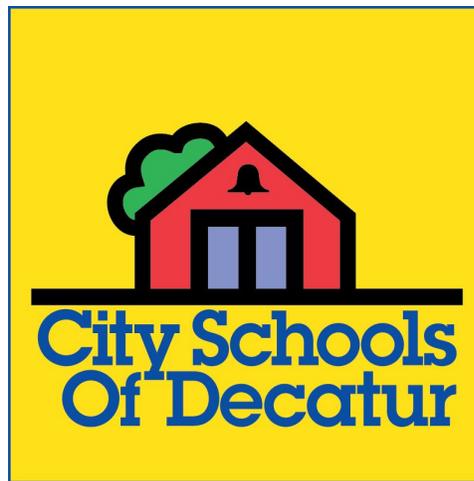


City Schools of Decatur



Student Code of Conduct & Restorative Practices Handbook 2019–2020

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City Schools of Decatur Student Code of Conduct and Restorative Practices Handbook

Vision

We build the foundation for all children to do their best, achieve their dreams and make the world a better place.

Mission

Our mission is to work with and inspire students to grow and develop their ability to learn, think, and inquire through meaningful, motivating and rewarding learning experiences supported by highly qualified caring adults in a safe, supportive and inviting community.

Purpose

The City Schools of Decatur (CSD) believes in the importance of setting forth high expectations for all stakeholders (parents, students, and staff) in our school community. The District recognizes that disparities in disciplinary action have historically existed among student groups based on race. We have integrated Restorative Practices into the Code of Conduct to eliminate disproportionality and rebuild a sense of trust and respect among all stakeholders. The CSD Student Code of Conduct and Restorative Practices Handbook (CCRPH) is intended to support the vision and mission of CSD, and to assist parents, students, teachers and administrators in establishing a safe, positive and productive learning environment. Additionally, the CCRPH is intended to assist administrators, teachers and other school personnel who are responsible for supporting our students in meeting our behavior expectations by explicitly teaching the expected behaviors, positively acknowledging when students meet our expectations, using restorative practices to restore peace and trust in our school communities, and guide school leaders in the appropriate steps to take when applying negative consequences if expectations are not met. Each school within the City Schools of Decatur will follow practices reflected in the CCRPH. As a charter system, City Schools of Decatur has been granted a waiver from Title 20, except as set forth in its Charter or Charter Schools Act; accordingly, references to Title 20 contained in this Code of Conduct are made applicable by adoption of the Title 20 references by the local board.

Scope of the Code

This Code of Conduct shall apply to all students before, during and after school hours in any school building and on any school premises; in any school-owned vehicle or in any other school-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; or during any period of time when students are subject to the authority of school personnel; en route to and/or from school, or to or from a school activity, function or event; off school grounds at a bus stop, on a school bus, at a school activity, function, or event.

This code also shall apply to any behavior off school grounds when the behavior of a student could result in the student being criminally charged with a felony and/or 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 (O.C.G.A. §20-2-751.5c).

Introduction

To promote the intellectual, social, emotional and physical growth of all students, CSD provides a safe and secure learning environment for all students and staff. We promote respect for self and others through good conduct modeled by staff, students, and parents/guardians. We use restorative practices to build, strengthen and repair relationships.

This CCRPH is presented to assist students, staff, and parents/guardians to understand the expectations for acceptable conduct while in school or attending school-sponsored activities, on school grounds, and while on the way to and from school. All students are expected to follow the Code of Conduct. Principals will review core principles and key components of the CCRPH with their staff and 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. It is the collective responsibility of students, staff, and parents/guardians to ensure that the expectations set forth in this CCRPH are adhered to. Responses to violations of the CCRPH will be developmentally age appropriate and a balance of proportional consequences and restorative practices. Equally imperative, all school faculty and staff must affirm 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 in a manner which enables students to learn from their mistakes and be accountable for their misconduct.

Our Values:

Decatur CREATES Leaders!

CARING: We show empathy, compassion and respect so that we all 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.

City Schools of Decatur believes that students, staff and parents/guardians must be partners in education to create leaders. Responsibilities for each group are outlined below.

Administration, faculty and staff partners will:

- Through the use of Restorative Practices, establish and maintain a positive, equitable, safe, secure, orderly and non-threatening learning environment that allows for open communication, dialogue, and discussion.
 - They will be courteous and respectful to all, being sensitive to individual needs, and using appropriate language;
 - 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;
 - Refer students to counseling and support services when the need emerges;
 - Support students in using the internet in ways that are safe, responsible, and appropriate, and help students follow the rules and etiquette that lead to effective digital learning.
- Actively engage every student in the learning process and promote achievement of high academic standards.

- Be precise about expectations regarding student conduct and learning outcomes;
- Review CCRPH with students annually;
- Implement Culturally Responsive Teaching practices.
- Communicate student progress and behavior to students, parents/guardians and other staff in a timely, consistent and effective manner.

The parent/guardian partners are asked to:

- Establish and maintain conditions for your child’s academic, social and emotional success:
 - Provide space, time and necessary supervision in which your child can study and complete assignments;
 - Ensure that your child attends school in compliance with the law
 - Ensure that your child is in compliance with the CSD dress code;
 - Partner with staff to maintain a positive, productive, safe, orderly and non-threatening learning environment.
 - Monitor your child’s social media and other online activity to promote cybersafety and eliminate cyber-bullying. See <https://www.csdecatour.net/technologyathome> for possible resources.
- Establish and maintain a productive relationship with the school:
 - While interacting with members of the school community 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; and
 - Respect and follow the traffic, parking and safety rules at all schools.

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 interaction with everyone;
 - 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 the creation and maintenance of a safe, clean, green, and orderly school;
 - Follow all lawful directions;
 - Demonstrate care for themselves and others;
 - Take responsibility for their own 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.

Restorative Practices

Restorative Practices are a framework for building community and responding to challenging behavior through authentic dialogue leading to understanding and action to set things right and repair and restore damaged relationships. The process supports initiators in acknowledging and repairing the harm done, helps victims and witnesses process what happened, and helps the class or school community rebuild trust.

A restorative approach to building community is integral to creating the supportive and inclusive school culture of CSD. All members of a school community bring with them 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.

Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks five key questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Types of Restorative Approaches

Circle Process

Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.

Students are the largest group of stakeholders in a school community and its greatest natural resource in creating and sustaining a safe and supportive school environment. Building community among students and between students and staff members is integral to creating a supportive and inclusive school culture. When students feel accepted, valued, respected, and included, they build a positive connection to school and foster resiliency. Community building

circles focus on:

- **Safety and Trust.** Community members need a sense of safety and trust to connect with one another.
- **Honor.** Members interact with fairness and integrity and acknowledge their personal responsibility for their actions.
- **Openness.** Community members feel free to share their thoughts and feelings.
- **Respect.** To bond as a community, members must feel they are valued and respected as individuals, and they must respond respectfully to one another
- **Empowerment.** A sense of empowerment is a crucial element and a desired outcome of being a member of a community. Community support enables members to gain a new view of themselves and a new sense of confidence in their abilities.

When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of participants, particularly those who have harmed others; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

Collaborative Negotiation

Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Formal Restorative Conference

A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the mental and physical health, safety, and welfare of the individual who was harmed are of paramount importance when considering this option in a school setting. Both sides may bring supporters to the circle who have also been affected by the incident. The purpose of the conference is for the harm-doer and the harmed to understand each other's perspective and come to a mutual agreement that will repair the harm as much as it is able to be repaired. A circle can also be used in response to a particular issue that affects the school community.

City Schools of Decatur (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. The District prohibits, at any district site or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, ethnicity, national origin, color, religion, sex, gender identity, disability, age,

marital status, or sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Parent, Student, and Staff Involvement

CSD seeks to promote a positive environment in which there is an awareness, involvement in, and support for the overall school system discipline plan. Recognizing that open channels of communication are essential, the board invites parents, students, and staff to review this plan annually and to offer feedback to their principal. Each school shall be responsible for implementing this policy and its accompanying rules and communicating this information to students, parents, and staff.

Annual Review Process

This handbook and code will be reviewed and updated annually. Students, parents, and other community members will be asked to join the district and school level staff in the review process. Comments and suggestions regarding the CCRPH may be directed to the attention of the Executive Director of Schools located at the M. Elizabeth Wilson School Support Center, 125 Electric Avenue, Decatur, GA 30030.

