

**CRAWFORD COUNTY HIGH SCHOOL
STUDENT HANDBOOK
2017-2018**

OUR MISSION

The Crawford County School System will provide for its students an educational program of excellence. Through a variety of learning experiences, students will develop competencies that are necessary to become productive citizens in an ever-changing society.

“CCHS – Providing Excellent Learning Opportunities for Citizens of the Future”

WE EXPECT SUCCESS

Nondiscrimination Policy

It is the policy of the Crawford County Board of Education to forbid discrimination toward any student, employee, applicant for employment, or other persons on the basis of race, creed, color, national origin, sex, religious affiliations, handicap, or age. The Board also forbids sexual, racial, and other harassment of all employees and students at all times and during all occasions while at school, in the work place or at any school event or activity.

Important Note to Students & Parents

It is important that you read this book carefully and sign and return the signature card provided in the back of the handbook. Policies, rules, and regulations may change from year to year, and even during the school year. The administration reserves the right to make changes to the contents of this handbook, as it deems necessary. It is your responsibility to become familiar with the information in this handbook and to note carefully any announcements made during the school year that might affect the information.

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Dear Students,

Welcome to all new and returning Eagles! It is with extreme pleasure and excitement that I welcome each of you to Crawford County High School. Our mission at CCHS is to provide for its students an educational program of excellence. To be successful in school, it is imperative that you know what is expected. The high school years should be among your most exciting, rewarding, and fulfilling experiences. At Crawford County High School, administrators, faculty, and staff will provide you with opportunities to grow and build on your past learning experiences.

I hope that this school year will be filled with many rewarding experiences and academic successes. You need to set goals for yourself to become an active learner and to become more involved in extracurricular activities. As you begin this year, remember that the reputation and success of Crawford County High School depends on your attitude and your respect for its rich tradition. Be conscious of its traditions, standards, and expectations. We, at CCHS, hope that you will accept our core values as your own.

Take ownership in your education by being responsible for your actions and decisions. Surround yourself with respect. Live by example, practicing honesty, integrity, and responsibility. Strive to reach ambitious, obtainable goals in the classroom and beyond. Attitude is everything!

Again, I welcome you back to school. Work hard to reach your goals. Be proud of Crawford County High School and yourself! Dare to be great!

Sincerely,

Dr. Ed Mashburn, Principal

Crawford County Administrative Personnel
P. O. Box 8
190 E. Crusselle Street
Roberta, Georgia 31078
(478) 836-3131

Brent Lowe	.....	Superintendent
Mike Campbell	.....	Operations
Rhonda Harris	.....	Director of Student Achievement
Catherine Brown	.....	Special Education Director
Heather Donovan	.....	Finance Director
Sondra Chancellor	.....	School Nutrition Supervisor/Manager
Denise Ivey Lucas	.....	Personnel
Diane Fastiggi	.....	Secretary, Superintendent and Board of Education
Lori Thomas	.....	Bookkeeper, Crawford County School System
Brian Blann	.....	School Psychologist
Carol Wynn	.....	Secretary/Bookkeeper, School Food Services
Scarlet Sanders	.....	Family Engagement Coordinator

Board of Education
P. O. Box 8
190 E. Crusselle Street
Roberta, Georgia 31078
(478) 836-3131

Raymond Dickey, Chairperson	.....	Roberta, Georgia
Lee Sanders	.....	Lizella, Georgia
Jackson DeFore	.....	Byron, Georgia
Brad Cody	.....	Roberta, Georgia
Tim Johnson	.....	Musella, Georgia

FACULTY AND STAFF 2017-2018

ADMINISTRATORS

Ed Mashburn, Principal
Cynthia Dickey, Assistant Principal

COUNSELOR

Amy Little

MEDIA SPECIALIST

Lynda Yaughn

ATHLETIC DIRECTOR

Clyde Zachery

LANGUAGE ARTS

Jennifer Martin
Susan Quinet
Amy Yaughn*
Laura Meldrum (1/2)

SOCIAL STUDIES

Matthew Lester
James Moore
Greg Street
Michael Yaughn*

SCIENCE

Amanda Hodges
David Israel
Amanda Puckett*
Laura Meldrum (1/2)

MATHEMATICS

David Cline
Lauren Johnson*
Michael Marler
Mandy Sutton

FINE ARTS/FOR. LANG.

Mary Beth Broughton
Sarah Inzetta*
Stephen Johnson

ACADEMIC COACH

Holly DeFore

DIR. OF CADET CORP

Major William White
Sgt Kenya King

ISS

Bill Montgomery

PHYSICAL EDUCATION

Clyde Zachery

SPECIAL EDUCATION

Keith Barnett
Elaine Hudson*
Michael Short
Derick Smith
Polly Wells
Michael Hamilton (1/2)
GNETS Position

CTAE

Daryl Baxley
Agnes Hollingshed
Harvey Pool
Craig Puckett
David Shepard*(CTAE Dir)
Brannen Smith

PARAPROFESSIONALS

April Baxley
Danielle Cosnahan
Chiqueta Daniska
Terrica Donald
Briana McMurphy
Nettie Walker (GNETS)

CLERICAL

Lisa Bakon
Robin LaPorte
Lisa Walker
Attendance Clark Position

CUSTODIAL

Robert Hicks
Sylvia Johnson
Shirley Kendrick
George Neal
Betty Jean Smith *

FOOD SERVICES

Terri Cooley*
Paige Cooper
Diane Kelley
Irene Raines
Carrie Respress
Carolyn Smith
Joyce Whittington

***Department Chair/Head Custodian/Lunchroom Manager**

Certified 39
Classified 22

FACULTY DIRECTORY

<u>Teacher</u>	<u>Area</u>	<u>Room Number</u>
Ed Mashburn	Principal	O 03
Cynthia Dickey	Assistant Principal	O 03
David Shepard	CTAE Coordinator	E 04 & E 06
Amy Little	Director of Guidance	B 27
Holly DeFore	Academic Coach	B 02
Lynda Yaughn	Media Specialist	Library
Amy Yaughn	Language Arts, Chair	B 04
Jennifer Martin	Language Arts	B 06
Susan Quinet	Language Arts	F 06
Mary Beth Broughton	Foreign Language	B 08
Laura Meldrun	English/Science	F 16
Amanda Hodges	Science	C 12
David Israel	Science	C 14
Amanda Puckett	Science, Chair	C 16
Mandy Sutton	Math	C 07
Michael Marler	Math	C 09
David Cline	Math	C 05
Lauren Johnson	Math, Chair	F 18
Michael Yaughn	Social Studies, Chair	B 26
Greg Street	Social Studies	B 24
Matthew Lester	Social Studies	F 08
James Moore	Social Studies	B 22
Daryl Baxley	CTAE	E 07
Harvey Pool	CTAE	E 11
Craig Puckett	CTAE	E 10
David Shepard	CTAE, Chair	E 04 & E 06
Brannen Smith	CTAE	B 17
Agnes Hollingshed	CTAE	E 02
Clyde Zachery	Physical Education	C 11/Gym
Stephen Johnson	Fine Arts	D 07
Sarah Inzetta	Fine Arts, Chair	B 31
Derick Smith	Special Education	F 07
Michael Hamilton	Special Education	F 01
Keith Barnett	Special Education	F 01
Michael Short	Special Education	F 09
Polly Wells	Special Education	F 17
GNETS	Special Education (GNETS)	E 12
Elaine Hudson	Special Education, Chair	F 20
Major William White	JROTC SAI	F 15
Sgt Kenya King	JROTC AI	F 14
Bill Montgomery	ISS	F 02 & F 04
April Baxley	Paraprofessional	F 17
Chiqueta Daniska	Paraprofessional	F 20
Terrica Donald	Paraprofessional	F 17
Danielle Cosnahan	Paraprofessional	F 21
Briana McMurphy	Paraprofessional	B 08
Nettie Walker	Paraprofessional (GNETS)	E 12
Robin LaPorte	Principal's Secretary	O 04
Lisa Bakon	Guidance Secretary	B 27
Lisa Walker	Registrar	O 05
NEW	Attendance Clerk/Receptionist	O 01

Bell Schedules

Daily Schedule

7:45	Teachers Report to School
8:00	Locker Bell
8:04 – 8:54	1 st Period
8:58 – 9:48	2nd Period
9:52 – 10:42	3 rd Period
10:46 – 11:10	Lunch A
11:14 – 11:38	Lunch B
11:42 – 12:06	Lunch C
12:10 – 12:41	TAA
12:45 – 1:35	5 th Period
1:39 – 2:29	6 th Period
2:33 – 3:23	7 th Period
4:00	Teacher Dismissal

TAA Schedule

Monday – RTI/Athletic
Tuesday – RTI/Advisement
Wednesday – RTI/Study Hall/Tutoring
Thursday – RTI/Advisement
Friday – Advisement

CRAWFORD COUNTY SCHOOL CALENDAR 2017-2018

August 1-10.....	Pre-Planning/Professional Learning Days
August 8.....	Open House (3:00 – 7:00 p.m.)
August 11.....	First Day for Students
September 4.....	Labor Day Holiday
September 13.....	Progress Reports
October 6.....	End of 1st Quarter
October 9.....	Columbus Day Holiday
October 10-11.....	Professional Learning Days
October 18.....	Report Cards Sent Home
October 19.....	Early Dismissal for Students
	Parent/Teacher Conferences: 2:00 p.m. - 7:00 p.m.
November 15.....	Progress Reports
November 20-24.....	Thanksgiving Holidays
December 14.....	End of 1st Semester
December 15.....	Professional Learning Day
December 18-January 1.....	Christmas Holidays
January 2-5.....	Professional Learning Days
January 8.....	Students Return from Christmas Break
January 10.....	Report Cards Sent Home
January 15.....	Martin Luther King Jr. Holiday
February 14.....	Progress Reports
February 16-19.....	President’s Day Holiday Weekend
March 12.....	End of 3rd. Grading Period
March 21.....	Report Cards
March 22.....	Early Dismissal for students
	Parent/Teacher Conferences: 2:00 p.m. - 7:00 p.m.
March 29-30.....	Professional Learning Days
April 2-6.....	Spring Break Holidays
April 25.....	Progress Reports
May 24.....	Last Day for Students
May 25.....	High School Graduation
May 25.....	Post-Planning
May 28.....	Memorial Day Holiday
May 29-30.....	Professional Learning Day

DEFINITIONS

Carnegie Unit – A unit of credit awarded for satisfactory completion of two semesters of a course.

Core Course of Study – Specific academic courses that must be passed in order for a student to earn the minimum number of Carnegie units required in a particular program of study.

Early Admission To College – A program in which a high school student enrolls as a full-time student and pursues a degree in lieu of a high school diploma.

Eight-Semester Rule – Requires that students attend eight full semesters in order to graduate.

Elective Course – A course that a student may select beyond the core requirements to earn the Carnegie units required for graduation.

High School Certificate – The document awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units.

Hospital Homebound Program – When it appears that a student may be absent from school for an extended length of time (at least ten consecutive school days) because of injury or illness, he/she can receive Hospital/Homebound Program services. The student's parent can pick up the appropriate application from the Guidance Center. This form should be completed by the student's doctor and returned to the school by the parent as early as possible. When this form has been returned, the school will apply for hospital/homebound service for that student. When the student is actually served by the Hospital/Homebound teacher, he/she will be counted present on the attendance record. In order to receive credit, a student on hospital/homebound is expected to satisfactorily complete all work assigned.

A student who will be on hospital/homebound for longer than six (6) weeks may have a schedule change due to the requirements of upper level College Prep classes. It is important that the expected time a student will be on hospital/homebound be specified at the time application is made. All work for hospital/homebound students must be completed before the student returns to school and no later than ten days after the end of a grading period.

Joint Enrollment – An arrangement between a local board of education and a regionally accredited public or private institution wherein a student enrolls in classes and earns Carnegie units that count toward high school graduation requirements and credit hours.

Move On When Ready – In 2015, the Georgia General Assembly passed a law that streamlined the existing dual-enrollment programs. As a result, Accel, Dual HOPE Grant, and the original Move On When Ready have been combined into one program entitled Move On When Ready (MOWR), in which high school students may earn high school course credits while taking college courses. Georgia's Move On When Ready dual-credit program is available to any Georgia student in grades 9-12 enrolled in a public school, private school, or home-study program operated pursuant to O. C. G. A. 20-2-690 in Georgia.

Program of Study – The courses needed to complete requirements for a particular type diploma, seal or endorsement.

Required Course – Specific courses that each student in a program of study must pass in order to graduate from high school.

Seal of Endorsement – A seal/stamp issued by the Georgia Department of Education and affixed to high school diplomas by local school systems for students who have satisfied requirements for a program of study.

Semester – a 90-day period on the Traditional Schedule. Students earn ½ Carnegie unit of credit for each class passed.

Senior Plan – The student is enrolled full-time in a state vocational-technical school for his/her senior year.

Employment and Life Skills Diploma – A document awarded to students assigned to a special program who have not met state testing requirements but have fulfilled all provisions of their Individual Education Plan (IEP).

Vocational Areas of Study – Family and Consumer Science, Health Occupations, Technology, Agriculture, Business, and JROTC.

Work-Based Learning – Juniors and seniors enrolled in Co-op class may be excused from school at the end of fifth period in order to work. School credit will be given for satisfactory work experience. Detailed information about this program can be obtained from the co-op coordinator.

GRADUATION REQUIREMENTS

Carnegie Units

Each student must earn 24 Carnegie units. Special Education students are required to fulfill the requirements set forth in their Individual Education Plan (IEP).

A student will be required to graduate under the requirements in place at the time he/she entered the ninth grade unless Board of Education policy or Georgia law intervenes to change these requirements.

Valedictorian/Salutatorian

In order to qualify for Valedictorian and Salutatorian, a senior must have taken two Advanced Placement (AP) courses and the AP tests for those courses. The Valedictorian and Salutatorian shall have attended Crawford County High School for a minimum of four (4) consecutive semesters including the first semester of the senior year.

Community Service

Per CCBOE policy, all students must complete 24 hours of community service in order to graduate.

160-4-2-.48 HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 2008-09 SCHOOL YEAR AND SUBSEQUENT YEARS

- (1) **PURPOSE.** This rule specifies programs of study that shall be offered by local boards of education for students enrolling in the ninth grade for the first time in the 2008-2009 School Year and for subsequent years.

(2) **DEFINITIONS**

- a. **Career, Technical and Agricultural Education (CTAE) Pathways** – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.
- b. **Core Courses** – Courses identified as “c” or “r” in Rule 160-4-2-.03 list of state-funded K-8 subjects and 9-12 courses.
- c. **Elective Courses** – Any courses identified as “e” in Rule 160-4-2-.03 list of state-funded K-8 subjects and 9-12 courses that a student may select beyond the core requirements to fulfill the unit requirements of graduation.
- d. **Required Courses** – Specific courses identified as “r” in Rule 160-4-2-.03 list of state-funded K-8 subjects and 9-12 courses that each student in a program of study shall pass to graduate from high school.
- e. **Secondary School Credential** – A document awarded to students at the completion of the high school experience.
 - i. **High School Diploma** – The document awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment.
 - ii. **High School Certificate** – The document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment, but who have earned 24 units.
 - iii. **Special Education Diploma** – The document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).
- f. **Significant Cognitive Disabilities** – Students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).
- g. **Unit** – One unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.
- h. **Unit, Summer School** – One unit of credit awarded for a minimum of 120 clock hours of instruction.

(3) **REQUIREMENTS**

- a. Local boards of education shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.
- b. Local boards of education shall require that
 - i. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment.
 - ii. Students who enroll in the ninth grade for the first time in the 2008-2009 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs – Student Assessment.

iii. **UNITS OF CREDIT**

1. All state-supported high schools shall make available to all students the required areas of study.
2. A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart.

3. **AREAS OF STUDY**

	<u>Units Required</u>
I. English/Language Arts*	4
II. Mathematics*	4
III. Science*	4
The 4 th science unit may be used to meet both the science and elective requirement.	
IV. Social Studies*	4
Three social studies units are required by the state board of education, but the local requirement is four units.	
V. CTAE and/or Modern Language/ Latin and/or Fine Arts	3
VI. Health and Physical Education*1	
VII. Electives	4

TOTAL UNITS (MINIMUM) 24

*Required Courses and/or Core Courses

(4) COURSE CREDIT

- a. Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia Standards of Excellence (GSE) for grades 9-12 or those approved by the State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GSE requirements. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core unit credit.
- b. No course credit may be awarded for courses in which instruction is based on the GSE for grades K-8.
- c. Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

(5) AREAS OF STUDY

- a. Courses that shall earn unit credit are listed in Rule 160-4-2-.03 List of State-funded K-8 subjects and 9-12 courses.
- b. Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter “r” appears with course names. These courses are required. They **must** be successfully completed and cannot be substituted with any other course. Any course identified as “c” is a core course and may be selected to count as one of the core unit requirements. A course identified as “e” is an elective course that may be selected beyond the core requirements to fulfill the unit requirements.

I. English/Language Arts: Four units of credit in English Language Arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a “c.” The Writing, Conventions, and Listening, Speaking, and Viewing strands of the Georgia Standards of Excellence shall be taught in any sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

II. Mathematics: Four units of credit in mathematics shall be required of all students, including Coordinate Algebra or its equivalent, Analytic Geometry or its equivalent, and Advanced Algebra or its equivalent. Additional units needed to complete four credits in mathematics must be from the list of GSE/AP/IB designated courses.

