



**Student Code of Conduct & Restorative
Practices Handbook**

2024–2025

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Superintendent

Dr. Gyimah Whitaker

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Welcome Message from the Superintendent

On behalf of the City Schools of Decatur Board of Education, I am excited to welcome our new and returning students, staff, and families for the upcoming 2024-25 school year.

CSD's highly-ranked schools are at the heart of a supportive community, with dedicated teachers and administrators who create inspiring learning environments for our students daily. To ensure a successful school year, we created this Student Code of Conduct that offers families essential details about school policies and procedures. Please review the handbook with your student(s) to acquaint them with the expectations and guidelines for school discipline. Together, we can ensure safe and inclusive learning environments where all students can thrive.

We are also excited to partner with you as we implement our five-year strategic plan, All In Decatur. This plan aims to bring out the best in our students by becoming more student-focused while equitably and effectively meeting the needs of all students, unearthing their gifts and talents to achieve their highest potential.

Thank you for being All In and helping us to make this a great school year!

Sincerely,

Dr. Gyimah Whitaker

**Superintendent
City Schools of Decatur**

Student Code of Conduct and Restorative Practices Handbook

CSD Vision

We strive to cultivate an educational foundation that empowers students to realize their full potential, thrive as productive global citizens, ignite positive change, and create a more just and equitable world.

CSD Mission

In partnership with our community, we aim to inspire and enable student growth through meaningful and engaging learning experiences supported by highly qualified and caring educators in a safe and inviting environment.

CSD's Commitment to Equity

City Schools of Decatur (CSD) is committed to aligning educational practices, policies, and resources to ensure that all students have access to and feel welcome to participate in high-quality learning experiences, regardless of race, socioeconomic status, gender, ability, religion, sexual orientation, linguistic diversity, or other cultural characteristics. CSD desires to provide a safe school environment that allows all students equal access and opportunities to the district's academic and other educational support programs, services, and activities.

Overview

The Code of Conduct applies to **all** CSD students grades K-12. A student whose words or actions are uncivil to fellow students or school staff and interfere with student access to a public education and a safe environment will be subject to disciplinary action.

Extracurricular activities, such as clubs and athletics, may impose their standards of conduct, which may not violate the Code but may result in extracurricular penalties or removal from the activities. Violations of these standards of behavior that are also violations of the Code may also result in disciplinary actions being taken against the student, including but not limited to suspension, expulsion, and/or the student being removed from participation in extracurricular activities or exclusion from school honors, such as participation in commencement exercises.

Disciplinary action will be related to, but not limited to, the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (e.g., IDEA, 504). Because of these factors, discipline for a particular offense (unless otherwise specified by law) may consider varying techniques and responses; therefore, due to various circumstances, a disciplinary response to a violation of the Code may be differentiated and assigned on a case-by-case basis.

Any violations of the Code will be part of a student's disciplinary record and may be used in a student disciplinary hearing pursuant to CSD's progressive discipline process. The Code provides

examples of offenses that may occur and is not intended to include all offenses for which disciplinary action may be taken, as it is impossible to identify every behavior that might result in disciplinary consequences.

Purpose

The City Schools of Decatur (CSD) believes in setting high expectations for all members of our school community. We have integrated Restorative Practices into our code of conduct to eliminate potential disproportionality and rebuild trust and respect among all stakeholders.

Within the CSD Student Code of Conduct and Restorative Practices Handbook is the Code of Conduct, which is intended to accomplish the following:

- Support the vision and mission of CSD
- Assist parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment.
- Help school personnel support students in meeting the behavior expectations by:
 - Explicitly teaching the expected behaviors;
 - Positively acknowledging when students meet behavior expectations;
 - Using restorative practices to build relationships and restore peace and trust in our school communities and
 - Guiding school leaders in the appropriate steps when applying consequences for unmet behavior expectations.

Introduction

CSD builds a positive and supportive learning environment by providing a multi-tiered system of support to build character, social-emotional competence, and positive relationships. The Code serves as the foundation for a healthy school environment by ensuring the safety and welfare of students and staff. It also ensures due process and fair treatment for every student, allowing each to be heard.

Principals, Assistant Principals, or Teachers will review critical elements of the Code with their students (as developmentally appropriate) at the beginning of each school year and as needed throughout the year. We ask families to do the same with their children. The collective responsibility of students, staff, and parents or guardians is to ensure that the expectations outlined in the Code are followed. Responses to violations of the Code will be developmental/age-appropriate and a balance of proportional consequences and restorative practices. All school faculty and staff must establish clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be fair and consistent in addressing student behavior to enable students to learn from their mistakes and be accountable for their misconduct. CSD promotes respect for self and others through good conduct modeled by staff, students, and parents or guardians.

Under the multi-tiered system of supports framework, CSD implements **Positive Behavioral Interventions and Supports (PBIS)**, **Restorative Practices (RP)**, **Comprehensive School Mental Health Services (CSMHS)**, and **Social Emotional Learning (SEL)**, including structured

classroom and school behavior expectations to ensure processes and procedures are in place to create a positive school culture and climate.

Positive Behavior Intervention System (PBIS)

City Schools of Decatur has adopted the PBIS framework K-12 as our overarching guide for setting expectations, supporting teachers and students in demonstrating positive behaviors, and determining the appropriate response when expectations are unmet. PBIS is based on the premise that behavioral expectations must be explicitly taught to our students through direct instruction. PBIS uses data as a foundation to make decisions in a continuous improvement process for staff and students. PBIS also helps our schools build support for students who may not be meeting expectations over a period of time through its connection with MTSS. At each school, a local PBIS team leads the implementation process. School PBIS teams work with students, staff, and families to develop expectations and procedures appropriate for their schools. Contact your school for more details about how PBIS is implemented at the local school level.

Restorative Practices (RP)

Restorative Practices build community and respond to challenging behavior through authentic conversations that lead to understanding and action to set things right and repair and restore damaged relationships. The RP process seeks the participants' perspectives and encourages them to reflect on the reasons for their behaviors. It also provides a way for staff, students, and families to work together to repair the harm done and address the behavior's underlying cause (s). Students removed from the class or school should be warmly welcomed back into the community and provided additional support as needed.

A restorative approach to community-building is integral to creating CSD's supportive and inclusive school culture. All school community members bring diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another.

Social Emotional Learning (SEL)

Social-emotional learning (SEL) encompasses a wide range of knowledge, attitudes, and skills integral to student success. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as how children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The five core areas of social-emotional learning include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

CSD is committed to integrating SEL skills into the K-12 classroom curriculum and offering social and emotional lessons provided by school mental health professionals.

Multi-Tiered System of Supports (MTSS)

CSD provides various resources available to every school to provide assistance and support to help address students' behavioral and academic challenges. All of the services offered to support a positive school climate and culture are delivered within a tiered framework with universal support for all students (Tier 1), targeted support for students at risk of developing more serious

behavioral/mental health concerns (Tier 2), and more intensive support for students who need an individualized problem-solving approach (Tier 3).

Formal MTSS Process

As part of MTSS, each school develops a Student Support Team (SST). The SST may include classroom teachers, counselor(s), a social worker, and additional staff members trained in Restorative Practices and behavior strategies. The SST meets regularly to review referrals and provide support, interventions, and coaching to staff and students as needed.

Discipline of Students in Pre-K through 3rd Grade

Pursuant to O.C.G.A. § 20-2-742, students in Pre-K through 3rd grade will not be expelled or suspended from school for more than five (5) consecutive or cumulative days during a school year without first receiving a multi-tiered system of supports, such as response to intervention. MTSS also may include a systemic, continuous-improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students at multiple levels of intervention. If such a student is receiving or has received a multi-tiered system of support, the school has met these requirements.

- This requirement does not apply if:
 - the student possessed a weapon/dangerous instrument or illegal drugs; and/or
 - the student's behavior endangers the physical safety of other students or school personnel.
- In addition, if a student has an Individualized Education Program (IEP) or a Section 504 plan, before assigning the student in Pre-K through 3rd-grade out-of-school suspension for more than five (5) consecutive or cumulative days during a school year, the school or program shall also convene an IEP or Section 504 meeting to review appropriate supports being provided as part of the IEP or Section 504 plan.

Our Values

The CSD Board of Education values social-emotional learning and the development of positive character traits. We aim for all Decatur High School graduates to be active, compassionate, life-long learners as described in the IB Learner Profile. In support of developing students who demonstrate the ten attributes of the IB Learner Profile, the District-wide PBIS Framework focuses on the following characteristics:

CARING: We show empathy, compassion, and respect to feel physically and emotionally safe. We care.

REFLECTIVE: We honor our need to stop and think, make connections, and use our strengths to grow as a learner and person.

ENGAGED: We learn with enthusiasm and sustain our love of learning through perseverance, collaboration, and craftsmanship.

ALTRUISTIC: We do good things for others to help make the world a just and better place.

THOUGHTFUL: We pause to think critically and creatively to make sense of the world and respond positively in learning situations and interactions.

EXCEPTIONAL: We approach each day with an attitude of excellence, balancing our responsibility to self and others.

SCHOLARS: We collaborate locally and globally to discover and engage in learning that

is personal, meaningful, and authentic.

Decatur CREATES Leaders!

Rights and Responsibilities

Parent, Student, and Staff Involvement

CSD seeks to promote a positive environment with awareness, involvement, and support for the overall school system discipline plan. Recognizing that open communication channels are essential, the Board invites parents, students, and staff to review this plan annually and offer feedback to their principal. Each school is responsible for implementing this policy and its accompanying rules and communicating this information to students, parents, and staff. City Schools of Decatur believes that students, staff, and parents or guardians must be partners in education to create leaders. The rights and Responsibilities of each group are outlined below.

Administration, faculty, and staff partners will

- Through **Restorative Practices**, establish and maintain a positive, equitable, safe, secure, orderly, and non-threatening learning environment that allows for open communication, dialogue, and discussion.
 - Be courteous and respectful to all, be sensitive to individual needs, and use appropriate language and pronouns.
 - Treat individual students fairly, consistently, and respectfully, making a conscious effort to engage in thinking and practices that eliminate bias.
 - Follow due process.
 - Be cooperative and provide support to administration, staff, and students in the performance of their duties.
 - Implement proactive restorative circles as a way of building community in their classroom.
- Refer students to counseling and support services when the need emerges.
- Support students using the internet safely, responsibly, and appropriately.
- Support effective digital learning by providing explicit norms and expectations for safe, responsible, and appropriate digital learning.
- Implement Culturally Responsive Teaching Practices.
- Actively engage every student in the learning process and promote achievement of high academic standards.
- Communicate student progress and behavior promptly, consistently, and effectively to students, parents or guardians, and other staff.

The parent or guardian partners are asked to

- Establish and maintain conditions for your child's academic, social, and emotional success.
 - Ensure that your child attends school in compliance with the law.
 - Ensure that your child complies with the CSD dress code.
 - Partner with staff to maintain a positive, productive, safe, orderly, and non-threatening learning environment.
 - Set up a routine where your child has space and time to study and complete assignments.

- Monitor your child’s social media and other online activity to promote cybersafety and eliminate cyberbullying. (See <https://www.csdecatur.net/technologyathome> for suggested resources.)
- Establish and maintain a productive relationship with the school.
 - While interacting with school community members, be sensitive to individual needs and be respectful to all.
 - Be responsible for property lost or damaged by your child.
 - Respect and follow the visitor policy at all schools.
 - Respect and follow all school traffic, parking, and safety rules.

Student partners are expected to

- Engage in their academic growth.
 - Attend school regularly and be on time for school and classes.
 - Be prepared for and participate in learning by having a positive attitude, asking thoughtful questions, completing and returning homework on time, and seeking help when needed.
 - Demonstrate personal academic integrity and social responsibility in face-to-face and or online interactions.
 - Commit to constant personal growth and improvement.
- Be a responsive and responsible partner in their school community.
 - Value one another’s differences.
 - Resolve conflicts using restorative practices, discussion, peer mediation, or assistance from school personnel.
 - Contribute to creating and maintaining a safe, clean, green, and orderly school.
 - Refrain from participating in discrimination, harassment, intimidation, and bullying of any student.
 - Follow all lawful directions.
 - Demonstrate care for themselves and others.
 - Take responsibility for their behavior, realizing there are always options and consequences for choices.
 - Dress in accordance with the CSD dress code.
 - Bring home communication from school and return all necessary materials.
 - Take care of the personal property of others.
- Contribute to an inclusive school environment by demonstrating respect for diversity and interrupting discrimination based on race, religion, sexual orientation, and other cultural characteristics.

Location of Violations/Scope of the Code

Except as otherwise provided, the following code provisions apply:

- Before, during, and after school hours in any school building and on any school premises;
- In any school-owned or approved vehicle used to transport students to and from school or to and from school activities;
- Off school property at any school-sponsored or school-approved activity, event, or function; During any period when students are subject to the authority of school personnel;
- On the way to and from school, a school activity, a school function, or a school event;
- At a bus stop, on a school bus, at a school activity, function, or event;
- Any other property or building where any school or district function, event, or activity is

- conducted;
- Personal belongings, automobiles, or other vehicles on school property.