Student Support Process and Intervention Teams

CSD provides a variety of resources, which are available to every school in order to provide assistance and support to students as well as to help address behavior and academic challenges of students. The school shall include appropriate consideration of support as indicated in the CCRPH to help students as problems are identified. Each school shall develop a Student Support Intervention Team to help teachers and students as problem behaviors are identified. The Student Support Intervention Team shall be comprised of classroom teachers, counselor(s), social worker, and additional staff members who have been trained in Restorative Practices. The Student Support Intervention Team shall meet on a regular basis to review referrals and provide support and coaching to staff and students as needed.

Authority of Teachers and Administrators

The decision to charge a student for violation of the Code of Conduct shall be made by the administrators of the school. Teachers, administrators and professional staff shall have the authority to take reasonable measures to maintain the good order of the school and will follow disciplinary practices, which 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, if applicable.

A teacher shall have the authority to manage his/her classroom, assign appropriate consequences to students, and refer a student to the principal or designee to maintain discipline in the classroom. 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.

Each school principal shall fully support the authority of each teacher in his or her school to remove a student from the classroom. The principal and teacher shall thereafter follow the procedures set forth in Georgia law for removing a student from class (O.C.G.A. §20-2-738).

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 Executive Director of Schools for more information regarding implementation of the removal process for students with disabilities.

Infractions and Associated Responses

In general, the response to infractions will follow the principles of Restorative Practices. A Restorative Practice approach focuses on resolving conflicts and disruptions to the school environment in a way that provides growth and understanding of the impact of one's behavior on a community. Restorative Practices involve students in addressing the five key questions: What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what you have done and in what way? What do you think you need to do to make things right?

Unless otherwise required by law, within each level the administrator will impose the response deemed most appropriate to address the infraction based on the severity of the infraction, the developmental age of the student and the student's history of problem behaviors. In the instances where an infraction falls within multiple levels, it is within the discretion of the administrator to determine the level of the response for that infraction. Similarly, in instances where the behavior may not be clearly listed below as a disciplinary infraction, it is within the discretion of the administrator to determine the level of the response.

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.

Progressive Discipline Levels

(O.C.G.A. §20-2-735(d))

The following progressive discipline framework is divided into five levels. Each level represents a progression of offenses, classroom interventions and possible responses. However, repeated offenses within the same level that have been addressed and documented may elevate the consequence to the next level. This system allows for the discretion of administrators to make an

appropriate judgment based on occurrence and/or reoccurrence of offenses. See the Rule Violation / Level Matrix for specific rules assigned to each level.

Level One: Minor Non-Violent, Uncooperative, Non-Compliant Behaviors (1st-3rd incident)¹
<i>Possible Teacher Action Steps</i>
<p>Classroom Interventions:</p> <ol style="list-style-type: none"> 1. Teacher implements classroom-based student support interventions, <ol style="list-style-type: none"> a. Re-state the classroom expectations b. Verbal or visual warning of next step c. Re-teach expectations d. Planned ignoring e. Written reflection / apology f. Seat change 2. Teacher / staff member holds individual conference with student using RP questions to guide the conference 3. Teacher holds a restorative circle with the class if needed 4. Teacher contacts parent / guardian via telephone and/or email 5. Record of incident is entered by teacher in SWIS as a minor² incident 6. Parent contact summary and responses used is entered in PLP.
<p>Possible Responses:</p> <ul style="list-style-type: none"> ● teacher / student conference ● silent lunch / lunch detention ● lunch and learn session ● loss of a classroom based privilege (use of headphones, computer time)³ ● participation in a class service activity ● confiscation of devices ● teacher detention (MS/HS only) ● restitution⁴
Level Two: Minor Non-Violent, Disruptive, Disorderly Behaviors (or 4th+ Level 1 Incidents)
<i>Possible Teacher Action Steps</i>
<p>Classroom Interventions:</p> <ol style="list-style-type: none"> 1. Teacher implements classroom-based student support interventions, <ol style="list-style-type: none"> a. Any or a continuation of the above interventions in Level 1 b. Development of a behavior agreement c. Review of Behavior Intervention Plan/IEP/504 if applicable or initiate Functional Behavior Assessment if applicable. d. If additional support is needed, referral to counselor / nurse / case-manager / social worker / Intervention Team e. Parent / Teacher Conference

¹ Incidents are tracked by individual teachers for each student. Incidents accumulate annually.

² Minor incidents do not become part of a student's permanent record.

³ Unstructured break time is not an option for teachers to remove as a privilege

⁴ Students may be required to make restitution to the school district or to individuals. Such restitution may include but is not limited to, financial reimbursement or replacement.

2. Teacher / staff member holds individual conference with student using RP questions to guide the conference
3. Teacher holds a restorative circle with the class if needed
4. Teacher contacts parent / guardian via telephone and/or email
5. Record of incident is entered by teacher in SWIS as a minor incident
6. Parent contact summary and response is entered in PLP.

Possible Responses:

- Any Level 1 Responses
- Time-out for no more than one class period (student is placed in an instructional setting where the same content is being taught)
- For 4th+ Level 1 incidents teacher conferences with the principal or designee to review the behaviors and interventions and decide next steps.

Level Three Intermediate: Habitual Behaviors and/or Behaviors that *Could* Cause Physical/Emotional Harm (Level 1 behaviors after consultation with admin and 4th + Level 2)

Possible Teacher and Administration Action Steps

Teacher / staff member:

1. Refers incident to principal or designee through SWIS paperless referral as a major incident⁵.
2. Calls parent/guardian shares what he/she witnessed and that a major referral was submitted to the principal.
3. Record of parent contact is entered in PLP.

Administrator Action Steps:

1. Mandatory referral to counselor / nurse / case-manager / social worker / Intervention Team
2. Administrator holds individual conference with student using RP questions to guide the conference,
3. Administrator provides instruction on the behavior that is not meeting expectations and what the desired behavior looks like
4. Parent / guardian contacted by the principal / designee
5. Parent / guardian conference with the principal / designee
6. Referral to a restorative conference with affected parties
7. Consider restitution
8. Revision of BIP/IEP/504 if applicable or initiate FBA if applicable
9. Record of incident is entered by administrator in SWIS including parent contact and conference summary
10. Principal or designee enters information into Infinite Campus for state reporting
11. Parent is provided paper documentation of the incident

Possible Responses Assigned by the Principal or Designee:

- Any of the possible responses listed in Level 1 and 2
- Saturday School
- Denial of participation in extracurricular activities, and/or school functions
- Schedule Change
- Restitution
- Development of a behavior agreement/contract
- Administrative timeout (ES only)
- ISS Assignment ranging from 1 period to up to 2 days (MS/HS Only)

⁵ Major incidents become a part of a student's permanent record.

Level Four: Moderate infractions that are serious or cause imminent danger to self or others

Possible Teacher / Administration Action Steps

Teacher / staff member:

1. Refers incident to principal or designee through SWIS paperless referral as a major incident.
2. Calls parent/guardian shares what he/she witnessed and that a major referral was submitted to the principal
3. Record of parent contact is entered in PLP.

Administrator Action Steps:

1. Mandatory referral to counselor / nurse / case-manager / social worker / Intervention Team
2. Administrator holds individual conference with student using RP questions to guide the conference,
3. Parent / guardian contacted by the principal / designee
4. Parent / guardian conference with the principal / designee
5. Referral to a restorative conference with affected parties
6. Revision of BIP/IEP/504 if applicable or initiate FBA if applicable
7. Record of incident is entered by administrator in SWIS including parent contact and conference summary
8. Principal or designee enters information into Infinite Campus for state reporting
9. Contact SRO if appropriate
10. Re-entry Conference with parents/guardians and school principal/designee
11. Parent is provided paper documentation of the incident

Possible Responses Assigned by the Principal or Designee:

- Any of the above responses in Levels 1-3
- Formal Restorative Conference
- Combination of up to 10 days in and / or out of school suspension

ISS (beyond 2 days) and OSS must be approved after consultation with the Executive Director of Schools.

During the term of suspension students are not permitted to participate in extracurricular events such as dances, sporting events, etc.

Level Five: Serious infractions that are highly serious and/or cause imminent danger to self or others

Possible Administration Action Steps

Administrator Action Steps:

1. Mandatory referral to counselor / nurse / case-manager / social worker / Intervention Team
2. Administrator holds individual conference with student using RP questions to guide the conference
3. Parent / guardian contacted by the principal / designee
4. Parent / guardian conference with the principal / designee
5. Referral to a formal restorative conference with affected parties
6. Consider restitution
7. Revision of BIP/IEP/504 if applicable or initiate FBA if applicable
8. Record of incident is entered by administrator in SWIS including parent contact and conference summary

9. Principal or designee enters information into Infinite Campus for state reporting
10. Contact SRO if appropriate
11. Parent is provided paper documentation of the incident

Possible Responses Assigned by the Principal or Designee:

- Formal Restorative Conference
- More than 10 days out of school suspension, up to and including possible expulsion, pending a disciplinary hearing after consultation with the Executive Director of Schools

During the term of suspension students are not permitted to participate in extracurricular events such as dances, sporting events, etc.