- i. Students with disabilities who take and pass Mathematics 1 in conjunction with a mathematics support class and Mathematics 2 in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3 or its equivalent for a total of 3 math credits. Completion of 3 units of math may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.
- ii. **Requirements for students who entered the 9th grade in 2008-09, 2009-10, and 2010-11:**
 - a. 4 units of core credit in mathematics
 - b. 1 unit in GSE Mathematics I, GSE Algebra, or the equivalent
 - c. 1 unit in GSE Mathematics II, GSE Geometry, or the equivalent
 - d. Additional core mathematics credits must be chosen from the list of GSE/AP/IB/dual enrollment designated courses.
 - e. Districts have the flexibility of awarding either core or elective credit for support courses.
- iii. **Requirements for students who entered the 9th grade in 2011-12:**
 - a. 4 units of core credit in mathematics
 - b. 1 unit in GSE Mathematics I or the equivalent
 - c. 1 unit in GSE Mathematics II or the equivalent
 - d. 1 unit in GSE Mathematics III or the equivalent
 - e. Support courses are designated as elective courses
 - f. Additional core mathematics credits must be chosen from the list of GSE/AP/IB/dual enrollment designated courses.
 - g. Students with Disabilities who earn credit in GSE Mathematics I or the equivalent, along with the associated support course, and GSE Mathematics II or the equivalent, along with the associated support course, may, upon determination through the IEP team meet the mathematics diploma requirements by completing GSE Mathematics III, or the equivalent, for a total of 3 mathematics core credits.
 - h. Students with Disabilities, who were identified prior to enrollment in high school and have a disability affecting mathematics achievement, may follow an alternate course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequences include 1) students enrolling in a single advanced mathematics course and receiving instruction over two years or, 2) receiving dispensation from completing Mathematics III. These alternate course sequences would allow a student with disabilities earning core credit in Mathematics I and II with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.
- iv. **Requirements for students who entered 9th grade in 2012-13 and subsequent years:**
 - a. 4 units of core credit mathematics
 - b. 1 unit in GSE Coordinate Algebra or the equivalent
 - c. 1 unit in GSE Analytic Geometry or the equivalent
 - d. 1 unit in GSE Advanced Algebra or the equivalent
 - e. Support courses are designated as elective courses.
 - f. Additional core mathematics credits must be chosen from the list of GSE/AP/IB/dual enrollment designated courses.
 - g. Students with Disabilities who earn credit in GSE Coordinate Algebra or the equivalent, along with the associated support course, and GSE Analytic Geometry or the equivalent, along with

the associated support course, may, upon determination through the IEP team meet the mathematics diploma requirements by completing GSE Advanced Algebra or the equivalent, for a total of 3 mathematics credits.

- h. Students with Disabilities, who were identified prior to enrollment in high school and have a disability affecting mathematics achievement, may follow an alternate course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequence include 1) students enrolling in a single advanced mathematics course and receiving instruction over two years or 2) receiving dispensation from completing GSE Advanced Algebra. These alternate course sequences would allow a student with disabilities earning core credit in GSE Coordinate Algebra and GSE Analytic Geometry with two other mathematics courses to satisfy the minimum mathematics requirements for high school graduation.
- i.

III. Science: Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

IV. Social Sciences: Four units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required. ****The local board of education requires four units of social sciences.**

V. CTAE/Modern Language/Latin/Fine Arts: A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest.

- i. **Career, Technical and Agricultural Education (CTAE) Pathways:** Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries
- ii. **Modern Language/Latin:** All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admissions.
 - a. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available
 - b. American Sign Language may be taken to fulfill the modern language requirements.
- iii. **Fine Arts:** Electives may be selected from courses in fine arts.
- iv. **Health and Physical Education:** One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011), Health and Personal Fitness (36.051), or Advanced

Personal Fitness (36.061) to satisfy this requirement. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions: 1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in Rule 160-4-2-.12 and 2) the local Board of Education must approve the use of JROTC courses to satisfy the one required unit in health and physical education.

(6) REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT.

- i. A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.

(7) STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.

- i. Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:
 - a. completed an integrated curriculum based on the GSE that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, and
 - b. participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
 - c. reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

(8) LOCAL AUTHORITIES AND RESPONSIBILITIES.

- i. Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following:
 - a. A continuous guidance component beginning with the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
 - b. Record keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students.
 - c. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.
 - d. Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.
 - e. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

This rule shall become effective on July 1, 2008.

Authority O.C.G.A. 20-2-131; 20-2-140; 20-2-142; 20-2-150 (a); 20-2-151 (a), (b); 20-2-154 (a); 20-2-160; 20-2-161.1; 20-2-161.2; 20-2-281 (a), (c).

GRADUATION PROCEDURES

I. Ceremony

The only students allowed to participate in the graduation ceremony will be those who have met all the local and state requirements for their desired diploma. Exceptions:

- Special education students, who must meet the requirements of their Individual Education Plan (IEP).

There will be one graduation ceremony each year at the end of the school year. Each graduating student is responsible for paying graduation fees by the deadline dates. All students' debts must be paid prior to graduation. Any student who has not completed all graduation requirements by the date of graduation will not be allowed to participate. Any student who finishes his/her senior year in the alternative education program will not be allowed to participate in the graduation ceremony.

Students may be issued tickets to be distributed for graduation. The number of tickets will depend on the size of the student body and location of the ceremony.

II. Early Graduates

All students must complete 8 full semesters. Fifth year seniors who complete requirements for graduation before the end of the second term may exercise one of the following options:

1. The student may participate in graduation and receive a diploma at that time. If the student takes this option, he/she will be responsible for keeping informed of all graduation related deadlines and events. It is the student's responsibility to comply if he/she plans to participate in the activities. The guidance office when necessary will provide a transcript or evidence of completion of requirements.
2. If the student chooses not to participate in graduation and receives a diploma at the time of completing course requirements, the student ends association with the school system and gives up the rights and privileges of students, including the right to participate in student activities.

III. Class Rank

Class rank for graduating students will be computed, for graduation purposes only, at the end of the first semester of the senior year. Class rank will be determined by averaging all high school grades. Final class rank to be entered on the student's permanent record will be computed following the final semester of the student's enrollment in high school.

IV. Honor Graduates

All graduating students who have an overall grade average of 90 or higher at the end of the first semester of their final year shall be Honor Graduates.

V. Valedictorian and Salutatorian

See Appendix.

VI. Attire

Graduates wear purple gowns and purple caps. Honor graduates wear gold stoles. All male graduates will wear black or navy slacks, white dress shirts, dark ties, black socks, and black dress shoes. Female graduates will wear dark solid color, knee-length dresses or skirts and white blouses, hose and black dress shoes. Students who are not appropriately dressed will not be allowed to march.

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VII. Fees

The cost for the following items is to be borne by the student participating in graduation.

<u>Required</u>	<u>Optional</u>
Diploma Cover	Senior pictures
Cap and Gown	Name Cards
	Senior Keys
	Memory Books
	Announcements

VIII. Announcements

Each year several styles of announcements will be selected and displayed at the high school. The Senior Class will choose one of these.

IX. Rehearsals

The dates for graduation rehearsals will be announced in advance. Graduating students are expected to participate in all of these rehearsals. Failure to attend rehearsals will result in not being able to participate in graduation. Students must be transported by bus to any off-campus rehearsal sites.

X. Order of Procession

Graduates shall process in the following order:

1. Valedictorian
2. Salutatorian
3. Honor Graduates (Alphabetically)
4. Other Graduates

PROMOTION REQUIREMENTS FOR GRADES 9-12

Students in grades 9-12 must be on track for graduation to be promoted to the next grade. Promotion is determined by the total number of unit credits earned by the student prior to the beginning of the school year and is not changed during the year.

Students may graduate by successfully completing the requirements outlined in the High School Graduation Policy IHF and the state board rule that is applicable to the year a student graduates. Students other than twelfth (12th) graders may declare their intent to graduate but grade level will remain according to units earned prior to the beginning of the school year.

In order to be promoted to the next grade, a student needs to have earned:

- 10th grade – 5 units
- 11th grade – 11 units
- 12th grade – 17 units

GENERAL INFORMATION

Absences/Attendance

The Crawford County Board of Education believes that class attendance is one of the most important factors in the successful education of students. When a student is absent from school, he/she must bring in a note from his/her parent/guardian within three days to have the absence excused. Missing 15 minutes of a class will result in the student being counted absent. It is the policy of the Crawford County Board of

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Education that any student who misses more than 10 days per semester in a course cannot be automatically granted credit for the course. See Truancy Protocol in Appendix.

If a student has exceeded the allowed number of absences, he/she may file an appeal with the attendance clerk. Levels of Appeal for Absence Credit are:

(First Level)

The CCHS Principal maintains the authority to allow no more than 10 absences per semester. Students who accumulate more than 10 excused and unexcused absences may be denied credit.

(Second Level)

If the student is denied credit due to excessive absences at the school level, he/she may file an appeal with a special committee at the superintendent's office to seek acceptance of credit for their absences.

(Third Level)

In the event that the first two levels of appeal have been denied credit, students with passing grades found in violation of the above policy shall have the rights to appeal to the Crawford County Board of Education.

Cases constituting excused absences include:

- Personal illness
- Death of a member of the family. Proof shall be in the form of a letter from the parent or guardian.
- A court order or an order by a governmental agency
- Celebration of state recognized religious holidays
- Conditions rendering attendance impossible or hazardous to student health or safety
- One (1) day to register to vote
- PAGE for US or Georgia Assembly (counted as present in school)
- Attendance at a school sanctioned or parental sanctioned event
- Visiting a parent/guardian prior to or on leave from a combat posting (up to 5 excused absences per year)

In-school activities involving counseling, standardized testing, and health screenings will not be counted as absences. Students serving as legislative pages will not be counted absent.

SENIORS will be allowed three college days, which must be scheduled, through the counseling office; official documentation from the college or technical institute must be presented within three days after the visit.

An unexcused absence from a class or a portion of a class may not be appealed.

Once a student is physically present on the school campus, he/she may not leave the campus without following the proper sign-out procedure. Otherwise, the student is considered "cutting" or "skipping" school. Students found to have cut school will be subjected to disciplinary actions, which include suspension. A student may not participate in any extra-curricular activity on the day of an absence.

Daily attendance is monitored by the following procedures. When a student is absent from school, upon their return to school he/she must submit his excuse, in writing, to the attendance clerk. The attendance clerk determines, following school policy; if the absence is considered excused or unexcused. The attendance clerk will mark the appropriate absences excused in the student information system. If the student does not present the attendance clerk with an excuse within 3 days of the absence date, the absence is considered unexcused.

When the student acquires 5 days of excused absences, the attendance clerk will send a 5-day letter to the parent/guardian home by first class mail. The letter serves as notification to the parent/guardian of the potential of their child being denied credit for a particular course.

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When a student acquires 10 days of excused absences, the attendance clerk will send a 10-day letter to the parent/guardian home by first class mail. The letter serves as **FIRST LEVEL** notification to the parent/guardian of the potential of their child being denied credit for a particular course.

In order to receive credit from this status, the parent/guardian and student must follow the procedures stated above (LEVELS OF APPEAL FOR ABSENCE CREDIT). **For other attendance-related rules, refer to the Truancy Protocol and Driver's License sections in the Appendix.**

Advanced Placement Courses

In order to recognize the extra work required in AP classes, five points will be added to the final semester grade of each student who earns 70 or above (not to exceed 100).

After-school Program

An after-school credit recovery program will be offered through the Odysseyware on-line curriculum. These classes are available during the school year to **juniors and seniors first**. Cost is \$270 per semester. Must be approved by the principal.

Alma Mater

"Hail to thee dear CCHS, Alma Mater true
Loyalty and love and honor, In our hearts for you
CCHS Alma Mater, Hear our praise to thee
CCHS Alma Mater, Loyal we will be."

H. S. Thompson

Appointments

Parents are requested to make dental, medical and other appointments for students after school hours or on Saturdays. Any student who leaves school for an appointment will be counted absent for the time missed; documentation should be furnished the next day. Students will not be allowed to sign out and return to school during fourth period. Students should not sign out during the last 45 minutes of the school day and students may not sign out early to go to work. Missing 15 minutes of a class will result in the student being counted absent.

Bus Rules

Don Climpson, Director of Transportation Department
Mike Campbell, Operations
Crawford County Board Of Education

Who Is Eligible to Ride

Students who live more than 1 ½ miles from the school they attend are eligible to ride the bus.

Bus Conduct (For All Students Who Ride Crawford County School Buses)

The school bus is an extension of the classroom and all students who ride school buses are subject to the transportation rules and regulations as well as the rules in the student handbook. These are established for the safety of every student. Some of the buses in Crawford County are equipped with video cameras as an added safety precaution. Maintaining proper conduct on the school bus must be a joint effort on the part of the students, parents, driver, and school officials. Misbehavior on the part of the student, which distracts the driver from his/her operation of the vehicle, jeopardizes the safety of all passengers. Riding is a privilege and it can be taken away. Students are expected to follow all school rules and CCBOE Policy. In addition, the following rules will be enforced:

- . Respect yourself and the rights of others.
- . Follow the driver's directions the first time they are given.
- . Stay in your seat.
- . No electronic devices will be allowed on buses.
- . No smoking, chewing or spitting tobacco.

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- . Eating and drinking water or soft drinks at driver's discretion.
- . Keep all parts of your body and all objects in the bus.

If a student exhibits disruptive behavior, the driver will notify the parents immediately in an attempt to solve the problem at that level. However, if the student chooses to break the same rule, the following consequences will apply:

1st Reported incident: school official, parent, and driver conference. A suspension from the bus for a minimum of 3 days will follow, if the parent fails to attend the conference.

2nd Reported incident: 3 days off bus

3rd Reported incident: 5 days off bus.

4th Reported incident: 10 days off bus.

5th Reported incident: Off bus for the remainder of the school year.

Fighting on bus:

1st reported incident: 5 days off bus

2nd reported incident: 10 days off bus

3rd reported incident: Off the bus for the remainder of the school year/Tribunal

Severe misbehavior may result in bus suspension on first offense.

Severe misbehaviors include, but are not limited to: **Disrespect of driver/monitor or administrator, fighting, vandalism, possession of tobacco, drugs, alcohol, and any other behavior(s) that could be detrimental to the safety of others.**

The student will be suspended from the bus for the remainder of the year for behaviors such as possessions of weapons or drugs or severe disrespect to the bus driver. If the student is suspended from the bus due to misconduct, his/her absence from school is not excused. The parent or guardian shall be expected to provide transportation during the time the student is excluded from the bus.

A student may be suspended from the bus at any time if the principal determines an incident warrants suspension. The suspension can be up to 10 days. In addition, he/she may be suspended from school depending upon the severity of the offense.

CCES and CCMS students will not be allowed to get off the bus at CCHS to ride with siblings or relatives.

Acknowledgement of Bus Rules

All parents and students will receive a copy of the bus regulations. Parents, please review these regulations with your students.

Boarding and Deboarding

Students are to be at their designated bus stop **five** minutes before pick-up time. Students are to remain at least **five** feet from the boarding point and not approach the bus until the bus door is opened. Those approaching the bus after the door closes **will not** be permitted to board. The student **should not** cross the street until he/she has looked both ways or the driver signals that it is safe to do so. Students **must** ride only their assigned bus.

Class Rings

Class rings are ordered during the junior year. Only students classified as juniors or seniors will be eligible to order rings. Each student must pay a deposit when the ring is ordered. Once this deposit is paid, even though the student may drop out or change schools, **IT CANNOT BE REFUNDED.**

Copy Machines

Students are not allowed to use office copy machines. The copy machine in the media center is provided for students. There is a fee for its use.

Course Extensions

Course extensions will be available on a case by case basis to those students who failed an academic core course the previous semester and will need for graduation. These extensions will also be offered to students who received no credit due to excessive excused absences. Course extensions will involve a minimum of 15 hours of coursework and successful completion of a pretest and posttest. These extensions will be offered at a fee of \$60, and the student will only be able to improve his/her grade to passing (70). The rationale applied to course extensions is that the student has completed a significant amount of coursework. The student may have accomplished just short of the required levels of competency. In order to receive credit for the course, the student must show complete competency and make up the lost time. Students may receive course extensions in all core areas needed. The fee is \$60 per course. Seniors who have an average between 60-69 in a core course second semester will be offered course extension prior to graduation.

Damages to or Loss of School Property

If a student should damage or lose any item belonging to the school, the student is responsible for paying for the repair or replacement of the item. Parents will be notified in writing of the charges.

Disaster Drills (Tornado, Fire, or Disaster)

Instructions to be followed in case of tornado or fire are posted on the bulletin boards in each classroom. In case of disaster it is imperative that each student respond quickly and quietly to instructions from staff. These drills will be practiced frequently.

Eligibility for Extra-curricular Participation

According to regulations of the Georgia State Board of Education and the Georgia High School Association, in addition to meeting residency requirements, a student must meet the following requirements in order to participate in extra-curricular activities, including athletics, cheerleading, and many club activities.

1. A student must pass five fall semester courses to remain eligible to participate in the activity. In this regard, summer school is considered an extension of the second semester.
2. The student must be on-track. This means that the student must have the following units of credit at the beginning of the school year.