This code also applies to any behavior off school grounds when any of the following are true:

- The behavior of a student could result in the student being criminally charged with a felony, which makes the student's continued presence at school a potential danger to persons or property at the school or the orderly mission and function of the school or
- The violation includes the use of a CSD-owned or operated property, resources, services, electronic media systems such as computers, electronic networks, messaging, and website publishing, or
- The violation utilizes associated hardware and software programs used for purposes such as, but not limited to, developing, retrieving, storing, disseminating, and accessing instructional, educational, and administrative information;
- The violation occurs through the use of personal electronic devices and constitutes cyber-bullying directed at a specific school employee, official, or student;
- The behavior occurs during any CSD virtual learning activities.

The Code is consistent with state regulations outlined in Georgia Code Title 20 - Chapter 2 - Article 16 and all related subparts to ensure compliance with due process and protection of staff and students.

Investigation of Misconduct

When a student code of conduct violation is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should include interviews with the alleged perpetrator(s), the victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. School police and other support staff may be utilized for their expertise as determined by the circumstances of the matter.

The parent or guardian will be notified at an appropriate time during or after the investigation. However, if the incident involves an injury or similar situation, proper medical attention should be provided, and the parent or guardian should be notified immediately. The principal or their designee should also immediately inform parents/guardians when students are removed from the school setting by emergency medical or law enforcement personnel.

Searches

Students have the right to be safe and secure at school and pursue their education in a structured environment conducive to learning. Therefore, students and all their property may be subject to administrative searches. Students are required to cooperate if asked to open book bags, lockers, or any vehicle brought on campus. Refusal to cooperate with a reasonable request may result in disciplinary actions.

Any principal or designee, having reasonable suspicion that a student has an item that is illegal or against school rules, may search any student, place, or thing on school property or in the actual possession of any student during any organized school activity off campus, including buses,

vehicles of students or visitors, and containers or packages if the principal or designee receives information which would cause a reasonable belief that the search will lead to the discovery of:

- Evidence of any violation of the law;
- Evidence of any violation of school rules or regulations or proper standards of student or faculty conduct;
- Any object or substance that presents an immediate danger of harm or illness to any person because of its presence.

School computers and technology resources are not private and open to school review at any time. Student lockers, desks, and all school and classroom storage areas are school property and remain under the control of the school at all times. School authorities may conduct periodic general inspections of these areas for any reason at any time without notice and without student consent.

If a search yields illegal or unauthorized materials, such materials should be turned over in person to campus security or to a City of Decatur police officer.

The determination of whether or not a student has violated the student code of conduct will be made based solely on a preponderance of the evidence. In other words, based on the evidence, it is more likely to be true than not true that the student did violate the rule. Once it has been determined that a rule(s) was violated, the administrator will follow the progressive discipline process. Repeated Level 2 disciplinary violations and Level 3 violations may result in a student being referred to a disciplinary hearing.

Student Questioning by Officials

Principals and Assistant Principals have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Though it is important to inform parents about issues of concern, parental consent, and notification are not required prior to the students' questioning.

Confiscation of Property

Students with unauthorized materials/objects/contraband will have the items confiscated and returned at the administrator's discretion. City Schools of Decatur assumes no liability for the theft, loss, or damage of items possessed by students on school property or held by school officials during the confiscation period. CSD employees will not be responsible for searching for lost or stolen student property.

Authority of Teachers and Administrators

Teachers have the authority to manage their classrooms, assign appropriate consequences to students, and refer students to the principal or designee to maintain discipline in the classroom. Teachers must follow the established protocols and PBIS plans in their classrooms. Once a student is referred to the principal or designee for a disciplinary infraction, the teacher or staff member has relinquished their authority to the principal or designee to take the next appropriate steps with the student.

Teachers, administrators, and professional staff have the authority to take reasonable measures to maintain the good order of the school and will follow disciplinary practices that are progressive in nature. Thus, the disciplinary consequences will be correlated to the seriousness of the offense, the

student's age and grade level, the effect of the misconduct on the school environment, and statutory requirements, where applicable. The school administrators decide to charge a student with a violation of the Code, which is ultimately placed in a student's permanent record.

City Schools of Decatur administration supports the authority of principals and teachers to remove a student from the classroom. For a student with disabilities, including those with IEPs or 504 plans, the removal from class must be consistent with state and federal laws and regulations regarding students with disabilities. School staff should refer to additional processes maintained by the appropriate Student Support Services Department for more information regarding implementing the removal process for students with disabilities.

Infractions and Associated Responses

CSD's response when students do not meet established behavior expectations follows the principles of Restorative Practices (RP). A Restorative Practice approach requires schools to spend the majority of their efforts proactively building healthy, trusting, positive communities so that they can reduce the time spent on managing conflict and restoring trust). Using restorative practices to address a violation of the code of conduct focuses on resolving conflicts and disruptions in the school environment in a way that provides growth and understanding of the impact of one's behavior in the school community.

Extra and Co-Curricular Activities

Participation in extracurricular activities, school functions, sports, or graduation exercises may be denied where necessary to maintain the order and integrity of the school environment. If a student's suspension from school spans a weekend or any school break, the student is not eligible to participate in any extra or co-curricular activities or activities during that time. This applies if the student is suspended in or out of school. For additional information, see the DHS Athletics and Activities Handbook.

Progressive Discipline Levels

CSD follows a progressive discipline framework and is divided into three levels. Each level represents a progression of offenses, interventions, and possible responses. Repeated offenses within the same level that have been addressed and documented may elevate the consequence to the next level. Progressive discipline levels are *not* intended to be a checklist of interventions or consequences to be assigned sequentially when students are not meeting expectations. This system allows for the *discretion of school administrators* to make an appropriate judgment based on the occurrence and or reoccurrence of offenses.

Each school developed a more detailed list of student behaviors and associated responses that are appropriate for the age and maturity level of the students that attend their school through the PBIS implementation process. The table below serves as a guide for schools as they develop their school-specific responses.

Unless otherwise required by law, within each Level, the administrator will impose the response they deem most appropriate to address the student's misconduct based on the infraction's severity, the student's developmental age, and the student's history of problem behaviors. In the instances where an infraction falls within multiple Levels, it is at the administrator's discretion to determine the

response level for that infraction. Similarly, in the cases where the behavior may not be clearly listed below as a disciplinary infraction, it is at the administrator's discretion to determine the response level.

Supportive Discipline Measures

Below is a suggested list, not all-inclusive, of interventions and supports that may be used as alternatives to suspension. A combination of these interventions/alternatives appropriate to the situation and student needs may be used in conjunction with a discipline response when students commit Levels 1-3 rule violations.

- Classroom interventions (assigned seats, proximity control, nonverbal cues, etc.)
- Teacher: Student conference
- School: Parent contact
- School: Parent conference
- Restorative Practices (practices that repair harm, student circles, peace groups, restorative conferences, mediation, restitution)
- Determine root causes and functions of student misbehavior and respond appropriately.
- Teach, model, practice, and reinforce positive replacement behaviors
- Provide special work assignment
- Provide movement breaks between low-energy activities for individual students as deemed appropriate.
- Student warning
- Encourage the student to complete a written reflection of the incident and/or an apology for misbehavior.
- Provide students with an opportunity to process the misconduct and plan how better choices can be utilized in the future.
- Provide choices for learning activities and behavior
- Use student behavior strategies, progress reports, behavior contracts, and/or point sheets to assist students in recognizing misbehavior and understanding targeted appropriate behavior
- Use goal setting paired with acknowledgment of improved behavior for individual student
- Assign the student an adult buddy supporter
- Assign the student a peer buddy
- Mentoring
- Escort to and from class/change of class
- Schedule change
- Invitation for parental shadow
- Require the student to return the property
- Assign student to an approved supervised school service (school service activity, character education programming)
- Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently)
- Utilize community and agency partners to provide additional support and resources to students to help improve behaviors.
- Recommend community wraparound support.
- Recommend conflict resolution support.
- Withhold or revoke student privilege(s), freedoms, or choices

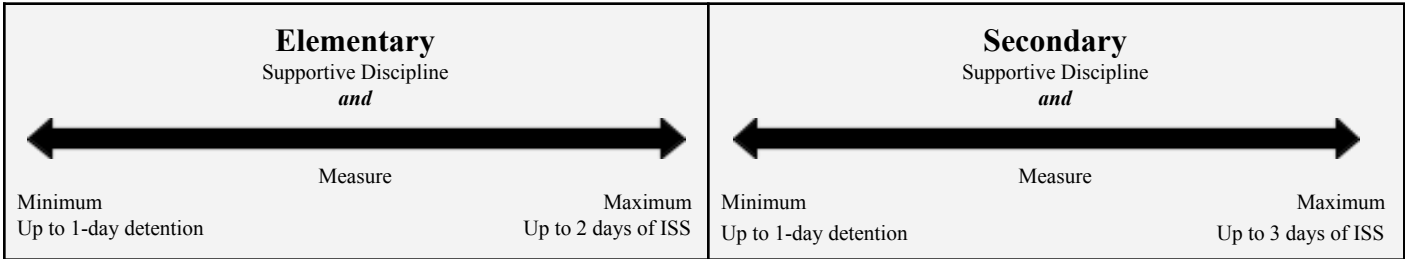
- Assign detention (before school or after school)
- Refer to small group character-building, emotional management, decision-making, and social skills training.
- Refer student to student support services staff (Counselor, Social Worker)
- Refer student to response to intervention (RTI) Specialist/MTSS Lead
- Give the student a timeout with adult supervision
- When appropriate, discuss 504 plan eligibility
- When appropriate, complete a Brief Behavior Questionnaire and Intervention Plan (BBQuIP) to aid in planning for positive behavior support.
- When appropriate, conduct a functional behavioral assessment (FBA) and develop a behavior intervention plan (BIP)
- Review and revise a student's existing BIP.
- Refer eligible students to an individual education program (IEP) team for support when appropriate.
- Saturday School
- Refer students to complete mini-courses or skill-building modules
- Implement a stay-away agreement
- Provide opportunities for students to engage in a process break with a trusted adult.
- Other school-based discipline response
- Mindfulness Practices (meditation, relaxation techniques, peace corner, calming room)
- Refer to the Student Center
- Teacher implements classroom-based student support interventions (Re-state the classroom expectations, Verbal or visual warning of next step, Re-teach expectations, Planned ignoring, Seat change)

Disciplinary Levels

Level 1 Discipline

Level 1 discipline is used for minor acts of misconduct that interfere with the good order of the school, orderly operation of the classroom, a school function, extra-curricular programming, or approved transportation. Level 1 offenses are generally minor offenses and may represent a failure to demonstrate universally defined expectations or social skills. It is the responsibility of all staff to address minor offenses as soon as practicable within the environment in which the misbehavior occurred. Students may be referred to an administrator following appropriate teacher intervention and supportive disciplinary measures.

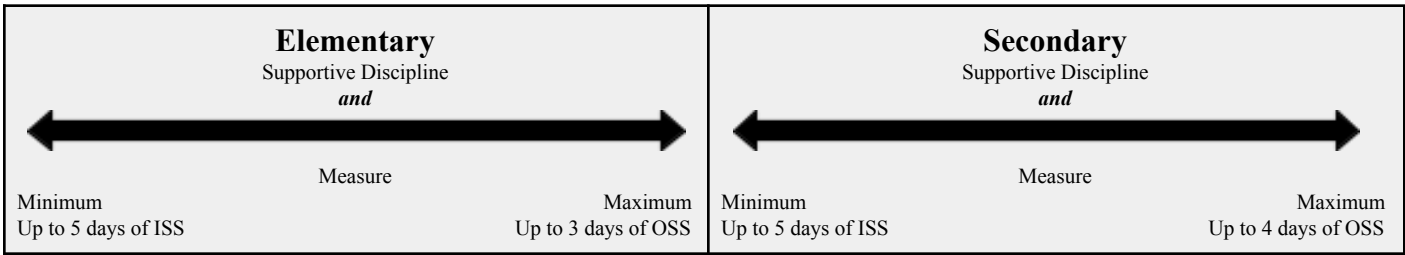
Discipline for Level 1 minor acts of misconduct is administered on a continuum, and the minimum and maximum discipline administered may be impacted by progressive discipline and other factors.



Level 2 Discipline

Level 2 discipline offenses are intermediate acts of misconduct. Level 2 offenses are generally major and serious safety violations that administrators address. *Repeated* (3 or more) violations of a Level 2 offense can result in that violation being disciplined as a Rule 11 (Chronic Disciplinary Offense), which may result in a referral to a student disciplinary hearing with a recommendation of long-term suspension, expulsion, or assignment to the alternative school program.

Discipline for Level 2 significant acts of misconduct is administered on a continuum, and the minimum and maximum discipline issued may be impacted by progressive discipline and other factors.