Disciplinary Rules

Rule 1: Alcohol – unlawful use or possession

The selling, distributing, possessing, using, buying, being impaired by, or under the influence of, alcohol or alcoholic beverages by any student on the campus, at school-sponsored events at or away from the campus, or on the school bus is prohibited.

Students believed to have violated this rule shall be reported by the teacher or other employee to the principal or principal's administrative designee, and by the latter to the superintendent.

- 1a. Possession of alcohol or alcoholic beverages
- 1b. Use of alcohol or alcoholic beverages
- 1c. Being impaired by, or under the influence of alcohol or alcoholic beverages
- 1d. Selling/buying/distributing alcohol or alcoholic beverages

1a - 1st offense only: Students who are found to be possessing alcohol or alcoholic beverages but who are not charged with any other major offense and who have not previously or contemporaneously been charged with another alcohol or drug offense will be suspended out of school for 10 days with the option of reducing the suspension if both the student and parents/guardians agree to attend and complete the requirements of an approved alcohol awareness program. The student and parents/guardians shall complete an alcohol awareness program no later than 45 days from the date of the offense. If the agreed upon awareness program is not completed by the student and parent/guardian the remaining days of the out of school suspension will be resumed.

1b and 1c – 1st offense only: Students who are found to be using, impaired by or under the influence of alcohol or alcoholic beverages and who have not previously or contemporaneously been charged with another drug or alcohol offense will be suspended out of school 10 days with the option of reducing the suspension if both the student and parents/guardians agree to attend and complete the requirements of an approved alcohol awareness program. The student and parents/guardians

shall complete an alcohol awareness program no later than 45 days from the date of the offense. If the agreed upon awareness program is not completed by the student and parent/guardian the remaining days of the out of school suspension will be resumed.

Rule 2: Tobacco

The school system maintains a smoke-free environment. A student may not solicit, possess or use any tobacco, tobacco product or related paraphernalia at school, on the way to or from school, or at a school function on or off campus. This includes the use of vaporizers, e-cigarettes, vape pens and all accompanying oils, cartridges , etc.

2a. Possession of tobacco, tobacco products, vaporizers, vape pens, vaping oils and cartridges

2b. Use of tobacco, tobacco products, vaporizers, vape pens, vaping oils and cartridges

2c. Solicitation of tobacco, tobacco products, vaporizers, vape pens, vaping oils and cartridges

1st offense only: Students who are found to be in possession of, using, impaired by or under the influence of tobacco and / or a nicotine product and who have not previously or contemporaneously been charged with another drug or alcohol offense will be suspended out of school 10 days with the option of reducing the suspension if both the student and parents/guardians agree to attend and complete the requirements of an approved tobacco/nicotine or Vaping awareness program. The student and parents/guardians shall complete the program no later than 45 days from the date of the offense. If the agreed upon awareness program is not completed by the student and parent/guardian the remaining days of the out of school suspension will be resumed.

Rule 3: Drugs

The selling, possessing, using, buying, soliciting, transmitting, or being impaired by or under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, intoxicant, any other illegal drug (including, but not limited to, cocaine, LSD, glue, and anabolic steroids) or controlled substance, drug paraphernalia or substance represented to be a drug by any student on the campus, at school-sponsored events at or away from the campus, or en route to or from school is prohibited.

The misuse of any medication (prescription or nonprescription) shall also be a violation of this rule, except that the self-administration of asthma/allergy medication or epinephrine in compliance with Georgia law and school rules is permitted.

Students believed to have violated this rule or the law shall be reported by the teacher or other employee to the principal or his or her designee, and by the latter to the superintendent and then to the appropriate police authorities and district attorney pursuant to OCGA § 20-2-1184.

3a. Possession of marijuana (misdemeanor-less than 1 oz.)

3b. Possession of marijuana (felony-more than 1 oz.)

3c. Possession/use of any other prohibited drug

3d. Being impaired by, or under the influence of any drug, including by not limited to vaporizers or vape pens/oils containing THC

3e. Selling/buying/soliciting/transmitting any drug

3f. Possession/transmission of drug paraphernalia

3g. Misuse of Medication (Prescription)

3h. Misuse of Medication (Non-prescription)

3a – 1st offense only – Students who are found to be possessing, using, misusing, impaired by or under the influence of marijuana, who were not previously or contemporaneously charged with any other major offense or with another alcohol or drug offense will be suspended out of school for 10 days with the option of reducing the suspension if both the student and parents/guardians agree to attend and complete the requirements of an approved marijuana awareness program. The student and parents/guardians shall complete the program no later than 45 days from the date of the offense. If the agreed upon awareness program is not completed by the student and parent/guardian the remaining days of the out of school suspension will be resumed.

Rule 4: Weapons

The possession, use, handling, buying, selling, supplying, solicitation, threatening to use or transmitting of any weapon including, but not limited to, a firearm, knife with a blade of less than two inches, dangerous weapon or hazardous object, or any other instrument capable of inflicting bodily injury as a weapon, or any replica or facsimile of a weapon or other instrumentality represented to be a weapon at school, in the school safety zone, at a school sponsored or school related event, or on a school bus is a violation of school board policy and the Code of Conduct.

Students may not possess ammunition, bullets, bbs, paintball pellets, or CO₂ (carbon dioxide) cartridges. These items are disruptive to the school and may pose a safety risk.

Any student who is determined to have brought a firearm or dangerous weapon to school, to the school safety zone, or to a school-sponsored or school-related function shall be expelled from school for a period of not less than one calendar year; provided, however, that a hearing officer (or other authority presiding over the case such as a tribunal, panel, administrator, or superintendent) or board of education shall have the authority to modify such expulsion requirement on a case-by case basis.

As used in this rule, the following terms shall have the definitions set forth below:

“Dangerous weapon” shall have the same meaning as set forth in O.C.G.A. § 16-11-121, as amended from time to time. (O.C.G.A. § 16-11-121-rocket launcher, bazooka, recoilless rifle, mortar, hand grenade or similar weapon designed to explode, and as amended)

“Firearm” means a handgun, rifle, shotgun, starter gun or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

“Fireworks” shall have the same meaning as set forth in O.C.G.A. § 25-10-1, as amended from time to time.

“Hazardous object” means any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade two or more inches, straight-edge razor, razor blades, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nunchuk, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any non-lethal air gun (e.g. airsoft gun, paintball gun, bb gun), and any stun gun or Taser as defined in subsection (a) of O.C.G.A. § 16-11-106.

For purposes of this policy, “hazardous object” shall also mean any explosive, incendiary, or poison gas bomb, grenade, rocket, missile, mine or similar device, including fireworks as defined in O.C.G.A. § 25- 10-1, not including sparklers, which are non-explosive or contain negligible amounts of an explosive mixture. Such term shall not include any of these instruments used for classroom work authorized by the teacher.

“School Safety Zone” means in or on any real property or building owned by or leased to any school or postsecondary institution.

Students believed to have violated this rule or the law shall be reported by the teacher or other employee to the principal or his or her designee, and by the latter to the superintendent and then to the appropriate police authorities and district attorney pursuant to OCGA § 20-2-1184.

- 4a. Possession of a Knife less than 2 inches in length
- 4b. Possession of Weapon – Other
- 4c. Possession of Handgun
- 4d. Possession of Rifle/Shotgun
- 4e. Possession of ammunition, bullets, bbs, paintball pellets, or CO₂ cartridges

All violations of this rule shall constitute Level 5 offenses except offenses involving a knife having a blade of less than two inches long; ammunition, bullets, bbs, paintball pellets, or CO₂ cartridges; or replicas or facsimiles of weapons or other instrumentalities represented to be a weapon, which shall constitute Level 3 or 4 offenses.

Offenses Involving Staff

Rule 5: Rude and/or Disrespectful Behavior to Teachers, Administrators or Other School Personnel (Including Substitute Teachers, Student Teachers and Aides)

Use of vulgar or profane language or gestures, negative comments, refusal or failure to follow oral or written directives or commands from authorized personnel and belligerent attitudes or actions, are all considered inappropriate student-to-adult behaviors.

