

**MACINTYRE PARK  
MIDDLE SCHOOL  
2023-2024 HANDBOOK**



**Success... Nothing Less!**

***MacIntyre Park Middle School***

117 Glenwood Drive, Thomasville, GA 31792

Phone - 229.225.3502 Fax - 229.225.3502

[mpms.tcitys.org](http://mpms.tcitys.org)

MACINTYRE PARK  
MIDDLE SCHOOL  
2023-2024 HANDBOOK

# Success... Nothing Less!

MacIntyre Park Middle School  
2023-2024



## School Administration & Contact Information

117 Glenwood Drive  
Thomasville, GA 31792

MPMS Phone: (229) 225-2628

MPMS Fax: (229) 225-3502

<b>Mr. Courtney Davenport</b> <i>Principal</i> <u><a href="mailto:davenportc@tcitys.org">davenportc@tcitys.org</a></u>		<b>Mrs. Angie Ellis</b> <i>Assistant Principal</i> <u><a href="mailto:ellisa@tcitys.org">ellisa@tcitys.org</a></u>	
<b>Ms. Santana Adaway</b> <i>Assistant Principal</i> <u><a href="mailto:adaways@tcitys.org">adaways@tcitys.org</a></u>	<b>Dr. Artez Sims</b> <i>Assistant Principal</i> <u><a href="mailto:simsa@tcitys.org">simsa@tcitys.org</a></u>		

## MISSION STATEMENT

The mission of MacIntyre Park Middle School is to provide an academically enriching learning environment to promote lifelong learners.

School Vision

# Success... Nothing Less!



*Five Schools-One Mission: Opening Windows of Opportunity for World Class Leaders*

**404 North Broad Street, Floor 3**

**Thomasville, Georgia 31792**

**• 229-225-2600**

## **BOARD OF EDUCATION MEMBERS**

Ms. Kejar Butler, Chairman

Dr. Hazel T. Jones, Vice-Chairman

Dr. Jim Cable

Ms. Britney Glass

Ms. Karen Kelso

Mr. Corey Sumner

Dr. Mary R. Williams-Scruggs

Dr. Fred Rayfield, Interim Superintendent

The **Thomasville City School System** does not discriminate in education and activities or in employment on the basis of race, national origin, sex, disability, or veteran's status.

## **Required OCR Notifications**

Thomasville City Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

**Name and/or Title**, Title IX and Jennifer Turnbull, Federal Programs Director

**Address**: 404 N. Broad St., FL-3

**Telephone**: 229-225-2600

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## **Methods of Notification**

In accordance with the Title IX and Section 504 regulations, notification may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school or its students, publishing in alumnae or alumni newspapers or magazines, or distributing memoranda or other written communications to students and employees. In addition, recipients are **required** to include a statement of nondiscriminatory policy in any **bulletins, announcements, publications, catalogs, application forms**, or other recruitment **materials** that are made available to **participants, students, applicants, or employees**. As noted in the pertinent Section 504 regulatory provision, schools may meet this requirement either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

## TABLE OF CONTENTS

A Message from the Principal.....	page 4
Handbook Acknowledgement and Parents Right to Know.....	page 5
Highlights for MPMS! .....	page 6
Teacher-Student-Parent Compact.....	page 7-9
Parent Involvement Policy.....	page 10-15
2022-2023 Abbreviated Calendar.....	page 15-17
MPMS Bell Schedule.....	page 17
Student Registration, Admission and Withdrawing from School .....	page 18
Services for Students .....	page 19-20
School Nutrition Program.....	page 21
General Information.....	page 22
Attendance, Compulsory Attendance, and Excuses for Absences, Tardies.....	page 22-24
Hospital/Homebound, Signing Out, Bicycles, Book Bags, Change of Name/Address .....	page 24
Advertising, Emergency Drills, Gift Deliveries, Lost and Found.....	page 25
Media Center, Medication .....	page 25
Illness, Telephone Use .....	page 25
School Rules for Cell Phones, Electronic Devices, and Textbooks and Library Books.....	page 26
Visitors, School Pictures.....	page 26
Interscholastic Eligibility.....	page 26-27
Beta Club and Eligibility for Gifted Program.....	page 27-28
Academics.....	page 28
Grading Policy.....	page 28
Make-up Work/Late Work and Promotion Policy.....	page 29
Course Descriptions: Grades 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> .....	page 30-32
General Policies Statement of School.....	page 32
Disciplinary Measures (In-School Suspension, Administrative Detention, Behavior Contracts) .....	page 32-33
Searching Students and Team Detention.....	page 33-34
Dress Code.....	page 34-35
Physical Education Dress.....	page 34
Policy Statement .....	page 35
Discipline Policy.....	page 36-71
ISS Rules and Regulations.....	page 71-72
FERPA (Family and Education Rights and Privacy Act) .....	page 72
PPRA (Protection of Pupil Rights Amendment) .....	page 73
The Scholars Academy and Program Information.....	page 74
Nondisclosure of Student Information/Survey Participation form .....	page 75

# *Message from the Principal*



TO: Students & Parents/Guardians

FROM: Mr. Courtney Davenport, Principal

DATE: August 7, 2023

Dear Parents, Students, and Stakeholders,

Welcome to the 2023-2024 school year at MacIntyre Park Middle School! I am very thankful to once again serve as principal at this fine school. This past school year was very rewarding as we were able to make some really good academic gains. It felt great to have all of our students grow both academically and socially throughout the school year. We were able to make some really good strides with our students in the areas of assessment and instruction which also allows us to make plans for further academic success for our students. As we begin the new school year the mission to provide an academically enriching learning environment to promote lifelong learners remains the same. As principal, you always have my pledge that our faculty and staff will put forth every effort to complete this very important mission. This school year we will continue our focus on assessment, instruction, and providing our students a holistic educational experience in a safe environment. Your input as parents, students, and stakeholders is valued and welcomed more than ever as we move into this new chapter of education. Together we will work to make our vision **"Success, nothing less!"** a reality. Our motto is **"Be Respectful, Be Responsible, Be Ready, That's the Bulldog Way!"** This motto is not to be taken lightly, as it is the basis of how we conduct ourselves at school, at home, and in the community. Here at MPMS, we want our students to be models of character, consistency, and respect.

I would like to thank everyone for all of their hard work and perseverance which allowed us to have a successful school year in 2022-2023 but I am very excited for the 2023-2024 school year! The vision that is in place for our district and the steps being taken to ensure that this vision comes to life is very exciting and our students are the direct beneficiaries. MacIntyre Park Middle School is on the path to excellence and I am very excited to be on this journey with you. As always, my door is always open. Thank you and GO DOGS!



# Parent Handbook

## Acknowledgement 2023-2024

In order to provide the most effective communication to parents, policies, procedures, and services for your child are presented in an annual student handbook. Our desire is to involve parents in the education of their children. We want parents to understand the daily activities of the school and the expected behavior for their children while they are at school, attending a school function, or en route to and from a school related function. Your signature below indicates that you have received and reviewed the student handbook and the Parent Involvement Policy, and you understand its contents, including those policies outlined in the Student Code of Conduct and Attendance Policies. Should you have any questions, please contact your school for an appointment with the principal or the principal's designee.

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## PARENT'S RIGHT TO KNOW

**As a Title I school, we are required by federal law, the Elementary and Secondary Education Act of 1965 (ESEA), to let you know about your child's teachers' qualifications. It is your right to request the following information about your child's teachers' training and credentials:**

- Whether the teacher met the state requirements from the Georgia Professional Standards Commission for certification for the grade level and subject area which they teach;
- Whether the teacher is teaching under an emergency or other temporary status through which Georgia qualifications or certification criteria have been waived;
- What undergraduate or graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration; and
- Whether your child is provided services by paraprofessionals, and if so, their qualifications.

**If you wish to request information concerning your child's teachers' qualifications, please contact your child's school principal by phone or email.**



# Student Activities

- Positive Behavior Intervention Supports (PBIS) • Builders Club
- FCA
- Spelling Bee
- Athletics
- Band
- Orchestra
- Dance
- Drama
- Beta Club
- Science Academy
- Odyssey of the Mind
- Science Olympiad
- Latin Club
- Thomas University Pre-College Program
- Flag Bearer Team
- Yearbook
- Morning Announcement Student Broadcast Team

***Get Involved!***



# MacIntyre Park Middle School

## Scholars Academy



Dear Parent/Guardian,

**School-Parent Compact MacIntyre Park Middle School 2023-2024      Revision Date 04/25/2023**

MacIntyre Park Middle School, students participating in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### **JOINTLY DEVELOPED**

*The parents, students, and staff of MacIntyre Park Middle School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in April each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.*

To understand how working together can benefit your child, it is first important to become familiar with the district's and school's goals for student academic achievement.

### **Thomasville City Schools [District] GOALS:**



*By 2023-2024, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.*

*1. Develop a district-wide literacy plan to increase the percentage of students scoring Level III & IV on the English-Language Arts Georgia Milestones by 5% reducing the percentage of students scoring Level I & Level II.*

*2. Increase the percentage of students scoring Level III & IV on the Math Georgia Milestones by 5% reducing the percentage of students scoring Level I & II.*

### **MacIntyre Park Middle School GOALS:**

*MacIntyre Park Middle School will increase the percentage of students scoring within the stretch band on Lexile scores by 10% according to the Georgia Milestones. (Benchmark: 6<sup>th</sup> grade- 27%, 7<sup>th</sup> grade- 21%, 8<sup>th</sup> grade- 35%)*

*MacIntyre Park Middle School will increase the percentage of students that show typical and high growth in all content areas by 3%.*

To help your child meet the district and school goals, the school, you, and your child will work together to:

### ***SCHOOL/TEACHER RESPONSIBILITIES:***

MacIntyre Park Middle School will:

*Provide a family engagement session to inform parents about understanding students' Lexile scores as well as other curriculum nights.*

*Send home Lexile scores along with students' report cards quarterly. Incorporate reading teachers at every grade level.*

*Enhance the teaching of reading by the use of a school-wide focus on reading strategies through Class Works reading software.*

*Provide after school homework support in content areas.*

*Provide summer remediation for students for 8<sup>th</sup> grade students that do not meet minimal state requirements for promotion.*

### ***PARENT RESPONSIBILITIES:***

We, as parents, will:

*Attend family engagement sessions about Lexile scores and Istation workshop and other related curriculum topics.*

*Review Lexile scores with my student and encourage Istation use at home. Allow my student to participate in afterschool homework support and summer remediation when needed.*

*Check the school website at once a week for updates and information about events.*

### ***STUDENT RESPONSIBILITIES:***

I, as a student will:

*Come to school promptly by 7:55AM prepared for the school day. I will put forth my best effort to complete in class and homework assignments on time.  
Bring home Lexile scores and review quarterly.  
Encourage my family to attend Family Engagement nights on a regular basis. Participate in afterschool homework support and summer remediation when needed.*

## **COMMUNICATION ABOUT STUDENT LEARNING:**

MacIntyre Park Middle School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- *Infinite Campus*
- *Parent-Teacher conferences*
- *Emails to parents on student's progress*
- *Text messaging/Remind 101*
- *Phone calls*
- *MPMS website has email contacts for every grade level to request conferences*

## **ACTIVITIES TO BUILD PARTNERSHIPS:**

MacIntyre Park Middle School offers ongoing events and programs to build partnerships with families.

- *Parent-Teacher Conferences*
- *Parent and Family Engagement Workshops*
- *Curriculum Nights*
- *Open House*



## **MacIntyre Park Middle School**

**Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return this signature page to your child's teacher. We look forward to our school-parent partnership!**

School Representative Signature:

Date:

Parent/Guardian Signature:

Date:

Student Signature:

Date:

**School Parent and Family Engagement Policy**  
***MacIntyre Park Middle School 2023-2024***  
***Revision Date 04/19/2023***



In support of strengthening student academic achievement, **MacIntyre Park Middle School receives** Title I, Part A funds and therefore must jointly develop with, agree with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan and submitted to the local educational agency (LEA). The **MacIntyre Park Middle School** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments

on the plan when the school makes the plan available to the local educational agency.

- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

**JOINTLY DEVELOPED MacIntyre Park Middle School** will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- *School Council Meetings*
- *Open Houses*
- *Leadership Team Meetings*
- *Parent Teacher Conference*
- *Survey*
- *Parent Advisory Committee Meetings*

**ANNUAL TITLE I MEETING MacIntyre Park Middle School** will take the following actions to conduct an annual meeting (prior to Nov. 1<sup>st</sup>), at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact:

- School Website
- Alert Solutions call/email/text
- Flyers
- School Marquee
- Newsletter
- Student Handbook
- Remind 101

**COMMUNICATIONS MacIntyre Park Middle School** will take the following actions to provide parents of participating children the following:

- Timely information about the Title programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.

Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand: The Parent and Family Engagement Policy will be distributed & communicated by:

- *Student Handbook*
- *Front Desk Parent Engagement Binder*
- *Parent Resource Center*
- *School Website*
- *Monthly Newsletter*
- *Parent/Teacher Conference*
- *Hard copy sent home with each student*

**SCHOOL-PARENT COMPACT MacIntyre Park Middle School** will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- Parent, Family and Community Revision Meeting (April)
- Parent Advisory Committee Revision (March-April)
- Positive Behavior Intervention System (PBIS) Student Leadership Team
- Faculty Meetings
- Leadership Team Meetings

## **RESERVATION OF FUNDS**

**MacIntyre Park Middle School** will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- *Review Comprehensive Needs Assessment*
- *Review School Improvement Plans*
- *School Parent Survey*
- *Budget planning of 1% set-aside for Parent Engagement*

**COORDINATION OF SERVICES MacIntyre Park Middle School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource

centers, that encourage and support parents in more fully participating in the education of their children by:

- *Family Connections*
- *Georgia Pines and Vashti Center*
- *Parent Resource Center*
- *Archbold Memorial Hospital*
- *Thomas County Health Department*
- *Faith-Based Organizations (e.g., St. Luke, First Baptist)*
- *Local YMCA's in Thomas County*
- *Bright From the Start*
- *Non-Profit Organizations (e.g., Alpha Kappa Alpha Sorority, Inc., Thomas University Gear UP, Kappa Alpha Psi Fraternity, Inc., etc.)*
- *Marguerite Neel Williams Boys and Girls Club*

**BUILDING CAPACITY OF PARENTS** MacIntyre Park Middle School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - *The challenging State's academic standards*
  - *The State and local academic assessments including alternate assessments*
  - *The requirements of Title I, Part A*
  - *How to monitor their child's progress*
  - *How to work with educators to improve the achievement of their child*
  - *Infinite Campus*
  - *Progress Reports*
  - *Parent Engagement workshops*
  - *Georgia Milestones*

**BUILDING CAPACITY OF SCHOOL STAFF** MacIntyre Park Middle School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in

the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- *Parent Teacher Conferences*
- *Parent Resource Center*
- *Professional Learning sessions*
- *Faculty Meetings*
- *Leadership Team Meetings*
- *PDXpert Training*

**MacIntyre Park Middle School** will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- *Open House*
  - *Progress Reports*
  - *Parent/Teacher Conference*
  - *Parent Engagement Sessions*
- 
- Pay reasonable and necessary expenses associated with local parent and family engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
  - *Raising Highly Capable Kids Parent Workshop (food and childcare provided)*

### **Parent Engagement Events**

*To maximize parent and family engagement and participation in their child's education:*

- *Arrange school meetings at a variety of times*
- *Conduct in-home conferences with teachers or other educators who work directly with participating children and parents who are unable to attend conferences at school*
- *Parent/Teacher conferences*
- *Open House*
- *Parent Classroom Visits*
- *Morning Conversation with the Principal event*

Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parent and family engagement activities.

- **Thomasville Center for the Arts Academic Production**

- End-of-Year Honors Night
- Fall and Spring Band concert

## MacIntyre Park Middle School 2023 – 2024



### July

**31- Aug 4 Preplanning for Teachers**

### August

**3 6<sup>th</sup> Grade Open House (4:00 PM- 6:00 PM)**

**4 7<sup>th</sup> & 8<sup>th</sup> Grade Open House (9:00 AM- 11:00 AM)**

**7 First Day for Students**

### September

**8 Progress Reports**

**4 Labor Day Holiday**

### October

**2-4 Benchmark Exams**

**12 End of First Nine Weeks**

**16 Teacher workday**

**9-13 Fall Break**



**17 First Day Second Nine Weeks**  
**24 MPMS Awards Assembly**  
**8th Grade Assembly: 8:30 - 9:30 AM**  
**7th Grade Assembly: 10:00 - 11:00 AM**  
**6th Grade Assembly: 1:30 - 2:30 PM**  
**20 Parent Engagement Meeting (Report Card Pickup) 6:00 PM**  
**20 Report Cards**

**November**

**18 Progress Reports**  
**20-24 Thanksgiving Holidays**

**December**

**18-20 Benchmark Exams**  
**21 End of Second Nine Weeks**  
**December 22 – Jan 4 Winter Holidays**

**January**

**5 Teacher Workday/Student Holiday**  
**8 First Day Third Nine Weeks**  
**11 Parent Engagement Meeting (Report Card Pickup) 6:00 PM**  
**12 Report Cards**  
**16 MPMS Semester 1 Awards Assembly**  
**8th Grade Assembly - 8:30 - 9:30 AM**  
**7th Grade Assembly - 10:00 - 11:00 AM**  
**6th Grade Assembly - 1:30 - 2:30 PM**  
**15 Martin Luther King, Jr. Holiday**

**February**

**8 Progress Report**

**March**

**8 End of Third Nine Weeks**  
**8 Teacher Workday/Student Holiday**  
**11 First Day Fourth Nine Weeks**

**14 Parent Engagement Meeting (GMAS Workshop/Report Card Pickup)**

**15 Report Cards**

**April**

**1-5 Spring Break**

**11 Parent Engagement Meeting (Ga. Milestones/GMAS Workshop)**

**19 Progress Reports**

**May**

**14 Honor's Day**

**8th Grade Assembly- 8:30 - 9:30 AM**

**7th Grade Assembly- 10:00 - 11:00 AM**

**6th Grade Assembly- 1:30 - 2:30 PM**

**17 Last Day for School for Students**

**20-21 Post Planning for Teachers**

**24 Report Cards (9:00 AM-12:00 PM)**

**27 Memorial Day Holiday**

***\*\*\*Dates subject to change***

***Success...Nothing Less***  
**MacIntyre Park Middle School**  
**BELL SCHEDULE FOR A REGULAR SCHOOL DAY**

Bell Schedules may change for various school activities, but the normal day is as follows: (Times may vary for start and end of periods)

Please see the school website(s) for up-to-date schedule information. Websites may be accessed at: <http://www.tcitys.org/>

<b>Monday-Friday Schedule</b>	
<b>7:25</b>	Building Opens
<b>7:45</b>	<b>Breakfast Ends</b>
<b>7:50</b>	First Bell Rings
<b>7:55-9:20</b>	1st Period

<b>9:25-10:50</b>	2 <sup>nd</sup> Period
<b>10:55- 11:30</b>	BELO
<b>11:35-1:35</b>	3rd Period & Lunch
<b>1:40-305</b>	4th Period
<b>3:05</b>	Dismissal

Notes: Breakfast will be served upon arrival to students' first class of the school day.

### **STUDENT REGISTRATION AND ADMISSION**

1. Initial registration of new students is conducted with the school registrar.
2. Under the provisions stated in O.C.G.A. § 20-2-690.1, a parent, guardian, grandparent, or other person has the authority to enroll a student in a publicly-funded Georgia school.
3. To enroll at MPMS, students must be withdrawn from their previous school. No student under suspension or expulsion will be admitted until the terms of the suspension/expulsion have been met.
4. Georgia Public School Standards require the following documentation for new student enrollment:
  - Proof of Residence
  - A current, adequate certificate of immunization (Georgia form #3231) including second MMR, Varicella, TDAP, Meningitis
  - A current Eye, Ear and Dental screening (Georgia form #3300) A
  - certified copy of the student's birth certificate
  - Documentation of legal guardianship (if applicable)
  - The student's Social Security number
5. Appropriate forms may be obtained at the Thomas County Health Department or from the family physician. **Students have thirty (30) calendar days to provide proper documentation or they will be dropped from enrollment.**
6. The parent signs a release of records form as part of the registration process. This permits the school to obtain the student's previous academic record.
7. The student and parent may meet with the counselor and/or an administrator at the time of registration. School policies and procedures are discussed.
8. The student will be placed in classes based on the initial interview, withdrawal grades and documentation provided upon enrollment, pending the receipt of the student's full transcript. Placement in Special Education programs is contingent upon the student's individual education plan and a scheduled placement committee meeting with the Special Education Director and appropriate school personnel.
9. When address and/or phone numbers need to be updated, parents/guardians should complete appropriate paperwork with the school registrar.

### **WITHDRAWING FROM SCHOOL**

Students withdrawing from school should complete the following established procedures:

1. The parent or legal guardian should notify the guidance counselor or school office of the withdrawal.
2. The morning of the student's last attendance day, the student should obtain a withdrawal form from the guidance office. During the school day the student will be responsible for returning textbooks and materials to classroom teachers, cleaning their lockers and

returning the school's lock to the homeroom teacher, returning library books, and paying any outstanding fines for lost or damaged materials.

3. At the conclusion of the school day, the student should return the completed withdrawal form to the guidance office. He/she will receive a copy of the form along with a copy of the documents necessary for enrollment in another school.

## **SERVICES FOR STUDENTS**

### **Student Achievement Pyramid of Interventions:**

The Georgia Pyramid of Interventions/RTI is a robust school improvement framework which is guided by data-driven decision making and time-proven practices to proactively address the needs of all students. There are four tiers of intervention. **Tier 1**, Standards-Based Classroom Learning, is high-quality instruction in a standards-based classroom structure. All students participate in Tier 1. A variety of measurements are used to determine student progress, including universal screenings. **Tier 2**, Needs-Based Learning, is available for students who are exceeding academic expectancies or not making expected progress. Data-driven decisions identify these students and supplemental instruction is provided. **Tier 3**, SST-Driven Learning, is for students who are not making progress with the supplemental instruction of Tier 2 and are at risk for failure. The SST or Student Support Team consists of a variety of educational specialists (e.g., classroom teachers, school psychologists, counselors, speech-language pathologists, etc.) that participate in the problem-solving process to identify the intensive, research-based intervention needed by each student. **Tier 4** is specially designed instruction/learning and is developed specifically for students who meet the eligibility criteria for special program placement. Tier 4 provides instruction that is targeted and specialized to meet students' needs. This would include formal gifted education services for students who qualify for special education and related services for eligible students. Tier 4 does not represent a location for services, but indicates a layer of interventions that may be provided in the general education class or in a separate classroom setting.

### **Early Intervention Program (EIP)**

The Early Intervention Program is one of Georgia's educational initiatives to improve student learning. The primary goal of this program is to offer immediate and direct assistance to help students achieve academic success at their grade level. Students who do not meet grade-level standards on the Georgia Milestones must be served through EIP. Classroom teachers may also determine the eligibility of students for participation in EIP through the EIP checklist. Identified students may receive extra

instruction in reading and math through an EIP teacher in a self-contained classroom or a pullout model. EIP Services are provided to only students in grades K-5, not 6-8.

### **Counseling**

The counselor works with individual students, small groups, and large groups. Topics discussed through classroom guidance activities include study habits, responsibility, self-esteem, conflict resolution, organizational skills, and bullying.

### **Psychological Services**

Thomasville City Schools employ two full time psychologists. Psychologists provide direct consultation concerning student academic, behavioral or social difficulties, assist with the Pyramid of Interventions, assist in determining eligibility for special education and gifted programs, and also develop in-service programs for the professional staff.

### **Special Education Services**

These services (Tier 4) serve all exceptionalities including Intellectual Disability, Specific Learning Disability, Emotional Behavior Disorder, Deaf/Hard of Hearing, Vision Impairment/Blind, Orthopedic Impairment, Other Health Impairment, Autism, Significant Developmental Delay, Traumatic Brain Injury, and Speech-Language Impairment. Services are available for students ages 3 through their 21<sup>st</sup> birthday. Students may need special education services for part of the day or for the whole day based on their needs. Individual Education Programs (IEPs) are developed by a team that consists of the parent, the special education teacher, the regular education teacher, and a representative from the local education agency

(Thomasville City Schools). The IEP is reviewed annually to determine if the child is making progress and if he/she continues to meet eligibility for these services.

### **Gifted Services**

Gifted services (Tier 4) are provided for students who have met Gifted eligibility in accordance with the state of Georgia rules and regulations. Services are available for students in kindergarten through twelfth grade and may be provided through collaboration in the regular classroom or in a resource setting. All services are in accordance with state approved service models taught by certified gifted instructors and are designed to meet students' gifted needs. *Request for evaluation for the Gifted Program may be requested by a teacher, parent, the student, or peer.*

### **504 Plans**

Students who have a disability that significantly impacts learning but does not require special education services may qualify for a 504 Plan. An impairment as defined in Section 504 may include any disability, long-term illness, or various disorders that “substantially” reduces or lessens a student’s ability to access learning in the educational setting because of learning, behavior or health- related conditions. This plan is collaboratively developed by a team that can include the parent, teachers, guidance counselor and building administrator. Accommodations are developed to ensure that a child is not discriminated against due to a disability.

### **SCHOOL NUTRITION PROGRAM**

The Thomasville City Board of Education has taken advantage of a program offered for our students called the **Community Eligibility Provision**. Under this program all students in the Thomasville City Schools, with the exception of Jerger Elementary students, will be provided meals during the school day at no charge. This option covers one breakfast and one lunch each school day. Parents will not need to complete a Family Meal Application for this program.

Students will still have an individual cafeteria account and enter their student ID number anytime they eat a school meal. Students may purchase a second meal at the standard price listed below for an adult or a visitor meal or purchase extra items from their cafeteria account balance. Money can be applied to student accounts by sending money with the student or thru the on-line program of **MYSCHOOLBUCKS.com**. Parents/guardians may view their child/children’s cafeteria balance once parents/guardians have established a Parent Registration thru **MYSCHOOLBUCKS.com**. If parents need assistance with **MYSCHOOLBUCKS**, call **Denise Wagner** at (229) 225-2600 ext. 138.

#### **Meal Prices for Second Student Meals, Adults, and Visitors:**

## **Breakfast Lunch**

**Breakfast is served between 7:30 a.m. to 7:45 a.m.**

**Lunch is served between the hours of 11:35 a.m. to 1:15 p.m.**

## **GENERAL INFORMATION**

### **School Day**

Starting Time: **7:55 a.m.** Dismissal Time: **3:05 p.m.**

### **Attendance**

Once students arrive on campus in the morning, they will not be allowed to leave the campus under any circumstances, except with the administration's approval. Students arriving on campus prior to 7:40 a.m. **MUST** report to the cafeteria. Students are to stay in this designated area of supervision until they enter the building at 7:40 a.m. Students are not allowed in the halls before school.