Level 3 Discipline

Level 3 discipline offenses are severe acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, severe disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 offenses are generally major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident, which may result in the immediate removal of a student from the school. Administrators will notify the appropriate district personnel, Security personnel, and

Disciplinary Rules

Rule 1: Drugs, Alcohol, Tobacco, and Potentially Harmful Substances

A student shall not:

- Possess, consume, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, otherwise distribute, or be under the influence of any alcohol, tobacco, nicotine, or vaping substance, drug, look-alike substance, or intoxicant of any kind.
- Possess, transmit, store, buy, receive, sell, or otherwise distribute or possess with intent to sell or otherwise distribute any drug-related paraphernalia.
- Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell or otherwise distribute over-the-counter medication, including but not limited to stimulants such as caffeine pills and energy/diet pills. *All over-the-counter medication on school property must be kept with the school nurse for distribution.*
- Possess, sell, distribute, or possess with intent to distribute any prescribed medication. *All prescription medication prescribed for a student must comply with written parent authorization and follow local school administration and storage procedures, except for EpiPens and inhalers. Local school procedures can be obtained from the school nurse.*

Except for rule violations that include the buying, selling, receiving, or distribution of drugs, alcohol, tobacco, and potentially harmful substances, the first time a student violates Rule 1, the student may be offered an opportunity to attend a drug, tobacco, alcohol intervention program in addition to a referral to the school social worker and counselor. Upon completing the approved program, the number of suspension days will be reduced after completing the approved program.

| Rule 1: Drugs, Alcohol, Tobacco, and Potentially Harmful Substances | | | |
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| Violation | Title | Description | Level |
| 1AA | Alcohol | No student shall unintentionally possess alcohol or beverages containing alcohol (including related products such as "near" beer, non-alcoholic beer, non-alcoholic wine coolers, or any substance believed by the student to be alcohol or a lookalike substance falsely identified by the student to be alcohol). | 1 |
| 1AB | Alcohol | No student shall be under any degree of influence of alcohol, including beverages containing alcohol (including related products such as "near" beer, non-alcoholic beer, non-alcoholic wine coolers, or any substance believed by the student to be alcohol or a lookalike substance falsely identified by the student to be alcohol. Legal intoxication is not required for a violation. | 2 |
| 1AC | Alcohol | No student shall possess, consume, transmit, or store alcohol or beverages containing alcohol (including related products such as "near" beer, non-alcoholic beer, non-alcoholic wine coolers, or any substance the student believes to be alcohol). Legal intoxication is not required for a violation. | 3 |
| 1AD | Alcohol | No Student shall buy, receive, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute alcohol or beverages containing alcohol (including | 3 |

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| | | related products such as "near" beer, non-alcoholic beer, non-alcoholic wine coolers, or any substance believed by the student to be alcohol or a lookalike substance falsely identified by the student to be alcohol). There is no requirement to exchange money, goods, and/or services to find a violation. | |
| 1BA | Illegal Drugs, Inhalants | No student shall be under any degree of influence of inhalants and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, edibles containing THC, synthetic Cannabinoids, or any substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be an illegal drug or a lookalike substance falsely identified by the student to be an illegal drug. Legal intoxication is not required for a violation. | 3 |
| 1BB | Illegal Drugs, Inhalants | No student shall possess, consume, transmit, or store inhalants and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, edibles containing THC, synthetic Cannabinoids, or any substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be an illegal drug or a lookalike substance falsely identified by the student to be an illegal drug. Legal intoxication is not required for a violation. | 3 |
| 1BC | Illegal Drugs, Inhalants | No student shall buy, receive, sell, or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute illegal drugs, inhalants, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, marijuana oils, edibles containing THC, synthetic Cannabinoids, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or which the student purports to be an alcoholic beverage or illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act. There is no requirement to exchange money, goods, and/or services to find a violation. | 3 |
| 1BD | Drug Paraphernalia | No student shall possess, transmit, store, buy, receive, sell, distribute, or possess with intent to distribute, or attempt to buy, sell, or otherwise distribute or possess with intent to distribute any drug-related paraphernalia, including but not limited to: pipes, water pipes, clips, rolling papers, or any other objects used for or related to drug use. | 3 |
| 1BE | Over the Counter and Prescription Medication | No student shall unintentionally possess over-the-counter or prescription medication. This rule does not apply to EpiPens and inhalers. | 1 |
| 1BF | Over the Counter and Prescription Medication | No student shall possess, consume, transmit, or store over-the-counter or prescription medication prescribed to the student in violation of the local school's administration and storage procedures. This rule does not apply to EpiPens and inhalers. | 2 |
| 1BG | Over the Counter Medication | No student shall buy, receive, sell, distribute, or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute any over-the-counter medication. There is no requirement to exchange money, goods, and/or services to find a violation of this rule. | 3 |
| 1BH | Prescription Drugs | No student shall possess, consume, transmit, or store prescription medication not prescribed for the student. <i>If the prescription drug is a controlled</i> | 3 |

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| | | <i>substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Illegal Drugs, Inhalants Rule (1BB) and shall be disciplined according to that Section.</i> | |
| 1BI | Prescription Drugs | No student shall buy, receive, sell, distribute, or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute any prescription medication, regardless of whether the medication is prescribed to the student. There is no requirement to exchange money, goods, and/or services to find a violation of this rule. <i>If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Alcohol, Drugs, Inhalants Rule (1BJ) and shall be disciplined according to that Section.</i> | 3 |
| 1BJ | Stimulants | No student shall unintentionally possess over-the-counter energy pills, diet pills, caffeine pills, or any other over-the-counter stimulant substance. | 1 |
| 1BK | Stimulants | No student shall not possess, consume, transmit, or store energy pills, diet pills, caffeine pills, or any other stimulant substance. Legal intoxication is not required for a violation. <i>If the stimulant is a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Illegal Drugs, Inhalants Rule (1BB) and shall be disciplined according to that Section.</i> | 2 |
| 1BL | Stimulants | No student shall buy, receive, sell, distribute, or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute energy pills, diet pills, caffeine pills, or another stimulant on school property. There is no requirement to exchange money, goods, and/or services to find a violation of this rule. <i>If the stimulant is a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Alcohol, Drugs, Inhalants Rule (1BJ) and shall be disciplined according to that Section.</i> | 3 |
| 1CA | Tobacco | No student shall unintentionally possess tobacco, nicotine, or vaping products, substances, or paraphernalia, including but not limited to cigarettes, matches, lighters, rolling papers, chewing tobacco, dip, snuff, cigars, cigarillos, liquid nicotine, tobacco or nicotine product substitutes such as nicotine gum and candy, nicotine lozenges, nicotine patches, vaping, tobacco, or nicotine oils and/or cartridges, or containers for such products or substances. <i>If the product contains a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Illegal Drugs, Inhalants Rule (1BB) and shall be disciplined according to that Section.</i> | 1 |
| 1CB | Tobacco | No student shall possess, consume, transmit, or store tobacco, nicotine, or vaping products, substances, or paraphernalia, including but not limited to cigarettes, matches, lighters, rolling papers, chewing tobacco, dip, snuff, cigars, cigarillos, liquid nicotine, tobacco or nicotine product substitutes such as nicotine gum and candy, nicotine lozenges, nicotine patches, vaping, tobacco, or nicotine oils and/ or cartridges, or containers for such products or substances. <i>If the product contains a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Alcohol, Drugs, Inhalants Rule (1BB) and shall be disciplined according to that Section.</i> | 2 |
| 1CC | Tobacco | No student shall buy, receive, sell, distribute, or possess with intent to | 3 |

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| | | distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute tobacco, nicotine, or vaping products, substances, or paraphernalia, including but not limited to cigarettes, matches, lighters, rolling papers, chewing tobacco, dip, snuff, cigars, cigarillos, liquid nicotine, tobacco or nicotine product substitutes such as nicotine gum and candy, nicotine lozenges, nicotine patches, vaping, tobacco, or nicotine oils and/ or cartridges, or containers for such products or substances. <i>If the product contains a controlled substance under the Georgia Controlled Substances Act, the student shall be found in violation of the Illegal Drugs, Inhalants Rule (1BB) and shall be disciplined according to that Section.</i> | |
| 1DA | Vapes and Electronic Smoking Devices | No student shall unintentionally possess any device used to deliver nicotine or any other substance intended for human consumption that a person may use to simulate smoking through inhalation of vapor or aerosol from the device, including but not limited to electronic cigarettes, electronic cigars, electronic cigarillos, electronic pipes, electronic hookahs, vape pens, Juuls, nicotine inhalers, nicotine nasal sprays and the like, vaporizers, electronic nicotine delivery system or any cartridge or other component of the device or related products. | 1 |
| 1DB | Vapes and Electronic Smoking Devices | No student shall possess, consume, transmit, or store any device used to deliver nicotine or any other substance intended for human consumption that a person may use to simulate smoking through inhalation of vapor or aerosol from the device, including but not limited to electronic cigarettes, electronic cigars, electronic cigarillos, electronic pipes, electronic hookahs, vape pens, Juuls, nicotine inhalers, nicotine nasal sprays and the like, vaporizers, electronic nicotine delivery system or any cartridge or other component of the device or related products. | 2 |
| 1DC | Vapes and Electronic Smoking Devices | No student shall buy, receive, sell, distribute, or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute any device used to deliver nicotine or any other substance intended for human consumption that a person may use to simulate smoking through inhalation of vapor or aerosol from the device, including but not limited to electronic cigarettes, electronic cigars, electronic cigarillos, electronic pipes, electronic hookahs, vape pens, Juuls, nicotine inhalers, nicotine nasal sprays and the like, vaporizers, electronic nicotine delivery system or any cartridge or other component of the device or related products. | 3 |

Rule 2: Weapons, Dangerous Instruments, and Hazardous Objects

Prohibition

A student shall not possess, handle, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a firearm, a dangerous weapon or dangerous instrument/hazardous object/ unauthorized item, either concealed or open to view on school property. All items prohibited under this rule should be confiscated and given to the local school resource officer or other law enforcement agencies as appropriate. The disposition of items banned under this rule should be determined by the Superintendent or their designated school or district official in conjunction with law enforcement. The possession of any dangerous weapon, hazardous object, or firearm in violation of O.C.G.A. §§ 16-5-21, 16-5-24, 16-11-127, 16- 11-127.1, or 16-11-132 will trigger the reporting requirements of O.C.G.A. § 20-2-1184. The incidents will be reported to the school security, the Deputy Superintendent, and the Office of Restorative Practices and Behavior Support. There is no exception for students who have a valid legal license to carry a weapon.

Curriculum Display of a Weapon or Dangerous Instrument/Unauthorized Item

Any individual wishing to bring a weapon, look-alike weapon, dangerous instrument, or unauthorized item to school for the purposes of a curriculum display or as an educational tool must have prior permission. Specifically, the individual must have verbal approval of the teacher in whose class the weapon or dangerous instrument/unauthorized item will be displayed, as well as prior written permission from the principal, which includes a description of the weapon(s) and/or dangerous instrument(s)/item(s) authorized and the period during which the weapon(s) and/or dangerous instrument(s)/item(s) may be on campus. Transport of the weapon, look-alike weapon, or dangerous instrument/item to and from the school must be by the approved parent, guardian, or other approved individual 21 years or older. The transporting individual should remove the weapon or dangerous instrument/item from the school immediately upon completion of the educational session. When necessary, the teacher or school administration will store the weapon, look-alike weapon, or dangerous instrument/item in a secure location when not used in the above-approved classroom activities. The weapon or dangerous instrument must be unloaded and contain no explosive material.