5a. Rude and disrespectful behavior (including gestures or insults)

5b. Use of vulgar, profane, obscene or abusive language, including ethnic, racial, sexual, religious or disability-related slurs

Rule 6: Assault – Including Threats of Violence or Gestures Directed at Teachers, Administrators or Other School Personnel.

This includes oral or written communications, creation of a document, or making a symbolic gesture or contact of a threatening, undermining, or provoking nature to or about a school employee or in the presence of a school employee. This includes, but is not limited to, the ¹¹ development of a "hit list", "people to kill", "people to shoot", or a statement about bringing a weapon to school and injuring people.

The prohibited behaviors include, but are not limited to oral threat/verbal assault, written threat, any expression (oral, written, or gesture) which has the effect of undermining the authority of the school employee or 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).

6a. Individual Threat or intimidation

6b. School-wide threat or intimidation

Rule 7: Battery or Physical Violence Against a Teacher, Administrator or Other School Personnel

Battery against a teacher, administrator or other school employee or official includes both direct and indirect contact with the person of another which is insulting, offensive, provoking or results in any bodily injury. The offense of physical violence against a teacher, administrator, other school official or employee occurs whenever a student intentionally makes physical contact of an insulting or provoking nature with the person of another, or intentionally makes physical contact which

causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in (O.C.G.A. §16-3-21). The prohibited behaviors include but are not limited to any actual or attempted behavior that could cause physical injury, unintentional behavior that caused physical injury to employee, or aggravated battery (maliciously causing bodily harm to another by depriving him or her of a member of his or her body, or by rendering a member of his or her body useless, or by seriously disfiguring his or her body or a member thereof).

7a. General violation

7b. Violations involving direct, intentional conduct

7c. Serious Bodily Injury

Rule 8: Harassment of Employees or Staff (See also Administrative Regulation 2.4(b)(1))

Behavior based on an employee's race, color, religion, sex, national origin, disability, age, marital status, sexual orientation, or gender identity that is unwelcome, unwanted, and/or uninvited by the recipient. In the case of harassment on the basis of sex, marital status, sexual orientation or gender identity, prohibited behavior can be verbal, non-verbal, and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. In all other cases of prohibited harassment (race, color, religion, national origin, disability or age), conduct in violation of this rule may also be verbal, non-verbal or physical.

8a. General harassment (non-sexual)

8b. Sexual harassment

Rule 9: False Reporting

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

9a. Issuing false reports about school staff

Conduct Involving Fellow Students

Rule 10: Rude and Disrespectful Behavior Toward Fellow Students

Name-calling, other gross and/or profane language or behavior are considered inappropriate student-to-student behaviors.

10a. Rude and disrespectful behavior (including gestures or insults)

10b. Use of vulgar, profane, obscene or abusive language, including ethnic, racial, sexual, religious, disability or other types of related slurs

Rule 11: Sexual Misconduct

A student shall not perform any act of indecent exposure, lewd exposure, gesture or lewd caress or indecent fondling/touching of the student's own body or the body of another person, or any act of sexual intercourse. A student shall not allow another student/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 any acts of "streaking" or "mooning" as those terms are commonly understood.

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

- A. Lewd (sexual) exposure (any act of) (This includes "streaking" and "mooning.");
- B. Obscene and/or indecent gestures or gestures that mimic or imply sexual intercourse;
- C. Sexting
- D. Possession of pornographic materials
- E. Possession of pornographic materials containing images of children under the age of 16;
- F. Lewd caress or indecent fondling/touching of the student's own body;
- G. Lewd caress or indecent fondling/touching of the body of another person;
- H. Sexual intercourse;
- I. Oral sex or any act of sodomy;
- J. Any other act of intimacy;
- K. Allowing another student/person to commit a lewd or indecent act to the body of oneself;
- L. Other Sexual Misconduct (Kissing, etc.)

11a. Sexual Battery

11b. Lewd behavior

11c. Offenses involving touching of another (F, G, H, I & J)

11d. Offenses including possession, distribution, or solicitation of child pornography

Rule 12: Assault of Student – Including the Use of Threats/Intimidation

A verbal or other threat or attempt to physically harm someone that places that person in fear of physical harm, including threats of violence or gestures directed at other students. This includes oral or written communications, creation of a document, or making a symbolic gesture or contact of a threatening, undermining, or provoking nature to or about another student or in the presence of another student. 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 and injuring people.

The prohibited behaviors include, but are not limited to oral threat/verbal assault, written threat, any expression (oral, written, or gesture) which has the effect of distracting 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).

12a. Individual Threat or intimidation

12b. School-wide violations

Rule 13: Battery of Another Student (Including Fighting)

Actual and intentional (direct or indirect) touching or striking of another person against his or her will in an insulting, offensive or provoking manner, or intentionally causing bodily harm to an individual. In accordance with this Rule, a student shall not cause or attempt to cause physical injury or behave in such a way as could reasonably cause bodily injury to any student/person. A student shall not engage in any behavior that threatens the safety or well-being of another person or has the likelihood of provoking a fight.

13a. Violations with the intent to harm resulting in no bodily injury

13b. Violations with the intent to harm resulting in mild or moderate bodily injury

13c. Violations with the intent to harm resulting in severe bodily harm

13d. Repeated violations (3 or more in a school year)

Rule 14: Assault and/or Battery with an Object

An assault or battery made with a weapon or any object, which is likely to or actually does result in bodily harm to another individual whether at school, at any school event, or while the student is going to or from school.

14a. General violation

14b. Battery with an object that caused serious bodily harm

Rule 15: Bullying

Bullying is prohibited. Bullying is defined as 1) any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or 2) any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or 3) any intentional written, verbal, or physical act, which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that:

- A. Causes another person substantial physical harm within the meaning of O.C.G.A. §16-5-23.1 or visible bodily harm as such term is defined in O.C.G.A. §16-5-23.1;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

The term “bullying” applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of City Schools of Decatur. The term also applies to acts of cyberbullying which 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 (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the student’s or school personnel’s person or property or has a high likelihood of succeeding in that purpose.

Any student in grades six through 12 determined to have committed a third bullying offense in a school year will be placed in an alternative educational program.

Parents and students should report bullying using the CSD Bullying Reporting Form to initiate investigation of bullying situations. See appendix and school web sites for this form.

15a. General violations

15b. Violations that also substantially disrupt the orderly operation of the school

15c. Repeated violations (3 or more in a school year)

Rule 16: Harassment of Students

Behavior based on a student's race, color, religion, sex, national origin, disability, sexual orientation, or gender identity that is unwelcome, unwanted, and/or uninvited by the recipient. In the case of harassment on the basis of sex, sexual orientation or gender identity, prohibited behavior can verbal, non-verbal and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact (including sexual battery) of a sexual nature. In all other cases of prohibited harassment (race, color, religion, national origin or disability), conduct in violation of this rule may also be verbal, non-verbal or physical.

Repeated or multiple violations of this rule may result in increasingly severe disciplinary responses.

16a. General violation

16b. Violation involving sexual harassment

Rule 17: Hazing

Hazing is defined as subjecting a student to any activity which endangers or is likely to endanger the physical health of a student or involves ridicule, harassment or bullying in connection with or as a condition or precondition of gaining acceptance, membership, office, or status in a school organization, as defined by O.C.G.A. § 16-5-61. Such subjection is considered hazing regardless of a student’s willingness to participate in such activity.

- 17a. General violations
- 17b. Violations that also substantially disrupt the orderly operation of the school
- 17c. Repeated instances (3 or more in a school year)

Offenses Against General Order

Rule 18: Academic Dishonesty

Acts such as, but not limited to, looking at another person's paper during a testing situation, bringing unauthorized notes to a testing situation, plagiarizing another's work, or engaging in or permitting any other unauthorized access of information during a test or other graded assignment are considered cheating and will not be tolerated.

- 18a. General violation
- 18b. Plagiarism or cheating on a minor classroom assignment or project
- 18c. Cheating on College Board, IB, and statewide assessments, or major project

Rule 19: [Dress Code](#)

The dress and grooming of students are significant factors in the successful operation of the educational program. Students are expected to use discretion in grooming in order to ensure a neat appearance at school or school events. The dress of students shall be appropriate for the activities of the school program in which they are participating. Students shall not wear attire, which advertises or refers to use or possession of tobacco, drugs, alcohol, or other illegal substances. They shall not wear attire, which includes profanity, ethnic, racial, sexual, religious slurs, or obscene language, actions or gestures.

