the consequences relating to various violations. Expected behavior is behavior that promotes learning and encourages maturity during the school day as well as during all school-related activities. Students and their parents need to know and understand this code in order to achieve these goals. Students SHOULD:

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 and activity participation of others.

Disciplinary action for violations of expected behaviors will include appropriate hearings and reviews. In all cases, the rights of individuals will be ensured and protected. The Social Circle City Schools System will make every reasonable effort to administer the discipline code consistently in all schools. When applicable, individualized plans (i.e. IEP, 504, and SST) will be reviewed for appropriate consequences.

STUDENT CODE OF CONDUCT for Social Circle Elementary

It is the purpose of the Social Circle Board of Education to operate each school in a manner that will provide an orderly process of education that will 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
- 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 student's 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

The General Assembly of Georgia requires that this code of conduct include language encouraging parents and guardians to inform their children on 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 and administrators 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 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 consequences listed for the age level in the code itself. Should that happen, the principal shall determine if the consequences 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 the 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 a useful strategy 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 in which 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.

Referral to law enforcement or juvenile court officials: 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**