NOTE: The definition of "weapon" for purposes of this Code of Conduct includes, but is not limited to, the following items:

| Rule 2: Weapons, Dangerous Instruments, and Hazardous Objects | | | |
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| Violation | Title | Description | Level |
| 2AA | Knives (Less Than Two Inch Blade) | No student shall unintentionally possess any knife or instrument with a blade of less than two inches without the intent to harm or intimidate. | 1 |
| 2AB | Knives (Less Than Two Inch Blade) | No student shall intentionally possess any knife or instrument with a blade of less than two inches without intent to harm or intimidate. | 2 |
| 2AC | Knives (Less Than Two Inch Blade) | No student shall intentionally possess, use, or intend to use any knife or instrument having a blade of less than two inches with the intent to harm or intimidate. | 3 |
| 2BA | Knives (Two Inch or Greater Blade) | No student shall possess any knife with a blade of two or more inches, including but not limited to Bowie, Dirk, machete, switchblade knife, | 2 |

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| | | ballistics knife, or box cutter, without the intent to harm or intimidate. | |
| 2BB | Knives (Two Inch or Greater Blade) | No student shall intentionally possess with the intent to harm or intimidate, use, or intend to use any knife having a blade of two or more inches, including but not limited to Bowie, Dirk, machete, switchblade knife, ballistics knife, or box cutter. | 3 |
| 2CA | Handgun, Pistol, Revolver (Loaded or Unloaded) MANDATORY DISCIPLINE HEARING | No student shall possess, use, transmit, or store a handgun, pistol, revolver, or similar firearm that has a short stock and is designed to be held and fired by the use of a single hand or any combination of parts from which a firearm described above can be assembled. This rule does not include toy guns, cap guns, BB guns, and pellet guns. <i>The discipline for any student in grades 6-12 possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and a recommendation for permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis. For students in grades K-5, the discipline of possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and expulsion for a specified time that will be no less than one calendar year as provided in Georgia law and may include permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis.</i> | 3 |
| 2CB | Rifle, Shotgun (Loaded or Unloaded) MANDATORY DISCIPLINE HEARING | No student shall possess, use, transmit, or store a rifle or shotgun (as defined below) or any combination of parts from which such a firearm can be assembled. The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shots or a single projectile for each single pull of the trigger. <i>The discipline for any student in grades 6-12 possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and a recommendation for permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis. For students in grades K-5, the discipline of possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and expulsion for a specified time that will be no less than one calendar year as provided in Georgia law and may include permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis.</i> | 3 |
| 2CC | Other Firearms and Dangerous | No student shall possess, use, transmit, or store any other firearm or weapon (including started gun) which will, is designed to be, or may readily be | 3 |

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| | <p>Weapons (Loaded or Unloaded)</p> <p>MANDATORY DISCIPLINE HEARING</p> | <p>converted to expel a projectile by the action of an explosive or electrical charge, the frame or receiver of any weapon described above, any firearm muffler or firearm silencer, any destructive device, which includes any explosive, incendiary, or poison gas (including but not limited to a bomb, bazooka, grenade, rocket launcher, recoilless rifle, mortar, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device), any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter, any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled.</p> <p><i>The discipline for any student in grades 6-12 possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and a recommendation for permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis. For students in grades K-5, the discipline of possessing a loaded firearm on school property or where the District otherwise has jurisdiction to discipline is ten (10) days out-of-school suspension and expulsion for a specified time that will be no less than one calendar year as provided in Georgia law and may include permanent expulsion. The Board of Education has the authority to modify these expulsion requirements on a case-by-case basis.</i></p> | |
| 2DA | Other Weapons/ Hazardous Objects | <p>No student shall unintentionally possess, store, or transmit any weapon that does not meet the definitions of any of the above rules, including any pellet gun, paint pellet gun, or BB gun, antique firearm, pepper spray, nonlethal air gun, stun gun, taser or any similar weapon, any razor blade (e.g., straight, regular, retractable, etc.) any bludgeon (e.g. billy club, PR-24, nightstick, spring stick, blackjack, club); "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nunchaku, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.</p> <p>NOTE: In addition to the above, Rule 2DA includes any item defined as a weapon or hazardous object as defined by O.C.G.A. §§ 16-11-127.1(a)(4) and 20-2-751(4), except firearms and dangerous weapons (See Rules 2CA, 2CB, and 2CC).</p> | 2 |
| 2DB | Other Weapons/ Hazardous Objects | <p>No student shall intentionally possess, store, transmit, or use any any weapon that does not meet the definitions of any of the above rules, including any pellet gun, paint pellet gun, or BB gun, antique firearm, pepper spray, nonlethal air gun, stun gun, taser or any similar weapon, any razor blade (e.g., straight, regular, retractable, etc.), any bludgeon (e.g. billy club, PR-24, nightstick, spring stick, blackjack, club), any firearm muffler or firearm</p> | 3 |

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| | | <p>silencer, "look-alike" bomb, any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nunchaku, shuriken, or fighting chain, etc.), any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.), miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.</p> <p>NOTE: In addition to the above, Rule 2DA includes any item defined as a weapon or hazardous object as defined by O.C.G.A. §§ 16-11-127.1(a)(4) and 20-2-751(4), except firearms and other dangerous weapons. (See Rules 2CA, 2CB, and 2CC).</p> | |
| 2DC | Weapon Paraphernalia or Other Objects | No student shall possess, transmit, or store ammunition, BBs, paint pellets, airsoft ammunition, or CO2 cartridges. These items are disruptive to the function of the school and may pose a safety risk. | 2 |

Rule 3: School Disruption or Interference with School

Acts that cause a disruption of the school environment and/or threaten the safety or wellbeing of other persons or property, including but not limited to sit-downs, walk-outs, rioting, picketing, blocking normal pedestrian or vehicular traffic, inciting disturbances, threats, bomb threats, pranks, violence, interfering with, delaying or restricting educational activity or creating distracting noises. A student shall not cause or attempt to cause direct or indirect disruptions or interference with school by any means, including but not limited to any of the following behaviors:

| Rule 3: School Disruption or Interference with School Operations | | | |
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| Violation | Title | Description | Level |
| 3AA | Unauthorized Item | Students may not bring to school or be in possession of any item that does or has the potential to, disrupt the classroom environment or orderly operation of the school. Unauthorized items may include, but are not limited to, phone cases in the likeness of a weapon, unauthorized drones, or other items. Once detected, an unauthorized item will be confiscated and returned only to the parent/guardian. CSD assumes no liability for any lost or damaged unauthorized item. | 1 |
| 3AB | Horseplay/Class Disruption | Students shall not engage in rough, boisterous, or horseplay activities that disrupt any aspect of the school environment or interfere with the teacher's ability to provide instruction or students' ability to learn. | 1 |
| 3AC | Activate Fire Alarm | No student shall knowingly activate the fire alarm. | 2 |
| 3AD | Refuse Identification | Refuse to identify themselves upon request of school personnel. | 2 |
| 3AE | Parties to the Offense | No student shall urge, encourage, counsel, further, promote, assist, cause, advise, procure, or abet any other student(s) to violate any section or paragraph of this Code of Conduct. Any violation of Rule 3AE connected to another student's violation of a Level 1, 2, or 3 violation shall be disciplined at the same respective Level 1, 2, or 3. | 1, 2, 3 |
| 3AF | Failure to Leave | Willfully fail to leave the premises after being told to do so. | 2 |
| 3AG | Impede Traffic | Block any area of the campus, prevent or attempt to prevent normal pedestrian or vehicular traffic on campus or adjacent grounds | 2 |
| 3AH | False Call to Emergency Services | No student shall knowingly make or cause a false call to emergency services. Emergency services include, but are not limited to, Fire & Rescue, 911, Police). | 2 |
| 3AI | Impede School | Occupy, block, or prevent students from attending class, school, school activities, or school events inside a school building | 2 |
| 3AJ | School-wide Disruption | No student shall, in any manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally disrupt any lawful mission, process, or function of the school that does not pose a threat to the health or safety of others, or engage in any such conduct for the purpose of causing the disruption or obstruction of any | 2 |

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| | | <p>such lawful mission, process or function that does not pose a threat to the health or safety of others.</p> <p>Examples include but are not limited to, large fights, food fights, walkouts, actions that disrupt multiple classrooms, actions that disrupt large areas of the school (cafeteria, media center, etc), or cause a disruption of transportation processes.</p> | |
| 3AK | School-wide Disruption Posing a Threat to the Health or Safety of Others | <p>No student shall, in any manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school that poses a threat to the health or safety of others, or engage in any such conduct for the purpose of causing the disruption or obstruction of any such lawful mission, process or function that poses a threat to the health or safety of others.</p> <p>Examples include but are not limited to, large fights, food fights, walkouts, actions that disrupt multiple classrooms, actions that disrupt large areas of the school (cafeteria, media center, etc), or cause a disruption of transportation processes.</p> | 3 |
| 3AL | Disorderly Conduct | Any act that substantially disrupts the orderly learning environment or regular operation of the school environment but does not pose a threat to the health or safety of others. | 2 |
| 3AM | Disorderly Conduct Posing a Threat to the Health or Safety of Others | Any act that substantially disrupts the orderly learning environment or regular operation of the school environment and poses a threat to the health, safety, or welfare of one or more students, staff members, or other individuals. | 3 |
| 3AN | Bomb Threat | Transmitting in any manner a false alarm to the effect that a bomb or other explosive of any nature is concealed on school property, creating a potentially dangerous situation. A bomb threat can be communicated via conduct that occurs on or off school property, including but not limited to transmission via email, text, and social media. | 3 |
| 3AO | Repeated Violations | Three or more violations of any Rule 3 violation during the same school year. | 3 |

Rule 4: Theft, Robbery, Damage or Destruction to School or Private Property

A student shall not steal or attempt to steal school or private property. A student shall not damage, deface, or attempt to damage or deface school or private property. A student shall not have unauthorized possession, use, sale, or distribution of school or private property. The offense applies whether the school property is or is not physically located on or in a CSD school, campus, or at a school-sponsored event. A student shall not alter or misuse school technology or any other equipment, including accessing unauthorized areas on a computer. On off-school grounds, a student shall not cause, attempt to cause damage to, or steal private property of school personnel. A student shall not buy, sell, or try to buy or sell personal property on school grounds.

Prohibited behaviors include but are not limited to the following:

| Rule 4: Theft, Robbery, Damage or Destruction to School or Private Property | | | |
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| Violation | Title | Description | Level |
| 4AA | Vandalism <\$100 | No student shall intentionally damage or attempt to damage property valued at less than \$100 belonging to the school district or another person/organization. This can include but is not limited to spraying a fire extinguisher. | 2 |
| 4AB | Vandalism ≥\$100 | No student shall intentionally damage or attempt to damage property valued at \$100 or more belonging to the school district or another person/organization. This can include but is not limited to spraying a fire extinguisher. | 3 |
| 4AC | Altering School Technology | Students will not attempt to disrupt the school technology resources by damaging, destroying, altering, or otherwise modifying technology, computers, electronics, networks, programs, or data. Students will not engage in any activity that monopolizes, wastes, or compromises school technology resources. Actual or attempted hacking is strictly prohibited. | 3 |
| 4AD | Piracy | Students will not copy computer programs, software, or other technology CSD provides for personal use. Downloading unauthorized files is strictly prohibited. | 3 |
| 4BA | Arson without Damage | No student shall use fire, explosives, or the equivalent thereof to take part in an act that could result in damage, aid abet, advise, attempt, or encourage damage to the school building, school property, personal property, school structure, or vehicle on school grounds. | 2 |
| 4BB | Incendiary Device | No student shall possess, light, and/or discharge smoke bombs, stink bombs, fireworks, cigarette lighters, matches, or similar devices. | 2 |
| 4BC | Arson with Damage | No student shall use fire, explosives, or the equivalent thereof to damage or knowingly cause, aid, abet, advise, attempt, or encourage damage to the school building, school property, personal property, school structure, or vehicle on school grounds. | 3 |
| 4CA | Computer - Unauthorized Use | Unauthorized use of a school computer or other school-provided device for anything other than instructional purposes | 2 |
| 4CB | Computer - | Unauthorized use of a computer or computer network with the intention of | 3 |

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| | Unauthorized Use with Mal Intent | deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of computer, network, program(s), or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization | |
| 4CC | Computer Trespass | Accessing or altering school or teacher records kept on school district computers or servers. | 2 |
| 4DA | Theft <\$100 | No student shall intentionally attempt to or steal, possess, use, or transmit stolen school or private property valued at less than \$100 belonging to another person or entity. | 2 |
| 4DB | Theft ≥\$100 | No student shall intentionally attempt to or steal, possess, use, or transmit stolen school or private property valued at \$100 or more belonging to another person or entity. | 3 |
| 4DC | Repeated Theft | During the same school year, three or more violations of Rule 4DA and/or 4DB. | 3 |
| 4DD | Robbery by Force | No student shall take or attempt to take the property of another by use of force. | 2 |
| 4DE | Armed Robbery | No student shall take or attempt to take the property of another by use of an offensive weapon, replica, article, or any device having the appearance of a weapon. | 3 |
| 4DF | Transportation Theft | Theft or attempted theft of any motor vehicle, including but not limited to cars, trucks, buses, ATVs, or golf carts | 3 |
| 4EA | Assessment Security | Committing any act that breaches test security for international, state, national, or local standardized tests. | 2 |

Rule 5: Abuse, Threat, Intimidation of School Employee(s)

Regardless of intent, a student shall not use vulgar or profane language or make vulgar or profane gestures directed at school employees. Regardless of intent, a student shall not make oral or written communications, create a document, or make a symbolic gesture or contact of a threatening, undermining, intimidating, abusive, or provoking nature to or about a school employee. This includes but is not limited to, the development of a "hit list," "people to kill," "people to shoot," or a statement about bringing a weapon to school or injuring people.