- 19a. General violations
- 19b. Repeated violations

Rule 20: Electronic Communications Devices & Other Electronic Devices

The use of electronic communication devices (including, but not limited to, cell phones), musical devices or electronics by students may only be allowed at times when specifically instructed by teachers or administrators.

- 20a. General violation
- 20b. Repeated violations

Rule 21: Forgery

Reproducing, counterfeiting, forging, or mutilating any school record including, but not limited to report cards, deficiency notices, excuses, and hall passes is prohibited.

21a. General violation

Rule 22: Gambling at School or School Events

Gambling in any form is prohibited at school or school events.

22a. General violation

Rule 23: Chronic Discipline Problem

Willful and persistent violation of the student code of conduct is considered to be a chronic discipline problem. Students who chronically disrupt or repeatedly violate other school rules even after remediation has been attempted, and a behavior contract has been implemented may also be charged with repeated violations of school rules or behavior.

23a. General Violation

Rule 24: General Classroom/School Disruptions

No student shall cause or attempt to cause directly or indirectly disruption or interference with school by any means including but not limited to any of the following behaviors:

- Student behavior that is repetitive or substantially interferes with the teacher's ability to teach and/or students' ability to learn
- Urge, encourage, or counsel other students to violate any rules of the Student Code of Conduct.
- Failure to follow directions of staff

24a. General violation

Rule 25: Improper Conduct – Interruption and Interference with School

Acts which cause a disruption of the school environment and or threaten the safety or well being of other persons or property, which may include but not be limited to: sit-downs, walk-outs, rioting, picketing, blocking normal pedestrian or vehicular traffic, inciting disturbances, threats, bomb threats, pranks, violence, distribution of unauthorized materials, possession, distribution or transmission of pornography that depicts individuals over the age of 16 (including in an electronic format), setting fires, igniting explosives, delaying or restricting educational activity or creating distracting noises. In addition, encouraging, counseling, advising or inciting other students to participate in any of the above (or any other act prohibited in this Code) is also prohibited.

25a. General violation

25b. Disruptions to the school/disorderly conduct

25c. Moderate disturbance; three or more minor disturbances in the same school year

25d. Severe disruption; three or more moderate disturbances in same school year

Rule 26: Safety at School

While on school grounds no student shall engage in behavior that can potentially endanger themselves or others. These behaviors include but are not limited to the following:

- Not following the directions of a City Schools of Decatur staff member
- Trespassing on areas of the school campus that have been designated as off limits to students

26a. General violation

Rule 27: Attendance Related

Failure to comply with compulsory attendance (O.C.G.A. §20-2-690.1). This offense also includes the following: tardy to class, tardy to school, AWOL from class, AWOL from school and unexcused absence from school.

27a. Unexcused Tardies (less than 10 minutes late to class)

27b. AWOL from class (more than 10 minutes absences without leave/permission from class)

27c. AWOL from school

Rule 29: Violation of Internet Safety Administrative Regulation, Acceptable Use Policy, or Bring Your own Learning Device Terms of Use

29a. General violation

29b. Violations involving entry, access or alteration of school or official teacher records

Rule 30: Gang Activity

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(2) by means of the student's mode of dress, jewelry or tattoos; 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.

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 there from any interest in or control of any real 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 commit any offense enumerated in O.C.G.A. §16-15-3 with 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 his or her status or position in a criminal street gang.

30a. Wearing or possession of gang related apparel; conveying personal membership or affiliation with a gang.

30b. Gang-related solicitation, violence, threats, defacement of property.

30c. Repeated Violations

Rule 31: Rude and Disrespectful Behavior Toward Other Persons Attending School Functions, Events or Activities.

Use of vulgar or profane language or gestures, negative comments (including ethnic, racial, sexual or religious slurs), refusal to follow directives or commands from authorized personnel, belligerent attitudes or actions and/or intentionally providing misinformation are considered inappropriate student-to-adult behaviors.

31a. General Violation

31b. Severe behavior that disrupts the normal school function, event, or activities.

Rule 32: Off Campus Misconduct

Any off-campus behavior of a student, which could result in the student being criminally charged with a felony and which makes student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

32a. General violation

Offenses Involving Property

Rule 33: Trespassing

Unauthorized presence (including loitering) on any school campus, event or activity is prohibited.

33a. General violation

33b. Entering or remaining on a public school campus or school board facility without authorization or invitation and with no lawful purpose for entry.

33c. Violation of this policy three or more times during the same school year.

Rule 34: Theft involving Public or Private Property

Theft and/or attempted theft; extortion; or unauthorized possession, use, sale or distribution of unauthorized public or private property located on school premises, at a school function, on property used by the school, at any school event held away from school, or while the student is on his/her way from school is prohibited. This offense applies whether the property involved is school property, private property, personal property of school personnel, and/or other students or persons attending school functions, activities or events.

34a. General violation (less than \$100)

34b. Students who violate this provision more than three times in a school year and/or violation resulting in property loss exceeding \$100.

Rule 35: Vandalism/Damage Involving Public or Private Property

The willful and/or malicious destruction, damage, defacement of public or private property, real or personal, located on school premises, at a school function, on property used by the school, at any school event held away from school is prohibited. This offense applies whether the property involved is school property, private property, personal property of school personnel, and/or other students or persons attending school functions, activities or events.

Punishment for violation of this rule may include restitution as determined appropriate by the administrator, tribunal or hearing officer.

35a. Minor damage or defacement of property (less than \$100)

35b. Malicious destruction or damage to property valued over \$100, three or more offenses in the same school year

Rule 36: Breaking & Entering – Burglary

Unlawful entry into a building or other structure, or unlawful entry into a building or other structure with the intent with the intent to commit a crime. This applies to school buildings, other structures, vehicles, or activities related to a school function.

- 36a. Any incident involving simple breaking and entering/burglary
- 36b. Breaking and entering/burglary with intent to commit a crime.

School Bus Transportation

Student behavior, while riding a school bus, is expected to be the same as while in the classroom. Good student behavior is also required on the way to and from, and at the bus stop as well as on the bus. Student behavior on a school bus requires students, parents, bus drivers, staff, and school administrators to work together. The Transportation Plan is designed to protect the safety of students while riding on a school bus. A disciplined bus is a safe bus. Violation of any school bus state law, school bus board policy, or school bus safety rules can result in loss of school bus transportation for a student.

Authority of School Bus Driver

A school bus driver shall have the authority, consistent with board policy, to manage his/her school bus and refer a student to the principal or designee to maintain discipline on the school bus or bus stop. Any school bus driver who has knowledge that student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the school bus driver's ability to transport students safely and communicate effectively with the students on his/her school bus or bus stop shall file a report (T-Plan) of such behavior with the principal or designee.

Bus Misconduct

All bus misconduct will be coded as one or more of the aforementioned offenses.

The Transportation Plan

All students will be advised of the school bus safety rules and assigned a seat by the school bus driver. The driver will use the following steps to manage disorderly student behavior on the bus: (1) speak privately to the student, (2) contact parent, (3) then 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

1. Students will follow the direction of the driver at all times.
2. 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.
3. Students will wait in an orderly line and avoid playing at the bus stop and at school.
 4. Students will cross the roadway in front of the bus after the bus has stopped, they have looked at the driver for a hand signal, and they have looked in both directions for traffic, left, right, left (O.C.G.A. §40-6-165).
 5. 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 object.
 6. Students will go directly to an available or assigned seat when entering the bus. Keep aisles and exits clear.
 7. Students will remain properly seated, back against the back of the seat, bottom against bottom of the seat, and hands to themselves.
 8. 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, pagers, audible radios, tapes or compact discs 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 (O.C.G.A. §20-2-751.5).
 9. Students may only carry items that will fit in their laps. Clothing items that can get caught in the handrail or door are not permitted, including items, which hang from book bags or clothing.
 10. Students will refrain from using loud voices, profanity, and/or obscene gestures, and will respect the rights and safety of others.
 11. Students will not extend head, arms, or objects from the bus windows or doors.
 12. Students will remain totally silent at railroad crossings (O.C.G.A. §40-6-142). Students will also be on their best behavior during any real or practice emergency situations.
 13. Students will remain seated until time to get off the bus.
 14. Students must provide a written note, signed by a parent/guardian and school administrator or designee giving permission to ride a different bus or get on or off the bus at a different bus stop. A written note is good for up to five days.
 15. Students that do not ride for more than five consecutive days can be removed from the route.
 16. Students will help keep their bus clean and in good, safe condition.
 17. Bullying is prohibited (O.C.G.A. §20-2-751.4)
 18. Students should not vandalize the inside or outside of any school bus.