Students must vacate the campus as soon as possible after the 3:05 p.m. bell rings unless they are in an activity supervised by school staff. **There is no campus supervision before 7:30 a.m. or after 3:30 p.m.** Please make arrangements for your child's transportation.

### **Compulsory Attendance**

Students below the age of 16 years are required by Georgia law to attend school except for occasions of personal illness, death in the family or religious holidays. The Director of Student Services will investigate extended absences or unusual patterns of absences. A student whose absence from the campus is unknown to parents and/or unapproved by the school will be subject to disciplinary action (*see Discipline Procedures - Skipping School*).

### **Excused Absences**

Students who have been absent for any reason must bring a note from a parent or legal guardian or other acceptable documentation such as a doctor's excuse or court subpoena.

**All make-up work should be made up within five (5) school days of the student returning to school.**

If students are out of school on consecutive days, the parent may contact the school's Guidance Office and request assignments. These assignments can then be picked up after 3:10 p.m. the following day. If your child has been excessively absent or tardy due to personal illness, we must have a written statement from his/her physician to confirm a chronic medical condition. Please provide this statement to the principal as soon as possible. If this pattern of unexcused absences or tardiness continues, your child will be referred to the Student Services Department at the Board of Education's Central Office. This referral may result in an additional referral to the District Attorney's office for further action. Students are allowed up to 5 days excused absences per year to visit a military parent on leave.

It is the policy of the Thomasville City Board to excuse students from school for the following reasons:

1. Personal illness or attendance in school that endangers a student's health or the health of others.
2. A serious illness or death in a student's immediate family necessitating absence from school.
3. A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
4. The observance of religious holidays, necessitating absence from school.
5. Conditions rendering attendance impossible or hazardous to student health or safety.
6. A student whose parent or legal guardian is in military service in the U. S. armed forces or National Guard, and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting will be granted up to 5 days of excused absences per school year to visit with his or her parent prior to the parent's deployment or during the parent's leave.
7. Any other absence approved in advance when deemed by the Superintendent or his/her designee to have merit based on circumstances.

The principal may in certain circumstances require students to present appropriate medical or other documentation upon return to school for the purpose of validating that absences are excused.

School days missed as a result of out of school suspension shall not be counted as unexcused for the purpose of determining student truancy, but shall be counted as unexcused for all other purposes.

### ***Students Counted Present***

Students shall be counted present under the following circumstances:

1. When they are serving as pages of the Georgia General Assembly
2. A foster care student who attends court proceedings relating to his or her foster care shall be counted present and shall not be counted absent, either excused or unexcused, for any day or portion of a day missed from school.

### **Grades and Absences**

Final course grades of students shall not be penalized because of absences if the following conditions are met:

1. Absences are justified and validated for excusable reasons.
2. Make up work for excused absences was completed satisfactorily.

### **Policies and Procedures to Reduce Unexcused Absences: Notification**

1. The school system requires its schools to provide to the parent, guardian, or other person having control or charge of each student enrolled in school a written summary of possible consequences and penalties for failing to comply with compulsory attendance. By September 1 of each school year or within 30 school days of a student's enrollment in the school system, the parent, guardian, or other person having control or charge of such student will be asked to sign a statement indicating receipt of such written statement of possible consequences and penalties. In addition, students age ten or older by September 1 must sign a statement indicating receipt of written statement of possible consequences for non-compliance to the local board policy; and
2. The school system will notify the parent, guardian or other person who has control or charge of the student when such student has five unexcused absences. The notice will outline the penalty and consequences of such absences and that each subsequent absence will constitute a separate offense. After two reasonable attempts to notify the parent, guardian or other person who has charge of the student, the school system will send written notice via first class mail or via certified mail, return receipt requested.



3. Students shall be notified through the student codes of conduct of the definition of truancy and a summary of possible consequences and penalties for truancy, including possible dispositions for children in need of services in accordance with the juvenile code and the possible denial of a driver's permit or license.
4. Prior to any action to commence judicial proceedings to impose a penalty on the parent for failing to comply with compulsory attendance law, the school system will notify the parent by certified mail, return receipt requested.

## **Tardies**

To receive the maximum benefit from classroom and instructional participation, it is important that a student report to school on time each day. **Students are considered tardy for school after 7:55a.m.** Students arriving after 7:55 a.m. must report to the front office for a permit to class. (Students with frequent tardies will be reported to Student Services for appropriate action.)

## **Tardy to School Policy**

Consequences to Number of Unexcused Tardies to school:

- **1<sup>st</sup>- 4<sup>th</sup> Tardies:** Warning (No Action)
- **5<sup>th</sup>– 7<sup>th</sup> Tardies:** Administrative Lunch Detention (Students Lunch Period) and parent contact.
- **“Failure to Show” to Administrative Lunch Detention may result in a day of ISS**
- **8<sup>th</sup> and 9<sup>th</sup> Tardies:** 1 day of ISS and parent contact/conference (7:55 am to 3:00 pm) • **10<sup>th</sup> and up:** 1 day of OSS per day tardy

## **Tardies Between Class Policy (Per 9 Weeks)**

- **3 Tardies:** Notify Assistant Principal/Dean via email. Student will be assigned teacher consequence (noted in InfiniteCampus).
- **4+ Tardies:** Minor Referral.

## **Hospital/Homebound**

If a student is likely to be absent from school for more than 10 days as a result of surgery, injury, or a non-communicable disease, they may be eligible to participate in the Hospital/Homebound Program. Parents should inform the school as soon as possible so that appropriate referral forms may be completed and submitted to the School System Social Worker.

## **Signing Out**

**The parent or designated adult must sign the form in the front office for the child to leave school.** If the student returns to school, he or she must report to the front office for the time to be recorded.

## **Bicycles**

Students may ride bicycles to school. A bicycle rack is conveniently placed on the campus. Students are not allowed to ride bicycles around the campus before school or during the school day. **Bicycles should be locked at all times, since the school does not assume responsibility for stolen bicycles.**

## **Book bags**

Book bags are permitted at MPMS. Students may use book bags to carry materials to and from class, school, etc. ***Students' book bags are subject to search by the school administration as outlined by Georgia law.***

#### **Change of Name, Address, etc.**

A change of address, phone number, or name should be reported to the school's registrar for the purpose of emergencies concerning students and important information that is mailed throughout the year.

#### **Commercial Advertising**

Non-school sanctioned commercial advertising in any form is prohibited at school. Students planning to distribute posters, pamphlets, newspapers, and other materials must have permission from the principal.

#### **Emergency Drills**

In case of a fire, the signal to evacuate the building will be a continuous sounding of the bell. The signal for a tornado warning will be short blasts of the bell. There is an evacuation plan posted in each room for all to follow. In case of a fire alarm, exit the building through the designated area. In case of a tornado warning, walk into the hall, sit facing the wall, knees drawn up to the chest, head at the knees, and arms folded over their heads.

Our faculty and staff are aware of hazards that threaten lives and safety. An emergency plan for MPMS has been developed and is on file in the Principal's office. In the event of any imminent or actual disaster, school personnel who have been assigned to the crisis management team will be the leaders. The school gym has been designated as the area to receive parents and the public in order to disseminate emergency information.

#### **Gift Deliveries**

Please do not send flowers or balloons to students at school.

#### **Lost and Found**

All lost and found items will be placed in the front office. Unclaimed items will be donated to local charities.

#### **Media Center**

The Media Center is open for students, faculty, and parents from 7:30 a.m. until 3:30 p.m. daily. There is an open door policy for students before and after school. Students must be considerate towards others with their behavior and talking. No book bags are allowed in the library.

#### **Medication**

Any medication (including over the counter products) brought to the school by students must be given to the school nurse who will assist in the administration of the prescribed medication. A consent form with directions for proper administration must accompany the medication. All prescription drugs shall be kept in the original container.

### **Illness**

If a child becomes ill during the day, he/she is to report to the nurse's office to call a parent/guardian. The parent or designated adult must sign for the student to leave the school.

### **Telephone Use**

Students must have a pass from their classroom teacher in order to use the telephone at the front desk. Use of personal cell phones is prohibited during the school day.

### **School Rules for Cell Phones**

Cell Phones are required to be **off** and out of sight at all times during the school day, 7:55 a.m. - 3:05 p.m. Phones that are used (*including texting, calling, recording, etc.*) during the day will be taken up and turned in to the front desk. The exception to this policy is using cell phones during lunch periods and for instructional purposes with teacher permission. Talking on a cell phone during the school day is prohibited. After the cell phone is turned in to the front desk, a parent must come to the office to pick up the phone.

**Any use of a cell phone during the instructional day is strictly prohibited, except during lunch and for instructional purposes with teacher permission. This includes texting and/ or calling parents, friends, etc. Talking on a cell phone during the school day is prohibited. All emergency calls are to be made through the front office. During standardized testing, phones MUST be taken up and stored by school personnel. Non-compliance with the cell phone rules during testing results in a disciplinary referral and consequences.**

**MPMS DOES NOT ASSUME ANY RESPONSIBILITY FOR LOST, STOLEN OR BROKEN CELL PHONES OR OTHER UNAUTHORIZED ELECTRONIC DEVICES/PROPERTY.**

### **Electronic Devices**

A student shall not use or have visible any electronic devices (cell phones, earbuds, iPads, laptops, tablets, etc.) during school hours unless given permission by a faculty or staff member. The exception to this policy is that students may use cell phones during the lunch period, although no phone calls may be made on cell phones. No headphones, ear buds, air pods, etc. may be used inside the school building unless given permission by a school employee.

### **Textbooks and Library Books**

Textbooks are provided for all students at MacIntyre Park in the classes that use textbooks. **Not all classes utilize textbooks** since textbooks do not completely align to the Georgia Standards of Excellence, nor do they drive the instruction in the classrooms.

When a student is assigned a textbook, the book will be numbered and becomes the financial responsibility of the student. Textbooks and library books are very expensive. Loss or destruction of these books will result in payment to the school. These fines are based on the current replacement cost.

### **Visitors**

For the safety of our students, any visitor to the school or school grounds must report to the main office and obtain a visitor's pass before visiting any area of the campus. Failure to follow stated procedure may result in a trespassing charge.

### **School Pictures**

School pictures will be made in the Fall. A selection of packages will be offered. There will be a re- take session scheduled.

## **STUDENT ACTIVITIES**

### **Interscholastic Eligibility**

Any eligible student may participate in interscholastic activities. The organized interscholastic activities are football, softball, cheerleading, basketball, baseball, soccer, tennis, track and band. All students who participate in interscholastic activities must exhibit satisfactory conduct.

Students must meet at least these minimum requirements in order to participate in all interscholastic activities. According to the Thomasville City Schools Board of Education policy, a student must meet the following conditions:

1. Full-time student enrolled in 6 classes.
2. Passed five subjects the previous semester.
3. Will not be 15 prior to May 1 proceeding the year of participation.
4. Have a current physical examination report dated within one calendar year of participation. The physical examination must be signed by a physician, indicate approval to participate, and be filed with the team coach prior to any practice, or the student will not be allowed to participate.
5. Provide parent permission form, medical release form, and verification of insurance and/or waiver.
6. Has not participated in an unauthorized game or contest, nor signed a professional contract.
7. Will not participate in any school activity while suspended.
8. Meets coaches' rules relative to attendance and conduct.
9. Students are responsible for all make-up work for school sponsored activities within five (5) school days.
10. Exploratory classes less than one year in length will be averaged together for athletic eligibility.

### **BETA CLUB**

The National Junior Beta Club is a non-profit leadership service club for members of the junior classes of the public schools of America. The purpose of this organization is to encourage effort and reward merit among the students of the junior grades of the public schools and to promote those qualities of character that establish strong citizenship in the school and community.

### **Eligibility for Beta Club Candidates**

1. Beta Club is open to 7<sup>th</sup> and 8<sup>th</sup> grade students following the posting of first semester averages. Candidacy requirements are based on grades from the previous school year and first semester averages for the current school year.
2. A minimum of an overall 90 grade point average for academic classes.
3. Any grade below 80, assigned as an end of year grade or semester grade, will prohibit admission to Beta Club.
4. A student may have no more than one "N" in conduct during the last quarter of selection.
5. A student must meet faculty/administrator approval based on leadership, service, and character.

### **Continued Participation in Beta Club**

1. Students must maintain the academic and behavioral standards established for initial entry into Beta Club.

2. A “warning” is given at the end of a grading period if warranted for poor conduct or averages below the minimum.
3. A “probation” status is issued at 18 weeks if warranted for poor conduct or averages below the minimum.
4. If improvement is not seen, dismissal from Beta Club will occur after the probation period.
5. A student must be in good standing in order to participate in the annual eighth grade trip. There will be no exceptions. Should a student be dismissed, parental deposits will be returned unless specific tickets have already been purchased. Any monies collected through fund raising activities will remain with the Beta Club.

### **Beta Club Transfer Student Policy**

A student transferring to MPMS with a current membership of good standing in a National Junior Beta Club or an equivalent honor organization may be accepted immediately as a member at MPMS.

## **ELIGIBILITY FOR GIFTED PROGRAM**

Thomasville City Schools offer services for students who have the potential for exceptional academic achievement in grades 6-8. Programs for gifted students assure that the educational environment provides students the opportunity to extend competencies in the areas of cognitive skills, learning skills, research and reference skills, communication skills, and metacognitive skills beyond experiences of the regular classroom.

Parents, teachers, or any responsible person who has knowledge of the student’s intellectual functioning may make referrals to the Gifted Program. Students are enrolled in the Gifted Program in accordance with state rules and regulations.