Students entering 9th grade in 2011-12 and after:

2nd year in high school – 5 units

3rd year in high school 11 units

4th year in high school 17 units

5th year in high school – not eligible to participate

Students who lose eligibility by not meeting the “on track” requirements at the beginning of a year may regain eligibility at the beginning of that year’s second semester by accumulating the required number of units by the end of the first semester and passing at least five courses during the first semester.

Final Exams

Comprehensive exams will be given at scheduled times each 9 weeks of the semester. The two nine weeks grades are averaged to produce the semester grade.

Georgia Milestones

The Georgia Department of Education will implement a new testing system, the Georgia Milestones Assessment System (Georgia Milestones) during the 2014-2015 academic year. The new system will replace both the CRCT and the EOCT.

Georgia Milestones will be aligned to the Common Core Georgia Performance Standards (CCGPS) and will require more from students than the CRCT and EOCT it replaces, in order to better prepare students

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for college and career and to provide a more realistic picture of academic progress. A major benefit of the new system is that it is one consistent testing program across grades 3-12, whereas previously students took a series of individual tests.

Grade classification:

The following are current minimum requirements for grade classification:

Class of 2004 and Beyond:

Graduation from high school	24 units
Promotion to 12 th grade	17 units
Promotion to 11 th grade	11 units
Promotion to 10 th grade	5 units

Grading System – See also Report Cards/Exam

Passing – 70 or above

If a student receives No Credit due to excessive absences, he/she must file an appeal for credit. Students with passing averages will be given a 69. Students with averages below passing will be given the grade earned.

Grading Procedures & Formula

Teachers will be required to give no less than 4 and no more than 8 major tests in a 9-week period. Major tests, daily work, quizzes, etc. constitute 85% of the (9) nine weeks grade. All teachers are required to give 9-week exams, which will constitute 15% of the 9-weeks grade. Teachers have the option of repeating this process for the second and fourth 9 weeks, or administering a comprehensive final exam covering all material for the entire semester. Comprehensive final exams may count no more than 20% of the semester average. The semester average is reached by averaging the 1st and 2nd nine weeks grades. No grade over 100 can be accepted by the grading program. Standardized tests such as SLO's and GA Milestones will be weighted as prescribed by the state.

Example:

For courses without a comprehensive final:

1st 9 weeks = 76 Multiply $76 \times 8.5 = 646$

1st 9 weeks test = 80 Multiply $80 \times 1.5 = 120$

Add $646 + 120 = 766$ Divide 766 by 10 = 76.6 1st 9 weeks grade is 77.

2nd 9 weeks = 80 Multiply $80 \times 8.5 = 680$

2nd 9 weeks test = 73 Multiply $73 \times 1.5 = 110$

Add $680 + 110 = 790$ Divide 790 by 10 = 79 2nd 9 weeks grade is 79.

Semester average 1st 9 weeks grade – 77; 2nd 9 weeks grade – 79; Average these two grades to get semester average = 78.

For courses with a comprehensive final:

The average of 1st and 2nd 9 weeks = 80%

Comprehensive final = 20%

Example:

1st 9 weeks average = 85

2nd 9 weeks average = 90

Average is $88 \times 8.0 = 704$

Comprehensive final = $78 \times 2.0 = 156$

$704 + 156 = 860 / 10 = 86$. The semester average is 86.

On April 13, 2011, the State Board of Education approved a plan to phase out the GHSGT. Students who enter high school in the fall of 2011 will no longer take the GHSGT in English, Math, Social

Studies, and Science in order to graduate. The new plan would require students to pass all required courses, and the EOC would now count 20% of a student's final grade, rather than 15%. Students entering ninth grade on or after July 1, 2011, no longer must take or pass the GHSGT to receive a high school diploma. These rule amendments also allow flexibility for students who entered ninth grade between July 1, 2008, and June 30, 2011, to meet graduation requirements by either passing the GHSGT or at least one of the two equivalent EOC's in each corresponding content area.

Guidance Services

Guidance services help provide personal opportunities and specialized staff services so that individuals can develop to the fullest of their abilities and capacities. The service offered is an endeavor to help the individual in understanding himself, the world in which he lives, and opportunities and relationships to these things so that choices and decisions will be most satisfying to the individual.

The Guidance Center offers services by appointment to pupils, teachers, administrators, parents, and the community. Services include individual inventory or appraisal service, counseling information services, orientation services, placement services, and research and follow-up services.

Assistance is given to students in preparation of tentative four-year course of study plans. Information is provided on educational requirements for entrance into occupation areas and post-secondary institutions to facilitate wise course selection. Positive input is provided in such matters as courses offered, special programs, and educational placement of students so that student needs are more fully met.

Personal counseling is one of the main functions of the department. Students with such problems come either voluntarily or by referral, and the counselors counsel the students in either an individual way or within a group. Time spent with the counselor is considered instructional time. Students should not go to the counselor without a pass except before or after school.

Hall Passes

Students who are in the halls during class time or lunchtime must have a pass issued by the teacher to whom he/she is assigned at that time or by other authorized personnel.

(See Media Center Passes and Lunchroom). Students should not go to the office without a hall pass EVEN DURING CLASS CHANGE.

The faculty of CCHS emphasizes the value of instructional time. Students should not ask for permission to leave the classroom except in the case of an emergency. Students are reminded that missing 15 minutes of any class may result in an unexcused absence. Only one student is allowed out of the classroom at any given time.

Hall Traffic

Persons walking in the halls should keep to the right side of the hall. Stopping and standing in the path of traffic should be avoided when possible.

Honors Courses

Honors courses will be in designated subjects only. Because these courses will be more rigorous than college prep courses, only students who meet specified qualifications will be eligible; these classes will be offered when scheduling allows.

- Requirements for Honors 9th Grade Literature and Composition
 - 8th grade writing assessment score of at least 230
 - Minimum grade of 85 in 8th grade language arts class
- Requirements for Honors 10th Grade Literature and Composition
 - Minimum grade of 85 (for both semesters) in 9th Grade Literature and Composition class
- Requirements for Honors American Literature and Composition
 - Minimum grade of 85 (for both semesters) in 10th Grade Literature and Composition class
 - Minimum grade of 85 (for both semesters) in 9th Grade Literature and Composition class
- Requirements for placement in Accelerated Coordinate Algebra/Analytic Geometry A
 - Must pass both semesters of 8th grade Math with an 85 or higher

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- Requirements for placement in Accelerated Analytic Geometry B/Advanced Algebra
 - Must pass both semesters of Accelerated Coordinate Algebra/Analytic Geometry A with a 78 or higher (3 bonus points included)
- Requirements for placement in Advanced Pre-Calculus
 - Must pass both semesters of Accelerated Analytic Geometry B/Advanced Algebra with a 70 or higher
- Requirements for Honors Physical Science
 - Must pass 8th grade science with an 85 or higher class average
- Requirements for Honors Biology
 - Must complete 2 semesters of Honors Physical Science
 - Must pass both semesters of Physical Science with a 78 or higher average
- Requirements for Honors Chemistry
 - Must complete 2 semesters of Honors Biology
 - Must pass both semesters of Biology with a 78 or higher average
- Any student may apply to the Honors Science program with written recommendation from a science teacher.

Honor Points

In order to recognize the extra work required in honors classes, three points will be added to the final semester grade of each student.

Honor Roll

A+	95-100 Superintendent Honor Roll
A	90-94 Principal Honor Roll
B+	85-90 Honor Roll
B	80-84 Honorable Achievement

Library/Media Center

The Library has open stacks, and anyone may use any book he/she chooses. Materials of any kind must be checked at the circulation desk. Reserved books will be checked out according to the length of time that a particular teacher requests. All other books may be checked out for a period of two weeks. A book may be renewed without special permission of the librarian. Unless the student is accompanied by his teacher and class, he/she must have an official written library pass to visit the media center. During class, these may be obtained from the teacher; during lunch these may be obtained from the teacher on duty in the cafeteria lobby. See Hall Passes.

Lockers and Desks

The school has control of all lockers and desks and reserves the right to inspect or search lockers and desks without prior notice to detect health or safety problems or violations of school rules. Each student is assigned a locker and is expected to use his/her own locker. Sharing lockers is prohibited. Students should not be allowed out of class to retrieve or replace books or other materials. There will be a \$3.00 fee for locker use.

Lost and Found

Lost and found items are turned in to the office and may be retrieved from the office by identifying. Unclaimed items will be sent to Goodwill.

Lunch

Seniors will be allowed to go off-campus for lunch periodically and according to an approved schedule. After the first progress report, any senior who is passing all classes, has no ISS or OSS days, three or fewer absences, and has parent permission will be eligible for off-campus lunch every other Thursday for the remainder of the grading period. Eligible seniors will be allowed to miss 4th period on these designated Thursdays. The list of students will be updated after each 4-week grading period. A list of eligible seniors will be sent to the teachers and kept in the front office. Abuse of this privilege (tardiness to the next class, negative reports from downtown merchants, etc.) will result in revocation. Students should leave the

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lunchroom only to go to the nearest restroom or the library or counselor (passes will be available) or to go outside to the area between the lunchroom and “C” hall (plaza area). **Food is not to be delivered to the school.**

Lunchroom

Students in the lunchroom are to conduct themselves in accordance with the rules of courtesy and good manners. All students are subject to correction by system employees. Students should remain in the lunchroom or plaza area during lunchtime unless they have a pass. Students may not charge meals. Drinks may be taken to the plaza during lunch as long as students properly dispose of trash related to these items.

Make-Up Work

When a student is absent from school, he/she must bring in a note from his/her parent/guardian within three days to have the absence excused. Work missed during an excused absence may be made up. The student has 5 days from the time of his/her return from the absence to make up the work. Failure to make up graded work may result in the student receiving a zero on the graded work. When an absence is unexcused (failure to bring in an excuse within three days), students cannot make up work missed. Any graded activity during an unexcused absence may result in the student receiving a zero.

Math Promotion

If a student fails both semesters of a math course, he/she may retake both semesters in summer school. Students must pass at least one semester of a course in order to move on to the next course. If a student fails one semester of a math course and passes the other semester, he/she is required to take the semester missed in class the next year as well as starting the next math course, unless the student elects to take the course during the summer. The only exceptions that will be made to this policy will be for seniors, and only if the exception meets with the approval of both parents and administrators.

Medication

School personnel are prohibited from giving medicine to students except that which the student brings from home. Students should bring all medication, whether prescription or non-prescription, to the school nurse. All medication brought to the school nurse must be in the original container. School personnel at the direction of the parents will dispense this medication. Asthmatic students may carry their inhalers.

Parent-Teacher Conferences

A parent who would like to meet with a teacher should call the school office. An appointment will be arranged. Teachers may not be called from class to meet with parents, unless prior arrangements have been made between teacher, parents, and administration. The school will not give teachers' home phone numbers without teacher permission.

Parking

Students who wish to park on campus will be required to purchase a parking permit for each car he/she may drive to school. Parking permits are \$10. Seniors and WBL students will be given first opportunity to purchase parking stickers. Ninth and tenth graders must have an application approved by school administration in order to be allowed to park on campus. Cars not having stickers are subject to being ticketed and /or towed. Violators will lose their parking/driving privileges. Upon arrival to school, students are to park their cars and leave them until school is over. All items needed during the school day should be taken from the car upon arrival. Returning to a car without permission will result in disciplinary action.

The school administration reserves the right to prohibit any student from bringing a car on campus. Vehicles on the school campus may be subject to search. Students are to park only in designated parking areas. **All cars must be registered.**

Pledge of Allegiance and Moment of Silence

All students are required to stand during the Pledge of Allegiance and the moment of silence. These items precede our announcements. Students should remain quiet during announcements.

Progress Reports

Students are issued official grade and attendance reports every 4 ½ to 5 weeks. These reports are to be taken home by the student. The only report cards mailed home are at the end of the second semester. A parent may call the counselor's office to request more frequent reports. Nine-week exams will be given at the end of the first and third nine weeks. Comprehensive exams may be given at the end of each semester.

Public Displays of Affection (PDA)

Public displays of affection will not be allowed at Crawford County High School. Behavior that is not allowed includes, but is not limited to: holding hands, kissing, romantic embracing and intimate touching. Students violating this rule will receive disciplinary action.

Schedule Changes

Once the semester starts, no schedule changes will be made unless:

1. The student is scheduled for a course he/she has already passed.
2. The student is scheduled for a course for which he/she has not met the pre-requisite.
3. A senior needs a specific course.

There will be no schedule changes after 10 days into the semester.

Scheduling

Students are registered by teacher-advisors prior to the beginning of the school year. In some cases, such as class overcrowding and scheduling conflicts, administrative decisions will determine placement in certain classes.

School Items Issued to Students

Many items belonging to the school are issued to students. These include textbooks, library books, uniforms, audio-visual equipment, periodicals, and college catalogues. The student issued the item is responsible for returning it at the appropriate time in good condition.

Selling Items at School

Selling items at school other than school approved is prohibited unless the sale has been approved by the Board of Education. The principal will approve all other fundraisers.

Sex Education

Sex education is taught in Health classes. If a parent has a valid objection to his/her child participating in sex education, the parent will be given the option of having his/her child not attend health class on the day that sex education is taught. In such cases, the student will be excused to the library. A list of the objectives covered in the class will be given to the parent, and the student will be required to take the same teacher-made test that all students in the health class are required to take.

Sign-Out Procedures

Any student who leaves campus during the school day must sign out through the office with the authorization from office staff. A student is allowed to leave school during the school day only with parental permission after the office staff has called the parent or parent designee. Parents and designees must present a picture ID when signing students out of school. **Information sheets must be on file or the student may not be allowed to sign out.** Students are encouraged to remain in school the entire school day. When a student must sign out and sign back in on the same day, he/she must have a note from a parent. The note must state the date, the reason for leaving school, the approximate time the student should be returning to school, the phone number at which the parent can be reached and the parent's signature. This note must be brought to the office before school so staff can have time to verify. Students will be called to the office from class to receive the verification. **Students who have after school jobs may not sign out early in order to get to their jobs.**

Any student signing out should bring a note/documentation upon his/her return to school. This note must be taken to the office before school so that an official excuse may be written. **If a student signs out before lunch he/she must bring back a doctor's excuse.**

Skateboards

Skateboards are not allowed on the campus of Crawford County High School at any time.

Standardized Dress

Code Policy

APPROVED BY THE CRAWFORD COUNTY BOE

EFFECTIVE FOR JULY 2015 AND BEYOND

The following will be the only acceptable attire during school hours:

- c. Khaki-style pants or jeans or shorts/skirts that are knee-length are permitted and must be worn at the natural waistline. Pants with elastic bands at the bottom (joggers), sagging, oversized, or low-cut pants worn below the natural waistline will not be permitted. No holes are allowed anywhere on the pants, shorts, or skirts. Belts must be worn in pants that have belt loops.
- d. Any shirt with a collar (i.e., a polo-style buttoned, an Oxford-style shirt) or any t-shirt or sports jersey. Any visible logo, design, symbol, decal, or wording must be appropriate. There will be no requirement regarding the tucking in of shirts, but the length of the shirt needs to be appropriate.
- e. Outerwear such as jackets, sweaters, and pullovers must be worn over appropriate shirt and any visible logo, design, symbol, decal, or wording must be appropriate.
- f. Students should not wear hats, caps, hoods, or bandannas in the building.
- g. Jewelry that pierces the skin other than the ears is prohibited (i.e., eyes, nose, lip, tongue, and belly). Prohibited items include any type of spikes, chains, or mouth grills.
- h. Students are often required to change clothes for physical education or JROTC physical conditioning. In such cases, students must change back into dress code attire before changing classes. P. E. clothes and physical conditioning clothes are not allowed in any other class.
- i. At no point will a student be allowed to wear any type of sweatpants or fleecewear, gym shorts of any kind, any type of spandex pants regardless of what they are called (i.e., leggings, jeggings), pajama/loungewear, jogging suits, tank tops, or any top with spaghetti straps, or bedroom shoes.
- j. The principal's discretion applies to all of the above.

The Procedure for Dealing with Infractions to the Above Rules:

Teacher writes a Dress Code Violation to the student

Most Severe Cases (determined by the administration)

First Offense – Warning

Second Offense – One days detention

Third Offense – 1 day ISS

Fourth Offense – 3 days ISS

Fifth Offense – 5 days ISS

Sixth Offense – 1 day OSS

Special Education:

Special education services are provided to eligible Crawford County students (ages 3-21) in all areas of disabilities. Services range from full inclusion in regular education classes to fully self-contained services in a special education setting. Services for each student are based on the student's Individual Education Plan (IEP) which is developed at least annually by a team comprised of the student's parent(s); at least one regular education teacher; at least one special education teacher; an LEA representative; an individual who can interpret the instructional implications of evaluation results; as appropriate, and whenever appropriate, the student with a disability. Referrals for evaluation of special education eligibility may be made by the Student Support Team.

CCHS Student Handbook

Student Records:

Students are welcome to examine their own records with the counselor at any time. Parents are invited to review the records of their students. Information about students is released only within the guidelines of legal regulations. A transcript (copy of a student's record) will be sent to another institution or agency upon written request of the student (if 18 years of older) or parent. Transcript request forms are available in the Guidance Center. In no case is an official copy given to a student or parent. See Policy JR (available in office).