Transfer Location Procedures

The rules listed below should be observed by all drivers, parents, administrators, and students to ensure that students are delivered to and from school safely and on time.

1. Students are not allowed to unload or load a school bus without permission from a school official or police.

2. Drivers should remain at their buses and are responsible for the general supervision of students. If an emergency requires a driver to leave his/her bus, a school official or another driver should be asked to watch the students whenever possible.
3. During the exchange period, each driver should stand at the bus door in a position to observe students disembarking, those in the transfer area, and those boarding the bus. No students should be allowed outside the transfer area.
4. Once the exchange is completed, each driver should check the area for students and staff who remain outside. Buses should not be moved until all students are loaded and every door is closed.
5. If a bus is delayed or has mechanical problems, an alternate plan will be implemented. Drivers may be asked to transport students to schools or bus stops that are not a part of their regular route, and all drivers/ staff are expected to cooperate with the emergency plan.
6. A bus cannot stop for late students after the doors of the buses are closed. Parents are not allowed to remove students from a bus at the transfer point or drop off students at the transfer point.
7. A school official will be on duty to supervise the activity at the transfer point.

On the School Bus

Any inappropriate behavior on a school bus – walking around, talking back to the bus driver, causing conflicts with other passengers, eating or drinking, playing loud music, disobeying direct instructions from the driver, or behaving in any fashion deemed hazardous to passengers by the driver – is prohibited.

Students shall be prohibited from acts of physical violence as defined by O.C.G.A. §20-2-751.6, bullying as defined by subsection (a) of O.C.G.A. §20-3-751.4, physical assault or battery of other persons on the school bus, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior. Physical violence means (1) intentionally making physical contact of an insulting or provoking nature with the person of another or (2) intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in O.C.G.A. §16-3-21.

Students shall be prohibited from using any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device in a manner that might interfere with the school bus communications equipment or the school bus driver's operation of the school bus. Students shall be prohibited from using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus.

If a student is found to have engaged in physical acts of violence as defined by O.C.G.A. §20-2-751.6, the student shall be subject to the penalties set forth in such code section (described later in rule). If a student is found to have engaged in bullying as defined by subsection (a) of O.C.G.A.

§20-3-751.4 or in physical assault or battery of another person on the school bus, a meeting of the parent/guardian of the student and appropriate school system personnel shall be held to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus (These provisions regarding use of the behavior contract are not to be construed to limit the instances that may require the use of a student bus behavior contract).

Rule Violation / Level Matrix

	Level 1	Level 2	Level 3 School Based Consequences including up to 2 days of ISS	Level 4 1-10 Days of ISS / OSS	Level 5 Hearing Level/More than 10 day OSS
	<i>Teacher-managed consequences</i>		<i>Administrator-managed consequences</i>		
Rule 1				1a, 1b, 1c, 1d	
Rule 2				2a, 2b, 2c	2d
Rule 3			3f	3a, 3b, 3c, 3d, 3e, 3g, 3h	
Rule 4				4a, 4e	4b, 4c, 4d
Rule 5	5a (1st-3rd offense)	5a (4th+ offense);	5a (After consultation with Admin for chronic issues); 5b		
Rule 6					6a, 6b
Rule 7					7a, 7b, 7c
Rule 8			8a	8b	
Rule 9			9a		
Rule 10	10a (1st-3rd offense)	10a (4th+ offense);	10a (After consultation		

			with Admin for chronic issues); 10b		
Rule 11			11b,	11c	11a, 11d
Rule 12			12a	12b	
Rule 13			13a	13b	13c, 13d
Rule 14				14a	14b
Rule 15			15a	15b	15c
Rule 16			16a	16b	
Rule 17			17a	17b	17c
Rule 18	18a (1st-3rd offense); 18b (1st-3rd offense)	18a (4th+ offense); 18b (4th+ offense)	18a (After consultation with Admin for chronic issues); 18b (After consultation with Admin for chronic issues)	18c	
Rule 19	19a (1st-3rd offense)	19a (4th+ offense)	19a (After consultation with Admin for chronic issues)	19b	
Rule 20	20a (1st-3rd offense)	20a (4th+ offense)	20a (After consultation with Admin for chronic issues)	20b	
Rule 21			21a		
Rule 22			22a		

Rule 23⁶			23a		23b
Rule 24	24a (1st-3rd offense)	24a (4th+ offense)	24a (After consultation with Admin for chronic issues)		
Rule 25			25a, 25b	25c	25d
Rule 26	26a (1st-3rd offense)	26a (4th+ offense)	26a (After consultation with Admin for chronic issues)		
Rule 27	27a (1st-3rd offense)	27a (4th+ offense) 27b (1st-3rd offense)	27a (After consultation with Admin for chronic issues) 27b (After consultation with Admin for chronic issues) 27c		
Rule 29	29a (1st-3rd offense)	29a (4th+ offense)	29a (After consultation with Admin for chronic issues) 29b		
Rule 30			30a	30b	30c
Rule 31	31a (1st-3rd offense)	31a (4th+ offense)	31a (After consultation with Admin for chronic issues) 31b		
Rule 32				32a	

⁶ Students cited with a Rule 23 violation will be placed on a Rule 23 contract and additional rule violations will be treated as Level 5 violations.

Rule 33			33a 33b	33c	
Rule 34			34a, 34b		
Rule 35			35a	35b	
Rule 36				36a	36b

Discipline Hearings

A student disciplinary hearing heard by a disciplinary hearing officer(s) 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.

Composition of Hearings

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. Hearing officers possess the minimum qualifications as 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 require greater than ten (10) school days and up to one (1) calendar year suspension with a possible recommendation of permanent expulsion. 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. Hearings 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, discipline record, written statements, etc.), as well as testimony from witnesses. At the hearing, the student or parent/ guardian has the right to be represented by an attorney, obtained at his/her own expense. If an attorney is going to represent the student, the school principal must receive notice at least five school days prior to the hearing to arrange for an attorney for the school system to be present. If parents require the services of an interpreter, they should request these services from the local school at least two full days prior to the discipline hearing. The student or parent/guardian or legal representation for the student can also subpoena witnesses to present testimony on the student's behalf.

Written Notice of Hearing

When long-term suspension / expulsion / or alternative school is recommended by the school, a discipline hearing is required within ten (10) school 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 / student age 18 or older. The notification shall include the following:

- A brief statement of the act(s) student is alleged to have committed, along with a portion of the CCRPH allegedly violated.
- The maximum penalty which may be administered for the alleged misconduct, and a recommendation for discipline.
- A copy of the CCRPH.
- The date, time, and place of the hearing.
- The names of witnesses expected to be called at the hearing and a short summary of the evidence that may be presented.
- A statement that a hearing is required unless the parent / guardian / student 18 years old or older waives the hearing.
- A statement that all parties are afforded an opportunity to be present and respond to evidence and to examine an cross-examine witnesses.

Delivery of Notification

The notice of hearing shall be delivered to the student and his/her guardian either in person by first class mail, certified mail return receipt requested, and/or 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 notice is delivered in person, a written confirmation of delivery should be obtained by the person delivering the notice to the parent / guardian.

Continuance

If good and sufficient cause exists, the school system may reschedule a hearing. Upon, rescheduling, written notice of the rescheduled date and time of the hearing will be given to the student's parent / guardian / representative / attorney / 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 / student age 18 or older may request a continuance of the hearing from the school system. Continuances should be requested no later than 24 hours 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 / student age 18 or older / attorney, the student will continue to serve his/her recommended school level discipline (ISS or OSS) during the time of the continuance and until the hearing is conducted and the Hearing Office has rendered a decision.

Waiver of Hearing

If the student's parents / guardian / attorney / student age 18 or older 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 / attorney / student age 18 or older, the hearing will be held as scheduled, whether or not the student / parent / guardian / attorney chooses to participate.

How Decisions are Made

The disciplinary hearing officer(s) will determine whether the student was or was not in violation of the CSD Student Conduct Code and will determine the appropriate consequences based on the recommendation from the school principal/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) is allowed to 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 given the opportunity 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 his or her decision in writing, which will include a letter and other information regarding the decision and will be sent to the student or parent/guardian, principal, and Executive Director of Schools within five (5) working days after the hearing is held.

Appeals

Any party may appeal the decision of the hearing officer or tribunal to the board of education by filing with the superintendent a written notice of appeal within twenty (20) school days from the date the decision is rendered. The written notice of appeal must be transmitted via hand delivery or certified mail return receipt requested to the superintendent's office. 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 superintendent's office. Such notice of appeal shall set forth the decision of the hearing officer or tribunal 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 or tribunal not appealed in this manner shall be final. The superintendent may in his/her discretion suspend the disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.