## **ACADEMICS**

**Grading:** The system grading policy for grades 6-12 is as follows:

**A = 90-100 B = 80-89 C = 70-79 F = Below 70** No pluses or minuses are given. Grades are calculated numerically. The numerical calculation is used to determine the end-of-year grade.

- Progress Reports are sent home after the 4 ½ week point of each grading period.
- Report cards are sent home with students at the end of each nine weeks.
- Honor Roll lists will be submitted after report cards have been completed at the end of each 9- week grading period. Students named to the Principal’s Honor Roll are those having A's in ALL classes for the 9-weeks. To be eligible for the A/B honor roll, students must make all A’s and B’s in **ALL** classes taken.
- When a student leaves the Thomasville City School system, the permanent record remains with the school system. The following information is sent to the new school system: grades, discipline record, standardized test results, personal information, health records, and current grades, if the student transfers in middle of a grading period.

### **Grading Policy**

- Final report card average recorded for each grading period should not be below 50 or exceed 100. Actual average should be written in comment section of report card.
- Grading range:  
A = 90-100 B= 80-89 C= 70-79 F= below 70
- A minimum of two grades per week should be taken and up-dated weekly in Infinite Campus. Graded assignments should be entered into Infinite Campus within five days of the due date.
- All grades should reflect only academic standards. Students should not be given grades or extra credit points based on items such as donating canned goods, wearing red/gold, parents' signatures, supporting charities, etc. These activities should be encouraged through other incentives, such as PBIS.
- All teachers will use the following category weights for calculating grades:  
A) Daily Assignments/Homework = 40%  
B) Tests, Quizzes, Projects, Essays = 40%  
C) Benchmarks = 20%

### **Make-Up Work**

- All work that has not been completed should be recorded in Infinite Campus as "Missing."
- Students who are absent on the day of a scheduled assessment are expected to take the assessment immediately upon their return.
- If they are absent on the day(s) leading up to the exam, teachers should use reasonable discretion to determine how many days to allow for review/preparation before scheduling a student's make up assessment date.
- **Students have 5 school days to turn in make-up work when they are absent from school.** • Teachers have the discretion to grant longer periods if they become aware of extenuating circumstances surrounding the students' absence.
- **Missing work not submitted within 5 school days or less will be recorded in Infinite Campus as a grade of 0.**

### **Late Work**

- Subject area terms will determine late work policies and submit to administrators for approval.

### **Advanced and Honors**

- Classes will use the following category weights:
  - Formative assessments – 50%
  - Summative assessments – 50%
- (each semester final counts twice in summative).

### **Promotion**

Student promotion policy is guided by both state and local policies. Georgia state law (Code Sections 20-2-282 through 20-2-285) outlines the requirements for student promotion.

For students to be promoted to the next grade, **they must pass a minimum of 3 academic core classes (ELA, Math, Science, and Social Studies) for the year.**

No **eighth grade student** shall be promoted to the ninth grade if the student does not receive a grade level reading determination of “On/Above Grade Level” on the Georgia Milestones End of-Grade Assessment and attain an achievement level of “Developing Learner”, “Proficient Learner”, or “Distinguished Learner” on the mathematics section of the Georgia Milestones End- of-Grade Assessment and meet promotion standards and criteria established in this policy for the school that the student attends.

## **COURSE DESCRIPTIONS**

**Language Arts (6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup>)** - Language Arts will be presented in an integrated manner using the areas of writing, speaking, listening, and references to develop skills in language development, vocabulary, composition, grammar, and usage.

**Mathematics (6<sup>th</sup>)** – By the end of grade six, students will understand the four arithmetic operations as they relate to positive rational numbers; convert between and compute with different forms of rational numbers; understand the concept of ratio and solve problems using proportional reasoning; understand and use line and rotational symmetry; determine the surface area and volume of solid figures; use variables to represent unknown quantities in formulas, algebraic expressions and equations; utilize data to make predictions; and determine the probability of a given event.

**Mathematics (7<sup>th</sup>)** – By the end of grade seven, students will understand and use rational numbers, including signed numbers; solve linear equations in one variable; sketch and construct plane figures; demonstrate understanding of transformations; use and apply properties of similarity; examine properties of geometric shapes in space; describe and sketch solid figures, including their cross-sections; represent and describe relationships between variables in tables, graphs, and formulas; analyze the characteristics of linear relationships; and represent and analyze data using graphical displays, measures of central tendency, and measures of variation.

**Mathematics (8<sup>th</sup>)** – By the end of grade eight, students will understand various numerical representations, including square roots, exponents and scientific

notation; use and apply geometric properties of plane figures, including congruence and the Pythagorean theorem; use symbolic algebra to represent situations and solve problems, especially those that involve linear relationships; solve linear equations, systems of linear equations and inequalities; use equations, tables and graphs to analyze and interpret linear functions; use and understand set theory and simple counting techniques; determine the theoretical probability of simple events; and make inferences from statistical data, particularly data that can be modeled by linear functions.

**Earth Science (6<sup>th</sup>)** – The middle school earth science course is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, oceanography, resources, and human impact on the earth. Sixth grade students observe and explain how an aspect of weather can affect a weather system. They use different models to represent systems such as the solar system and the sun/moon/earth system. They use what they observe about the earth's materials to infer the processes and timelines that formed them. Sixth graders write instructions, describe observations, keep and analyze the data they collect, and show information in graphical form. When analyzing the data, they collect, sixth graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings. The students replicate investigations and compare results to find similarities and differences.

**Life Science (7<sup>th</sup>)** – The middle school life science course is designed to give students the necessary skills for a smooth transition from elementary life science standards to high school biology standards. The purpose is to give all students an overview of common strands in life science including, but not limited to, diversity of living organisms, structure and function of cells, heredity, ecosystems, and biological evolution. Students will develop the skill necessary to keep records of their observations and use those records to analyze the data they collect. They observe and use observations to explain diversity of living organisms and how the organisms are classified. They use different models to represent systems such as cells, tissues, and organs. They use what they know about ecosystems to explain the cycling of matter and energy. They use the concepts of natural selection and fossil evidence in explanations. Seventh graders write instructions, describe observations, and show information in graphical form. When analyzing the data, they collect, seventh graders can recognize relationships in simple charts and graphs and find more than one way to interpret their findings.

**Physical Science (8<sup>th</sup>)** – The middle school physical science course is designed to give students the necessary skills for a smooth transition from elementary physical science standards to high school physical science standards. The course provides an overview of common strands in physical science including, but not limited to, the nature of matter, laws of energy, matter, motion and forces, and energy transformation. The eighth grade physical science students work conceptually to develop understanding the concepts of conservation of matter, conservation of energy, physical change, chemical change, motion, forces, and energy transformation. Eighth grade students keep records of observations and analyze the data they collect. They describe observations and show information in graphical form. When analyzing data eighth graders can recognize relationships in simple charts and graphs and find more than one



way to interpret their findings. This curriculum is NOT intended in any way to take the place of the high school physical science curriculum.

- **All students may be required to participate in the Science Fair as part of their Science curriculum. (Administrative/Teacher Discretion)**

**Social Studies (6<sup>th</sup>)** - Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K- 5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

**Social Studies (7<sup>th</sup>)** – Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in our everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics, however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily significant events in each region from the twentieth and twenty-first centuries.

**Georgia Studies (8<sup>th</sup>)** - In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in depth study of the geography of Georgia and the government of Georgia. U.S. historical events are included, as appropriate, to ensure students understand Georgia's role in the history of the United States.

## **GENERAL POLICIES STATEMENT OF SCHOOL**

It is the desire of the Thomasville City School System that all students should have every possible opportunity to take advantage of the instructional programs offered. Any action that distracts from a favorable learning environment lessens that opportunity.

**The purpose of these disciplinary procedures is to ensure that all students are well aware of the actions that violate school rules and of the consequences of such behavior. It is noted that these disciplinary measures are not inclusive and as such a student committing an act of misconduct listed or not listed will nevertheless be subject to the discretionary authority of the administrator.**

**Punishment short of suspension/expulsion shall be handled according to the procedures stated in Rule 19 of LBOE Policy JD – Student Discipline, which reads as follows:**

*Teachers and Principals have the authority to take customary and reasonable measures to maintain control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order.*

Notwithstanding the recommended maximum dispositions contained in these rules, a principal acting through and with the concurrence of the superintendent may refer a student to a Tribunal Hearing for disciplinary action arising out of the violation of any of these rules. Upon such referral, the Tribunal committee may take such action, after proper notice and hearing notice and hearing, as it shall deem appropriate, including suspension and/or expulsion. Students and parents should also note that students' discipline records follow students from school to school and from grade to grade.

## **DISCIPLINARY MEASURES**

**In-School Suspension:** The purpose of In-School Suspension is to provide an alternative to the standard practice of sending students home when it becomes necessary to suspend them from the regular school activities. Although "out of school suspensions" are still sometimes necessary, we use ISS to achieve two broad objectives:

1. To make students aware that their behavior is inappropriate;
2. To provide students with the opportunity to make up work missed during the suspension.

Students assigned to the ISS program are physically removed from the regular school setting and placed in a special area. The length of time of ISS assignment is outlined in the *Student Code of Conduct*. The assignment may be made for one to ten days. **Students who have been assigned to ISS will not be allowed, during the period of suspension, to participate in any extra-curricular activities or to attend any school sponsored events.** If misconduct occurs by a student who is in ISS, he or she will be given additional days or be removed from the facility and given out of school suspension. Final decision is under discretion of school administrator.

**Administrative Detention:** With 24-hour notice, administrators may assign students detention after school. Students must report promptly at 3:05 with materials and written assignments. Detention will last until 4:05 pm. Students who are tardy, or do not bring materials, or fail to attend detention will automatically be assigned an additional day. Students are not excused from detention for any extracurricular activities. If the student fails to report, he or she will be placed in ISS for the entire day.

**Behavior Contracts:** Students displaying an inability to consistently follow the rules set forth at MPMS will meet with school administrators to develop a *Behavior Contract* designed to prevent further disciplinary action. A *Behavior Contract* will outline specific requirements for the student to meet to prevent further discipline action. Failure to comply with the *Behavior Contract* will result in the student being referred to a *Student Discipline Tribunal* and/or the TCPC (alternative school). The duration of a student's behavior contract will be determined by school administration and may extend beyond the year of implementation.

**Classroom Policies:** Each teacher has full authority over conduct rules in his or her individual classroom. It is up to each student to obey the classroom rules. If the student does not understand, he/she should ask the teacher for clarification. If a student feels the

classroom rule is unfair or that discrimination is being practiced, he/she should see the teacher, counselor, assistant principal, principal or dean of students.

However, students should obey the rules while in the classroom. While class is in session, students may leave only with permission of the teacher in charge and with an official pass. Students should not leave class during the first 10 minutes or final 10 minutes of an instructional period except in the case of an emergency. Macintyre Park Middle School will utilize *Positive Behavior Intervention Supports (PBIS)* as its model for discipline.

**Expulsion:** The permanent removal from school for an extensive period of time.

**Out of School Suspension:** Students who have been suspended from school will not be allowed to participate in any extra-curricular activities, attend any school-sponsored events, or be on any Thomasville City Schools' property during the period of suspension. The Board of Education may also place on probation a student who is re-admitted to school following suspension or expulsion. The terms of probation will be determined on an individual basis.

**Searching Students:** Any student may be searched with a duly issued warrant or without a warrant where there is reasonable suspicion and circumstances which make it impractical to secure a warrant. (Example: Where a student is obviously under the influence of drugs, or where school officials have reasonably reliable reports or reasonable suspicion that the student possesses drugs and/or dangerous weapons and the student could get away if the authorities delayed to get a warrant.) Students are subject to searches if the student has consented, has the contraband item in plain view, or if the evidence or contraband is discovered while responding to an emergency. Also, students may be searched if the school authorities have reasonable suspicion to believe the individual is armed and dangerous, and in all other circumstances where the school official acts to protect the life, property and health of students, teachers, or other individuals.

**Lunch Detention:** School personnel may assign lunch detention during lunch, with 24-hour notice. If a student misses lunch detention, he/she will be assigned administrative detention.

**Bus Conduct:** After a student receives his or her 3rd disciplinary bus referral during a single school year, a disciplinary meeting will be called to address the student's behavior and devise a behavior plan to improve bus conduct. The meeting will be attended by a school administrator, the transportation director, the student, and the student's guardian.

## **DRESS CODE**

We believe students should dress for success; dress code guidelines are in effect and will be followed when the student is on campus any day that school is in session or when participating in or attending any school sponsored activity. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming or use of accessories, emblems, insignias, badges, or other symbols violates these expectations.

- Clothing or accessories depicting disruptive words, violence, vulgarity, drugs, alcohol, gang affiliations, or disrespect for others is not permitted.
- Shoulders must be **completely covered**
- Midriff and stomach area and backs must be **completely covered**
- Clothing that is tight or tied to be tight may not be worn; clothing should fit appropriately.

- Appropriate undergarments must be worn; clothing must not reveal undergarments, and cleavage must not show.
- Clothing material for tops and bottoms must not be sheer or see-through.
- **Minimum of 5 inch inseam for bottom garments (shorts, skirts, dresses, etc.) • Wearing a jacket or sweater (cover) that does not match an outfit over an inappropriate top is not acceptable.**
- Any sleeveless jerseys must include a full T-Shirt underneath.
- Cut off edges are allowed only if they are purchased in that manner.
- **All pants and shorts must be worn securely at the waist;** Athletic style shorts MUST have a string in the waistline and be tied in such a way to secure the shorts on the waistline.
- Sunglasses and head coverings may not be worn inside school buildings. Head coverings will be collected and returned to the student at the end of the week.
- Any footwear not intended for outdoor wear (bedroom slippers, shower slippers, etc.) is not permitted.
- All jeans with holes in them above the knees must have tights worn underneath.
- Teams or approved extracurricular uniforms/outfits may be worn only on game day or day of activity.