The prohibited behaviors include but are not limited to:

| Rule 5: Offenses by a Student to a School Employee(s) | | | |
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| Violation | Title | Description | Level |
| 5AA | Uncivil Behavior | Uncivil behavior includes but is not limited to symbolic gestures and insults. | 1 |
| 5AB | Offensive Language - Adult | Use of vulgar, profane, obscene, or abusive language (written or oral) and actions, including ethnic, racial, sexual, sexual orientation, religious, or disability-related slurs. | 2 |
| 5AC | Threats | Oral/Verbal Assault. No student shall threaten, either verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause bodily injury to a school employee. | 2 |
| 5AD | Cyberbullying / Electronic Bullying – Mild | <p>No student shall bully a school employee, official, or agent. Bullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ul style="list-style-type: none"> ● Is explicitly directed at students or school personnel, AND ● Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school AND ● Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. <p>Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, digital, photo-electronic, or photo-optical system.</p> <p>If cyberbullying/electronic bullying is determined to be mild by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 1 violation.</p> | 1 |
| 5AE | Cyberbullying / Electronic Bullying – Moderate or Two or Offenses | <p>No student shall bully a school employee, official, or agent. Bullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ul style="list-style-type: none"> ● Is explicitly directed at students or school personnel, AND ● Is maliciously intended for the purpose of threatening the safety of | 2 |

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| | | <p>those specified or substantially disrupting the orderly operation of the school AND</p> <ul style="list-style-type: none"> • Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. <p>Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, digital, photo-electronic, or photo-optical system.</p> <p>If cyberbullying/electronic bullying is determined to be moderate by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 2 violation. Two violations of mild cyberbullying/electronic bullying within one school year may also be disciplined as a Level 2 violation.</p> | |
| 5AF | Cyberbullying / Electronic Bullying – Severe or Three Offenses | <p>No student shall bully a school employee, official, or agent. Bullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ul style="list-style-type: none"> • Is explicitly directed at students or school personnel, AND • Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school AND • Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. <p>Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, digital, photo-electronic, or photo-optical system.</p> <p>If cyberbullying/electronic bullying is determined to be severe by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 3 violation. Two violations of mild or moderate cyberbullying/electronic bullying within one school year may also be disciplined as a Level 3 violation.</p> <p>Three or more violations of mild, moderate, or severe cyberbullying/electronic bullying within one school year require a MANDATORY DISCIPLINE HEARING. If a hearing officer determines that a student in grades 6-12 has committed cyberbullying/electronic bullying for a 3rd time within one school year, the student shall be expelled for at least one calendar year, with an option for the student to attend the alternative school during this discipline.</p> | 3 |
| 5AG | Harassment | <p>Intentional, substantial, and unreasonable verbal, physical, or written contact that is initiated, maintained, or repeated. This prohibition includes, but is not limited to, harassment, intimidation, or abuse of an individual based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic.</p> | 3 |

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| 5AH | Intimidation | Any expression (oral or written) that has the effect of undermining the authority of school employees or distracting staff and students from the learning environment, including writings of a threatening or provoking nature. | 2 |
| 5AI | Terroristic Threats | No student shall threaten to commit any crime of violence, to release any hazardous substance, or to burn or damage property with the purpose of terrorizing another, causing the evacuation of a building, or otherwise causing severe disruption to the school or learning environment or in reckless disregard of the risk of causing such disruption. | 3 |
| 5AJ | Assault of School Employee- Posturing to Inflict Physical Harm | A student shall not attempt to cause physical injury, threaten bodily harm, or commit an act that places a person in reasonable apprehension of immediate physical injury, but no contact is made. Any act or gesture directed toward a school employee that places the school employee in reasonable fear of immediate physical injury, but no contact is made. | 3 |
| 5BA | Inadvertent physical harm to school employee | Behavior violating any section or paragraph of this Code of Conduct that unintentionally caused physical injury to a school employee. | 1 |
| 5BB | Battery or Physical Contact (no physical harm) | No student shall make intentional physical contact of an insulting or provoking nature with the person, any school employee, or official. | 3 |
| 5BC | Battery with Physical Harm to a Teacher HEARING REQUIRED EXPULSION/ ALTERNATIVE SCHOOL FOR REMAINDER OF TIME IN PUBLIC SCHOOL. REFERRAL TO JUVENILE COURT. O.C.G.A. § 20-2-751.6 (c) | Students shall not intentionally make physical contact that causes physical harm to a teacher unless such physical contact or physical harm is in self-defense, as provided by O.C.G.A. § 16-3-21. Physical harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, etc., or where medical attention was sought for a significant injury. Where physical harm is not present, students may be charged and disciplined in accordance with Rule 5BB. | 3 |
| 5BD | Battery with Physical Harm to Other School Employees HEARING REQUIRED EXPULSION/ ALTERNATIVE SCHOOL FOR REMAINDER OF TIME IN | Students shall not intentionally make physical contact that causes physical harm to any other school employee or school official unless such physical contact or physical harm is in self-defense as provided by O.C.G.A. § 16-3-21. Physical harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, etc., or where medical attention was sought for a significant injury. Where physical harm is not present, students may be charged and disciplined in accordance with Rule 5BB. | 3 |

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| | PUBLIC SCHOOL. REFERRAL TO JUVENILE COURT. O.C.G.A. § 20-2-751.6 (c). | | |
| 5BE | Homicide HEARING REQUIRED EXPULSION/ ALTERNATIVE SCHOOL FOR REMAINDER OF TIME IN PUBLIC SCHOOL. REFERRAL TO JUVENILE COURT. O.C.G.A. § 20-2-751.6 (c). | Killing of a school employee. | 3 |
| 5BF | Kidnapping | The unlawful and forceful abduction, transportation, and/or detention of a school employee against their will. | 3 |
| 5BG | Vandalism of Property of School Employee | A student shall not enter without permission the private property of a school employee and/ or deface, damage, or vandalize such property | 3 |

Rule 6: Abuse, Threats, Intimidation, Bullying, and Fighting with Students or Other Persons Not Employed by the School

Regardless of intent, a student shall not use vulgar or profane language or make vulgar or profane gestures directed at or about students or persons or in the presence of students or persons. Regardless of intent, a student shall not make oral or written communications, create a document, make a symbolic gesture, or make contact of a threatening, distracting, or provoking nature with other students or persons. This includes but is not limited to bullying, disrespectful conduct, insults, use of profanity; ethnic, racial, sexual, sexual orientation, disability, or religious slurs; or the development of a "hit list," "people to kill," "people to shoot," or a statement about bringing a weapon to school or injuring people.

The prohibited behaviors include but are not limited to oral threat or verbal assault, written threat, any expression (oral, written, or gesture) that has the effect of distracting staff and or students from the learning environment, including writings of a threatening or provoking nature or terroristic threats (threatening to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building).

A student shall not cause or attempt to cause physical injury or behave in a way that could reasonably cause bodily harm to any student or person. A student shall not engage in behaviors that threaten the safety or well-being of other students or persons or have the likelihood of provoking a fight.

Bullying

Bullying of any kind is prohibited at City Schools of Decatur. In accordance with O.C.G.A. § 20-2-751.4, bullying means an act, including an act through the use of electronic communication, that is:

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

The term applies to acts that occur on school property, on school vehicles, at designated school bus stops, or at school-related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying that occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

- Is explicitly directed at students or school personnel and
- Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and

- Creates a reasonable fear of harm to the students’ or school personnel’s person or property or has a high likelihood of succeeding in that purpose.

For purposes of this Code Section, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo-optical system.

Reporting Bullying

A verbal report of intimidation, harassment, or bullying/cyberbullying can be made directly to a school teacher or administrator, or you may submit a CSD [form](#) to report allegations of harassment, intimidation, and/or bullying. Electronic forms are received by the Director of Restorative Practices and Behavior Supports and will be shared with the School Principal.

Retaliation for Bullying

Retaliation is defined as bullying, harassment, or intimidation toward a person in response to previously reported bullying, harassment, or intimidation. Under O.C.G.A. § 20-2-751.4, retaliation against any person who reports is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of the code of conduct, independent of whether a complaint of bullying is substantiated. Any student who knowingly files a false report of bullying, cyberbullying, harassment, or intimidation will be punished under applicable disciplinary provisions.

The prohibited behaviors include but are not limited to:

| Rule 6: Abuse, Threats, Intimidation, Bullying, and Fighting with Students or Other Persons Not Employed by the School | | | |
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| Violation | Title | Description | Level |
| 6AA | Uncivil Behavior | Uncivil behaviors, including but not limited to symbolic gestures and insults | 1 |
| 6AB | Offensive Language | Use of vulgar, profane, obscene, or abusive language (written or oral) and actions, including ethnic, racial, sexual, sexual orientation, religious, or disability-related slurs. | 2 |
| 6AC | Threats | No student shall threaten, either verbally, in writing, electronically, or by physical presence, expressed or implied, or conspire to cause bodily injury to another. | 2 |
| 6AD | School-wide Threat | School-wide physical, verbal, or electronic threat that creates fear of harm with or without displaying a weapon or subjecting victims to physical attack | 3 |
| 6AE | Harassment | Intentional, substantial, and unreasonable verbal, physical, or written contact that is initiated, maintained, or repeated. This prohibition includes, but is not limited to, harassment, intimidation, or abuse of an individual based on actual or perceived race, creed, color, national origin, religion, sex, age, disability, sexual orientation, gender, gender identity, or a physical characteristic. | 2 |
| 6AF | Terroristic Threats | No student shall threaten to commit any crime of violence, release any | 3 |

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| | | hazardous substance, or burn or damage property with the purpose of terrorizing another, causing the evacuation of a building, or otherwise causing serious disruption or in reckless disregard of the risk of causing such disruption. | |
| 6AG | Assault | No student shall attempt to cause physical injury, threaten bodily harm, or commit an act that places a person in reasonable apprehension of immediately receiving physical injury, but no contact is made. | 2 |
| 6BA | Pushing or Shoving | Intentionally pushing or shoving another student, but there is no physical injury or harm. | 1 |
| 6BB | Battery - no harm | Intentionally making physical contact of an insulting or provoking nature with another person, but there is no physical harm. | 1 |
| 6BC | Battery - mild or moderate harm | Intentionally making physical contact of an insulting or provoking nature with another person, and there is mild or moderate harm. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury. The act of "pantsing" or pulling down the clothes of another in an attempt to reveal underwear or intimate body parts may also be included in this rule violation. | 2 |
| 6BD | Battery - Severe harm | Intentionally making physical contact of an insulting or provoking nature with another person. Physical contact that causes harm may result in a Level 3 disciplinary response being imposed. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or severe physical harm that requires medical attention. | 3 |
| 6BE | Aggravated Battery | Any behavior that inflicts bodily harm that dismembers, disfigures, causes permanent loss of a limb or function of an organ, and causes substantial risk of death. | 3 |
| 6BF | Consensual Bodily Harm | Consensual participation in any activity that could cause or result in mild to moderate harm to the body or bodily alterations. Examples of consensual bodily harm include but are not limited to, tattooing, branding, piercing, initiations, and participation in challenges that may include the ingestion of chemicals, foreign substances, or objects that may cause harm. | 2 |
| 6BG | Consensual Bodily Harm – Severe | Consensual participation in any activity that results in severe harm to the body or bodily alterations. Examples of consensual bodily harm include but are not limited to, tattooing, branding, piercing, initiations, and participation in challenges that may include the ingestion of chemicals, foreign substances, or objects that cause severe harm. | 3 |
| 6BH | Homicide HEARING REQUIRED | Killing of another student or other person not employed by the school. | 3 |
| 6BI | Kidnapping | The unlawful and forceful abduction, transportation, and/or detention of a person against their will. | 3 |
| 6CA | Posturing to Fight | Posturing to fight. | 1 |
| 6CB | Fighting - No | Two or more individuals mutually participating in a physical altercation with | 1 |

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| | Injury | the intent to harm resulting in no bodily injury. | |
| 6CC | Fighting - Mild or Moderate Injury | Two or more individuals mutually participating in a physical altercation with the intent to harm resulting in mild or moderate bodily injury. | 2 |
| 6CD | Fighting - Severe Injury | Fighting (mutual fight or confrontation between two or more students) with the intent to harm resulting in severe bodily injury that requires medical attention. | 3 |
| 6DA | Bullying - Mild | <p>No student shall bully another student. Bullying behavior is defined as:</p> <ul style="list-style-type: none"> ● Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or; ● Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or; ● Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate that: <ul style="list-style-type: none"> ○ Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts; or ○ Has the effect of substantially interfering with the victim student's education or ○ Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or ○ Has the effect of substantially disrupting the orderly operation of the school. <p>If bullying is determined to be mild by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 1 violation.</p> | 1 |
| 6DB | Bullying - Moderate or Two Offenses | <p>No student shall bully another student. Bullying behavior is defined as:</p> <ul style="list-style-type: none"> ● Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or; ● Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or; ● Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate that: <ul style="list-style-type: none"> ○ Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts; or ○ Has the effect of substantially interfering with the victim student's education or ○ Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or ○ Has the effect of substantially disrupting the orderly operation of the school. ○ <p>If bullying is determined to be moderate by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined</p> | 2 |