Student Support Team (SST)

The SST is a school-based, multi-disciplinary team that serves as a resource to educators and parents in planning, implementing, and evaluating alternative strategies to improve school success for individual students experiencing academic, behavioral, social, and/or physical problems in regular education settings. The team may be comprised of principals, assistant principals, lead teachers, classroom teachers, counselors, school social workers, school psychologists, central office personnel, the student's parents, school nurses, the student, and others deemed necessary. The team shall be comprised of at least the referring teacher and one other team member.

Summer School

Students are encouraged to attend summer school at a SACS accredited site in order to remediate failures. No student will be allowed to enroll in any of the core academic classes for initial credit during summer school. Summer school will be offered to students in all grades at CCHS for credit recovery. A student may recover up to two units during summer school.

Tardy

A student is considered tardy to class and to school if he/she is not in their assigned classroom when the bell has rung. **Students who are tardy to school must sign in at the office.** Students must then report immediately to their assigned class. If a student misses more than 15 minutes of a class, he/she will be counted absent from that class. This is an unexcused absence unless documentation is presented within 3 days. A note from home is required at the time of the tardy in order for a tardy to be counted as excused. Teachers will document tardies in individual classes. When a student is unexcused tardy from class to class the following consequences will be administered:

- 1st Offense – Warning
- 2nd Offense – Teacher consequence
- 3rd Offense – 1 day detention and Parent contact
- 4th Offense – 1 days ISS
- 5th Offense – 3 day ISS/Mandatory conference

Telephone

Students may use the office phone in case of emergency.

Transfer Credit

See Appendix – Honor Rolls, II B.

Visitors

Visitors must register at the office and secure permission and a pass to visit.

1. Students are not allowed to take guests with them to class.
2. A parent or guest who needs to see a student must come to the office. We do not interrupt a class unless it is absolutely necessary.
3. Any visitor on campus without permission from the office will be considered a trespasser. This applies to persons anywhere on the grounds as well as in the buildings.
4. Students are not allowed to bring children in the building during the school day.

Visits to the Health Department

A student will be allowed to leave school to visit the Health Department only if he/she has an official form, signed by his/her parents, on file in the Guidance Center. Blank forms are available in the Guidance

Center. This will be considered an absence and documentation is required within 3 days to excuse the absence.

Withdrawal from School

When a student desires to withdraw from school, he/she must have the written permission of his/her parents or guardian if under the age of eighteen prior to withdrawing. Prior to accepting such permission, a school administrator will have a conference with the student and parent/legal guardian within two school days of receiving notice of the intent of the student to withdraw. The purpose of the conference is to share with the student and parent/guardian educational options available and the consequences of not earning a high school diploma.

A student who is going to withdraw from school must get a withdrawal form from the Guidance Center and have his/her parent sign it. He/She then must carry it to each of his/her teachers and turn in his/her textbooks, and the teachers will sign the withdrawal form. The student should then see the lunchroom manager who will sign the form after checking to see that the student's lunch account is settled. Next the student takes the withdrawal form to the librarian and the principal for their signatures. Finally the student returns the withdrawal form to the counselor.

DETENTION/SUSPENSION

Detention:

Minor detentions will be served with the assigning teacher. Major detentions (30 minutes in length) will be served with the teacher who is assigned to keep detention that particular week. Failure to serve detention will result in ISS. Whenever a detention is assigned, it should be served after a 24 –hour notice. After an assignment of 4 detentions one will be placed on a **Behavior Mgt. Plan**.

In-School Separation (ISS)

Any student assigned ISS must fulfill the assignment before returning to regular school.

1. In school separation will be assigned by school administrators for a minimum of 1 day and a maximum of 10 days (per disciplinary action). Hearing officers may make longer assignments.
2. All ISS assignments will run consecutively. (Example: 5 straight days if assigned).
3. While students are in ISS, they may not participate in any extracurricular activities nor may they attend any school-related activities. Violation of this will result in additional days assigned.
4. Students will be responsible for making up work in their regular classes while being placed in ISS.
5. Students must remain in ISS the entire day for it to count as a day of ISS.
6. Any student who appears in ISS for a period of 10 or more total occurrences may be placed on a **Behavior Management Plan**.

Students will not be allowed to substitute OSS for their ISS days.

At Home Suspension (OSS)

Students may be suspended at home for severe and/or chronic disciplinary offenses.

Chronic Discipline Problem Students (Behavior Management Plan)

Chronic disruptive behavior will not be tolerated. Students who are chronically disruptive interfere with the rights of teachers to teach and students to learn. Students have a choice whether to rise to expectations or experience the consequences of non-compliance with school rules. Georgia law prohibits students from disrupting the school environment in such ways as to interfere with the ability of school employees to do their jobs and of other students to learn. A student who is a continual discipline problem may be brought before the hearing officers as a "Chronic Discipline Problem." This may be as a result of a few major disruptions or a pattern of minor discipline problems. Following repeated referrals to the office for disciplinary action the administrator will draw up a Behavior Management Plan (contract/action plan). This is made prior to being taken to the board-hearing officers. The parents will be notified and will be asked for a conference to come to a mutual agreement with the behavior management plan, which is drawn up.

CCHS Student Handbook

Should the parents decline to meet with the administration or refuse to agree to a behavior management plan, the administration may proceed with a referral to the hearing officers after notifying the parent by phone or by certified mail that such action is being taken.

After the plan is drawn up and a behavior contract is signed, a copy will be given to the parents and sent to the Superintendent's office. Should the student choose to violate the terms of his contract, the administration will proceed with the referral to the hearing officers. Decisions of the hearing officers may be appealed to the Board of Education. Should the student choose to violate the terms of his contract, such action will be considered the student's fourth offense and the administration will refer the case to the hearing officers with a recommendation for expulsion.

Any serious offense will warrant referral to the hearing officers with a recommendation for expulsion.

AUTHORITY OF ADMINISTRATION

The administration is the designated leaders 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 administration 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.

AUTHORITY OF THE TEACHER

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.

Georgia law mandates that any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall notify by telephone call and by mail the student's parent or guardian of the disciplinary problem, 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 to devise a disciplinary and behavioral correction plan.

Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by telephone call and by mail at least one parent or guardian to schedule and attend a conference 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 the 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 hearing, the court may impose a fine, not to exceed \$500.00, on a parent or guardian who willfully disobeys an order of the court under this law.

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.

Athletic Handbook Clarification

Participation in athletics in the Crawford County School System is a privilege and not a right. Your school expects exemplary conduct from members of athletic teams at all times, including at school, away from school, during the evening hours, and on weekends. Students charged with any crime involving moral turpitude, including possession or use of drugs and alcohol, will be suspended from participating in athletics until fully exonerated. Conviction may lead to a permanent ban from participation in all athletic activities. Disruptive behavior that is unbecoming a member of an athletic team in our schools may result, at the discretion of the head coach, principal, superintendent or athletic director, in suspension as well. A member of a team may not attend parties or other social activities where alcoholic beverages or drugs are being consumed by other students.

USDA Regulations

USDA regulations prohibit the sale of non-nutritional foods and carbonated beverages during meal times in the cafeteria at all school levels. With this in mind and in order to encourage better nutrition and develop healthy eating habits, students or their parents are not allowed to bring foods to school from outside restaurants until after the last lunch period is over. Of course, lunches sent with students when they come to school in the morning in lunch boxes or plain bags are allowed. No carbonated drinks can be brought into the cafeteria.

Weapons Definition

“Weapon” means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun check, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-106. This paragraph excludes any of these instruments used for classroom work authorized by the teacher.

NONDISCRIMINATION POLICY

It is the policy of the Crawford County Board of Education to forbid discrimination toward any student, employee, applicant for employment, or other person on the basis of race, creed, color, national origin, sex, religious affiliations, handicap, or age. The Board also forbids sexual, racial, and other harassment of all employees and students at all times and during all occasions while at school, in the work place, or at any school event or activity.

Any person who alleges harassment or discrimination by an employee or student in the school district may complain directly to a principal, guidance counselor, or other individual designated to receive such complaints. Reporting discrimination or harassment will not reflect upon the individual’s status nor will it affect future employment, grades, or job assignments.

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

All allegations of sexual harassment shall be fully investigated and immediate and appropriate corrective or disciplinary action shall be initiated by the Superintendent. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

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

**GRIEVANCE PROCEDURES FOR FILING, PROCESSING, AND RESOLVING
ALLEGED DISCRIMINATION COMPLAINTS
(STUDENTS AND EMPLOYEES)**

I. Definitions

- A. Discrimination Complaint: A written complaint alleging any policy, procedure, or practice, which discriminates on the basis of race, color, national origin, sex, or handicapping conditions.
- B. Grievant: A student, employee, applicant for employment, or other person who submits a complaint alleging discrimination based on race, color, national origin, sex, or handicapping condition.
- C. Respondent: The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
- D. Day: Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

II. Procedures

Complaints made to the Crawford County School System regarding alleged discrimination on the basis of race, color, or national origin in violation of Title VI, on the basis of sex in violation of Title IX, or on the basis of handicap in violation of the Rehabilitation Act of 1973, also known as Section 504, or the Americans With Disabilities Act will be processed in accordance with the following procedure:

Any student, employee, applicant for employment or other person with a complaint alleging a violation as described above shall promptly notify, in writing or orally, the appropriate coordinator designated for the school system. If the complaint is oral, the coordinator shall promptly prepare a memorandum or written statement of the complaint as made to him or to her by the complainant and shall have the complainant read and sign the memorandum or statement if it accurately reflects the complaints made.

III. Filing and Processing Discrimination Complaints

A. Grievant

Submits written complaint to designated Coordinator stating name, nature, and date of alleged violation; names of person responsible (where known); and requested action. Complaint must be submitted within 30 days of alleged violation.

- B. Coordinator:** Notifies respondent within 10 days and asks to
- a. Confirm or deny facts;
 - b. Indicate acceptance or rejection of student's or employees requested action;
 - c. Outline alternatives.

C. Respondent: Submits answer within 10 days to Coordinator

D. Coordinator: Within 10 days after receiving respondent's answer refers the written complaint and respondent's answer to the principal or other designee. The Coordinator also schedules a hearing with the grievant, the respondent, and the principal or other designee.

- | | |
|--|--|
| E. Principal
Grievant,
Respondent,
And Coordinator | Hearing is conducted. |
| F. Principal | Within 10 days after the hearing, issues a written decision to the student, employee, respondent, and Coordinator. |
| G. Grievant or
Respondent | If the grievant or respondent is not satisfied with the principal's decision, he/she must notify the coordinator within 10 days and request a hearing with the superintendent. |
| H. Coordinator | Within 10 days of request, schedules a hearing with the grievant, respondent, and superintendent. |
| I. Superintendent
Grievant,
Respondent, and
Coordinator | Hearing is conducted. |
| J. Superintendent | Issues a decision within 10 days following the hearing. |
| K. Grievant | If the grievant or respondent is not satisfied with the superintendent's decision, he/she must notify the coordinator within 10 days and request a hearing with the governing board. |
| L. Coordinator | Notifies governing board within 10 days after receiving request, coordinator schedules hearing with the governing board. Hearing is to be conducted within 30 days from the date of notification to the governing board. |
| M. Governing Board
Or Hearing Panel
Established by the
Board, Grievant
And Coordinator | Hearing is conducted. |
| N. Governing Board | Issues a final written decision within 10 days after the hearing regarding the validity of the grievance and any action to be taken. |

IV. General Provision

- A. Extension of time: Any time limit set by these procedures may be extended by mutual consent of the parties involved. The total number of days from the date that the complaint is filed until the complaint is resolved shall be no more than 80.

CCHS Student Handbook

- B. Access to regulations: The Crawford County School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, religion, sex, age, handicapping conditions, or veteran status upon request.
- C. Confidentiality of records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint shall be entered in the personnel file. Complaint records shall be maintained on file for three years after complaint resolution.

Designated Coordinators:

Title II: Rhonda Harris
Central Office (478) 836-3131

Title VI, VII: Rhonda Harris
Central Office
(478) 836-3131

Title IX, Sec. 504, ADA:

Rhonda Harris
Central Office
(478) 836-3131

CCHS Clubs

The following clubs and organizations are offered at Crawford County High School:

Art Club

- Advisor – Stephen Johnson
- Mission – The Art Club provides many opportunities for students who enjoy art and art related activities.
- Activities – Past activities include pumpkin carving contests, homecoming parade, art workshops, community service projects, spring art show, and field trips to art museums. Students interested in joining must complete a membership form. Club dues are \$3.00 and students must join by the announced deadline at the beginning of the school year.

Student Council

- Advisor –
- Mission – To build leadership skills by improving self-esteem, self-confidence, and social cooperation. Student Council promotes achievement, citizenship, and service to the community.
- Activities – Organizing homecoming activities, Valentine’s Day gifts, and charitable events.

FFA

- Advisor – Daryl Baxley
- Mission – The National FFA Organization is dedicated to making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
- Activities
 - Career Development Events (Land judging, livestock judging, parliamentary procedure, prepared public speaking, forestry, agricultural mechanics)
 - Livestock Exhibits (Cattle shows, swine shows, goat shows, horse shows)
 - Various Activities (Relay for Life, community service projects, summer camp, leadership conferences, national and state conventions)

Future Business Leaders of America (FBLA)

- Advisor – Brannen Smith
- Mission – To provide students with opportunities to explore careers in business in order to gain a realistic understanding of the nature of education and the role of the teacher.
- Activities
 - Attend State FBLA meetings
 - Various activities
 - Fund-raising

Technology Students of America (TSA)

- Advisor – David Shepard
- Mission - The Crawford County Technology Student Association (TSA) is committed to providing students with opportunities to excel and advance. Georgia TSA is an organization for technology education students. Members are comprised of middle and high school students, alumni, educators, parents, and business leaders who are interested in learning how technology can best be implemented in discovering technological solutions for present, as well as future challenges. Georgia TSA promotes technology education as a means of preparing students for our dynamic world, inviting them to become critical thinkers, problem solvers, and technologically literate, leaders.
- Activities
 - Core Officer Training Conference in Newnan
 - Fall Leadership Conference at Jekyll Island
 - Technology Day at the Georgia National Fair in Perry
 - State Conference in Perry

CCHS Student Handbook

National Honor Society

- Advisor – Michael Vaughn
- Mission – Creating enthusiasm for scholarship, stimulating a desire to render service, promoting leadership, and developing character in the students of Crawford County High School.
- Activities – Preparing students for the Georgia Milestones Tests, Student Learning Objectives, and general after-school tutorials.

Health Occupations Students of America (HOSA)

- Advisor – Agnes Hollingshed
- Mission – To promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in HSTE programs.
- Activities
 - Fall Leadership Conference
 - HSTEA & TIEGA Winter Workshop
 - Tech Prep Workshop
 - State Leadership Conference and Competition
 - National Leadership Conference and Competition

Fellowship of Christian Athletes (FCA)

- Advisor – Amy Vaughn
- Mission – To teach student-athletes about Jesus, how to praise and worship, and to become leaders and followers of Christ.
- Activities
 - Attend Coaches vs. Cancer basketball game at Mercer University
 - Youth rally at UGA
 - Leadership camp at St. Simons Island, GA
 - Day of Champions at UGA

Math Club

- Advisor – Lauren Johnson
- Mission – To encourage students to increase their math skills through learning and competitions
- Activities – Math competitions, Six Flags Math and Science Day.

Media Disclosure

The Crawford County School System receives occasional requests from the media (newspapers, magazines, television and radio stations) to interview, photograph, and/or videotape students. Our schools also often take pictures and/or video to positively promote our school. For example, the school system may post the photos, videos, or comments from honor roll, competitions, family night activities, field day, and yearbook or the school's webpage. We might also submit them to the media for publicity or include them in a newsletter. If you object to your child being photographed or videotaped for school publicity purposed, you must submit a signed statement to that effect. Please return this to your child's adviser.

Georgia's ESEA (Elementary and Secondary Education Act of 1965) Waiver

The Georgia Department of Education (GaDOE) submitted an application requesting flexibility through waivers of ten ESEA requirements and their associated, regulatory, administrative and reporting requirements. On February 9, 2012, the waivers were approved. The waiver allows local educational agencies (LEAs), or school districts, greater flexibility in designing a learning program tailored to meet the needs of individual schools and the need for additional academic support. Beginning with the 2012-2013 school year, the GaDOE transitioned from using Needs Improvement based on Adequate Yearly Progress (AYP) reports to Reward, Priority, Focus, and Alert Schools status.

In addition, the GaDOE ESEA flexibility waiver outlines Georgia's new Statewide Accountability System, the College and Career Readiness Performance Index (CCRPI). The CCRPI will serve as a comprehensive report card for all schools in Georgia and will measure a much broader scope of work for each school. For instance, Adequate Yearly Progress only measured the state assessments in English language arts and mathematics. The CCRPI will measure performance on all state assessments. In addition, the CCRPI will also measure career awareness and pathway programs, advanced curriculum offerings, and outstanding work with English Learners and Students with Disabilities.

Title I schools will hold the designation of simply being a Title I school or it will be categorized based on the following formulas:

Reward School – highest-performing (top 5% of Title I: highest performance/all students for 3 years or highest grad rates) or high progress (Top 10 % of Title I: highest progress in performance/all students for 3 years or highest progress in increasing grad rates).