*Before purchasing school clothes, a student should consider not only how tight the clothing is, but also how the clothes will wear when the student sits down. Any student found in violation of these standards will be sent to the office. Students must call home for a change of clothes or shoes. If no one can be reached, the student will stay in ISS until a parent/guardian can be contacted. **Time out of class will be unexcused.** Further disciplinary action may also be taken if the violations are deemed chronic. The administration reserves the right to amend or modify the dress code at any time to ensure safety or improve the atmosphere for learning.*

**Physical Education Dress:** Students are expected to wear tennis shoes. No black sole shoes are allowed on the gym floor. Loose, comfortable clothing is best for participation in P. E. activities.

## POLICY STATEMENT

MacIntyre Park Middle School strives to provide the best possible opportunity for each student to receive a quality education. This can only occur in an environment that will allow students and teachers to function without the interference of disruptive or uncooperative behavior. The school program will be administered in a manner that ensures that the teaching/learning process can take place in the most effective manner for the school population as a whole.

School officials cannot and will not allow a person under the jurisdiction of the school who expresses dissent in a destructive or disruptive manner, or whose conduct is such that it interferes with the teaching/learning process of the school to remain in the school.

The school administration will, when it is deemed necessary for safety and the effective operation of the school program, make and enforce rules and regulations that ensure that such an environment exists, even though the rules and regulations and manner of enforcement are not stated in this handbook. Such rules and regulations will not violate existing Board of Education policy or laws.

The Thomasville City Schools System does not discriminate in education programs and activities or in employment on the basis of race, color, national origin, sex, or disability. These policies, rules, and regulations are hereby declared to be regulatory in nature and shall not be construed as giving rise to any substantive or vested rights. The school

district reserves the right to amend, suspend, repeal, modify, or revoke all such policies, rules, and regulations at any time as to all persons, without incurring any obligation with respect to the old or existing policy, rule, or regulation.

**504 Coordinator** *Dr. Rhoda Godin* 225-2600 **Homeless Liaison** *Tina McBride* 225-2600 **Title IX Coordinator** 225-2600

### **TCS DISTRICT CODE OF CONDUCT**

It is the purpose of the Thomasville City School System for each school to operate in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy which requires all schools to adopt codes of conduct which require students to adhere to those codes at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct. The Code of Conduct is in effect during the following times and in the following places:

At school or on school property at any time; Off school grounds at any school activity, function, or event and while traveling to and from such events; On vehicles provided for student transportation by the school system.

**Also, students may be disciplined for conduct off campus which is felonious or which may pose a threat to the school's learning environment or the safety of students and employees.**

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communications with their children and others in the community.

## **MacIntyre Park Middle School Discipline Policy**

### **All Non-Tardy Classroom Managed Infractions:**

1. Warning (Non-verbal redirection, proximity control, etc.)
2. Warning (Verbal or written redirection)
3. Consequence with attempted parent contact documented in Infinite Campus is required by the third step. Consequences could include: lunch detention, refocus to another location, any other loss of privilege
4. Office Referral

The behavior tracking process for Level I offenses will restart at the beginning of each semester.

Tardy violations will follow the above steps but will be tracked separately (tardy tracking process). The tardy tracking process will restart at the beginning of each 9- week grading period.

## **Office Managed Behaviors:**

Any physical contact that may cause harm or is perceived as harmful is an automatic referral.

Targeted abusive language (toward teachers/peers) is an automatic referral.

Actions that will cause damage to school/personal property or theft of school or personal property is an office referral.

Being a part of a fight (enticing/encouraging/participating) will result in the following consequences: 1<sup>st</sup> offense: 1-3 days OSS; 2<sup>nd</sup> offense: 3-5 days OSS; 3<sup>rd</sup> offense: 5-10 days OSS and possible referral to Tribunal

## **Student Discipline and Code of Conduct**

The Board of Education supports all students' rights to learn. To do so, each student must be in a school climate that is satisfying and productive without disruptive behavior by any student infringing upon the rights of others.

Therefore, it is the policy of the Board of Education that each school within this school system shall implement the District's age-appropriate student code of conduct which is designed to improve the student learning environment by improving student behavior and discipline. Schools may address discipline within student handbooks or similar publications, but these publications should be in compliance and consistent with the District student code of conduct. The student code of conduct will comply with state law and state board of education rules and will include the following:

1. Standards for student behavior designed to create the expectation that all students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students. The standards should be designed also to encourage students to respect each other, school system employees and any other persons attending school functions, and to motivate students to obey student behavior policies adopted by this Board and to obey student behavior rules established at each school within this school system;
2. Student support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services available at each school, the school system and other public entities or community organizations which may assist students to address behavioral problems;
3. Progressive discipline processes designed to create the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior leading to the discipline and will take into account the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law;
4. Parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors which detract from the learning environment.

The student code of conduct should be distributed to each student at the beginning of the school year and upon enrollment of each new student. The parents/guardians will be requested to sign an acknowledgment of the receipt of the code of conduct and promptly return the acknowledgment to the school. The student code of conduct should be available in the school office and each classroom.

### **Teacher Reporting Information**

A teacher has the authority, consistent with Board policy and applicable law, to manage his or her classroom, discipline students, and refer a student to the principal or designee to maintain discipline in the classroom.

Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of such student's classmates to learn should file a report of such behavior with the principal or designee. The principal and teacher should thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.

Student behavior which violates state or federal laws as specified in O.C.G.A. 20-2-1184 will result in a report being filed with the police and district attorney.

The Superintendent and/or designee shall develop procedures and guidelines as necessary for implementation of this policy and law.

### **Reporting Inappropriate Behaviors**

The District adheres to the requirements found in O.C.G.A. § 20-2-751.7 and the Professional Standards Commission's state mandated process for students to follow reporting instances of alleged inappropriate sexual behavior by a school employee. Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual abuse, sexual misconduct, or other inappropriate behavior by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

Pursuant to O.C.G.A. § 19-7-5, if a student has allegedly been abused, a report of such allegation will be made immediately as provided in the Thomas County Child Abuse Protocol. Any report of behavior contemplated in O.C.G.A. § 20-2-1184 will be made to the appropriate superintendent level administrator, the School Resource Officer and the Office of Student Services. The School Resource Officer or designee will report the matter to the district attorney's office.

### **Student Discipline and Code of Conduct**

A well-disciplined school promotes the ideal of each student working toward self-management and controlling his or her own actions. At the same time, the school recognizes that adult intervention is both desirable and necessary.

Schools have the goal of helping each student to learn appropriate behavior as he or she develops into a mature member of society. Social, emotional and life skills help students develop into mature members of society by providing the following benefits:

- Promotes character development through the exploration of ethical issues
- Develops a positive and moral climate by engaging the participation of students, teachers, and staff, parents and communities.
- Teaches students how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear and violence and are more conducive to learning.

The following character traits are essential for students to be competitive locally, nationally and internationally. These traits should be modeled and maintained by adults and students. This student code of conduct is developed to meet these purposes.

### **Caring**

Showing concern for the well-being of others

**Citizenship**

Being an informed, responsible and caring participant in the community.

**Courage**

Intentionally/deliberately doing the right thing in the face of difficulty regardless of who is around.

**Fairness**

Demonstrating impartial, unbiased and equitable treatment for all.

**Honesty**

Being truthful in word and action.

**Perseverance**

Staying the course and not giving up while maintaining a positive attitude in completing tasks.

**Respect**

Showing high regard for self, others and property.

**Responsibility**

Being accountable for individual behavior that is positive and contributes to a conducive learning environment. Many discipline problems can be minimized through prevention. Problem behavior should be handled quickly and decisively as teachers and administrators intervene and restore supportive learning atmosphere. To maintain a positive school climate, the Board, the Superintendent, and/or their designees have established this code of conduct governing student behavior and discipline. Compliance with these requirements is mandatory. Parents and students will annually receive a summary of these discipline guidelines outlining standards of conduct, means of reporting misconduct, and possible disciplinary sanctions.

**Searches**

School officials are authorized to conduct reasonable searches of students, staff and visitors pursuant to applicable law. When reasonable suspicion exists, school officials may search students whom they believe have either violated a particular law or rules of the school. The scope of the search will be reasonably related to the purpose of the search and not excessively intrusive in light of the age and gender of the student and the nature of the suspected infraction. Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspection of student vehicles on school property. Students should not expect their vehicles or vehicle contents to remain private if exercising the privilege of parking on campus. Student lockers, desks and all school and classroom storage areas are school property and remain at all times under the control of the school. These areas are not private. Periodic general inspections of these areas may be conducted by school authorities for any reason at any time without notice, and without student consent. School computers and school technology resources are not private and are open to school review at any time. If a search yields illegal or unauthorized materials, such materials should be turned over in person to the School Resource Officer or proper legal authorities for ultimate disposition.

**Disciplinary Consequences**



Once it has been determined that a rule(s) was violated, the Principal or designee will afford the student oral or written notice of the charges. If the student denies the charges, he/she shall be given an explanation of the evidence the school authorities have and an opportunity to present his/her side of the story. The administrator will follow a progressive discipline process. The degree of discipline to be imposed by each school administrator will be in proportion to the severity of the behavior of the particular student and will take into account the student's discipline history, the age of the student and other relevant factors. Disciplinary consequences may include restorative practices, in-school suspension (ISS), short-term suspension, long-term suspension, expulsion and/or referral for a disciplinary hearing. Disciplinary hearings may result in assignment to an alternative education program, long-term suspension, expulsion, or permanent expulsion from all Thomasville City schools.

In addition to discipline, behaviors may also be reported to law enforcement at the District's discretion and as required by law, including O.C.G.A. § 20-2-1184 and 19-7-5. Major offenses including, but not limited to, drug and weapon offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

### **Suspensions/Expulsion**

If a student is removed from regular class assignments for more than one-half of the school day, written notice of this assignment to in-school suspension must be sent to the parent. The student's parent/guardian should be notified of in-school suspension and out-of-school suspension (OSS) as soon as possible. This notification should be confirmed in writing no later than two school days after the suspension begins. This notification should contain the charges, a description of the alleged acts, and the number of days and dates of the suspension. The written notification should be delivered to the student's parent/guardian either in person or by first class mail to the last known address of the parent/guardian. If notification is delivered in person, a written confirmation of delivery should be obtained. Students under Out of School (OSS) suspension or expulsion shall not participate in or attend school activities on or off campus or be present on any Thomasville City School campus until the student is physically readmitted to the classroom. If less than the number of suspended days remains in the complete grading period or regular school year, the suspension/expulsion will continue into the next regular school year or complete grading period. Even though there are generally no appeal rights guaranteed by law for students on short term suspension (10 days OSS or less), the parent/guardian may call the Principal to discuss their child's discipline

If the school recommends OSS for more than 10 school days, or alternative school, a disciplinary hearing is required and will be offered. Schools may recommend and/or the Disciplinary Hearing Officer may determine that students attend the alternative school during their suspension/expulsion. Upon this recommendation or determination, students may attend alternative school pursuant to strict academic, attendance and behavior requirements. If students fail to comply with the strict requirements, they may forfeit the opportunity to attend the alternative school during the remainder of their suspension/expulsion. The Director of the Student Services will determine whether the student has violated the strict requirements and whether the suspension/expulsion will be reinstated. Suspension days for any student with an Individual Education Plan (IEP) or Section 504 Plan should conform to applicable legal requirements (including any legal limitations of cumulative suspension days). The school administration must notify the Director of Exceptional Children on the same day for any OSS suspension or expulsion.

### **Chronic Disciplinary Problem Student**

A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall inform the parent or guardian of the student's disciplinary problem. Notification should be by either first-class mail or certified mail with return receipt requested and telephone call. The principal should request that at least one (1) parent or guardian attend a conference with the principal and/or teacher. The purpose of the conference would be to devise a disciplinary and behavioral correction plan. Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call or by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal, or principal's designee, to devise a disciplinary and behavioral correction plan. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to the school. The school system may, by petition to the juvenile court, proceed against a parent or guardian of a chronic disciplinary problem student if school system personnel believe the parent or guardian has willfully and unreasonably failed to attend a conference requested by a principal. O.C.G.A. § 20-2-738

### **Removal from Class**

Teachers have the authority to remove from the class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to the Teacher Reporting section of this Code, or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher. Principals will implement the District's removal process and will fully support the authority of every teacher in his or her school to remove a student from the classroom pursuant to Georgia law. 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. The Superintendent fully supports the authority of principals and teachers in the Thomasville City School System to remove a student from the classroom pursuant to O.C.G.A. § 20-2-738.

School staff should refer to additional processes maintained by the Office of Student Services for more information regarding implementation of the Removal Process.

### **PART 1: DISCIPLINARY RULES**

The following code provisions apply to student behavior ***AT ANY TIME*** while on school property, engaging in or attending a school-sponsored event, while using school technology resources or, in some cases, off-campus. The decision to charge a student for violation of this Code of Conduct shall be made by the administration of the local school. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the system office of student discipline.