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| | | as a Level 2 violation. Two violations of mild bullying within one school year may also be disciplined as a Level 2 violation. | |
| 6DC | Bullying - Severe or Three Offenses | <p>No student shall bully another student. Bullying behavior is defined as:</p> <ul style="list-style-type: none"> ● Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or; ● Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or; ● Any intentional written, verbal, or physical act that a reasonable person would perceive as being intended to threaten, harass, or intimidate that: <ul style="list-style-type: none"> ○ Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts; or ○ Has the effect of substantially interfering with the victim student's education or ○ Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment or ○ Has the effect of substantially disrupting the orderly operation of the school. ○ <p>If bullying is determined to be severe by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 3 violation. Two violations of mild or moderate bullying within one school year may also be disciplined as a Level 3 violation.</p> <p>Three or more violations of mild, moderate, or severe bullying within one school year require a MANDATORY DISCIPLINE HEARING. If a hearing officer determines that a student in grades 6-12 has committed bullying for a 3rd time within one school year, the student shall be expelled for at least one calendar year, with an option for the student to attend the alternative school during this discipline.</p> | 3 |
| 6DD | Cyberbullying - Mild | <p>No student shall bully another student through text, electronic, or digital media. Cyberbullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ul style="list-style-type: none"> ● Is explicitly directed at students or school personnel, AND ● Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school AND ● Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. <p>Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, digital, photo electronic, or photo optical system.</p> <p>If cyberbullying is determined to be mild by the school administrator and/or</p> | 1 |

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| | | Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 1 violation. | |
| 6DE | Cyberbullying - Moderate or Two Offenses | <p>No student shall bully another student through text, electronic, or digital media. Cyberbullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ul style="list-style-type: none"> ● Is explicitly directed at students or school personnel, AND ● Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school AND ● Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. <p>Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, digital, photo electronic, or photo optical system.</p> <p>If cyberbullying is determined to be moderate by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 2 violation. Two violations of mild cyberbullying within one school year may also be disciplined as a Level 2 violation.</p> | 2 |
| 6DF | Cyberbullying - Severe or Three Offenses | <p>No student shall bully another student through text, electronic, or digital media. Cyberbullying can occur on school property or through school technology resources, but can also occur off-campus through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:</p> <ul style="list-style-type: none"> ● Is explicitly directed at students or school personnel, AND ● Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school AND ● Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. <p>Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, digital, photo electronic, or photo optical system.</p> <p>If cyberbullying is determined to be severe by the school administrator and/or Director of Restorative Practices and Behavior Support, it shall be disciplined as a Level 3 violation. Two violations of mild or moderate cyberbullying within one school year may also be disciplined as a Level 3 violation.</p> <p>Three or more violations of mild, moderate, or severe cyberbullying within one school year require a MANDATORY DISCIPLINE HEARING. If a hearing officer determines that a student in grades 6-12 has committed cyberbullying for a 3rd time within one school year, the student</p> | 3 |

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| | | shall be expelled for at least one calendar year, with an option for the student to attend the alternative school during this discipline. | |
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Rule 7: Student Incivility, Insubordination, Misrepresentation, Trespass, Dress Code

A student shall not refuse to follow or comply with reasonable verbal and written directions or commands from teachers, substitute teachers, paraprofessionals, administrators, bus drivers, and any other school employee or official. Students are subject to the CSD Dress Code Policy, which can be found on the CSD web page in the forms and handbook section.

The prohibited behaviors include, but are not limited to, the following:

| Rule 7: Student Incivility, Insubordination, Misrepresentation, Unauthorized Area, Dress Code | | | |
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| Violation | Title | Description | Level |
| 7AA | Insubordination | All students shall comply with reasonable verbal directions or commands of all authorized CSD personnel or designees. | 1 |
| 7AB | Insubordination | Failure to follow written directions or local school rules | 1 |
| 7AC | Insubordination | Failure to serve an administrative consequence | 2 |
| 7AD | Misrepresentation of the Truth | Misrepresentation of the truth or dishonesty | 1 |
| 7AE | Unauthorized Area | Students may not be present in an unauthorized area of school property, including but not limited to school roofs, bathrooms, and custodial and employee-only areas. | 1 |
| 7BA | Dress Code Violation | Violation of the CSD Dress Code | 1 |
| 7BB | Dress Code Violation - Repeated | Repeated Violation of the CSD Dress Code | 1 |

Rule 8: Offenses Against the General Order of School

A student shall not perform any other act which serves to disrupt the general good order of schools in CSD. This includes but is not limited to violation of local school rules and policies, violation of state and federal laws, providing false information to school personnel, and unauthorized possession or use of cell phones or other personal communication devices. The use of cell phones during instructional time is disruptive to learning and the school environment. Students violating the school cell phone policy will be subject to Rule 8CA. Students are prohibited from recording and distributing videos on school grounds with permission from an administrator. Students violating this rule will be subject to the Code (Rule 8CB).

A student shall not disrupt the good order of the school or the educational opportunity for any other student by holding him or herself out as a member of a criminal street gang as defined by O.C.G.A. § 16-15-3(3) by means of the student's mode of dress, jewelry or tattoos or other insignia; means and method of communication including but not limited to the use of hand signs, vandalism and graffiti; the possession or publication of gang writings or symbols; or other acts of intimidation, threatening or violent behavior.

A "gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property.

This rule also prohibits criminal gang-related activity as defined by O.C.G.A. §§ 16-15-3 and 16-15-4, including but not limited to:

- Conduct or participation in a criminal street gang through criminal gang activity as defined by O.C.G.A. §§ 16-15-3 and 16-15-4;
- Acquire or maintain, directly or indirectly, through criminal gang activity or proceeds derived from that place any interest in or control of any actual or personal property of any nature, including money;
- Engage in, directly or indirectly, or conspire to engage in criminal gang activity while acting as an organizer, supervisor, or other position of management with regard to a criminal street gang;
- Cause, encourage, solicit, or coerce another to participate in a criminal street gang;
- Communicate, directly or indirectly, to another person any threat of injury or damage to the person or property of the other person or to any associate or relative of the other person with the intent to deter such person from assisting a member or associate of a criminal street gang to withdraw from such criminal street gang;
- Communicate, directly or indirectly, to another person any threat of injury or damage to the person or property of the other person or to any associate or relative of the person with the intent to punish or retaliate against such person for having withdrawn from a criminal street gang;
- While employed by or associated with a criminal street gang, commits any offense enumerated in O.C.G.A. § 16-15-3 with the knowledge that members of such criminal street gang have committed one or more of such offenses and commit any offense enumerated in O.C.G.A. § 16-15-3 with the intent to maintain or increase their status or position in a criminal street gang.

Prohibited behaviors include but are not limited to:

| Rule 8: Offenses Against the General Order of School | | | |
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| Violation | Title | Description | Level |
| 8AA | Trespassing | Students shall not be on the campus of a school in which they are not enrolled during that school's hours or while that school is operational without permission from that school's administration. Students also may not enter a school building after hours without express permission. Students may not return to campus or attend any school function while on suspension, expulsion, or assignment to the alternative school. Students who have been suspended or assigned to another school for disciplinary purposes may not be on any CSD property without the permission of their school Principal or the Director of Restorative Practices and Behavior Supports. | 2 |
| 8AB | Repeated violations of Trespassing | Three or more repeated violations of Rule 8AA in the same school year. | 3 |
| 8AC | Breaking and Entering, Burglary | No student shall forcefully enter or attempt to enter into any City Schools of Decatur building, center, or structure without authority with the intent to commit a crime therein. | 3 |
| 8BA | Academic Dishonesty - Assignments | Plagiarizing, cheating, receiving, or providing unauthorized assistance on assignments, including but not limited to class projects, formative assessments, and homework; copying or "borrowing" from AI or another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; or working collaboratively with other students when individual work is expected. | 1 |
| 8BB | Academic Dishonesty - Local Assessments | Plagiarizing, cheating, receiving, or providing unauthorized assistance on major classroom summative assessments or tests. | 2 |
| 8BC | Academic Dishonesty - National Assessments | Cheating on College Board, IB, State, or other statewide or district assessments. | 2 |
| 8CA | Unauthorized Cell Phone Use | Prohibited use of cell phones or other personal communication device. | 2 |
| 8CB | Audio or Video Recording | Students shall not use audio or visual recording devices without the permission of a school administrator. This includes but is not limited to using recording devices to video, photograph, or record class instruction or discussion, misbehavior, or violate the privacy of others. | 2 |
| 8DA | Displaying Gang Affiliation | No student shall hold himself/herself out as a member of a gang, including displaying gang tattoos, displaying gang symbols, wearing or possessing gang-related apparel, or conveying personal membership or affiliation with a gang. | 2 |
| 8DB | Engaging in Gang | No student shall engage in any activity while participating in a gang that | 3 |

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| | Activity | interferes with the orderly conduct of school activities, with discipline in the schools, or with the rights of other students or faculty members. This includes, but is not limited to, gang-related solicitation, violence, threats, and defacement of property. | |
| 8DC | Gang Activity - Recruiting and Soliciting | No student shall recruit or solicit membership in any gang or gang-related organization. | 3 |
| 8EA | Off-Campus Misconduct | Off-campus misconduct for which a student may be disciplined includes any off-campus conduct that could result in the student being criminally charged with a felony or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; AND conduct 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. | 3 |
| 8FA | Forgery | Forgery, counterfeiting, or falsification of school records. | 1 |
| 8FB | Gambling | No student shall participate in any type of gambling activity as defined by state law or that involves the wagering or betting of services, money, or other items. Students may not possess gambling devices to be used in gambling activity (e.g., dice, cards, gambling apps on any electronic device). | 2 |
| 8FC | Loitering | Remaining on school property or in an unauthorized area of school property without a legitimate cause or need to be present. | 1 |
| 8FD | Retaliating Against or Deterring Witnesses | Retaliating against or deterring witnesses. | 2 |
| 8FE | Providing False Information | Providing false information. | 1 |
| 8FF | False Reports | No student shall knowingly and willfully make false or erroneous reports or statements, whether orally or in writing; falsely accuse other students or staff of wrong actions; falsely accuse CSD employees of wrong action or inappropriate conduct; falsify school records; or forge signatures. | 3 |

Rule 9: Sexual Misconduct and Indecency

A student shall not perform any act of indecent or lewd exposure, gesture, caress, fondling, touching of one's own body or the body of another person, or any act of sexual intercourse. A student shall not allow any other student or person to commit a lewd or indecent act to the body of oneself. A student shall not use any inappropriate gestures that mimic or imply sexual acts or engage in acts of "streaking" or "mooning," as those terms are commonly understood.

A student shall not possess, view, copy, sell, buy, or transmit printed or non-printed pornographic or sexually explicit materials, including but not limited to non-curricular sexually explicit images or drawings depicting the human male or female genitals or buttocks with less than a fully opaque covering, or any portion of the female breast with less than a fully opaque covering. Pornographic images as described above where a minor (person under the age of 16) is depicted will be assigned a level 3 consequence.

A student shall not engage in any act of sexual harassment of a physical, verbal, or written nature. *Effective August 1, 2024, the Federal Department of Education updated its definition of Sexual Harassment to the following:*

Sexual harassment under Title IX is now defined as conduct on the basis of sex (including sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity) that satisfies any of the following:

- *Quid pro quo* by an employee (when a school employee conditions access to educational benefits on unwelcome sexual conduct);
- *Specific offenses* (e.g., sexual assault, dating violence, domestic violence, and stalking) and/or
- *Hostile environment harassment*. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's† education program or activity.

Conduct that constitutes Sexual Harassment as defined above will result in either one or more of the sub-rules listed under Rule 9AB: Sexual Battery and/or Rule 9BE: Sexual Harassment.

If you or your child feel they are a victim of Sexual Harassment, contact your local school Title IX Liason, which is the school principal at all school facilities. The District Title IX Compliance contact information is listed below:

Dr. Mari Ann Banks
Director of Equity and Professional Development & Title IX Coordinator
125 Electric Avenue
Decatur, GA 30030
TitleIX@csdecatur.net
404-371-3601 ext. 1029

The complaint process is outlined in the [Equitable Opportunities Administrative Regulation](#).