Priority School – a school among the lowest 5% of Title I Schools in the state based on specific achievement factors.

Focus School – accounts for 10% of Title I Schools with a large gap between their highest-achieving subgroup and lowest-achieving subgroup or schools that have had a graduation rate lower than 60% for two years in a row.

Title I Alert Schools – these can be both Title I and non-Title I schools that have low graduation rates, low achievement in a particular student subgroup such as English Learners or Special Education, or low achievement in a particular content subject area such as mathematics or science. For more information about the status of your school, please visit www.gadoe.org and click on school reports or speak with an administrator at your child's school.

Revised July 1, 2016

Parents' Right To Know

(Required by Title IIA and Title IA)

The Elementary and Secondary Education Act (ESEA) of 1965 requires school districts that receive federal Title I funding to notify parents of their right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct their child.

As a recipient of these funds, the human resources department will provide you with this information in a timely manner upon request. Specifically, you have the right to request the following information about each of your child's classroom teachers and paraprofessionals:

- whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches
- whether the teacher is teaching under emergency or provisional status because of special circumstances
- the teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree
- whether paraprofessionals provide services to your child and, if so, their qualifications

Crawford County Schools is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact an administrator at the school.

Revised July 1, 2016

Code of Student Conduct

**K-12
Crawford County Schools
2016-2017**



Excellent Teachers

Excellent Administrators

Excellent Schools

Crawford County Schools

190 East Crusselle Street, Roberta, GA 31078

Phone: 478-836-3131/Fax: 478-836-3114

Board of Education

Raymond Dickey

Tim Johnson

Lee Sanders

Brad Cody

Jackson DeFore

Brent Lowe, Superintendent

CCHS Student Handbook

The **Mission** of the Crawford County School System is to provide our students with the opportunity to achieve their maximum potential by providing a safe learning environment where teachers are empowered to encourage and to challenge students to be successful members of their community.

The **Vision** of the CCBOE is that Crawford County Schools will unite with the community to be a system of EXCELLENCE.

We Believe:

- all students can be successful members of society.
- all students can graduate.
- all students are worth it and important.
- our teachers and staff genuinely care about student success.
- teachers and staff should have the opportunity for professional growth.
- our leaders have the responsibility to foster an environment for learning and growth.
- our leaders will communicate transparently throughout the staff, community and all stakeholders.
- our stakeholders will support a valuable education system that produces productive citizens.
- partnering with our stakeholders will enhance our educational and economic opportunities.

Strategic Goals

- Student Achievement
- Stakeholder and Community Engagement and Loyalty
- Efficient and Effective Organizational Processes
- Continuous System and School Improvement
- Enhanced Technology

IT IS THE POLICY OF THE CRAWFORD COUNTY BOARD OF EDUCATION NOT TO DISCRIMINATE ON THE BASIS OF AGE, RACE, COLOR, NATIONAL ORIGIN, RELIGION OR HANDICAP IN ITS EDUCATIONAL PROGRAMS OR EMPLOYMENT PRACTICES.

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CODE OF STUDENT CONDUCT INTRODUCTION

The belief of the Crawford County Board of Education is that effective quality education requires orderly procedures and discipline. The intent of this handbook, as well as the enforcement of its rules, is to ensure the presence of a safe, friendly and serious atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals. Furthermore, acting in the best interest of this community, the policy of the Crawford County Board of Education is to require the principals, faculties, staffs, students, parents and guardians to adhere to and comply with this Board of Education approved Code of Student Conduct.

As students' progress in public schools, it is reasonable to assume that an increase in age and maturity will result in the students' assumption of greater responsibility for their actions. Although it is true that differences in age and maturity require different types of disciplinary action, the expectation of student behavior identified in this handbook will apply to all students in grades kindergarten through 12th grade.

The contents of this handbook will:

- Describe roles of the home, student, school and school personnel.
- Describe student rights and responsibilities.
- Define student discipline in the context of the Board of Education's philosophy.
- Identify formal disciplinary actions.
- Identify classifications of violations and describe procedures for disciplinary actions.
- Standardize procedures for administering formal disciplinary actions.
- Conform to the mandates provided in the Individuals and Disabilities Education Act and Section 504 of the Rehabilitation Act.

EQUAL EDUCATIONAL OPPORTUNITIES

The Board shall provide educational opportunities for students on a nondiscriminatory basis. No person shall be denied benefits of any education program or activity on the basis of race, color, disability, religion, national origin, or sex. Students cannot be denied enrollment due to immigrant status or English speaking ability. Programs offered by schools within the school district shall be open to all students in compliance with statutory and judicial requirements.

DUE PROCESS

The policy of the Crawford County Board of Education is to adhere to and observe the essential elements of due process when carrying out the procedures contained within the Code of Student Conduct handbook. A responsibility of the principals will be to familiarize their faculty and staff with due process procedures and provide each staff member with a copy of this handbook. This handbook has been published with the following concepts of the mind.

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

The consensus of the Board of Education is that the regulations in this handbook deal with a matter of legitimate interest with the intent of protecting the health, safety and welfare of students and ensuring the efficient operation of the schools.

ROLES OF THE PARENTS, STUDENTS, SCHOOL AND SCHOOL PERSONNEL

In order for effective teaching and learning to take place in our schools, there must be a cooperative relationship among students, parents, guardians and educators. To foster this relationship:

Parents and Guardians should:

- Maintain regular communication with school authorities concerning their child's progress and conduct.
- Ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to school officials.
- Provide their child with the resources needed to complete class work.
- Assist their child in being healthy, neat, and clean.
- Bring to the attention of school authorities any problem or condition which affects their child or other children.
- Discuss report cards and work assignments with their child.
- Maintain up-to-date home, work and emergency telephone numbers at the school, including doctor, hospital preferences and an emergency health care form.
- Attend scheduled parent-teacher conferences.
- Promptly report any change of address and/or telephone number.

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- Report directly to the principal's office when visiting a school.
- Sign and return acknowledgement form for receipt and reading of Code of Student Conduct.

Students should:

- Attend all classes daily and be punctual in attendance.
- Bring to class appropriate working materials.
- Be respectful to all individuals and of all property.
- Conduct themselves in a safe and responsible manner.
- Be clean, neat and appropriately dressed.
- Be responsible for their own work.
- Respect the classroom and school.
- Show a positive, cooperative attitude toward school.
- Promptly report any change of address and/or telephone number.

School should:

- Maintain an atmosphere conducive to good behavior.
- Exhibit an attitude of respect for students.
- Plan a flexible curriculum to meet the needs of all students.
- Promote effective discipline based upon fair and impartial treatment of all students.
- Welcome and encourage participation by parents and guardians in school affairs.
- Encourage the school staff, parents, guardians and students to use the services of community agencies.
- Encourage parents and guardians to keep in regular communication with the school.
- Seek to involve students in the development of policies.
- Endeavor to involve the entire community in order to improve the quality of life within the community.

School Personnel should:

- Be regular in attendance and punctual.
- Be prepared to perform their duties with appropriate materials and lesson plans.
- Be respectful to all individuals and of all property.
- Conduct themselves in a safe and responsible manner.
- Be clean, neat and appropriately dressed.
- Abide by the rules and regulations set forth by the school and Board of Education.
- Seek changes in an orderly and recognized manner.
- Participate in continuous improvement of professional knowledge and skills.
- Develop a positive, cooperative attitude toward parents and guardians, students, co-workers and the total school program.
- Strive to use a variety of informal disciplinary and guidance methods, prior to, during, and after formal disciplinary action.
- Assist in students' program adjustments.
- Make referral to guidance personnel for group or individual counseling with counselors, peer counseling, and other services deemed appropriate.
- Participate in conferences and/or contacts among administrators, parents, guardians, teachers and students.
- Refer to special education or appropriate agencies for special problems.

JURISDICTION OF THE BOARD OF EDUCATION

Crawford County School students are subject to the rules and regulations of the Crawford County Board of Education during the school day, while in attendance at school-related activities and while traveling to and from school or school-related activities. This includes traveling in school vehicles or in public or private vehicles which are being utilized at the time for purposes of transporting students to and from school or school-related activities as well as waiting at the school bus stop. In addition, students may be disciplined in those instances where conduct at other times and places is deemed to have direct and immediate impact or effect on the health, safety, discipline or general welfare of the school community. Use or possession of controlled contraband at any time or place is presumed by the Board of Education to have a direct and immediate impact or effect on the health, safety, discipline or general welfare of the school community.

Criminal law violations/Off-campus misconduct: A student whose conduct off campus could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process may be subject to disciplinary action, including in-school suspension, short-term suspension or referral to a disciplinary tribunal.

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Any student who violates Board policy concerning drugs, alcohol, weapons, physical harm to a person, or threatens physical harm to a person may be suspended from school and may not be readmitted to school until (1) any criminal charges or offenses arising from the conduct, if any, have been disposed of by appropriate authorities and (2) the person has satisfied all other requirements imposed by the school system as a condition for readmission. See Student Discipline Hearings.

Before readmission to school, the school system may recommend such conditions as it may deem appropriate to ensure the safety or security of students and employees and such conditions may include, but are not limited to psychiatric and psychological evaluation and counseling at the parents' expense.

A parent, guardian, custodian or person, excluding a foster parent, responsible for the care or control of a minor child in the Crawford County School System shall be responsible financially for such child's destructive acts against school property or persons, and may be requested to appear at school by an appropriate school official for a conference regarding the acts of the child and, if summoned by proper notification by an appropriate school official, shall be required to attend such discipline conference.

STUDENT ATTENDANCE

Philosophical Basis:

School administrators are required under state law to enforce compulsory school attendance laws. Regular attendance by students facilitates the development of the skills and knowledge necessary to function in a modern democratic society.

It is the belief of the Crawford County Board of Education that regular school attendance is important to all students and to the school system. It is further believed that course content and grading procedures should be structured so that regular attendance is necessary in order to successfully complete course requirements.

Subject to parental guidance, each student must be responsible for his/her own attendance. Administrators and teachers will make every effort to encourage regular attendance by students and to solicit assistance from parents and guardians in accomplishing this objective.

An absence is defined as non-attendance (except for in-school activities excused by school authorities) in a regularly scheduled class or activity regardless of the reason for such non-attendance.

Parents or guardians shall send a note of explanation to the school the day the child returns to school. A physician's statement may be required if circumstances warrant.

TRUANCY PROTOCOL FOR CRAWFORD COUNTY SCHOOLS

A county-wide Attendance Protocol has been established by the Crawford County BOE as mandated by O.C.G.A. 20-2-690-1. This Protocol has been established to ensure the coordination and cooperation among officials, agencies and programs involved in Compulsory Education Issues. Its purpose is to reduce the number of unexcused absences from school, and to increase the percentage of students present to take mandated tests that are required to be administered under the law of the state.

The protocol developed shall apply to all students in attendance in any school in Crawford County. All mandated reporters shall assure that students suspected of being truant are reported to designated school officials, law enforcement or DFACS.

The following protocol is adopted:

I. Definitions:

A. Compulsory Education

Every parent, guardian, or other person residing within the state having control or charge of any child or children between their sixth (6th) and sixteenth (16th) birthdays shall enroll and send such child or children to a public school, a private school, or home study program (O.C.G.A. 20-2-690-10). Children that have attained 20 days enrollment in Kindergarten also fall under Compulsory Attendance according to O.C.G.A. 20-2-150.

B. Truant

"*Truant*" is defined as "any child subject to Compulsory Education (ages 5 [K] through 16, and 5 year olds who have attended 20 days in school) who during the school calendar year has more than five days of unexcused absences".

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C. Attendance Clerk

An attendance clerk will be appointed by each school. Primary responsibilities include: monitoring and assuring compliance with Compulsory Education and Attendance Policies at each respective school.

II. Identifying Truant Students:

Elementary, Middle and High School students will be referred to the attendance clerk at each respective school, then referred to the Principal.

A. Excused Absences

Excused absences shall include:

1. Personal illness
2. Death of a member of the family. Proof shall be in the form of a letter from the parent or guardian.
3. A court order or an order by a governmental agency
4. Celebration of state recognized religious holidays
5. Conditions rendering attendance impossible or hazardous to student health or safety
6. One (1) day to register to vote
7. PAGE for US or Georgia Assembly (counted as present in school)
8. Attendance at a school sanctioned or parental sanctioned event.

Upon returning to school, the student will have **three (3)** days to present the necessary written documentation to have the absences count as excused.

Failure to present this documentation will result in an unexcused absence. Phone call will not be accepted in place of a written notice.

Excuses must include:

1. The date(s) of the absence
2. Student name
3. Reason for absence
4. Parent or guardian signature

B. Unexcused Absences

Unexcused absences shall include all absences that do not meet the criteria as outlined for excused absences.

III. Protocol for Referrals/Parent Notification:

Phase 1

The Principal or his designee is to begin a file on the student when he/she has 3 unexcused absences. The Principal or his designee will make contact with the parents. The school will retain a copy of all correspondence in the student's file. After the 5th day of unexcused absences, according to Georgia law, a student is considered Truant and a letter will be mailed to the parents.

Phase 2

On the 6th day of unexcused absence, the Principal or his designee will notify parent of further actions to be taken. This notification will explain the parent is in violation of Georgia's Compulsory School Attendance Law. The parent is requested to make contact with the attendance clerk immediately regarding the absences. Failure to make contact results in the Principal or his/her designee beginning proceedings to have the parents or guardians issued a citation to appear in court. If this happens, one could be subject to a fine of up to \$100.00 per day for each day the child is not in school or imprisonment, not exceeding 30 days, or both, at the discretion of the court having jurisdiction.

Phase 3

The Principal or his designee will continue to track unexcused absences.

Appropriate notification will be made at the following intervals: 10, 15, 20, and 21 days. Letters are to be mailed to the parent at each interval.

IV. Violations of Attendance Policy:

Every attempt to resolve attendance issues will be made. In the event a Juvenile Complaint is filed and attempts to correct the problems have been exhausted, an attendance history will be forwarded to Juvenile Court as well as vital information on parents, and efforts to address the problem.

An Informal Adjustment Hearing will be scheduled by the Juvenile Court with notification sent to the child and parents.

An Informal Adjustment Agreement will be developed at the hearing with input from all parties. If the parents and/or child do not appear or do not agree to the Informal Adjustment, the Juvenile Officer will proceed with filing a petition bringing the child before the court. Prosecution against the parents will be initiated.

The Informal Adjustment Agreement will be approved by the Judge and filed with the court.

If the parents and/or child fail to abide by the terms of the Informal Adjustment Agreement, the Juvenile Officer will file a petition bringing the child before the court.

The parents will be prosecuted by the District Attorney's Office for failure to comply with the Compulsory School Attendance Law.

NOTE: PROSECUTION WILL TAKE PLACE CASE BY CASE, WHEN ALL OTHER MEANS HAVE BEEN EXHAUSTED.

Make-Up Work

If a student is absent for any excused reason, the student shall make arrangements with the teacher within three days after he/she returns to school to make up missed work. For excused student absences in excess of two consecutive days, teachers will prepare missed assignments by request from a student or parent/guardian. The principal/designee may request medical documentation explaining absences. In making arrangements for make-up work, the teacher should consider the type of illness, the length of time absent, and the amount of make-up work due in all classes. Long term assignments such as research papers, special projects, etc. are due on or before the due date even if the student is absent on the date the assignment is due. In unusual cases, extenuating circumstances will be given consideration.

Please refer to school handbook for further details.

Compulsory Attendance Law

§ 20-2-690.1. Mandatory education for children between ages six and 16

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

(b) Every parent, guardian, or other person residing within this state having control or charge of any child or children during the ages of mandatory attendance as required in subsection (a) of this Code section shall enroll and send such child or children to a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program; and such child shall be responsible for enrolling in and attending a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home study program under such penalty for noncompliance with this subsection as is provided in Chapter 11 of Title 15, unless the child's failure to enroll and attend is caused by the child's parent, guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible; provided, however, that tests and physical exams for military service and the National Guard and such other approved absences shall be excused absences. The requirements of this subsection shall apply to a child during the ages of mandatory attendance as required in subsection (a) of this Code section who has been assigned by a local board of education or its delegate to attend an alternative public school program established by that local board of education, including an alternative public school program provided for in Code Section 20-2-154.1, regardless of whether such child has been suspended or expelled from another public school program by that local board of education or its delegate, and to the parent, guardian, or other person residing in this state who has control or charge of such child. Nothing in this Code section shall be construed to require a local board of education or its delegate to assign a child to attend an alternative public school program rather than suspending or expelling the child.

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

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

TRANSFER STUDENTS

A student must be in good standing and must have no disciplinary action pending against him/her by the school he /she is leaving in order to be eligible to enroll in any school in the Crawford County School System.

GUIDANCE SERVICES

Philosophical Basis:

Personal concerns of students can seriously limit educational development. Schools have the responsibility to provide a guidance program and to make relevant and objective information available to students in such a manner that will enhance educational development.

Student's responsibilities are:

- To use guidance services for their own educational and personal improvement.
- To schedule appointments with guidance personnel in advance unless the problem or concern is an emergency.
- To work cooperatively with guidance personnel.

Student Rights are:

- To be informed as to the nature of the guidance services available in school.
- To have access to individual and group guidance, as appropriate.