The following behaviors are a violation of this Code of Conduct:

Rule	Description
------	-------------

00	Continuation
01	Alcohol
02	Arson
03	Battery
04	Breaking & Entering - Burglary
05	Computer Trespass
06	Disorderly Conduct
07	Drugs, Except Alcohol and Tobacco
08	Fighting
09	Homicide
10	Kidnapping
11	Larceny/Theft
12	Motor Vehicle Theft
13	Robbery
14	Sexual Battery
15	Sexual Harassment
16	Sex Offenses
17	Threat/Intimidation
18	Tobacco
19	Trespassing
20	Vandalism
22	Weapons - Knife
23	Weapons - Other
24	Other Incident for a State-Reported Discipline Action
25	Weapons – Handgun
26	Weapons – Rifle/Shotgun
27	Serious Bodily Injury
28	Other Firearms
29	Bullying

30	Other- Attendance Related
31	Other- Dress Code Violation
32	Academic Dishonesty
33	Other – Student Incivility
34	Other – Possession of Unapproved Items
35	Gang-Related
36	Repeated Offenses
40	Other Non-Disciplinary Incident
42	Electronic Smoking Device
44	Violence Against a Teacher

### **PART 1: DISCIPLINARY RULES**

The following code provisions apply to student behavior ***AT ANY TIME*** while on school property, engaging in or attending a school-sponsored event, while using school technology resources or, in some cases, off-campus. The decision to charge a student for violation of this Code of Conduct shall be made by the administration of the local school. If the local school administration is uncertain as to the interpretation of the Code of Conduct, they are to contact the system office of student discipline.

The following behaviors are a violation of this Code of Conduct:

<b>Rule</b>	<b>Description</b>
00	Continuation
01	Alcohol
02	Arson
03	Battery
04	Breaking & Entering - Burglary
05	Computer Trespass
06	Disorderly Conduct
07	Drugs, Except Alcohol and Tobacco
08	Fighting
09	Homicide
10	Kidnapping
11	Larceny/Theft
12	Motor Vehicle Theft

13	Robbery
14	Sexual Battery
15	Sexual Harassment
16	Sex Offenses
17	Threat/Intimidation
18	Tobacco
19	Trespassing
20	Vandalism
22	Weapons - Knife
23	Weapons - Other
24	Other Incident for a State-Reported Discipline Action
25	Weapons – Handgun
26	Weapons – Rifle/Shotgun
27	Serious Bodily Injury
28	Other Firearms
29	Bullying
30	Other- Attendance Related
31	Other- Dress Code Violation
32	Academic Dishonesty
33	Other – Student Incivility
34	Other – Possession of Unapproved Items
35	Gang-Related
36	Repeated Offenses
40	Other Non-Disciplinary Incident
42	Electronic Smoking Device
44	Violence Against a Teacher

**Rule 00. Continuation**

*An event with multiple incidents for a single action has occurred.*

### **Rule 01. Alcohol**

*Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of intoxicating alcoholic beverages or substances represented as alcohol. This includes possession, sale, use, transmission, manufacture, purchase, or being under the influence of any alcoholic beverage, or possessing related paraphernalia during a school activity, function, or event on or off school grounds or while under school supervision. Students under the or consumption of intoxicating alcoholic influence of alcohol may be included if it results in disciplinary action.*

***Contact SRO and Student Services***

- **Level 1**

- Unintentional possession of alcohol

- **Level 2**

- Under the influence of alcohol without possession

- **Level 3**

- Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol.

### **Rule 02. Arson**

*Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary device. This includes property belonging to, rented by, or on loan to the school system and property belonging to school employees or to other students.*

***(Note: Possession of fireworks or incendiary devices must be reported as “Possession of Unapproved Items”. Use of such items should be reported as Arson.)***

***Contact SRO and Student Services***

- **Level 2**

- Arson without property damage
- Includes but is not limited to trashcan fires without damage to school property.

- **Level 3**

- Arson with property damage
- Includes but not limited to setting fires on school property.

### **Rule 03. Battery**

*Actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)*

***Contact SRO and Student Services***

- **Level 1**

- Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries. Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations

- **Level 2**

- Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries. Includes but not limited to pushing, hitting,

kicking, shoving, pinching, slapping, and other intentional physical confrontations that result in mild or moderate injuries

- Participate in consensual physical hazing/initiation or bodily modifications (e.g. tattooing, branding, piercing).

▪ **Level 3**

- Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school employee (coded as assault if reasonable apprehension of immediately receiving a violent injury is present, but no contact made), unless such physical contact was in self-defense as provided by *O.C.G.A. § 16-3-21*. Includes, but is not limited to choking, pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations resulting in severe injuries; Includes any physical attack on school employee; *Physical attack on teachers should be reported as Violence Against a Teacher (44)*; Includes incidents serious enough to warrant calling the School Resource Officer (SRO) or Police; May be used for students that violate the school policy on Battery **three (3) or more times** during the same school year.

**Rule 04. Breaking & Entering – Burglary**

*Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking & Entering – Burglary is that Trespassing does not include forceful entry into the school building.) Contact SRO and Student Services*

▪ **Level 3**

- Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft).
  - Parent Contact
  - Out of School Suspension (OSS)
  - Recommendation for Tribunal Hearing
  - Contact School Resource Officer

**Rule 05. Computer Trespass**

*Use of school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstruction, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data.*

***The District, or any school, is NOT responsible for personal electronic devices on school property or at District/school sponsored events. The District/school administrator or designee may confiscate electronic devices.***

▪ **Level 2**

- Violate the District's Internet User Agreement or Acceptable Use Policy in any way.
- Copy computer programs, software or other technology provided by the District for personal use; download unauthorized files; or use school technology resources for personal gain or private business enterprises.
- Gain or attempt to gain unauthorized access to the District's computer data, network, system, Internet connections, e-mail accounts, or intranet or to any third party's computer system, data, or network, such as: Malicious tampering, phishing, or hacking activities; Intentionally seeking information about passwords belonging to other users; Disclosing a user's password to the District's computer network, System, Internet connections, E-mail accounts,

Software, or Intranet to other individuals. *Students, however, may share their passwords with their parents.* Modifying passwords belonging to others; Attempting to log in through another person's account; Attempting to gain access to material that is blocked or filtered by the District; Accessing, copying, or modifying another user's files without authorization; Disguising a user's identity; Using the password or identifier of an account that does not belong to the user; Engaging in uses that jeopardize access into others' accounts or other computer networks or systems.

▪ **Level 2/Level 3**

- Use or participate in using personal or school technology resources to distribute or display inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to the following: (See (17) for bullying using technology) (In any event, SRO must be notified): Is profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic or threatening; Advocates illegal or dangerous acts; Causes disruption to Thomasville City Schools, its employees or students; Advocates violence; Contains knowingly false, recklessly false, or defamatory information; Is otherwise harmful to minors as defined by the Children's Internet Protection Act. Refusing to comply with reasonable directions/commands of school staff regarding responsible use of technology, and/or use of visual recording devices without permission of a school administrator. Use of recording devices to record misbehaviors or to violate the privacy of others.

▪ **Level 3**

- Attempt, threaten, or actually damage, destroy, vandalize, or steal private property or school property while using school technology resources on or off school grounds (SRO must be notified of such incidents).
- Purposely look for security problems, attempt to disrupt school technology resources, or engage in any activity that monopolizes or compromises school technology resources.

**Rule 06. Disorderly Conduct**

*Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others.*

▪ **Level 1**

- Creating or contributing to a moderate disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others.
- Engage in horseplay or rough or boisterous activities. School administrators will use discretion in determining acts of horseplay/rough or boisterous activities as opposed to other prohibited activities, such as intentional physical contact.
- Engage in amorous kissing or similar public or other displays of affection.

▪ **Level 2**

- Occupy or block any school building, part of school grounds, entrance, exit, or normal pedestrian/vehicular traffic on school grounds or adjacent grounds so as to deprive others of access.
  - Use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, false statements, or any other conduct that causes, may cause, or attempts to cause the disruption of any mission or function of the school or poses a threat to the health, safety and/or welfare of students, staff or others.



▪ **Level 3**

- Pull a fire alarm without authorization or without the belief that a true emergency exists.
- Threaten to plant a bomb or falsely inform others that a bomb or other explosive has been planted on school property or at a school-sponsored event (SRO must be notified of such incidents).

❖ **Interference with School Bus – Level 1**

□ *All Code of Conduct rules apply on school provided transportation and at school bus stops. ♦ Students may not violate any direction of the school bus driver.*

♦ *Students may not disrupt the environment of the bus or bus stop in any manner, • Including but not limited to: loud or boisterous behavior; failure to remain silent at railroad crossings; using emergency exits improperly; riding an unauthorized bus; disembarking at an unauthorized stop; throwing objects in the bus, or into or out of the bus; extending body parts or objects outside of the bus; drinking/eating/chewing gum; interference with District recording equipment; and failure to remain seated. □ Additionally, students are prohibited from using items during the operation of a school bus in a manner which might interfere with the school bus communications equipment or the school bus driver's operation of the bus.*

♦ *These items include but are not limited to cell phones; pagers; audible radios; tape or compact disc players without head-phones; mirrors; lasers, or flash cameras.*

*(Consequences may include confiscation of device.).*

♦ *Cell phone use will not be allowed during the operation of the bus because it interferes with the operational technology.*

♦ *However, cell phones may be used with the special permission of the principal, supervising teacher, or bus driver while the student is on the bus waiting to depart the starting location or when the bus returns to its final destination after athletic events, fields trips, or other special situation deemed appropriate by the principal, supervising teacher, or bus driver.*

❖ **Encouraging Violations of Code of Conduct – (Level 2/Level 3)**

- *Incite, urge, encourage, advise, or counsel other students to violate any Rule of this Code of Conduct or conspire to violate any Rule of this Code of Conduct. O.C.G.A. § 20-2- 751.5(a) (11).*

**Rule 07. Drugs, Except Alcohol and Tobacco**

*Unlawful use cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics. Includes being under the influence of drugs or substances represented as drugs. Code includes over-the-counter medications if abused by the student. Also includes intentionally smelling or inhaling fumes from any substances (for example: glue, solvents) for the purpose of becoming intoxicated. **Offenses are cumulative at the Elementary, Middle, and High School levels***

***Contact SRO and Student Services***

▪ **Level 1**

- Unintentional possession of prescribed or over-the-counter medication. Does not include the possession of narcotics or any illegal drugs.

▪ **Level 3** – A student shall not:

- Possess, consume (eaten, digested, injected, inhaled, etc.), receive, purchase, transmit, store, or be under any degree of influence of illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, synthetic cannabinoid drugs, cannabis, inhalant, synthetic cathinone drugs (e.g. bath salts) or any other substance listed under the Georgia Controlled Substances Act or any substance believed by the student to be alcohol or an illegal drug. ***Legal intoxication is not required for***

***violation of this rule.*** First-time offenders may be required to attend a drug intervention program in addition to any other disciplinary action deemed appropriate.

- Possess, transmit, store, buy, sell, or otherwise distribute or possess with intent to sell, or otherwise distribute any drug-related paraphernalia, which may include vaporizers (For electronic cigarettes, see Tobacco Use/Cigarette Products).
  - Falsely present or identify a substance to be an illegal drug or use/consume/buy/sell/distribute/possess/transmit compounds or substances meant to mimic the effects of drugs.
  - Buy, Sell or otherwise distribute or possess with intent to distribute or attempt to buy, sell, or otherwise distribute or possess with intent to distribute illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, or any other substance listed under the Georgia Controlled Substances Act, or any substance falsely identified as such, or is believed by the purchaser to be an illegal drug, narcotics, hallucinogens, amphetamines, barbiturates, or marijuana, synthetic cannabinoid drugs, cannabis (including but without limitation to marijuana, hemp, THC, etc.), inhalant, synthetic cathinone drugs or any other substance listed under the Georgia Controlled Substances Act. **There is no requirement that there be an exchange of money, goods, and/or services to find a violation of this rule.**
- Sniff or be under the influence of inhalants and/or other substances.

• **Over-The-Counter Medication**

- *Possession of all over-the-counter medication on school property must be pursuant to Operating Guideline JGCD – Medication. A student is prohibited from selling, distributing, or possessing with intent to distribute any over-the-counter medication. Over the counter medications specifically include, but are not limited to, stimulants (e.g., diet pills, caffeine pills, etc.), nicotine replacement therapies such as nicotine gum and candy, nicotine lozenges, nicotine patches, nicotine inhalers, nicotine nasal sprays and the like. For electronic cigarettes, see Rule Tobacco Use/Cigarette Products.*

• **Prescription Medication**

- *Possess prescription medication not prescribed for the student. All prescription medication prescribed for a student must be in compliance with written parent authorization and adherence to Operating Guideline JGCD – Medication. In addition, a student shall not sell, distribute, or possess with intent to distribute any prescribed medication on school property. If the prescription drug is a controlled substance under the Georgia Controlled Substances Act, the student shall be found to have violated the appropriate portions of the above.*

**Rule 08. Fighting**

*Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm. (Note: The key difference between fighting and battery is that fighting involves mutual participation.)*

- **Level 1**
  - A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries.
- **Level 2**
  - A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries.
- **Level 3**
  - A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries.
  - Students that violate the school policy on fighting **three (3) or more** times during the same school year.

### **Rule 09. Homicide**

*Killing of one human being by another.*

***Contact SRO and Student Services***

- **Level 3**
- Includes but not limited to shooting, stabbing, choking, bludgeoning, etc.
  - 10 days OSS and hearing referral

### **❖ Off-Campus Misconduct**

- *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

### **Rule 10. Kidnapping**

*The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.*

***Contact SRO and Student Services***

- **Level 3**
  - The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.

### **❖ Off-Campus Misconduct**

- *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

### **Rule 11. Larceny/Theft**

*The unlawful taking, carrying, leading or riding away of property of another person without threat, violence, or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)*

**Contact Director of Student Services and SRO**

- **Level 1** – The unlawful taking of property belonging to another person or entity that does not belong to the student with a **value up to \$100**.
  - Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception.
- **Level 2** - The unlawful taking of property belonging to another person or entity that does not belong to the student with a **value between \$100 and \$250**.
  - Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception.
- **Level 3**
  - The unlawful taking of property belonging to another person or entity that does not belong to the student with a **value exceeding \$250**.
    - Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception.
  - May be used for students that violate the school policy on larceny/theft **three (3) or more times** during the same school year.