Prohibited behaviors include but are not limited to:

| Rule 9: Sexual Misconduct and Indecency | | | |
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| Violation | Title | Description | Level |
| 9AA | Rape | The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. | 3 |
| 9AB | Sexual Battery | The touching of the intimate body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. | 3 |
| 9AC | Incest | Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law. | 3 |
| 9AD | Statutory Rape | Sexual intercourse with a person who is under the statutory age of consent | 3 |
| 9BA | Sexual Harassment | Comments that perpetuate objectively offensive gender stereotypes, suggestive jokes, or lewd gestures that are not directed toward specific individuals or groups of individuals | 2 |
| 9BB | Sexual Harassment | Comments that perpetuate objectively offensive gender stereotypes, suggestive jokes, or lewd gestures that are directed toward specific individuals or groups of individuals | 2 |
| 9BC | Sexual Harassment | Physical or non-physical sexual advances or requests for sexual favors | 3 |
| 9BD | Sexual Harassment | Unwelcome conduct that is so severe, pervasive, or objectively offensive that it limits or denies a person equal access to a school's education program or activity. | 3 |
| 9CA | Inappropriate Public Displays | Inappropriate sexually-based physical contact includes but is not limited to public groping of oneself, amorous kissing, touching, other inappropriate bodily contact with others, or any other sexual contact. | 2 |
| 9CB | Sexting | Sending or forwarding text messages that suggest or describe sexual or lewd acts, including images or pictures, between electronic communication devices. | 2 |
| 9CC | Indecent Exposure – Grades K-2 | No student in grades K-2 shall expose one's intimate body parts or "moon" in public. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. Lewd behavior (including streaking). | 1 |
| 9CD | Indecent Exposure – Grades 3-12 | No student in grades 3-12 shall expose one's intimate body parts or "moon" in public. Intimate body parts include the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female. Lewd behavior (including streaking). | 3 |
| 9CE | Offensive Materials | Possession, transmission, distribution, or solicitation of pornographic | 2 |

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| | - Pornography | materials (Materials containing images, descriptions, recordings, or other materials that involve the display of genitals, pubic areas, buttocks, or breasts of individuals over the age of 16). | |
| 9CF | Offensive Materials - Child Pornography | Possession, transmission, distribution, or solicitation of child pornographic materials (Materials containing images, descriptions, recordings, or other materials that involve the display of genitals, pubic areas, buttocks, or breasts of individuals under the age of 16). | 3 |
| 9CG | Sexual Misconduct | No student shall commit any obscene, lewd, or indecent act, including verbal, written, gestures, or simulated sex acts. | 2 |
| 9CH | Sexual Activity | No student shall consent to and participate in any form of sexual activity, sexual acts, sexual intercourse, or any act of oral sex or sodomy on school property, school buses, at school-sponsored events, or while using school technology resources. | 3 |
| 9CI | Repeated Sexual Misconduct Offenses | Repeated violations of any Rule 9 violation. | 3 |

Rule 10: Unexcused Absences and Tardies

Students will comply with compulsory attendance (O.C.G.A. §20-2-690.1). This rule also includes the following: tardy to class, tardy to school, Absent without official leave (AWOL) from class, AWOL from school, and unexcused absence from school. A student may not leave school grounds prior to the end of the school day after their initial arrival on campus without the express permission of a duly authorized school official.

Prohibited behaviors include but are not limited to:

| Rule 10: Attendance Violations | | | |
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| Violation | Title | Description | Level |
| 10AA | Tardy to Class | Without a valid excuse, no student shall be tardy (ten or fewer minutes late to class). | 1 |
| 10AB | Tardy to School | Without a valid excuse, no student shall be tardy (ten or fewer minutes late to school). | 1 |
| 10AC | Skipping | Without a valid excuse, no student shall miss school, a class, or an activity for which they are enrolled. Skipping indicates a student has been absent without official leave or tardy for more than 10 minutes. | 1 |
| 10AD | Elopement / Leaving School Grounds | Students shall not leave school grounds during the regularly scheduled school day without the permission of a parent/guardian and the Principal or designee. Students must follow the established procedures for checking in or out of school. | 1 |
| 10AE | Repeated violations | Repeated violations of attendance rules (e.g., tardy, skipping, or elopement violations) or excessive absences. | 1 |

Rule 11: Chronic Disciplinary Infractions

A student with "chronic disciplinary problems" is defined by law as a student who exhibits a pattern of behavioral characteristics that interfere with the learning process of students around them and which are likely to recur. (O.C.G.A. § 20-2-764(a).

Students who chronically disrupt or repeatedly violate other school rules even after remediation has been attempted and *a behavior contract has been implemented* may be charged with repeated violations of school or district rules. Unless a disciplinary response for repeated violations is otherwise addressed in this code, a student may be disciplined under Rule 11 for chronic (3 or more) violations of the same or similar nature.

Any time a teacher or principal identifies a student as a student with chronic disciplinary problems, the principal shall inform the parent or guardian of the student's disciplinary problem. Notification should be by certified mail with the return receipt requested and a telephone call or email with the read receipt and phone call. Additional steps include:

- The principal should invite the parent or guardian to observe the student in a classroom situation/school setting.
- The principal should also request that at least one (1) parent or guardian attend a conference with the principal and/or teacher. The purpose of the meeting would be to devise a disciplinary and behavioral correction plan. (O.C.G.A. § 20-2-765).
- **The student and parent must be notified *in advance* once the student has been placed on a Rule 11 contract and that all subsequent violations will lead to an escalation in consequences and may lead to a disciplinary hearing.**
- A teacher, counselor, or other support staff may attend the conference at the principal's discretion. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school. (O.C.G.A. § 20-2-766).
- The school system may, by petition to the juvenile court, proceed against a parent or guardian of a student with chronic disciplinary problems if school system personnel believe the parent or guardian has willfully and unreasonably failed to attend a conference requested by a principal. (O.C.G.A. § 766.1).
- Students who chronically disrupt or repeatedly violate other school rules may be referred to a Disciplinary Hearing. (O.C.G.A. § 20-2-764).

| Rule 11: Chronic Violation of School Rules | | | |
|--|-----------------------------------|---|-------|
| Violation | Title | Description | Level |
| 11AA | Chronic Violation of school rules | Chronic disruptions or repeated violations of other school rules, even after remediation has been attempted and a behavior contract <i>has been implemented</i> , may be charged with repeated school or district rules violations. | 3 |

Rule 12: Hate Speech

Students shall not make abusive or threatening speech or writing or any other form of communication or representation that expresses prejudice against a particular group, especially based on gender, race, national origin, disability, religion, gender identity, or sexual orientation.

| Rule 12: Hate Speech | | | |
|-----------------------------|--------------|---|--------------|
| Violation | Title | Description | Level |
| 12AA | Hate Speech | Conduct that substantially disrupts the educational setting or impinges on the rights of other students, including but not limited to the use of hate speech discrimination of others based on gender, national origin, race, disability, religion, gender identity, or sexual orientation. | 3 |

Rule 13: Bus Behaviors

Students shall follow all student behavior policies and regulations while at the bus stop and on school-provided transportation, including, but not limited to, the prohibitions on physical violence, bullying, assault, battery, or uncivil conduct. Students who commit sexual offenses, physical offenses against students, or physical offenses against CSD employees (as defined elsewhere in this Code of Conduct) on the school bus will receive penalties for the offense(s) as specified in the Code of Conduct. They may also be suspended from the bus for a specified time. Violations of the Code of Conduct on the school bus may result in a student losing bus privileges and being temporarily or permanently removed from the school bus. If a student loses bus privileges due to student misconduct, the parent is responsible for transportation.

School Bus Transportation Rules

Student behavior while riding a school bus is expected to be the same as in all CSD classrooms. All rules enumerated in the Code and outlined through PBIS plans will be followed on the school bus.

Authority of School Bus Driver

A school bus driver has the authority to manage student behavior on their school bus. Bus drivers can refer a student to the principal or designee to maintain discipline on the school bus or bus stop.

Bus Misconduct

All bus misconduct will be coded as one or more offenses listed in the CSD Code.

The Transportation Plan

The school bus driver will advise all students of the school bus safety rules. The driver will use the following steps to manage disorderly student behavior on the bus: (1) speak privately to the student, (2) contact the parent, (3) issue bus disciplinary referral for the student to an appropriate administrator and provide the school administrator with the original and complete documentation of the previous steps.

School Bus Safety Rules

- Students will follow the driver's directions at all times.
- Students should be at the bus stop five minutes before the bus arrives, waiting in a safe place clear of traffic and 12 feet away from the road at their assigned stop.

- Students will wait in an orderly line and avoid playing at the bus stop and school.
- Students will cross the roadway in front of the bus after the bus stops. They look at the driver for a hand signal, and they look in both directions for traffic: left, right, left.
- Students will signal the driver with a waving motion if something is dropped and wait for the driver to give a signal before picking up the object.
- When entering the bus, students will go directly to an available or assigned seat. Keep aisles and exits clear.
- Students will remain properly seated, back against the back of the seat, bottom against the bottom of the seat, and keep their hands to themselves.
- Students will not eat, drink, chew gum, or bring animals (dead or alive), tobacco, glass items, nuisance items, alcohol, drugs, weapons, lighters, or prohibited electronic devices on a school bus. No mirrors, lasers, flash cameras, or any other lights or reflective devices may be used to interfere with the school bus driver’s operation of the school bus. Electronic devices such as, but not limited to, cellular phones, other media players without headphones, or any other device that might interfere with the school bus communications equipment or the school bus driver’s operation of the bus are prohibited. Students may only carry items that fit in their laps; this includes musical instruments. Clothing items that can get caught in the handrail or door are not permitted, including items that hang from book bags or clothing.
- Students will refrain from using loud voices, profanity, and or obscene gestures and will respect the rights and safety of others. No form of physical violence or disrespect will be tolerated.
- Students will not extend any part of their body or throw any objects from the bus windows or doors.
- Students will remain silent at railroad crossings.
- Students will also be on their best behavior during real or practice emergencies.
- Students will remain seated until time to get off the bus.
- Students not riding for more than five consecutive school days may be removed from the route.
- Students will help keep their buses clean and in good, safe condition.
- Bullying is prohibited.
- Students should not vandalize the inside or outside of any school bus. Parents will be held responsible for any damage or injury caused by the student's actions.
- Students must provide a bus pass signed by a school official/ parent permitting them to ride home with a student, ride a different bus, or get off at a different stop.

Prohibited behaviors include but are not limited to:

| Rule 13: Bus Behaviors | | | |
|-------------------------------|---------------------|---|--------------|
| Violation | Title | Description | Level |
| 13AA | Bus Personal Safety | Students must keep all body parts inside the bus at all times. | 1 |
| 13AB | Bus Safety Hazard | Nothing may be thrown into, within, out of, or at the bus. | 1 |
| 13AC | Bus Safety Hazard | Nothing may be thrown into, within, out of, or at the bus that poses a threat to the health, safety, or welfare of one or more persons. | 2 |

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| 13AD | Bus Disruptions and Distractions | No student shall act in any manner so as to interfere with a driver's ability to safely drive the bus or another student's ability to ride the bus without harassment or loud distractions. Students must remain seated at all times unless directed by the driver. Students must remain quiet at all railroad crossings. Students shall not use mirrors, lasers, flashing lights, flash cameras, or any other lights or reflective surfaces in a manner that might interfere with the operation of the school bus. | 2 |
| 13AE | Bus Disruptions and Distractions | No student shall act in any manner so as to interfere with a driver's ability to safely drive the bus which poses a threat to the health, safety, or welfare of one or more persons. | 3 |
| 13AF | Emergency Exits | Emergency doors and windows are to be used only at the driver's direction. | 1 |
| 13AG | Unauthorized Bus or Exit | Students may not ride a bus or disembark at a bus stop other than that assigned to their residence. | 1 |
| 13AH | Cell Phone/ Electronic Device on Buses | Students shall not use any electronic device during the operation of a school bus without the use of headphones or earbuds. Any electronic device that is distracting to the bus operator or may interfere with the bus' communication equipment is prohibited. An electronic device includes but is not limited to, cell phones, tablets, iPads, iPods, or any other electronic device. Students may not use any electronic device to record video or audio while in school-provided transportation vehicles. | 1 |

Mandatory Reporting Requirements

Under current Georgia law, the following are all crimes specified in O.C.G.A. § 20-2-1184 that MUST be reported to the school system Superintendent, the police, and the DeKalb County District Attorney's office:

- Child Abuse (O.C.G.A. § 19-7-5)
- Aggravated assault (O.C.G.A. § 16-5-21)
- Aggravated battery (O.C.G.A. § 16-5-24)
- Sexual offenses (O.C.G.A. § 16-6-1 through § 16-6-25)
- Carrying deadly weapons in government buildings and other unauthorized locations (O.C.G.A. § 16-11-127)
- Carrying weapons within school safety zones, at school functions, or on school property (O.C.G.A. § 16-11-127.1) (this section only applies if the weapon is a firearm, "dangerous weapon" or an assault with a weapon)
- Possession of a pistol or revolver by a person under the age of 18 years (O.C.G.A. § 16-11-132)
- Possession, purchase, and other activities regarding marijuana and other controlled substances (O.C.G.A. § 16-13-30)

Discipline Appeal Process (Less than ten days OSS)

Parents have the right to appeal a school-based disciplinary consequence of less than ten days on the grounds of **Denial of Due Process**.

Due Process for disciplinary investigations includes the following steps:

- The principal or their designee will take a statement from and/or speak with the student
- Review relevant evidence and/or speak to available witnesses, communicate with the parent
- Consider Alternatives to Suspension
- Assign the consequence(s) based on the Code
 - Consequence(s) should be assigned promptly
 - Consequence(s) should be communicated in writing

Due Process Appeal (OSS < 10 days):

- Inform the Principal or their designee of their desire to appeal.
- Send an email detailing the reason for the appeal to the CSD Director of Restorative Practices and Behavior Support.
- Parents will be contacted to acknowledge receipt of the appeal.
- The case will be investigated to determine whether or not due process was followed.
- A determination will be made to uphold or overturn the consequence based on due process.
- Parents/guardians and school administrators will be notified of the determination and any recommendations.
- Recommendations will be implemented.
- The Director of Restorative Practices and Behavior Support is the final step in the appeal process for consequences, which includes less than ten days of OSS.