STUDENTS WITH SPECIAL NEEDS

Philosophical Basis:

It is the responsibility of the Board of Education to provide appropriate educational services for all students residing within Crawford County.

Student Responsibilities are:

- To use special education for educational and personal development.

Student Rights are:

- To be informed of the least restrictive environment needed for appropriate education.
- To have access to appropriate instruction based on the student's individualized education plan (IEP).

MEDICATION

If medications can be given at home, before or after school hours, please do so. However, if medication administration is absolutely necessary during school hours, the following procedures must be followed:

- The parent/guardian or student (age appropriate) must transport prescription medicines to the nurse or main office of the school.
- A nurse is not always available to assist in the administration of medications: therefore the student may be assisted by an adult designated by the principal.
- **Do not send medication to school which needs to be given daily or two/three times a day unless the physician specifically states a time during the school day which it is to be given.** An antibiotic and/or other medication which is to be given three times daily can be given before the child leaves for school, when he/she gets home and at bedtime.
- If a medication is required at lunch daily (ex., medication for ADD), the physician must specifically state time to be given on prescription.
- Prescription medications must be in the original prescription bottle, clearly labeled with the student's name, physician's name and contact information, medication name and strength, amount given per dose, route and time of administration, and dispensing pharmacy. We request that you ask the pharmacist to give you two labeled prescription bottles so that you have one bottle at home and one at school.
- Over-the-counter medications must be in the unopened original container.
- The school staff will have the right to refuse to give medication that is questionable or expired.
- Narcotic and/or other prescription pain medications (e.g. Tylenol with codeine, hydrocodone, etc.) will not be administered at school and the student cannot be at school under the influence of such medications.
- Any student possessing prescription or over-the-counter medication not in accordance with these guidelines will be considered in violation of the School District's Code of Conduct and shall be subject to the discipline set forth in the code of conduct and/or the student handbook.
- The parent/guardian must complete an *Authorization to Give Medication at School* form in order for school staff to administer medication.

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- The parent/guardian is responsible for notifying the school of any changes in the administration of medications.
- If these procedures are not followed, medication may not be dispensed at school.
- Unused medication will be disposed of unless picked up within one week after the medication is discontinued and/or at the end of the school year.

Self-administration of medication at school

Georgia State Law authorizes student self-administration of certain medications and treatments (e.g., asthma inhalers, insulin, and epinephrine auto-injector) at school, thus relieving the school district and its employees of any liability in connection with self-administration.

In order for a student to keep a medication in his/her possession, the following must occur:

1. Written permission from a parent or legal guardian.
2. Written physician's statement detailing the name and purpose of the medication, prescribed dosage, and time(s) or special circumstances for administration of the medication.
3. Written authorization from the parent/guardian for the school to seek emergency medical treatment for the student when necessary and appropriate.

CURRICULUM

Philosophical Basis:

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

Student Responsibilities are:

To request participation in academic programs and extra-curricular activities that are compatible with ability.

To seek assistance in course selection from informed professionals in the schools.

To contribute to an atmosphere free from bias and prejudice.

To cooperate fully and exert every effort to achieve mastery of the basic skills.

Student Rights are:

To have equal access to educational opportunities.

To receive instruction in courses of study under competent instruction in an atmosphere free from bias and prejudice.

To participate in appropriate basic skills programs in primary, elementary, middle and high schools.

High Rigor:

Students will be required to complete 4 high rigor courses in order to be eligible for the Hope Scholarship or the Zell Miller Scholarship

GRADES

Philosophical Basis:

An academic grade should reflect the teacher's most objective assessment of the student's academic achievement.

Academic grades should not be used as a means of maintaining order in a classroom.

Parent or Guardian Responsibilities are:

- To review the student's report cards each grading period.
- To schedule and attend a parent/teacher conference if concerns develop about grades.
- To attend parent/teacher conference if scheduled by teacher.

Student Responsibilities are:

- To become informed of the method of grade determination in each class.
- To maintain standards of academic performance equal to ability and to make every effort to improve performance upon receipt of notification of unsatisfactory progress.

Student Rights are:

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

PRIVACY AND PROPERTY RIGHTS

Philosophical Basis:

Federal and state laws provide persons with reasonable expectations of privacy in addition to freedom from

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unreasonable search and seizure of property. Such guarantees are not unlimited and must be balanced by the school's responsibility to protect the health, safety, and welfare of all students.

Student Responsibilities are:

To attend school-related activities without bringing material and objects prohibited by law or Board of Education policy or which detract from the educational process.

To respect the property rights of the public at large, as well as those of individuals, and to refrain from destruction of, or damage to, such property.

Student Rights are:

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

Student Lockers/Book bags:

Students are given the opportunity to use lockers provided by the Crawford County Schools. These lockers are property of the Board of Education and are subject to be searched at any time which school officials consider it necessary and/or appropriate. Students are responsible for the contents of their lockers and should keep them locked at all times. Students may use only the locker assigned to them and may not swap lockers unless approval is given by the principal or assistant principal. Book bags are subject to search, similar to lockers.

Student Automobiles:

Automobiles brought onto campus by students are subject to search as a condition of being issued a parking permit or being allowed to park on campus.

Personal Search:

A student's person and/or personal effects (e.g., purse and athletic bag) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If the search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities and are subject to all school and state codes for disciplinary actions. 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.

Personal Property:

The school system does not assume responsibility for the personal property of students. Students and parents are urged to carefully consider the types and value of property that students bring to schools. With regard to items that are necessary to an instructional program that students bring to school, parents and students are reminded to secure those items at all times. Stolen property should be reported to administrator or School Resource Officer.

STUDENT RECORDS

Philosophical Basis:

Student records will be maintained by the schools and will be used in making appropriate educational decisions for the students. All information regarding students and their families will be collected, maintained and distributed under safeguards of privacy. These safeguards will be maintained through informed consent, verification of accuracy, limited access, selective discard and appropriate use. The Superintendent of Schools will institute specific procedures for the implementation of this policy as dictated by the Family Educational Rights and Privacy Act.

Parents, Guardian or Eligible Student (18 years of age or older) Responsibilities are:

To inform the school of any information that may be useful in making appropriate educational decisions. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student. To authorize release of pertinent information to those individuals or agencies who are working actively and constructively for the benefit of the student.

Parents, Guardian or Eligible Student (18 years of age or older) Rights are:

To inspect, review and challenge the information contained in records directly relating to the student. To be protected by legal provisions which prohibit the release of personally identifiable information to anyone other than legally authorized persons without the consent of the parent(s), guardian(s) or eligible student (18 years of age or older).

SECURITY OF RECORDS

Family Educational Rights and Privacy Act (FERPA)

Under the Family Educational Rights and Privacy Act, you have a right to:

1. Inspect and review, within 45 days of a request, the education records of a student who is your child, or in the case of a student who is eighteen (18) or older, and your own education records. Parents or eligible students should submit to the Superintendent a written request identifying the record(s) they wish to inspect. The Superintendent will make arrangements for access and provide notice of such arrangements.
2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations promulgated pursuant to the Act authorize disclosure without consent. One exception which permits disclosure without consent is to school officials with legitimate educational interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member; a member of the school board; a person with whom the district has contracted to perform a specific task (such as attorney, auditor, or therapist); or a parent or student serving on an official committee (such as a disciplinary or grievance committee.) A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility. Upon request, the school district forwards educational records without prior consent to another school in which the student seeks or intends to enroll.
4. The Crawford County Board of Education has designated the following information as directory information: Full name of Student, current enrollment status of Student, grade level, height and weight if member of an athletic team, honors and awards won while attending a district school, and photo. Unless you, as a parent/guardian or eligible student, notify the principal that you object, this information may be disclosed to the public upon request. In addition, two federal laws require school systems receiving federal financial assistance to provide military recruiters or institutions of higher learning, upon request, with the name, address, and telephone numbers unless parents have advised the school system that they do not want their student's information disclosed without their prior written consent. You have the right to refuse to allow it to be disclosed to the public upon request without your prior written consent. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled in writing within ten (10) days after officially enrolling in school or within ten (10) days of the date of receipt of this notice.
5. File with the United States Department of Education a complaint under 20 C.F.R. 99.64 concerning the alleged failures by the Board of Education to comply with the requirements of the Act or the regulations promulgated there under. The name and address of the Office that administers FERPA is: Family Policy Complaints Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Protection of Pupil Rights Amendment (PPRA)

Parents and eligible students (18 or older or emancipated minors) shall be notified at the beginning of the school year of the approximate dates during the school year when any of the activities listed below are expected to be scheduled. In accordance with Board policies, prior written consent must be obtained from parents before students are required to submit to any survey that contains questions about one or more of the areas listed in subparagraph (1) (A) and that is funded in whole or in part by the U.S. Department of Education. You have the right to inspect any survey or instrument used in the collection of information under subparagraphs (1)(A) and (1)(B) before the instrument is administered or distributed to a student and to opt your student out of participation in any activities described in paragraph (1) in accordance with procedures developed by the Superintendent or Principal.

- (A) The administration of any survey containing one or more of the following items:
- I. Political affiliations or beliefs of the student or the student's parent;
 - II. Mental or psychological problems of the student or the student's family;
 - III. Sexual behavior or attitudes;
 - IV. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - V. Critical appraisals of other individuals with whom respondents have close family relationships;
 - VI. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - VII. Religious practices, affiliations, or beliefs of the student or the student's family;
 - VIII. Sexual behavior or attitudes;

- (B) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- (C) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, or of other students.
 - (2) Parents/guardians may, upon request, inspect any instructional material used as part of the educational curriculum for their student.
 - (3) The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described in paragraph 1. If any such activities are initiated during the school year, you will be notified accordingly and will be afforded all the rights as described herein.

STUDENT COUNCIL

The student council serves as the voice of the student body and intermediates between the student body and the administration. Purposes include providing opportunities for the development of responsibility, initiative and leadership; planning and implementing activities and projects designed to unify the student body and enhance school spirit; and encouraging scholarship and responsible citizenship within the student body.

STUDENT PUBLICATIONS

Philosophical Basis:

Education is the process of inquiring and learning, acquiring and imparting knowledge and exchanging ideas. One of the important roles of the school is to provide effective avenues through which students may express themselves on a wide range of subjects. Official student publications, such as school newspapers, should include viewpoints representative of the student body.

Student Responsibilities are:

- To refrain from publishing libelous and obscene materials.
- To seek full information on the topic about which they write.
- To observe accepted rules for responsible journalism under the guidance of the faculty advisor.

Student Rights are:

To participate, as a part of the educational process, in the development or distribution of publications.

STUDENT GRIEVANCES

The belief of the Crawford County Board of Education is that students should be allowed to express school-related concerns and grievances to the faculty and the administration. Therefore, students shall be assured the opportunity for an orderly presentation and review of grievances.

To be granted discussion and consideration of a grievance, any student or group of students should request an appointment with the principal which will not interfere with regularly scheduled classes or school-related activities. The faculty and administration will make an honest effort to resolve student grievances at the most immediate level of supervision.

DISCIPLINARY ACTIONS AND PROCEDURES

Detention Hall

The principal or his/her designated person(s) has the authority to assign students to a designated area (detention hall) on campus before and/or at the end of the regular school day for a reasonable and specified period of time as a disciplinary action. Students in grades K-12 will be given a one-day notice of their detention hall assignment.

A reasonable attempt will be made to notify the parent(s) or guardian of students prior to the assignment of a student to detention hall. The parent(s) or guardian is responsible for providing transportation in these cases.

Disciplinary Probation

Disciplinary Probation is a written reprimand for violation of any provision of the Code of Student Conduct. The principal or his/her designated person(s) will review student disciplinary records and should request a conference with the parents of the student involved. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any provision of the Code of Student Conduct during the probationary period. The principal or his/her designated person(s) has the authority to place a student on Disciplinary Probation for a reasonable and specified period of time.

Staff members involved in the action will assist in monitoring the student's adjustment to the school environment.

Short-Term Disciplinary Placement (In-School Suspension)

In-school suspension is a structured disciplinary action in which a student is isolated or removed from regular classroom activities but is not dismissed from the school setting. The principal or his/her designated person(s) has the authority to assign students to the in-school suspension program for a reasonable and specified period of time. Principals and their staffs should determine the scope of in-school suspension in their respective schools. When students are assigned to ISS, they are restricted from being on other school campuses or property and are restricted from attending or participating in any Crawford County School programs or activities until the suspension is complete. An exception to this should be given in writing by the school administrator.

Extended ISS (EISS)

The EISS was designed to serve students that are having difficulty in the regular education environment. This difficulty may be in the area of academic or behavioral problems, or a combination of the two. Students may be assigned by a Tribunal without the consent of student and the student's parents. The school system can also place a student in the EISS. Parents must be given notice of the due process hearing, which is the tribunal. Any student that has been adjudicated through the juvenile court system or regular court system and placed in any type of detained facility (YDC, RYDC, jail, etc.) may transition back in the school system through the EISS. The length of placement will be determined by the EISS and the home school; this placement will be at a minimum for the remainder of the current semester. Students may also be placed in the academic section of the EISS based on specific criteria. This placement includes necessary consent from students, parents, the school administration, and the EISS. Parents should check with the principal or guidance counselor to implement the application process.

Offenses which would result in an assignment to the EISS are generally the same as those outlined for out of school suspension in this Code of Student Conduct; however, the principal may assign students for other infractions.

Students assigned to the discipline section of the EISS are restricted from being on other school campuses or property and are restricted from attending or participating in any Crawford County School programs or activities unless prior approval is provided. This restriction remains in force until the students have completed their assignment to the EISS. If a student has been placed in EISS on two previous occasions, the next tribunal may result in a minimum of a 12 month suspension.

School Bus Suspension

Principals or his/her designated person(s) may deny a student the privilege of riding a school bus based on misconduct of the student. This action will be for a reasonable and specified period of time.

If a student exhibits disruptive behavior, the driver will notify the parents immediately in an attempt to solve the problem at that level. However, if the student chooses to break the same rule, the following consequences will apply:

1st Reported incident: school official, parent, and driver conference. A suspension from the bus for a minimum of 3 days will follow, if the parent fails to attend the conference.

2nd Reported incident: 3 days off bus

3rd Reported incident: 5 days off bus.

4th Reported incident: 10 days off bus.

5th Reported incident: Off bus for the remainder of the school year.

Fighting on bus:

1st reported incident: 5 days off bus

2nd reported incident: 10 days off bus

3rd reported incident: Off the bus for the remainder of the school year/Tribunal

Severe misbehavior may result in bus suspension on first offense.

Severe misbehaviors include, but are not limited to: Disrespect of driver/monitor or administrator, fighting, vandalism, possession of tobacco, drugs, alcohol, and any other behavior(s) that could be detrimental to the safety of others.

Physical Restraint

Principals or their designated person(s) may use reasonable physical force to restrain a student from abusing or attempting to abuse himself, other students, teachers, administrators, parents, guardians or other staff members. The action may be taken when it is necessary to maintain discipline or to enforce school rules. This must be done in a reasonable fashion to protect all parties involved. Law enforcement officials may be called to assist in the enforcement of this action.

SUSPENSION AND EXPULSION

Students recommended for suspension or expulsion will be made aware of the charges and will be given an opportunity to respond. When circumstances warrant suspension or expulsion, a reasonable effort will be made by the school to either contact the parent(s) or guardian by telephone during school hours or by written notice delivered by the student or U.S. Mail. The student is responsible for notifying his/her parent(s) or guardian of all written communications from school. Failure to do so may result in further disciplinary action.

The Crawford County Board of Education prefers to reassign disruptive students to alternative educational settings rather than to suspend or expel such students from school.

For the purposes of this policy and other policies related to discipline the following definitions are stated:

1. "Short-term suspension" means the suspension of a student from a public school for not more than ten school days.
2. "Long-term suspension" means the suspension of a student from a public school for more than ten school days but not beyond the current school semester.
3. "Long-Term Disciplinary Placement (LTDP)" means the change for a period greater than ten days of placement of a student from a regular classroom setting to EISS.
4. "Expulsion" means removing a student from a public school beyond the current school semester. When a student's conduct is of such a serious nature that it is in the best interest of the school system to place the student out-of-school for a period beyond the current school semester, a principal or his or her designee may recommend to the superintendent that a disciplinary hearing panel (tribunal) be convened for consideration of an expulsion.

A principal or his/her designee may suspend from school a student for any violation of the code of conduct when an out of school suspension is authorized. Oral notice and opportunity to discuss the suspension with the principal must be given to the student as soon as practical. Parents will be informed as to the charges and number of days suspended.

Students may not return to campus or attend any school function when suspended from school or expelled.