❖ **Off-Campus Misconduct**

- *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

**Rule 12. Motor Vehicle Theft**

*Theft or attempted theft of any motor vehicle.*

**Contact SRO and Student Services**

- **Level 3**
  - Code includes theft of car, truck, motorcycle, ATVs, golf carts, or anything that is self-propelled.
    - 10 days OSS and hearing referral

❖ **Off-Campus Misconduct**

- *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

**Rule 13. Robbery**

*The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)*

**Contact SRO and Student Services**

▪ **Level 3**

- Robbery without the use of a weapon
  - Taking something by force or threat of force
- Robbery with the use of a weapon
  - Weapons may include but are not limited to guns, knives, clubs razor blades, etc.
    - 10 days OSS and hearing referral

❖ **Off-Campus Misconduct**

- *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

**Rule 14. Sexual Battery**

*Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent.*

**Contact SRO and Student Services**

▪ **Level 3**

- Includes but is not limited to rape, fondling, child molestation, indecent liberties and sodomy
  - 10 days OSS and hearing referral

❖ **Sexual Molestation:**

- *Sexual molestation is defined as a student doing any immoral or indecent act to or in the presence of another person, without that person's consent, with the intent to arouse or satisfy the sexual desires of either the student or the other person. This includes a student forcing another person to make physical contact with the student's intimate body parts, such as having another perform sex acts (for instance, oral sex).*
- *No student shall commit any act of sexual molestation or the attempts thereof on school property, school buses, or at school-sponsored events.*
- *The SRO must be notified of such incidents. The Chief of Police, or designee, will notify the district attorney. (See O.C.G.A. § 20-2-1184)*
  - *Notify the Director of Student Services and Superintendent.*
- *Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual misconduct, or other inappropriate behavior is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.*

❖ **Off-Campus Misconduct**

- *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

### **Rule 15. Sexual Harassment**

*Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating hostile or offensive educational or work environment.*

- ❖ *A student shall not harass another person through unwelcome conduct or communication of a sexual nature. Prohibited acts of sexual harassment include verbal or written harassment, such as sexual jokes or comments about an individual or his/her physical characteristics; physical harassment such as unwanted touching or gestures; visual harassment such as the display of, or encouraging/participating in the display of, sexually suggestive objects or pictures; or requests or demands for sexual involvement, accompanied by implied or explicit threats.*
  - *The local school police officer must be notified of such incidents where the behavior involves a sexual offense (as defined in Chapter 6 of Title 16 of Georgia law) including, but not limited to, sexual battery, rape, and molestation. Any alleged victim of such offense may request to have his/her schedule changed, subject to the principal's approval.*
  - *Staff members should report instances of behaviors referenced in this Rule to school administration within a reasonable time period so that administrators may review them in a timely manner. (See also Policy JAA, Equal Educational Opportunities for Students, for more information regarding harassment.) At the conclusion of the investigation, any written report required by Policy JAA will be forwarded to the Superintendent or his/her designee.*
  - *Any student (or parent or friend of a student) who has been the victim of an act of abuse, sexual harassment/misconduct, or other inappropriate behavior is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.*

#### **▪ Level 1**

- *Comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals.*
  - *Includes but not limited to insensitive or sexually suggestive comments or jokes.*

#### **▪ Level 2**

- *Comments that perpetuate gender stereotypes, suggestive jokes or lewd gestures that are directed towards specific individuals or group of individuals.*
  - *Includes but not limited to insensitive or sexually suggestive comments or jokes; leering.*

#### **▪ Level 3**

- *Physical or non-physical sexual advances; requests for sexual favors;*
  - *May be used for students that violate the school policy on sexual harassment **three (3) or more times** during the same school year.*

### **Rule 16. Sex Offenses**

*Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual.*

❖ *The Georgia General Assembly requires the District to encourage parents to inform students of the consequences, including potential criminal penalties, of underage sexual conduct. The consequences can include the student being tried as an adult. Any behavior, which is a violation of Chapter 6 of Title 16 of Georgia law, or violations below, must be immediately reported to the SRO, the Superintendent and the Director of Student Services. The Chief of Police, or designee will then notify the District Attorney.*

- *Any alleged victim of a sexual offense may request to have his/her schedule changed, subject to the principal's approval. Sexual offenses are prohibited against members of the same sex as well as members of the opposite sex.*
- *See also Policy JAA, Equal Educational Opportunities for Students, for more information regarding harassment. At the conclusion of the investigation, any written report required by Policy JAA will be forwarded to the Superintendent or designee.*
- *As used in this Rule, "intimate body parts," as defined in Georgia law, O.C.G.A. § 16-6-22.1 include "the primary genital area, anus, groin, inner thighs, or buttocks of a male or female and the breasts of a female."*

▪ **Level 1**

- Inappropriate sexually-based physical contact
  - Including but not limited to public groping, inappropriate bodily contact, or any other sexual contact not covered in other Levels.

▪ **Level 2**

- Inappropriate sexually-based behavior
  - Including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts.
- Expose one's intimate body parts or "moon" in public

▪ **Level 3**

- Engaging in sexual activities on school grounds or during school activities. ● Oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts.

**Rule 17. Threat/Intimidation**

*Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack.*

▪ **Level 2**

- Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical harm.

▪ **Level 3**

- School-wide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack; ***Note: Students that display a pattern of behavior that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm, threat of harm or visibly bodily harm may be coded as bullying.***

**Rule 18. Tobacco**

*Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school.*

- ❖ *Possess, distribute, or use, cigarettes or related tobacco products of any kind, including cigarette wrapping paper or containers for such products. First offenders may be referred to attend a tobacco use program, in addition to any other disciplinary action deemed appropriate.*

- **Level 1**
  - Unintentional possession of tobacco products on school property
- **Level 2**
  - Use of or knowledgeable possession of tobacco products
  - Intentional use or possession of tobacco products on school property
- **Level 3**
  - Distribution and/or selling of tobacco products on school property
  - May be used for students that violate the school policy **three (3) or more times** during the same school year

### **Rule 19. Trespassing**

*Entering or remaining on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)*

- **Level 2**
  - Entering or remaining on school campus or school property without authorization or invitation
- **Level 3**
  - Refusing to leave school campus or school property after a request from school personnel
  - Being on school campus or school property, including attending home athletic events and extracurricular activities while currently on Out-of-School Suspension (OSS)
  - May be used for students that violate the school policy on trespassing **three (3) or more times** during the same school year.

### **Rule 20. Vandalism**

*The willful and/or malicious destruction, damage, or defacement of public or private property without consent.*

- **Level 2**
  - Attempting to or causing minor destruction, damage or defacement of school property or private property without permission
- **Level 3**
  - Causing willful/malicious destruction, damage or defacement of school property or private property without permission
  - May be used for students that violate the school policy on vandalism **three (3) or more times** during the same school year

### **Rule 22. Weapons – Knives**

*The possession, use, or intention to use any type of knife.*



### ***Contact SRO and Student Services***

- **Level 1**
  - Unintentional possession of a knife or knife-like item on school property without the intent to harm or intimidate
- **Level 2**
  - Intentional possession of a knife or knife-like item on school property without the intent to harm or intimidate
- **Level 3**
  - Intentional possession, use or intention to use a knife or knife-like item on school property with the intent to harm or intimidate

### **Rule 23. Weapons – Other**

*The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms).*

### ***Contact SRO and Student Services***

- **Level 2**
  - Unintentional possession of a weapon, other than a knife or firearm, or simile of a weapon that could produce bodily harm or fear of harm.
    - Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, Tasers, etc.
- **Level 3**
  - Intentional possession and/or use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm.
    - Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, Tasers, etc.

### **❖ Prohibition**

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

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

### **□ Category 1 Weapon: Dangerous Weapon**

- *Any dangerous weapon*
- *A dangerous weapon includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexclusive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such*

*purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon, which is designed to explode and injure personnel or similar weapon used for such purpose.*

□ **Category II Weapon: Hazardous Object**

- *Any pellet gun, paint pellet gun, or BB gun, antique firearm, nonlethal air gun, stun gun, Taser, or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, any razor blade (e.g., straight, regular, retractable, etc.); box cutter; any bludgeon (e.g. Billy club, PR-24, night stick, spring stick, blackjack, club); "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nun chucks, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.*
- *In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and 20-2-751, with the exception of firearms and dangerous weapons (See Category I).*
  - *The School Resource Officer must be notified of such incidents.*
  - *Notify the Director of Student Services and Superintendent.*

□ **Dangerous Instruments/Unauthorized Items**

- *Students shall not possess ammunition, BBs, paint pellets, CO2 cartridges fireworks (other than "snap its", "poppers", or "pop-its" which may be addressed as a disruptive behavior), matches, lighters, stink bombs, pepper spray, mace or similar instruments /items. These instruments/items are disruptive to the function of the school and may pose a safety risk.*

□ **Curriculum Display of a Weapon or Dangerous Instrument/Unauthorized Item**

- *Any individual wishing to bring a weapon, look-alike weapon or dangerous instrument/unauthorized item to school or use a Category I or II type weapon for the purposes of a curriculum display or as an educational tool must have prior permission. Specifically, the individual must have verbal approval of the teacher in whose class the weapon or dangerous instrument/unauthorized item will be displayed, as well as prior written permission from the principal which includes a description of the weapon(s) and/or dangerous instrument(s)/item(s) authorized and the time period during which the weapon(s) and/or dangerous instrument(s)/item(s) may be on campus.*
- *Transport of the weapon, look-alike weapon or dangerous instrument/item to and from the school must be by the approved parent, guardian or other approved individual 21 years of age. The transporting individual should remove the weapon or dangerous instrument/item from the school immediately upon completion of the educational session. When necessary, the teacher or school administration will store the weapon, look-alike weapon or dangerous instrument/item in a secure location when it is not being used in the above approved classroom activities. The weapon or dangerous instrument must be unloaded and must not contain any explosive material.*

**Reported Discipline Action**

*Any other discipline incident for which a student is administered corporal punishment, in-school suspension, administrative action, detention, suspended from riding the bus, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20- 2-738).*

- **Level 1**
- Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (*Pursuant to O.C.G.A. 20-2-738*)
- **Level 2**
- Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types.
  - Includes but is not limited to parking violations, etc.

#### ❖ **Off-Campus Misconduct**

□ *Off-campus misconduct for which a student may be disciplined includes, but is not limited to, any off-campus conduct which could result in the student being criminally charged with a felony, or felonious conduct for which a student has been arrested, criminally charged/indicted, adjudicated to have committed, or convicted; and conduct which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process. (Contact Director of Student Services and SRO)*

#### **Rule 25. Weapons - Handguns**

*Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled. (NOTE: This definition does not apply to items such as toy guns, cap guns, bb guns and pellet guns) [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141].*

##### ***Contact SRO and Student Services***

- **Level 3**
  - Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm.
    - Pistols or revolvers
      - 10 days of OSS and hearing referral

#### **Rule 26. Weapons – Rifle/Shotgun**

*The term “rifle” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term “shotgun” means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of ball shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act – Public Law 107-110, Section 4141]. **Contact SRO and Student Services***

- **Level 3**
  - Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm.
    - Rifle or shotgun
      - 10 days OSS and hearing referral

#### **Rule 27. Serious Bodily Injury**

*The term “serious bodily injury” means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.*

##### ***Contact SRO and Student Services***

- **Level 3**

- Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death.
  - Any behavior that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death.
    - 10 days OSS and hearing referral

## **Rule 28. Other Firearms**

*Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled.*

**(NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks).** [Pursuant to Gun-Free Schools Act – Public Law 107-110, Section 4141]

### ***Contact SRO and Student Services***

- **Level 3**
  - Intentional or unintentional possession or use of any firearms other than rifle, shotgun, or handguns (including starter pistols) and any other destructive device which includes explosives
  - Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. **(NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks).** [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]
    - 10 days OSS and hearing referral

## **Rule 29. Bullying**

*Behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm or visible bodily harm.*

- **Level 1**
  - First Offense of bullying as defined in Georgia Code Section 20-2-751.4
    - Includes but is not limited to a pattern of unwanted teasing, threats, name

calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or using any type of electronic means to harass or intimidate.

▪ **Level 2**

- Second incident of bullying as defined in *Georgia Code Section 20-2-751.4* • Includes but is not limited to a pattern of unwanted teasing, threats, name calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate.

▪ **Level 3**

- Repeated acts, as defined in *Georgia Code Section 20-2-751.4*, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidates or threatens educational environment.
  - Includes but is not limited to a pattern of unwanted teasing, threats, name calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate.