Discipline Hearings (More than ten days OSS or Expulsion)

CSD follows the established protocols provided by Georgia Department of Education Title 20 - Disciplinary Tribunals § 20-2-750 through § 20-2-759. A student disciplinary hearing is heard by a

disciplinary hearing officer(s) and has been established by the Superintendent to handle all acts of misconduct of students enrolled in the school system that may warrant long-term suspension or expulsion. Hearing officers possess the minimum qualifications set by the State Board of Education in conducting disciplinary hearings. Hearing Officers hear evidence concerning charges of misconduct that have been brought against students, which, if proven, may suspend the student for more than ten school days. Throughout this section on Discipline Hearings, the term “school day” is defined as commonly understood, and the term “day” (without “school” in front of it) is defined as any weekday other than legal holidays provided for in O.C.G.A. § 1-4-1 and days when the Wilson School Support Center is closed (specific dates of closure are available annually upon submission of a request to the Office of the Superintendent).

Composition of Hearings

The members of a hearing include the school principal or designee(s), hearing officer, student, and parent of the student if the student is under the age of 18. Witnesses may be called to testify on behalf of the school as well as on behalf of the student; however, witnesses are only permitted in the hearing room once called in by the hearing officer.

A hearing officer will listen to disciplinary hearings involving two or fewer students. For hearings involving more than two students, the hearing officer may hear the case with one or more assisting hearing officers. When two or more students are charged with violating school rules arising from a single incident or essentially the same set of facts, a single hearing may be conducted to address the rule violations for all the students involved so long as a single hearing is not likely to result in confusion for the hearing officer(s) or substantially prejudice one student. If a group hearing is held, consequences will be issued separately to each student involved.

Hearing Proceedings

All hearings are recorded electronically. All aspects of a discipline hearing held before a student disciplinary hearing officer(s) are confidential and are not open to the public. Staff and student witnesses to a particular case may be requested and or subpoenaed by the school system or to testify on its behalf at the hearing. The evidence presented at a disciplinary hearing may be physical (drugs, weapons), written (discipline record, written statements, etc.), and testimony from witnesses. At a disciplinary hearing, the student has the right to be represented by an attorney, obtained at the expense of the student or the student's family. If an attorney represents the student, the school principal must receive notice at least two school days before the hearing to arrange for an attorney for the school system to be present. If parents or the student require the services of an interpreter, they should request these services from the local school at least two school days prior to the discipline hearing. The student, parent, guardian, or legal representative for the student can also subpoena witnesses to present testimony on the student's behalf. The Georgia Rules of Evidence will apply to the evidence at the hearing. Hearsay evidence will not be admitted if it is the only evidence used to support a fact.

Written Notice of Hearing

When the school recommends long-term suspension, expulsion, or alternative school, a discipline hearing is required within ten days of the first day of suspension. The school or district shall provide written notice of the relevant procedures to the student's parent, guardian, or student (if he or she is over 18). The notification shall include the following:

- A brief statement of the act(s) the student is alleged to have committed, and the portion of the Code allegedly violated.
- The maximum penalty that may be administered for the alleged misconduct and a recommendation for discipline.
- The date, time, and place of the hearing.
- The names of witnesses are expected to be called at the hearing, and a short summary of the evidence may be presented.
- A statement that a hearing is required unless the parent, guardian, or student (if they are over the age of 18) waives the hearing.
- A statement that all parties are allowed to be present, respond to evidence and examine and cross-examine witnesses.

Delivery of Notification

The notice of hearing shall be delivered to the student and their guardian either in person, by first class mail, certified mail return receipt requested, and/or other method with delivery confirmation, in conjunction with electronic mail where available and deemed appropriate by the district to the last known address of the parent or guardian. If the notice is delivered in person, a written delivery confirmation should be obtained by the person delivering the notice to the parent or guardian.

Continuance

If suitable and sufficient cause exists, the school system may mutually agree with the parents (or student if the student is 18) to reschedule a hearing for a period not exceeding fifteen days after the first day of suspension. The hearing may be held later than 15 school days after the beginning of the suspension only upon a written request by a parent or guardian and agreement by the school system. Upon rescheduling, written notice of the rescheduled date and time of the hearing will be given to the student's parent, guardian, representative, attorney, or student aged 18 or older either in person, by first class mail, certified mail and in conjunction with electronic mail where appropriate. The student's parent, guardian, representative, attorney, or student aged 18 or older may request a continuance of the hearing from the school system. Continuances should be requested no later than two school days in advance of the scheduled hearing date and time. Extenuating circumstances should be presented to the school system for approval. If a continuance is requested or caused by the parent, guardian, representative, attorney, or student aged 18 or older

The student will continue to serve their recommended school-level discipline (ISS or OSS) during the time of the continuance and until the hearing is conducted, including when the Hearing Office renders a decision.

The school system shall provide appropriate grade-level instructional materials to any student awaiting completion of the hearing provided for in this subsection.

Waiver of Hearing

If the student's parent, guardian, representative, attorney, or student aged 18 waives the hearing, they may do so by requesting a waiver from the district prior to the notified date and time of the hearing. If no waiver request is received or if the hearing may not be waived by the parent, guardian, representative, attorney, or student aged 18, the hearing will be held as scheduled, whether or not the parent, guardian, representative, attorney, or student aged 18 chooses to participate.

How Hearing Decisions Are Made

The disciplinary hearing officer(s) will determine whether the student was or was not in violation of one or more rules outlined in the CSD Student Conduct Code and Restorative Practices Handbook. The hearing office will determine the appropriate consequences based on the recommendation from the school principal or administrator. The hearing officer(s) may consider only the evidence the officer(s) determines to be relevant to the charges in question in making a determination of whether a rule has been violated. The hearing officer(s) can give the presented evidence whatever weight the officer thinks is warranted. The disciplinary hearing officer(s) will review the student's school records if he or she is found in violation of the Code. Both parties are allowed to make a closing or summary statement. The hearing officer(s) convenes privately to decide the appropriate consequences. The hearing is concluded when the hearing officer(s) renders their decision. The hearing officer will issue a written summary of the hearing, including consequences and other information regarding the decision, within five days after the hearing is concluded. The hearing officer's summary letter will be sent to the student's parent or guardian, principal, and Director of Restorative Practices and Behavior Support. The hearing summary letter will become part of the student's permanent record.

Appeals

Any party may appeal the hearing officer's decision to the Board of Education by filing with the Superintendent or designee a written notice of appeal within twenty days from the date the entire hearing procedure is concluded. The written notice of appeal must be transmitted via hand delivery or certified mail, and a return receipt must be requested to the Office of the Superintendent. Electronic mail or any other electronic method of communication, including, but not limited to facsimile, is NOT an acceptable means of transmitting a notice of appeal to the Office of the Superintendent. Such notice of appeal shall set forth the decision of the hearing officer and the basis of the appeal (i.e., the grounds the appealing party asserts as error to be reviewed). Any decision of the hearing officer not appealed in this manner shall be final. At their discretion, the Superintendent may suspend the disciplinary action imposed by the hearing officer pending the outcome of the appeal.

The Board of Education shall review the entire record of the hearing that was presented before the hearing officer, the decision of the hearing officer, and the notice of appeal. The Board shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the Board of Education shall be based solely on the record presented before the hearing officer, and the Board shall NOT consider any other evidence when ruling on the appeal. The Board may take any action it determines appropriate. The decision of the Board of Education shall be final unless an appeal is made to the State Board of Education within thirty (30) calendar days of the Board's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

Pendency of appeal to the Board will not ordinarily prevent the commencement of the period of suspension or expulsion prescribed by the student disciplinary hearing officer(s). The Superintendent or designee (along with the Assistant Superintendent) may review any student disciplinary hearing that is subject to review by the Board of Education pursuant to an appeal or a recommendation of permanent expulsion. In reviewing any student disciplinary hearing, the Superintendent's designee may recommend an amendment or reversal of a hearing officer's finding. This recommendation will be submitted to the Superintendent for consideration and or action. In

addition, the Superintendent may, at their discretion, permit a student to return to school pending the outcome of an appeal; this would occur only where the Superintendent believes that there is a substantial likelihood that the student will ultimately prevail on their appeal.

Students with Disabilities

The Code applies to all students in CSD, including students with disabilities. CSD is obligated to provide free appropriate public education (FAPE) to all eligible students with disabilities, including students who have been suspended or expelled and is prohibited from applying its disciplinary policies in a manner that discriminates against students with disabilities.

Nothing in this Code of Conduct shall be construed to infringe on any right provided to students pursuant to the federal Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the federal Americans with Disabilities Act of 1990.

Students with Disabilities and School Bus Transportation

- If bus transportation is part of the student's IEP as a related service, a bus suspension would be treated as a day of suspension.
- If bus transportation is not part of the student's IEP as a related service, a bus suspension would likely not be treated as a day of suspension.
- The District should consider whether the behavior on the bus is similar to the behavior addressed in the IEP and whether the student's behavior on the bus should be addressed in the IEP or a behavior plan.

The District supports the authority of principals and teachers to remove a student from the classroom pursuant to O.C.G.A. § 20-2-738. For a student with disabilities, including those with IEPs or 504 plans, the removal from class must be consistent with state and federal laws and regulations regarding students with disabilities. School staff should refer to additional processes maintained by the appropriate Student Support Services Department for more information regarding implementing the removal process for students with disabilities.

Descriptions of Disciplinary Consequences

- Alternative School – an alternative school or program that provides an educational placement for academic instruction and behavior support away from a student's local school. Placement at an alternative school may occur following a serious disciplinary offense or repeated offenses by a student and is one possible outcome of a disciplinary hearing. The student may not return to the local school or participate in any extra-curricular activities while attending an alternative school. The Alternative placement could be virtual.
- Bus Suspension – suspension from the bus by the local school administrator for a specified period of time.
- Behavior Intervention Plan (BIP) – a plan developed to address specific target behaviors. This plan utilizes information from a functional behavior assessment to outline behavioral interventions that address the function of the behavior.
- Conference – a meeting attended by a teacher and administrator and a student and/or parent or guardian.
- Detention – required work/study session outside of regular school hours. The parent or guardian must make transportation arrangements.
- Expulsion – a student is removed from all school property and activities for a specified period of

- time beyond the current school quarter or semester.
- Functional Behavioral Assessment (FBA) - An assessment that includes defining specific behaviors and collecting data on the antecedents and consequences of those behaviors to hypothesize the function of the behavior. An FBA usually occurs before developing a behavioral intervention plan (BIP). The FBA guides the development of a BIP.
 - Hearing – a formal proceeding to review charges against a student due to serious or chronic misbehavior. A hearing officer conducts a hearing. Hearings are not legal proceedings. Hearings are a school administrative proceeding. The resulting action can be long-term suspension, alternative school placement, or expulsion.
 - Hearing Officer – an official who conducts a disciplinary hearing for a student charged with a severe or repeated offense. A hearing officer must be trained and impartial without prior knowledge of the discipline offense or event.
 - Makeup Work Missed During a Suspension – students suspended are required to make up all work missed during a period of suspension. Work must be completed within an agreed-upon time determined by the student’s teachers and administrators. All work not made up within this time period will be graded in accordance with the CSD district grading policy. Work missed because a student does not return to school on the date allowed by the suspension may not be made up.
 - Manifestation Determination Review (MDR) – a meeting to consider whether or not there is a relationship between a student’s known disability and an offense subject to disciplinary action that may involve a hearing or an alternate placement for more than ten days. This additional protection applies to students with an IEP, a 504 Plan, or a signed consent for initial evaluation. The review is conducted by the IEP committee, the 504 committee, or a group of teachers and administrators knowledgeable about the student.
 - Mediation is a restorative process where two parties agree to have a third party assist in resolving a conflict.
 - Parent Conference – a meeting between parent/guardian and teacher/administrator.
 - Probation – a trial period during which a student who violated school rules is subject to further disciplinary action should additional violations occur. Probation may be imposed by the local school administrator, the Board of Education, a tribunal, or a hearing officer. Violation of probation is prohibited.
 - Restitution requires that a student replaces or pays for damaged or missing school property or personal items.
 - In-School Suspension (ISS) – suspension in an area in the school, isolated from all regular school activities and students; assignments furnished and graded by the student's teachers;
 - student supervised by an in-school suspension staff; both short-term and long-term suspensions can be assigned to ISS; long-term suspension in ISS can be assigned by an administrator or hearing officer; a student may return to regular classes following ISS if a satisfactory conference is held with administrator, parent/guardian, and student.
 - Out of School Suspension (OSS) - Less than ten days (Short-Term) – student may not return to school, any school campus, or any school event for a specific number of days; may not exceed ten school days; a student may return to school following the short term suspension provided a satisfactory conference is held with the administrator, parent/guardian, and student; report filed in a permanent record.
 - Suspension/Long-Term (OSS) – The student may not return to school, to any school campus, or any school event for a period of more than ten school days; any suspension of more than ten school days must be by action of the designated tribunal or hearing officer; A conference with administrator, parent/guardian, and student required before the student can return to school.