STUDENT DISCIPLINARY HEARINGS (TRIBUNALS)

For the purpose of conducting student discipline hearings (tribunals), rendering a decision, and imposing punishment, the following procedure will be followed:

1. The Superintendent/designee shall convene a hearing in the following situations:
 - a) Where a student has committed an alleged assault or battery upon a teacher, other school official or employee.
 - b) Where a student has violated any school or system rule or engaged in any other act of misconduct or insubordination which may require long-term disciplinary placement in EISS, a long-term suspension or an expulsion.
2. When a student is referred to tribunal, the Superintendent/designee shall choose three school officials to serve as the hearing tribunal. No member of the hearing tribunal shall be a member of the staff at the school, which the student attends.
3. In the event a student or his/her parent does not wish to contest the charge(s) of violation(s) of the discipline rules of the school's code of conduct for which a tribunal has been requested, the student and parent may voluntarily accept the consequences prescribed by the school by signing a Waiver of Disciplinary Tribunal Hearing form.
4. Whenever a principal/designee refers a student discipline matter to the Superintendent/designee, a certified letter shall be mailed to the student and his/her parent/guardians containing a statement of the time, place and nature of the tribunal hearing, a statement of the matters asserted and charges against the student, statement setting forth the right of the student to present evidence, cross-examine witnesses and be represented by legal counsel will be included in the letter.
5. The school principal or his or her designee shall be responsible for presenting evidence in support of the charges against the student and all parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on any and all issues. The

hearing tribunal shall make a verbatim electronic or written record of the hearing. This record shall be available to all parties.

6. The hearing tribunal shall render a decision finding whether the student committed the offense and, if so, the appropriate disciplinary action. The decision of the hearing tribunal shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate disciplinary action imposed. The hearing tribunal shall render a decision in writing within ten (10) days of the close of the record and shall furnish a copy of the decision to the student, his/her parents/legal guardians, the principal/designee and the Superintendent. The decision of the hearing tribunal shall be final and shall constitute the decision of the Board of Education unless either party should appeal the decision to the Board of Education.
7. Either party may appeal the decision of the hearing tribunal to the Board of Education by filing with the Superintendent a written notice of appeal within twenty (20) days from the date the decision is rendered. Such notice of appeal shall set forth the decision of the hearing tribunal and the basis of the appeal. Any decision of the hearing tribunal not appealed in this manner shall be final. In case of out-of-school suspension or expulsion, the Superintendent may place the student in the EISS pending the outcome of the appeal. In other cases, the Superintendent may suspend the disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.
8. The Board of Education shall review the record of the hearing, the decision of the hearing tribunal and the notice of appeal. The decision of the Board of Education shall be based solely on the record before the hearing tribunal and the Board shall not consider any other evidence in ruling on the appeal. The Board may find the facts to be different than those found by the hearing tribunal and the Board may modify the disciplinary action. Any decision of the local Board may be appealed to the State Board of Education by filing an appeal; in writing, within thirty (30) days after the local Board renders its decision.
9. Any student subject to a disciplinary hearing who withdraws from the Crawford County Schools prior to the hearing must appear before a hearing tribunal to determine the student's eligibility to return to the Crawford County School System in the event the student ever seeks to return to the system. Alternatively, the school district may, in its discretion, proceed with the hearing in accordance with board policy despite the student's withdrawal from school.
10. Any student, who has been determined eligible for services or accommodations under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, will be afforded all procedural and other requirements of these applicable laws

CLASSIFICATION OF VIOLATIONS

Violations of the Code of Student Conduct are grouped into three classes: (Class I, Class II and Class III). Before determining the classification of a violation, the principal or his/her designated person(s) will consult with the involved student(s) and school personnel. Once the classification of the violation is determined, the principal or his/her designated person(s) will implement the disciplinary procedure.

The classroom teacher may deal with classroom disruption by taking in-class disciplinary action, by making a personal call to the parent(s) or guardian when feasible, and/or by scheduling conferences with the parent(s) or guardian and other school staff. When the action taken by the teacher is ineffective, or the disruption is severe, the student should be referred to the principal or his/her designated person(s). Failure to bring notebook, pencil, books or required materials and equipment to class is ordinarily not cause for referral; however defiance of a teacher in regard to these areas is cause for disciplinary referral. Parents and guardians should be notified by the teacher of students who consistently exhibit poor work habits.

Note: For further information on Disciplinary Violation and Offenses, check appropriate school's handbook.

CLASS I

1.01 Distraction of other Students.

Any conduct and/or behavior which is disruptive to the orderly educational process in the classroom or any other instructional setting.

1.02 Participation in a prohibited organization.

Participation supporting or furthering the cause of fraternities, sororities, secret societies or any group or organization, either on campus or off campus, whose activity or proposed activity is disruptive to the orderly educational process. This would include individuals whose purpose is to disrupt or disturb the ability of any student, teacher or administrator to receive or deliver the highest degree of educational opportunity.

1.03 Refusal to comply.

Refusal to comply with directions by a Crawford County School employee.

1.04 Participation in games of chance for money and/or other things of value.

1.05 Excessive tardiness.

Repeatedly reporting late to school or class.

1.06 Intentional and/or non-direct use of profane, offensive or obscene language.

1.07 Non-conformity to dress code.

1.08 Inappropriate public display of affection.

1.09 Unauthorized absence from class or school.

1.10 Continued refusal and/or failure to complete class assignments.

1.11 Failure to carry correspondence home, failure to obey directions in hallways, assemblies, etc.

1.12 Unauthorized and/or inappropriate use of school or personal property.

1.13 Littering on school property.

1.14 Distribution or display of printed materials on school property or at a school activity without the approval of the principal or his/her designee.

1.15 Offensive touching of another student (not necessarily of a sexual nature).

1.16 Breaking lunch line.

1.17 Minor parking violations. (High School)

1.18 Leaving campus without signing out properly.

1.19 Unauthorized purchase and/or sale of merchandise.

1.20 Soliciting, procuring, causing, encouraging, aiding, abetting or assisting another to commit any of the foregoing offenses.

1.21 Cell Phones and/or other electronic devices (See Cell Phone Policy)

1.22 Any other violation which the principal may deem reasonable to fall within this category after consideration of extenuating circumstances.

DISCIPLINARY ACTIONS-CLASS I OFFENSES

First Offense

In-school conference and/or parental contact when warranted. Circumstances may warrant disciplinary action as outlined under subsequent offenses, including but not limited to those listed in the next paragraph.

Subsequent Offenses

In-school disciplinary action such as probation, detention, completion of extra academic assignments, work assignments before or after school, in-school suspension, assignment to the EISS, suspension or other reasonable disciplinary action is at the discretion of the principal or his/her designated person(s). Special circumstances may warrant a recommendation to the Superintendent for an alternative educational program apart from the normal setting.

CLASS II

2.00 Disrespect toward employees, students, or school visitors

2.01 Biting.

2.02 Defiance of Board of Education employee's authority.

Any verbal or non-verbal refusal to comply with a lawful direction or order of a Board of Education employee

2.03 Possession and/or use of any tobacco products.

2.04 Possession and/or use of any "vapor" device and/or paraphernalia. The smoking/possession of electronic, "vapor," or other nicotine delivering devices, substitute form of cigarettes, or any other "inhaling" innovation/paraphernalia.

2.05 Vandalism/Criminal Mischief.

Intentional and deliberate action resulting in injury or damages of less than \$200 to public property or the real or personal property of another.

2.06 Stealing-Larceny-Petty Theft

Taking and/or carrying away of property valued at less than \$50 belonging to or in lawful possession or custody of another.

2.07 Gambling/Possession of Gambling Device

The possession of any device or item which can be used to promote or facilitate gambling. The intentional, unlawful participation in gambling activities involving less than \$100.

2.08 Possession of stolen property with the knowledge that it is stolen.

2.09 Theft of lost property.

Activity obtaining or exerting control over the property of another which is known to have been lost or mislaid, and failing to take reasonable measures to discover and notify the owner.

- 2.10 **Threats or Extortion.**
Verbally or by written or printed communication, threatening an injury to the person, property or reputation of another. This may include the intent to extort money or any pecuniary advantage whatever, or with the intent to compel the person so threatened, or any other person, to do any act or refrain from doing any act against his/her will.

Note: Completion of the threat, either by the victim's complying with the demands or the carrying out of the threats against the victim, constitutes a Class III offense.

- 2.11 **Trespassing.**
Willfully entering or remaining in or on any structure, conveyance of property without being authorized, licensed or invited, or having initially been authorized, licensed or invited, having been warned by an authorized person to depart and refusing to do so. Unauthorized presence, entering or remaining on public school property or attending any school related activity while under any kind of home suspension, assignment to the EISS or expulsion.
- 2.12 **Possession of obscene and/or offensive materials.**
- 2.13 **Use of obscene and/or offensive manifestations** (verbal, written, gesture) directed toward another person and/or offensive manifestations (verbal, written, gesture) which are deemed to create a hostile environment.
- 2.14 **Truancy or unauthorized leaving class/campus.** ("Skipping")
- 2.15 **Possession of a pocket knife.**
- 2.16 **Possession and/or use of matches or lighter.**
- 2.17 **Intentionally providing false information to a school board employee,** including, but not limited to, student information data and the concealment of information directly related to school business.
- 2.18 **Simple assault.**
Intentionally touching or striking another student against his/her will or without his/her consent.
- 2.19 **Honor Code Violations and/or Cheating.**
Student shall not engage in any act of deception or falsification. This includes cheating by receiving any unauthorized aid or assistance or the actual giving or receiving of unfair advantage.
- 2.20 **Inappropriate use of technology.**
Use of technology resources to:
- Send, display, or download offensive messages or pictures.
 - Harass, insult or attack others.
 - Use obscene, profane, discriminatory, threatening, or inflammatory language.
 - Violate copyright laws.
 - Intentionally waste limited resources.
 - Participate in on-line chat rooms without permission/supervision of Crawford County School employee.
- 2.21 **Possession of and/or use of laser light pointer or any device designed to emit a laser light.**
- 2.22 **Soliciting, procuring, causing, encouraging, aiding, abetting or assisting another to commit any of the foregoing offenses.**
- 2.23 **Any other offense which the principal may deem reasonable to fall within this category after consideration.**

DISCIPLINARY ACTIONS – CLASS II OFFENSES

First Offense

In-school suspension, assignment to the EISS and/or extended work assignments before or after school and/or suspension. Other reasonable disciplinary actions as deemed appropriate by the principal.

Subsequent Offenses

The disciplinary action for such offenses will be assignment to the EISS or suspension and/or recommendation for expulsion by the principal as authorized in the expulsion procedures.

Note: Commission of Class II and/or Class III offenses may constitute a violation of criminal laws established by Local, State, and Federal government, and will be reported to the appropriate authorities. **Parents and guardians are encouraged 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.**

CLASS III

- 3.00 **Fighting.**
The initiation or provocation of a fight or physical altercation, or the participation in a fight or physical altercation absent mitigating circumstances.
- 3.01 **Provoking, agitating, and/or inciting a fight/confrontation.**
- 3.02 **Drugs** (Illegal, *Prescribed, or *Over-the-counter), Imitation Controlled Substances, Alcohol Intoxicating Inhalants and/or marijuana derivatives. Admission of and/or being under the influence of and/or unauthorized possession, transfer, distribution, use or sale of drugs, imitation controlled substance, drug paraphernalia, alcoholic beverages and/or intoxicating inhalants (Refer to US Code of Controlled Substance.)
Communication of the intent to buy, sell, or exchange drugs, imitation controlled substance, alcohol, and/or intoxicating inhalants. Communication of the intent or desire to facilitate the sale or exchange of drugs, imitation controlled substance, alcohol, and/or intoxicating inhalants.

Note: Automatic referral to Tribunal upon first offense.

Any student possessing prescription or over-the-counter medication not in accordance with these Medication Guidelines will be considered in violation of the School District's Code of Student Conduct and shall be subject to the discipline set forth in the code of conduct and/or the student handbook.

- 3.03 **Arson.**
Willful and malicious burning of any part of School Board property.
- 3.04 **Assault upon School Board employee.**
The unlawful and intentional touching or striking or an attempt to touch or strike a School Board employee against his/her will or the intentional causing of bodily harm to a School Board employee.
- 3.05 **Robbery.**
The taking of money or other property which may be the subject of larceny from the person or custody of another by force, violence, assault or instilling the fear of same.
- 3.06 **Stealing-Larceny-Grand Theft.**
The participation in and/or the intentional, unlawful taking and/or carrying away of money or other property valued at \$50 or more belonging to or in lawful possession or custody of another.
- 3.07 **Gambling.**
The intentional, unlawful participation in gambling activities involving amounts of \$100 or more.
- 3.08 **Criminal mischief.**
Willful and malicious injury or damages at or in excess of \$200 to public property or to real or personal property belonging to another.
- 3.09 **Possession of firearms.**
"Firearm" is defined as any firearm (include a starter gun) which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or any other means, the frame or receiver of device, any replica of a firearm or a replica of any other instrument or object which may be used as weapon. Students who possess firearms on campus will be subject to a minimum of one calendar year suspension and will be referred to law enforcement.
- 3.10 **Discharging of any pistol, rifle, shotgun, air gun or any other device.**
- 3.11 **Possession of Weapons.**
A knife, metallic knuckles, chemical weapon or device or any other weapon, instrument, object or other weapons defined by code section (O.C.G.A 16-11-127.1). Possession of a chemical or chemical imitation which could be used as a weapon or otherwise cause or inflict fear, harm or damage to property or person.
- 3.12 **Bomb Threats/False Reports**
Any communication(s) or attempt to communicate concerning the Board of Education's property which has or could have the effect of interrupting the educational environment or process. Falsely reporting an incident with the knowledge that the information reported, conveyed or circulated is false. Initiating or circulating a false report or warning of an alleged occurrence or impending occurrence of a fire, bomb, explosion, crime, catastrophe, or any emergency under a circumstance in which it is likely to cause fear, evacuation of a building, place of assembly, or transportation facility, or to cause public inconvenience or alarm, or to interrupt the educational environment or process.
- 3.13 **Threats of Death or Serious Bodily Injury.**
The verbal or written communication of a threat to kill or do serious bodily injury to another person.
- 3.14 **Sexual Acts**
Acts of sexual nature including, but not limited to battery, intercourse, attempted rape or rape.
- 3.15 **Offensive touching of another person.**
- 3.16 **Sexual Harassment.**
- 3.17 **Written or verbal propositions to engage in sexual acts.**

- 3.18 **Aggravated Assault.**
Intentionally causing bodily harm, disability or permanent disfigurement by use of a weapon or any instrument that could be considered a weapon.
- 3.19 **Explosives.**
Preparing, possessing, or igniting explosives on the Board of Education's property.
- 3.20 **Possessing and/or igniting fireworks, firecrackers or smoke bombs, stink bombs** or committing any act which could disrupt the educational environment or process.
- 3.21 **Unjustified activation or tampering with fire alarm system, fire extinguishers, security alarm system, or other safety equipment.**
- 3.22 **Inciting or participating in student disorder.**
Leading, encouraging or assisting in activities or disruptions which result in destruction or damage of private or public property or personal injury, and/or the disruption of school business or educational process.
- 3.23 **Fleeing a School Board employee to elude contact or questioning.**
- 3.24 **Violations of the conditions of Disciplinary Probation including failure of a drug test.**
- 3.25 **Use of obscene and/or offensive manifestations** (verbal, written, gesture) directed toward a Board of Education employee or volunteer and/or use of offensive manifestations (verbal, written, gesture) which are deemed to create a hostile environment including racial comments.
- 3.26 **The completion of a threat to injure a person, property, or reputation of another.** This includes extorting money or any pecuniary advantage whatsoever by compelling another person to do an act against his/her will.
- 3.27 **Commission of any act which constitutes a criminal offense under the Code of Student Conduct** and which in the principal's opinion warrants disciplinary action authorized for a Class III offense.
- 3.28 **Damage computers, computer systems, software/programs, or computer networks** (this includes changing workstation or printer configuration.) Intentionally bypassing network filtering and security to visit non educational sites.
- 3.29 **Gang Graffiti or Paraphernalia.**
Possession, transfer, distribution, or use of written material, drawings, signs, or other materials related to or used in gang activities. Gang related slogans, names, apparel, etc. are not permitted on any school campus or at any school related activity.
- 3.30 **Bullying.**
See page 27
- 3.31 **Forgery, alteration, use of users' file folders, work or password, or misuse of any school's document, record or instrument of identification.**
- 3.32 **Soliciting, procuring, causing, encouraging, aiding, abetting or assisting another to commit any of the foregoing offenses.**
- 3.33 **Falsely alleging inappropriate behavior by a teacher or other personnel.**
- 3.34 **Inappropriate use of technology including but not limited to cell phones:**
*Send/display/download offensive messages or pictures.
*Filming/distributing/possessing video of student disorder
- 3.35 **Any other offense which the principal may deem reasonable to fall within this category after consideration of extenuating circumstances.**

DISCIPLINARY ACTIONS-CLASS III OFFENSES

The disciplinary action for such offenses will be assignment to the EISS and/or out of school suspension and/or recommendation for expulsion by the principal as authorized in the expulsion procedures.

Teacher Reporting Requirement

A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or his/her designee to maintain discipline in the classroom. Any teacher who had knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn, shall file a report of such behavior with the principal or his/her designee.

The principal and teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A 20-2-737-738.

The Superintendent shall fully support the authority of principals and teachers in the school system to remove a student from the classroom pursuant to the provisions of this law and the Superintendent and/or his designee shall develop procedures as necessary for implantation of this policy and this state law.

CCHS Student Handbook

Unsafe School Choice

Major offenses, including but not limited to, drug and weapon offenses can lead to school being named as an Unsafe School according to the provisions of Sate Board Rule 160-4-8-.16, Unsafe School Choice Option. A student who becomes a victim of a violent criminal offense while in or on the ground of that student's primary or elementary school, will have the opportunity to transfer to a safe school. Transportation will be provided for that student.

Additional Policies

Bullying

Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools with the school system.