The board of education shall review the entire record of the hearing before the hearing officer or tribunal, the decision of the hearing officer or tribunal and the notice of appeal and shall render its decision in writing within ten days, excluding weekends and legal holidays provided for in O.C.G.A. 1-4-1, from the date it receives the notice of appeal. The decision of the board of education shall be based solely on the record before the hearing officer or tribunal and the board shall NOT consider any other evidence in ruling on the appeal. The Board may take any action it determines appropriate. The decision of the board of education shall be final.

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 Executive Director Schools) 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, in his or her 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 his/her appeal.

Students with Disabilities

The CSD Code of Student Conduct for applies to all students in CSD including students with disabilities. CSD is obligated to provide a 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 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 Office of the Superintendent and Department of Special Education for more information regarding implementation of the removal process for students with disabilities.

Glossary

Disciplinary Offenses

1. AWOL – unauthorized absence from class, school, activity, or event.
2. Aggravating Circumstances – the facts and circumstances surrounding the particular incident, and/or the student’s behavioral history, which circumstances or history make the offense more egregious or increase the level of the offense..
3. Arson – intentionally starting or attempting to start any fire or combustion.
4. Assault – a verbal or other threat or an attempt to physically harm someone that reasonably places that person in fear of physical harm.
5. Battery – Actual and intentional (direct or indirect) touching or striking of another person against his or her will in an insulting, offensive or provoking manner; or, intentionally causing bodily harm to an individual.
6. Bomb/Explosive – any device containing combustible materials and a fuse.
7. Bullying – Any willful attempt or threat to inflict injury on 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: (A) Causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1; (B) Has the effect of substantially interfering with a student's education; (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or (D) Has the effect of substantially disrupting the orderly operation of the school.
8. Burglary – unauthorized entry into a school district building with the intent of committing an unauthorized act or theft therein when the building or location within the building is closed to the students [See also Theft].
9. Campus – includes the school building, parking lot and any part of CSD property
10. Child Pornography – pornographic photographs, or electronic or digital depiction of a child under the age of 16. *See also definition of "Pornography".*
11. Chronic Disciplinary Problem – a student who exhibits a pattern of behavior which interferes with the learning process of other students and which is likely to reoccur. Students who chronically disrupt or repeatedly violate other school rules may be referred to a Disciplinary Hearing (O.C.G.A. §20-2-764).
12. Disobedience/Insubordination – failure of a student to comply with a reasonable direction or instruction by staff.
13. Disorderly Conduct – behaving in a violent or otherwise inappropriate manner that disrupts the educational process, activity, or event.
14. Disrespect – responding in a rude and impertinent manner to staff.

15. Disruption – behaving in a manner, which interferes with educational activities or school-related activities.
16. Drug– Any illegal drug or controlled substance including, but not limited to, marijuana, amphetamines, barbiturate, narcotics, depressants, hallucinogenic, intoxicants, inhalants or other stimulant drugs. For purposes of this rule, the term drug also includes a prescription or non-prescription drug used outside the authorization of a prescription or the school's medication policy, or any substance represented or believed to be a drug, regardless of its actual content.
17. Drug Paraphernalia – Drug paraphernalia includes, but is not limited to, water pipes, rolling papers, clips or any other items related to illegal or unauthorized drug use.
18. Electronic Communication Devices – possession or use of electronic communication or entertainment devices by students at school or school events, including but not limited to cell phones, tablets, watches, etc..
19. Extortion – use of threats or intimidation to demand money or something of value from another (no weapon).
20. False Alarm – reporting a fire, bomb, or other threat to public or school safety to school or other officials or setting off a fire alarm without a reasonable belief that a fire exists.
21. Fighting – serious mutual physical contact such as pushing, shoving, hitting, kicking, hair pulling, or hitting with or without an object, with or without injury. This offense includes posturing or threatening to engage in any of the above.
22. Gambling – playing any game of skill or chance for money or anything of value.
23. Harassment – Behavior based on a student's race, color, religion, sex, national origin, disability, age, marital status, sexual orientation, or gender identity that is unwelcome, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes, without limitation, unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.
24. Inappropriate Dress – dressing in a manner that disrupts the teaching and learning of others or in violation of the school's dress code.
25. Inappropriate Personal Property – possession of personal property that is prohibited by the school rules, such as food, beverages, and electronic equipment.
26. Loitering/Trespassing – entering any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion), or the refusal to leave when directed to do so by school personnel.
27. Pornography – visual medium depicting nudity or other pictures that simulate sexual desire or arousal, portray sexually explicit conduct, or any material that depicts a person's body or portion of their body engaged in sexually explicit conduct.
28. Possession – A person is deemed to be in possession when the item in question is found on the person while at school or at any school event, on or off campus; while the individual is en route to or from school; or if the item is found in the individual's locker, back pack, vehicle, or with his/her other personal belongings. Please note that the concept of possession includes circumstances where a person has knowledge of an item plus the ability to control the item.
29. Profanity/Vulgarity – writings, speech, gestures or materials that convey an offensive, pornographic, obscene, or sexually suggestive messages.

30. Public Display of Affection – physical demonstration of affection for another person while in view of others, including kissing, hugging, holding hands, etc.
31. Robbery – taking property from a person by force or violence or threat of aggression.
32. Sexual Assault/Offenses – intentional sexual contact in a harmful or offensive manner.
33. Tardiness – failure to be in assigned place at the assigned time without a valid excuse.
34. Theft/Larceny – unlawful taking and carrying away of property belonging to another person with the intent to deprive the lawful owner of its use [See Burglary].
35. Threats/Intimidation – the use or threatened use of force or violence to coerce or intimidate.
36. Tobacco products – includes tobacco, tobacco products including but not limited to dip, cigarettes, snuff, cigars, etc. as well as paraphernalia including, but not limited to, vaporizers, vape pens, lighters, matches & rolling papers.
37. Truancy – staying out of school without permission or valid excuse.
38. Vandalism/Graffiti – willful or malicious destruction, defacement or marking of public or private personal or real property before, during or after school hours.
39. Verbal Abuse – purposefully disturbing or threatening by words or actions with the intent to pester or torment another person.
40. Weapon – unless otherwise defined in a specific provision of this code of conduct, an article or implement that can cause bodily harm, including firearms, guns, knives, razors, clubs, and nunchaku, or any other object intended to be used to inflict bodily harm, including (but not limited to) those as identified in Rule 4.

Descriptions of Disciplinary Consequences

1. Alternative School – a school 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.
2. Bus Suspension – suspension from the bus by the local school administrator for a specified period of time.
3. Behavior Intervention Plan (BIP) – a plan developed to address specific target behaviors. This plan utilizes information from a functional assessment of behavior to outline behavioral interventions that address the function of the behavior.
4. Conference – a meeting attended by a teacher and/or administrator and a student and/or parent or guardian.
5. Detention – required work/study session outside of regular school hours. The student must make arrangements for transportation.
6. Expulsion – a student is removed from all school property and activities for a specified period of time by action of the school board or its designated tribunal or hearing officer with permanent expulsion as an option.

7. Functional Behavioral Assessment (FBA): An assessment that includes defining specific behaviors, collecting data on the antecedents and consequences of those behaviors to hypothesize the function of the behavior. An FBA occurs prior to developing a behavioral intervention plan (BIP). The FBA guides the development of a BIP.
8. Hearing – a formal proceeding held to review charges against a student due to serious or chronic misbehavior. A hearing may be conducted by a tribunal, a hearing officer, or the board of education. Resulting action can be long-term suspension, alternative school placement, or expulsion.
9. Hearing Officer – an official who conducts a disciplinary hearing for a student charged with a serious offense or repeated offenses. A hearing officer must be trained and impartial, with no prior knowledge of the discipline offense or event.
10. Make Up Work Missed During a Suspension – suspended students are required to make up all work missed during a period of suspension. Work must be completed within an agreed on time determined by the students' teachers and administrators. All work not made up within this time period will be assigned a grade of zero. Work missed because a student does not return to school on the date allowed by the suspension may not be made up.
11. 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 10 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 who are knowledgeable about the student in question.
12. Mediation – a restorative process where two parties agree to have a third party assist in resolving a conflict
13. Parent Conference – a meeting between parent/guardian and teacher/administrator.
14. 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, or a tribunal, or a hearing officer. Violation of probation is prohibited.
15. Restitution – a requirement that a student replaces or pays for damaged or missing school property or personal items.
16. Suspension/In-School – 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 teacher; both short-term and long-term suspensions can be assigned to ISS; long-term suspension in ISS can be assigned by an administrator, tribunal, or hearing officer; a student may return to regular classes following ISS if a satisfactory conference is held with administrator, parent/guardian, and student.
17. Suspension/Out of School (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; 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 permanent record.

18. Suspension/Long-Term – student may not return to school, to any school campus, or to any school event for a period of more than ten days; any suspension of more than ten days must be by action of designated tribunal or hearing officer; A conference with administrator, parent/guardian, and student required before the student can return to school.

Attendance/Truancy Protocol

Attendance is an essential component to a student's academic success. When students are absent or arrive late, they lose important opportunities to learn. Excessive tardies and absences can prevent children from succeeding academically and socially.

Purpose

The purpose of the attendance/truancy protocol is to increase academic achievement and reduce truancy among students in the school system in compliance with the mandates of (O.C.G.A. § 20-2-690-2). Schools will keep a daily record of each student's presence, absence, tardiness, and early departure. An absence, tardy, or early departure will be entered as "excused" or "unexcused" along with the stated reason. A copy of the appropriate documentation will remain on file at the school for verification, if needed, for at least two years.

Parents must provide written documentation including hand written notes or email or appropriate medical documentation (e.g. doctor's excuse, dental excuse, discharge papers, etc.) for all absences from school within 3 school days of the student's return to school. If no written documentation or appropriate medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.) is received, then these absences, tardies, and early departures will remain unexcused and appropriate attendance procedures will be followed.

Parent and Student Notification

1. City School of Decatur will provide each student as well as his/her parent, guardian or other person who has control or charge of the student, with a written copy of the City Schools of Decatur Attendance Protocol and a written summary of the possible consequences and penalties for non-compliance at the beginning of each school year (O.C.G.A. § 20-2-690.1 (c)).
2. By September 1 of each school year or within 30 school days of a student's enrollment in the City Schools of Decatur, both parent/guardian and student, age ten or older, must sign a statement indicating receipt of the code of conduct which includes the attendance/truancy policy and protocol (O.C.G.A. § 20-2-690.1).
3. Attendance Protocol for Schools: The principal of each school will be responsible for ensuring that attendance is taken in a timely manner and that accurate records are kept. Attendance will be taken daily in every class period (elementary attendance will be taken once daily). All attendance will be maintained daily by the principal's designee. Principal's

designee will notify the parent/guardian if a student is absent for the school day. Absences due to out-of-school suspensions or expulsions shall not count as unexcused day for the purpose of determining student truancy (State Board Rule 160-5-1.10). The principal/designee may require medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.) after receiving 10 parent written excuse notes for student illness.

Definitions

1. Present / In attendance: To be considered "in attendance" on a school day for truancy purposes, a student must be present for at least one half of the school day, excluding the lunch period.
2. Truant: A student is subject to the compulsory attendance laws when during the year he/she has more than ten days of unexcused absences. School days missed as a result of an out-of-school suspension shall not count as unexcused days for the purpose of determining student truancy.
3. Excused Absences: Absences for the following reasons are excused upon presentation of documentation from parent(s) in accordance with the City Schools of Decatur published attendance policy:
 - a. Personal illness of the student or when attendance in school would endanger the health of the student or the health of others when, upon the student's return to school, a parent note is presented within three (3) school days of the student's return to school or appropriate medical documentation (i.e. doctor's excuse, dental excuse, discharge papers, etc.). See O.C.G.A. § 20-2-693 (Serious illness or death in student's immediate family necessitating the absence. In case of serious illness in a student's immediate family, the student is required to present appropriate medical documentation regarding family member within three school days of the students return to school.) See O.C.G.A. § 20-2-262.2(b).
 - b. Court order by a government agency mandating the student's absence from school, including pre-induction physical examination for service in the armed forces.
 - c. Observation of religious holidays necessitates absence from school.
 - d. Conditions rendering attendance impossible or potentially dangerous to the student's health or safety as determined by the local school system.
 - e. An absence not to exceed one day for registering to vote or to vote in public election.
 - f. Students are counted present at school when they are serving as pages of the Georgia General Assembly. Visiting with a parent or legal guardian prior to overseas deployment to a combat zone or combat support posting or during leave from such deployment member of the armed forces of the United States or National Guard (maximum of five school days a year. See O.C.G.A. § 2-20-692.1(b).
4. Unexcused Absences include:
 - a. Student is absent from school for no acceptable reason (unlawful).
 - i. Parental Neglect
 - ii. Illegal Employment

- iii. Truancy
 - b. Failure to attend school, with or without the knowledge of the parent or guardian, for reasons other than those specifically outlined as excused absences.
 - c. School days missed as a result of an out of school suspension shall not be counted as unexcused for the purpose of determining truancy or compulsory attendance.
 - d. Any undocumented absence that would otherwise be excused with the proper documentation.
5. Attendance Committee: A school level team lead by the principal/ principal designee to address student absenteeism. The committee at minimum shall consist of a principal or assistant principal, attendance secretary/designee, and school counselor. The committee is responsible for review of attendance data and attendance interventions as outlined in the attendance protocol.

Reporting/Investigating Absences

The school shall make two reasonable attempts (including, but not limited to, phone calls to the parent or guardian, letters to the parent or guardian, either through U.S. mail or sent home with the student, and home visits) to notify the parent, guardian or other person who has charge or control of the student of the student's absences.

After three unexcused absences:

The principal/designee shall send written notice of student absences to parent/guardian.

After five unexcused absences:

1. The principal/designee shall send written notice of student absences to parent/guardian and notifying parent/guardian of the possible consequences and penalties for truancy.
2. A member(s) of the attendance committee may contact the parent/guardian to complete an attendance contract.
3. If unable to communicate with parent/guardian regarding the student's attendance; the school shall send correspondence regarding student's attendance certified mail, return receipt requested or First-Class mail. The school shall retain signed copies of the notice and return receipts for the time period specified in State and Federal law as it applies to school attendance records. See O.C.G.A 20-2-690.1 (c).

After Ten Absences

1. Unexcused absences:
 - a. The Student Attendance Committee will determine appropriate school level interventions to support students with ten or more unexcused absences.
 - b. The Student Attendance Committee may make a referral to the school social worker.
 - c. The district's school social worker may file a petition with the Dekalb County Juvenile Court (6-12) or Solicitor General's Office (K-5) for violation of the Georgia Compulsory School Attendance Law.

- d. The student may be withdrawn from school after the 10th day of unexcused absence where the school was unable to make contact with the parent after following the outlined attendance protocol.
2. Excused absences:
 - a. The Student Attendance Committee will determine appropriate school level interventions to support students with ten or more excused absences including reviewing if hospital homebound services are appropriate.
 - b. After 10 or more excused absences in a school year, the parent may be required to provide a doctor's excuse for subsequent absences.
 - c. The Student Attendance Committee will determine if a student with 10 or more excused absences is required to provide doctor's excuse for subsequent absences.
 - d. The notification letter to parent/guardian requiring a doctor's excuse for subsequent absences will be sent by the principal or principal's designee.

Tardy Protocol

Attendance is an essential component to a student's academic success. When students are absent or arrive late, they lose important opportunities to learn. Excessive tardies and absences can prevent children from succeeding academically and socially.

Tardy: A student is tardy when he/she arrives to school after the beginning of the official school day or is not in the assigned class at the beginning of the class period.

Excused Tardy: Late arrival to school or class (10 minutes or less) which is a result of reasons defined herein as excused absences or as a result of events physically out of one's control such as inclement weather, health related emergencies, doctor's appointments, compliances with court order, etc.

Unexcused Tardy: Arriving late to school or class (10 minutes or less) with or without the knowledge of parent/guardian, as a result of events within one's control, such as oversleeping, parent errands, etc. unless it is an excused tardy.

Early Checkouts: Leaving school prior to the end of the school day with parent permission. Parents and legal guardians are encouraged to schedule all appointments following dismissal if at all feasible. Early checkouts must follow the individual schools checkout procedures.

AWOL: Students leaving campus without being signed out by a parent guardian, or without a permission note from a parent. AWOL is also considered missing class for more than 10 minutes without permission from the teacher.

Tardies /Early Check-Out: (Tardies are considered part of the Code of Conduct)

Consequences for Tardies Unexcused Tardies/Early Checkouts

A. Each school will develop school-level guidance for reducing tardiness and early checkouts in conjunction with their school attendance committee. A progressive system should be incorporated in each school whereby appropriate consequences increase based on the number of tardies and early checkouts.