Bullying is defined as follows:

An act which occurs on school property, on school vehicles, at designated school bus stops, or at school relation functions or activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of the local school system, that is:

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

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

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

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student. Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the student/parent handbook.

Cell Phone

Cell phones are allowed at CCHS. However, students are not allowed to have cell phones out at anytime once they enter the building unless permission is given by an employee. Students will be allowed to possess cellular telephones under the following conditions:

- Telephones must remain off during schools hours.
- Telephones must remain in the student's purse, pocket, book bag, or locker during the day.
- Telephones can only be used once the student has exited the campus or with the permission of the supervising administrator if the student is staying on campus for an extra-curricular activity.
- Cellular use on the bus will be at the discretion of the bus driver.

Disposition for cell phone use:

1st Offense – Cell phone confiscated and returned at the end of the day.

2nd Offense – 3 days ISS, cell phone confiscated and returned to parent, contact parent.

3rd Offense – 5 days ISS, cell phone confiscated and must be picked up by parent. A \$25 fee will be collected.

4th Offense – 1 Day OSS, phone confiscated for the remainder of the year. \$25 fee.

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5th Offense – 3 Days OSS, phone confiscated for the remainder of the year. \$25 fee.

6th Offense – Phone confiscated for remainder of the year. Suspension with recommendation for expulsion.
\$25.fee.

Dispositions for students who possess a cell phone containing pornographic material:

1st Offense – 3 Days OSS, confiscation of phone, parent contact, \$25 fee.

2nd Offense – Suspension with recommendation for expulsion/\$25 fee.

Dispositions for students who illegally use cell phones during standardized test administrations:

1st Offense – Suspension with recommendation for expulsion.

Drug Abuse

The intent of the Crawford County Board of Education is to comply and to cooperate fully with the laws regarding illegal drug use and drug abuse. The Board of Education understands that there are times when prescription drugs may be used by students for medical reasons. Under these circumstances, the student or his/her parent(s) or guardian should register the prescription with the principal or his/her designated person(s) in order to protect the student.

Local School Rules and Regulations

Principals with the approval of the Superintendent may supplement the Code of Student Conduct with rules and regulations that are applicable to the particular school. These rules shall not be contrary to the rules of the Code of Student Conduct. Such rules and regulations shall be reasonable and related substantially to the maintenance of discipline and the implementation of the academic program of the school. Adequate notice of all rules and regulations shall be given and violators shall be treated fairly and consistently.

Threats of Suicide

Students who talk about suicide will be taken seriously. When a student indicates that he/she is considering suicide, a principal designee will notify the parent/guardian. The designee will advise the parent/guardian to take the student to a qualified licensed professional (psychologist, psychiatrist, county mental health, or private/public hospital). The school will request that an open line of communication be maintained between the school and parent/guardian. The system social worker shall be notified of such threat.

SAFE STUDENT BUS RIDING INSTRUCTIONS

Safety Rules at the Bus Stop

- Be at the designated bus stop five minutes before time for the bus to arrive.
- Wait a safe distance of 12' from the road, and be prepared to quickly board the bus.
- Refrain from pushing, horseplay, or any other unsafe activity while at the bus stop.
- Wait for the bus to come to a complete stop, wait for the red stop sign to come out, the red flashing lights to activate, and for the door to completely open before approaching the bus.
- Wait until the bus stops; then walk to the door and board the bus in an orderly manner.
- When having to cross the road, wait on your side of the road for the bus to arrive.
- Wait for the driver to give hand signal that it is ok to cross the road (stop, look, listen).
- Be sure all traffic has stopped both ways before crossing the road.
- If you miss the bus, do not chase after the bus; go back home and tell your parents.

Safety Rules for Entering and Exiting the Bus at the Stop and at the School

- Walk in front of the bus to stay in the driver's view when crossing the road; never cross the road behind a school bus.
- Load the bus in single file without making contact with the one in front of you.
- No pushing, shoving, or horse play while loading the bus.
- Use the handrail when entering or exiting the bus.
- Board the bus quickly and safely and get seated as promptly as possible.
- Do not linger around bus after exiting the bus, clear the roadways as far as possible.
- While unloading at the school, unload from the front to the back of the bus.
- When stepping off the bus onto the bus ramp, keep moving and go straight to the sidewalk.
- Never stop to get mail from the mailbox until bus has moved and traffic is flowing again.
- Never return to the bus without first getting the drivers attention.
- Never retrieve a dropped item around the bus unless you get the drivers attention first.
- AT any time, if the bus horn sounds, this is a signal for danger and you should react quickly to the bus driver's directions to avoid injury.

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Safety Rules While on the Bus

- Follow your bus drivers instruction at all times.
- Remain in your seat until the bus reaches your school/home and has come to the complete stop.
- Keep your voices at a normal speaking level while speaking to other students.
- Keep conversation to the driver to a minimum while the bus is moving.
- Never speak to the drive while loading and unloading at another students stop.
- Be completely silent at all railroad crossings until the bus has completely cleared the tracks.

Bus Evacuation Guidelines

- When any type of evacuation occurs, you must follow the instruction of the drive to safely unload and to relocate when possible, at least 100 feet in the direction away from the hazard and the roadway.
- Evacuation will be practiced on your bus with you twice each new school year.
- All buses are designed with several “emergency exits” these locations are, but not limited to the entrance/exit door, rear door, emergency exit windows and roof hatches.
- Always use the front entrance/exit door during an evacuation when possible.
- All other exits should be used only when front entrance/exit door and the rear exit door are not available to use.
- When loading door is not available and the rear door is the chosen exit, selected older/mature students are instructed to assist you to the ground by sitting and sliding out feet first.
- Leave all personal belongings on the bus and to exit from the front to the back of the selected exit location.

Additional Guidelines

- Conversation with the driver or behavior distracting the driver during loading and unloading of the bus should be avoided; during this critical time, complete concentration by the driver is required.
- Any type behavior distracting the driver during loading and unloading of buses should be avoided; during this critical time complete concentration by the driver is required.
- Parents should avoid conversation with the driver during loading and unloading; during this critical time, complete concentration by the drive is required.

BUS DISCIPLINE

The Crawford County Board of Education is vitally concerned about the safety and welfare of the students riding buses. In an effort to inform students and parents or guardians of acts that can threaten safety and welfare, bus rules and regulations have been adopted. The driver, together with the transportation supervisor and the school principal, shall have full responsibility for discipline on buses.

Bus Regulations

1. Students shall obey the driver willingly and promptly. The driver is in full charge of the bus and students.
2. The driver has the right to assign seats as he/she deems necessary.
3. Students are to help keep their bus clean by not throwing trash on the floor. Students shall not throw any object out the windows.
4. No student shall at any time extend his head, hands, arms or any part of this body out the window.
5. Damages done to bus or equipment must be paid by that individual.
6. No soft drink bottles or cans, knives, sharp objects, or any object that might endanger another student can be brought onto the bus at any time.
7. Students must ride the bus on which they have been assigned.
8. Students should remain seated and should face the front of the bus at all times.
9. No food or drinks are permitted to be consumed on the bus.
10. Student shall behave in an appropriate and orderly manner.

Fighting and other major offenses on the school bus:

A fight/physical aggression or other major offense committed on the school bus produces a dangerous situation where other students are in jeopardy and the driver is distracted. This type of situation and the consequences will be taken very seriously. Consequences may include the following and/or a combination of the following: bus suspension, in-school suspension, out-of-school suspension, or referral to the system tribunal. A complaint may also be filed with law enforcement authorities.

Extra riders:

When space is available, extra riders may ride an unassigned bus. Schools must be given a days’ notice to check availability for extra riders. Parents must give permission for a student to ride an alternate bus. The note must be

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signed by a parent and include: parent's name, phone number and address where student should be dropped off. This information must be signed by a school official and a copy must be provided to the driver.

DRESS CODE

The policy of the Crawford County Board of Education is that good grooming and personal appearance are essential elements in the teaching and learning processes. Therefore, it is expected that students dress in such a manner that will ensure their health and safety while at school. Furthermore, the dress and personal appearance may not be disruptive or interfere with the legitimate interest and welfare of the students. Each school principal shall provide specific dress code guidelines.

Any student violating the school dress code may be suspended for the remainder of the school day and may receive unexcused absences in the classes missed. The principal or his/her designated person(s) has the authority to determine what constitutes a violation of the dress code.

SEXUAL HARASSMENT

The policy of the Crawford County Board of Education forbids sexual harassment of or by any of its students or employees.

A. General Prohibitions and Definitions

1. Unwelcome Conduct of a Sexual Nature

- a. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding", "teasing", double entendres, and jokes.

2. Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if the conduct substantially interferes with a student's educational performance, or creates an intimidating, hostile, or offensive educational environment.

3. Sexual Harassment Prohibited

It is a violation of the Code of Student Conduct for a student to sexually harass or subject another student to any unwelcome conduct of a sexual nature. Students or School Board employees who engage in such conduct shall be subject to sanctions as described below.

B. Reporting and Sanctions

1. Reporting

- a. Students or their parents or guardians who reasonably believe that other students or School Board employees in the Crawford County School System are guilty of sexual harassment as defined in this policy are encouraged to report such to the principal of their school and/or to the civil rights compliance administrator. Such reports should be made in writing. Report forms are available through the main office in each school.
- b. Students or their parents/guardians are also urged to report unwelcome conduct of a sexual nature by fellow students or School Board employees, whether or not such conduct interferes with the student's educational environment. Such reports should be made in writing. Report forms are available through the main office in each school.
- c. Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment. Students who are found guilty of sexual harassment or retaliate against one who has filed such charges are subject to sanctions including, but not limited to, warning, suspension, or expulsion.

TECHNOLOGY (COMPUTERS & INTERNET)

Crawford County Schools provides students and staff access to a computer network known as the Wide Area Network (WAN). The WAN serves all the schools and Central Staff facilities within the school system. It includes computers, file servers, cabling, routers, switches, hubs, Wireless Access Points, software and other peripheral devices necessary for the proper functioning of the WAN. Internet access is an integral part of the services offered on the WAN. Student and staff access to the WAN and its resources is a privilege and not a right. The WAN is designed to provide resources in support of instructional goals and objectives as well as school system administration. These resources are provided as a non-public forum. Computer technology facilitates learning computers must adhere to the administrative procedures regarding computer use. Instructional access to the WAN shall be under the direction of staff and shall have a defined educational purpose. Student browsing should also have an academic purpose and not violate any of the prohibited uses. The school system reserves the right to monitor all computer activity by students. Violating the established policies and administrative procedures shall adhere to the following prohibitions in the interest of personal safety:

- Students will not post personal information about themselves or others. Personal contact information includes images, telephone numbers, email addresses or home address.

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- Students will not agree to meet with someone they have met on-line without their parent's approval and participation.
- Students will not share passwords with others.

Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student.

Any student (or parent or friend of a student) who believes a student has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

Discriminatory Complaints Procedure

Complaints made to the Crawford County School System regarding alleged discrimination on the basis of race, color, or national origin in violation of Title VI, on the basis of sex in violation of Title IX or on the basis of handicap in violation of the Rehabilitation Act of 1973, also known as Section 504, or the American with Disabilities Act will be processed in accordance with the policies adopted by the Crawford County Board of Education.

Gender Equity in Sports

State law prohibits discrimination in athletic programs of local school systems (Equity in Sports Act O.CG.A 20-2-315). Students are hereby notified that Crawford County School System does not discriminate on the basis of gender in its athletic programs.

Student Clubs/Organizations

In accordance with state law, a list of student clubs or organizations for each school is located in the individual school's student handbook.

Gifted Education

Students, grades kindergarten through 12, in the Crawford County School District who demonstrate a high degree of intellectual and/or creative abilities, exhibit an exceptionally high degree of motivation, and/or excel in specific academic fields are provided with special instructional services by the Program for Gifted Students. The State Board of Education determines eligibility criteria for placement in the programs. Teachers, counselors, administrators, parents or guardians, peers, self, and other individuals may make referrals for consideration for eligibility for gifted services with knowledge of the student's abilities. For a summary of eligibility criteria or for further information about Crawford County Program for Gifted Students, please contact the Gifted Program coordinator at your particular school.

Notification of available services for exceptional students

To receive information concerning services for students with suspected disabilities, please contact the student's teacher. If further information is needed, contact the guidance counselor at the student's school.

Notice of Rights of Students and Parents Under Section 504

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

Acknowledgement Page

It is mandatory that this acknowledgement be returned, as it will become part of the student's permanent record for 2017 – 2018 school year.

Student _____

Grade _____

My Parent/Guardian(s) and I hereby acknowledge by our signatures that we have received, and understand this Code of Student Conduct.

We have also read and understand the penalties and consequences pertaining to the Georgia Compulsory Attendance Law (O.C.G.A. 20-2-690.1) on page 6 of the handbook. I understand that the system social worker, if needed, will file proceedings in court to enforce this law.

(Student's Signature)

(Date)

(Parent's Signature)

(Date)

STATEMENT OF GRIEVANCE

Name _____ Phone _____

Address _____

Relationship to Crawford County Schools:

_____ Student _____	School
_____ Employee at school _____	School
_____ Parent _____	
_____ Applicant for Employment _____	
_____ Other (Describe) _____	

Date of Alleged Violation: _____

Persons Involved: _____

Description of Alleged Violation:

Action Requested:

Signature: _____

Date: _____

Received by: _____

Date Received: _____

Handbook Verification

I, _____, parent/guardian of _____, certify that I have received a copy of the 2017-2018 CCHS Student Handbook. I further understand that students and parents/guardians are responsible for ensuring that use of school technology resources, including the Internet, is in compliance with Descriptor Codes IFBG (Acceptable Use Policy) and IFBGE (Internet Safety). I understand that students at Crawford County High School are expected to use technology to complete a variety of class assignments in each academic area. I understand that students and parents/guardians are responsible for ensuring that the use of school technology resources, including the Internet, is in compliance with Crawford County board policy. A parent/guardian who prefers their student not receive individual internet privileges at school should submit a signed statement to that effect. A parent/guardian who has concerns regarding his/her student's use of technology, including access to the Internet, should contact the Principal or designee.

Date _____

Opt-Out Provision for CCHS Clubs

I, _____, parent/guardian of _____, prefer that my child not be affiliated with the following clubs:

- ☐ Art Club
- ☐ Student Council
- ☐ FFA
- ☐ Future Business Leaders of America (FBLA)
- ☐ Technology Students of America (TSA)
- ☐ National Honor Society (NHS)
- ☐ Health Occupations Students of America (HOSA)
- ☐ Fellowship of Christian Athletes (FCA)

FERPA Notice Verification

I, _____, parent/guardian of _____, certify that I have received a copy of the Notice of Rights under the Family Educational Rights and Privacy Act and Protection of Pupil Rights Amendment.

Date _____

STUDENT/PARENT CONCUSSION AWARENESS FORM CRAWFORD COUNTY HIGH SCHOOL

Dangers of Concussion

Concussions at all levels of sports have received a great deal of attention and a state law has been passed to address this issue. Adolescent athletes are particularly vulnerable to the effects of concussion. Once considered little more than a minor “ding” to the head, it is now understood that a concussion has the potential to result in death, or changes in brain function (either short-term or long term). A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. Continued participation in any sport following a concussion can lead to worsening concussion symptoms, as well as increased risk for further injury to the brain, and even death.

Player and parental education in this area is crucial – that is the reason for this document. Refer to it regularly. This form must be signed by a parent or guardian of each student who wishes to participate in GHSA athletics. One copy needs to be returned to the school, and one retained at home.

Common Signs and Symptoms of Concussion

- Headache, dizziness, poor balance, moves clumsily, reduced energy level/tiredness
- Nausea or vomiting
- Blurred vision, sensitivity to light and sounds
- Foggiessness of memory, difficulty concentrating, slowed thought processes, confused about surroundings or game assignments
- Unexplained changes in behavior and personality
- Loss of consciousness (NOTE: This does not occur in all concussion episodes.)

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BY-LAW 2.68: GHSA Concussion Policy: In accordance with Georgia law and national playing rules published by the National Federation of State High School Associations, any athlete who exhibits signs, symptoms, or behaviors consistent with a concussion shall be immediately removed from the practice or contest and shall not return to play until an appropriate health care professional has determined that no concussion has occurred. (NOTE: An appropriate health care professional may include licensed physician (MD/DO) or another licensed individual under the supervision of a licensed physician, such as a nurse practitioner, physician assistant, or certified athletic trainer who has received training in concussion evaluation and management.

a) No athlete is allowed to return to a game or a practice on the same day that a concussion (a) has been diagnosed, or (b) cannot be ruled out.

b) Any athlete diagnosed with a concussion shall be cleared medically by an appropriate health care professional prior to resuming participation in any future practice or contest. The formulation of a gradual return to play protocol shall be a part of the medical clearance.

c) It is mandatory that every coach in each GHSA sport participate in a free, online course on concussion management prepared by the NFHS and available at www.nfhslearn.com at least every two years – beginning with the 2013-14 school year.

d) Each school will be responsible for monitoring the participation of its coaches in the concussion management course, and shall keep a record of those who participate.

I HAVE READ THIS FORM AND I UNDERSTAND THE FACTS PRESENTED IN IT.

SIGNED: _____ (Student)

SIGNED: _____ (Parent or Guardian)

DATE: _____