- ❖ *Parents/guardians/persons that have control of charge of students who are victims of bullying or have found to commit bullying will be notified via telephone/personal conference or letter/referral. Staff members are expected to report instances of these behaviors to the school principal or designated administrator immediately so that administrators may investigate them in a timely manner. Employees, volunteers, students and parents/guardians/other persons that have control of students may report or otherwise provide information on bullying activity to a school administrator anonymously if they choose.*
- ❖ *No school employee will retaliate against any person who reports bullying behaviors. Students who retaliate against others for reports of bullying behavior are subject to discipline, which may include enhanced consequences. Students who knowingly file a false report of bullying will also be disciplined.*
- ❖ *Upon a finding by a Disciplinary Hearing Officer that a student in grades six (6) through twelve (12) has committed the offense of bullying for the **third time in a school year**, such student shall be assigned to an alternative education program. If a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline 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. This does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.*
- ❖ *Any alleged victim of harassment or bullying may request to have his/her schedule changed, subject to the principal's approval. See also Policy JBCD, Transfers and Withdrawals, for more information about transfer options for victims of violent offenses. See Policy JAA, Equal Educational Opportunities for Students, for more information regarding harassment.*

*Staff members should report instances of behaviors referenced in this Rule to school administration within a reasonable time period so that administrators may review them in a timely manner. At the conclusion of the investigation, any written report required by Policy JAA, Equal Education Opportunities for Students, will be forwarded to the Director of Student Services as the Compliance Coordinator's designee.*

- ❖ *Bullying applies to acts which occur on school property or through school technology resources, and also applies to acts which occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:*
  - *Is directed specifically at students or school personnel,*
  - *Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school,*  
*AND*
  - *Creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.*
- ❖ *Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system. (See (05)).*
- ❖ *It is beneficial for the school to be notified of community situations that may impact the school environment. However, individuals who are subject to harassment, bullying or "cyberbullying" in the community may contact their local police department for action, as the school may have no jurisdiction to discipline (OSS, ISS, etc.) for events in the community.*

### **Rule 30. Other - Attendance Related**

*Repeated or excessive unexcused absences or tardies; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.*

- **Level 1**
  - *"Skipping" or missing any class or activity or any portion of a class or activity, or being tardy for a class or activity for which he or she is enrolled without a valid excuse;*
  - *Leave school grounds during the course of the regularly scheduled school day without the permission of a parent and school principal or designee. Students must follow the established procedures for checking in or out of school.*
  - *Failure to attend detention, Saturday school or ISS*
- ❖ *It should be noted that O.C.G.A. § 20-2-690.1 states that any parent, guardian, or other person residing in this state who has control or charge of a child or children that accrues five (5) unexcused absences during one school year will be deemed to have violated Code section 20-2-690.1 and shall be guilty of a misdemeanor and subject to fines, imprisonment, community services, or any combination of these penalties.*

### **Rule 31. Other – Dress Code Violation**

*Violation of school dress code that includes standards for appropriate school attire.*

- ❖ *Students in the school system are expected to dress and groom themselves in such a way as to reflect neatness, cleanliness and safety. All students shall dress appropriately so as not to disrupt or interfere with the educational program or the orderly operation of the school.*
- ❖ *Designated dress involving school activities approved by the principal shall be acceptable. The principal or other duly authorized school official shall determine whether any*

*particular mode of dress or grooming results in a violation of the spirit and/or the intent of this rule.*

▪ **Level 1**

▪ Non-invasive and non-suggestive clothing, jewelry, book bags or other articles of personal appearance.

● Pursuant to local dress codes, dress code violations for Level 1 may include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building

▪ **Level 2**

▪ Invasive or suggestive clothing, jewelry book bags or other articles of personal appearance.

● Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comment

▪ **Level 3**

▪ Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance.

▪ Level 3 may be used for students that violate the school dress code policy **three (3) or more times** during the same school year.

**Rule 32. Academic Dishonesty**

*Receiving or providing unauthorized assistance on classroom projects, assignments or exams*

❖ **Honor Code Violation**

□ *The expectation is that each student will be honest and submit his/her own work. Cheating, plagiarism and other Honor Code violations are strictly prohibited. Examples of violations of this rule include, but are not limited to:*

- *Copying or "borrowing" from another source and submitting it as one's own work*
- *Seeking or accepting unauthorized assistance on tests, projects or other assignments*
- *Fabricating data or resources*
- *Providing or receiving test questions in advance without permission*
- *Working collaboratively with other students when individual work is expected*

▪ **Level 1**

▪ Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments

● May include but is not limited to failure to cite sources

▪ **Level 2**

▪ Intentional plagiarism or cheating on a minor classroom assignment or project

● Includes but is not limited to Intentional dishonesty on minor classroom projects, assignments, homework, etc.

▪ **Level 3**

▪ Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery)

● Includes but is not limited to cheating on major exams, statewide assessments or other state mandated academic work;

● Includes the falsification of school records; forgery;

- Level 3 may be used for students that violate the school policy on academic dishonesty **three (3) or more times** during the same school year.

### **Rule 33. Student Incivility**

*Insubordination or disrespect to staff members or other students; includes, but is not limited to, refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth.*

- **Level 1**
  - Failure to comply with instructions or the inadvertent use of inappropriate language. May include but is not limited to general disrespect for school staff or students; Profanity; Failure to follow instructions.
- **Level 2**
  - Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth.
    - Profanity or obscene language directed towards school staff;
      - Issuing false reports on other students;
      - Insubordination
- **Level 3**
  - Blatant and repeated insubordination or intentional misrepresentation of the truth; Level 3 should be used for students who display a pattern of violating the school policy related to student incivility.
    - Issuing false reports on school staff;
    - Level 3 may be used for students that violate the school policy on student incivility **three (3) or more times** during the same school year.

### **Rule 34. Other – Possession of Unapproved Items**

*The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.)*

- **Level 1**
  - The possession of any unauthorized item. Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous. ● Includes but is not limited to possession of toys, mobile devices, gadgets, personal items, gum, candy, etc.; includes possession of pepper spray
- **Level 2**
  - The use of any unauthorized item (i.e. toys, mobile devices, or gadgets). Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous
    - Includes but is not limited to use of toys, mobile devices, gadgets, personal items, etc.; includes the use of pepper spray without injury
- **Level 3**
  - The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; Includes the possession of matches, lighters, incendiary devices or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items.



- Includes but are not limited to matches, lighters, or the possession of fireworks, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury

### **Rule 35. Gang-Related**

*Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity (O.C.G.A. § 16-15-3)*

#### **❖ Definition**

- A “gang” is defined as any group of three or more people with a common name or common identifying signs, symbols, tattoos, graffiti, attire or other distinguishing characteristics which engage in “criminal gang activity” as described in O.C.G.A. 16-15-3(1)(A)-(J) (including but not limited to the commission, attempted commission, conspiracy to commit, or solicitation, coercion, or intimidation of another person to commit offenses such as, but not limited to, rape, aggravated sexual battery, violence, possession or use of a weapon, or trespass or damage to property resulting from any act of gang related painting on, tagging, marking on, writing on, or creating any form of graffiti on school or personal property).

#### **▪ Level 2**

- Wearing or possessing gang-related apparel; communicating either verbally or nonverbally to convey membership or affiliation with a gang
  - Possession or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation;
  - Gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation;
  - Committing any other illegal act or other violation of school policies in connection with gang-related activity.

#### **▪ Level 3**

- The solicitation of others for gang membership, the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement or payment for protection or insurance through a gang. Level 3 should be used for students who display a pattern of violating the school policy related to gang activity.
  - Soliciting students for gang membership;
  - Tagging or defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang;
  - Requiring payment for protection, insurance, otherwise intimidating or threatening any person related to gang activity;
  - Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.

### **Rule 36. Repeated Offenses**

*Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.*

#### **▪ Level 1**

- Collection of minor incidents

- **Level 2**
  - Collection of moderate incidents
- **Level 3**
  - Collection of severe incidents

#### **Rule 40. Other Non-Disciplinary Incident**

*This code is used exclusively for the reporting Physical Restraint. When the INCIDENT TYPE = '40', then the ACTION CODE must = '95' for Physical Restraint. Do not report a Teacher ID when Incident Code is "Other Non-Disciplinary Incident."*

- **Level 1**
  - Can only be used to report "Physical Restraint" with Action "95" (no teacher name)
- **Level 2**
  - Can only be used to report "Physical Restraint" with Action "95" (no teacher name)
- **Level 3**
  - Can only be used to report "Physical Restraint" with Action "95" (no

teacher name) **Rule 42. Electronic Smoking Device**

*Any device used to deliver nicotine or any other substance intended for human consumption that may be used by a person to simulate smoking through inhalation of vapor or aerosol from the device. Such devices include those manufactured, distributed, marketed or sold as an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, electronic nicotine delivery system or any cartridge or other component of the device or related product.*

- **Level 1**
  - Unintentional possession of an electronic smoking device
- **Level 2**
  - Use or knowledgeable possession of an electronic smoking device
- **Level 3**
  - Distribution and/or selling of electronic smoking devices: Level 3 may be used for students that violate school policy on electronic smoking devices three or more times during the same school year.

#### **Rule 44. Violence Against a Teacher**

*Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher. Violence against other school personnel should be reported as Battery (03) – Level 3.*

***Contact SRO and Student Services***

- **Level 3**
- Intentional physical attack against a teacher with the intent to cause bodily harm resulting in severe injuries or any physical attack against a teacher. (Violence against other school personnel should be reported as Battery (03) – Level 3.
  - 10 days OSS and hearing referral

***NOTE: These disciplinary measures are not inclusive and as such, a student committing an act of misconduct listed or not listed will nevertheless be subject to the discretionary authority of the administrator.***

### **PART III: LEVELED OFFENSES AND DISCIPLINARY RESPONSES**

#### **Leveled Offenses:**

The responsibility cycle included in the code of conduct handbook covers discipline for some more commonly known infractions of the student behavior code. However, parents and school administrators should refer to the remainder of the student code of conduct for more information about specific offenses, and should contact the system office of student discipline with questions or concerns.

This cycle cannot anticipate all possible misbehaviors. Unique, serious or multiple offenses may result in more severe consequences. If a student's behavior is a violation of more than one rule, the student may face more severe or "stacked" discipline to reflect these multiple offenses.

Schools should implement positive behavioral supports, as discussed in this code of conduct, and local interventions designed to improve the learning environment by improving student behavior and discipline.

Where appropriate, supportive discipline management techniques may include the following: • Classroom interventions (assigned seats, etc.)

- Teacher/student conference
- Restorative Practices
- Timeout for students
- School/parent contact
- School/parent conference
- Guidance Counselor intervention
- Student Services Intervention
- Counseling with School Resource Officer and/or other staff
- Student Support Team
- Referral to administrator
- Principal involvement
- Verbal reprimand
- Withdrawal of privileges
- Behavior, Attendance and Academic Contract/Plan for School or Bus
- Before or after school detention (parent responsible for transportation)
- Saturday School (parent responsible for transportation)
- Participation in a school-service project
- Development of a written or graphic representation that reflects understanding of the specific misbehavior, the nature of the expected behavior, and the related character trait(s)
- Conflict mediation
- Peer mediation
- Confiscation (The school is not responsible for electronic devices on school property or at school sponsored events)
  - Administrative referral to student services or outside agencies
- Suspension from the bus. Students must attend school and the parent(s) must provide transportation
  - In-school suspension that includes behavior supports and interventions

#### **Level I: Minor Acts of Misconduct**

Level I offenses are minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation. The school district employee involved should intervene in the misconduct. If further action is necessary, the school district employee should refer the student to the school administrator for disciplinary action. After hearing the student's explanation, consulting with staff members as

needed and doing any other investigation deemed necessary, the administrator will decide on disciplinary action.

### **Level II: Intermediate Acts of Misconduct**

Level II offenses are intermediate acts of misconduct that may include repeated acts of misconduct from Level I, acts directed against people or property that do not seriously endanger the health or safety of others and serious disruptions of school order.

Moderate acts of misconduct that place students or staff at serious risk of emotional or physical harm which may include threats to the health, safety, and/or property of others; and other acts of moderate or repeated misconduct. Depending on the severity, the consequence can include a disciplinary hearing referral for long-term suspension/expulsion/ alternative school (except for students in grades K – 2). Unique, serious, or multiple offenses may result in the offense being considered a Level III offense and may result in a disciplinary hearing.

### **Level III: Serious Acts of Misconduct**

Level III acts of misconduct are the most serious. These acts may be grounds for expulsion and will result in a mandatory 10-day suspension with consideration for a recommendation for long-term suspension, expulsion and/or assignment to an alternative education program.

### **Equal Educational Opportunities for Students**

See Policy JAA

In accordance with the provisions of Title IX of the Educational Amendments of 1972, the Board of Education does not discriminate against students on the basis of sex in the educational programs and activities that it operates. No student shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, or other educational program or activity operated by this School System. The Board of Education believes that all students should be able to enjoy an educational environment free from all forms of gender discrimination, including sexual harassment. Sexual harassment undermines the integrity of the educational environment. It is a form of sex discrimination prohibited by Title IX. The District is committed to upholding these laws and takes discriminatory behaviors seriously. Therefore, Board policy prohibits even acts of sexual harassment that may not rise to the level of a violation of federal law. The Title IX Coordinator shall serve as the Compliance Coordinator for ensuring compliance with this policy and federal laws prohibiting gender discrimination and sexual harassment.

### **DEFINITION OF PROHIBITED CONDUCT:**

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

Such conduct unreasonably interferes with a student's educational performance or creates an intimidating, hostile or offensive educational environment;

Submission to such conduct is made a term or condition of a student's educational opportunities or development; or

Submission to or rejection of such conduct by a student is used as a basis for education decisions affecting the student.

Examples of prohibited conduct include, but are not limited to, offensive or unwelcome sexual advances or propositions; unwelcome intentional touching of intimate body areas; dating of a student by an employee; verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or his/her physical attributes; the display of sexually suggestive objects, pictures, cards or letters; lewd or suggestive comments or

gestures, off- color language or jokes of a sexual nature in the presence of a student.

Sexual harassment may occur in a variety of circumstances, including but not limited to, the following:

1. The victim as well as the harasser may be male or female. The victim does not have to be of the opposite sex.
2. The harasser may be an employee of the School System, a non-employee, or another student.
3. Sexual harassment may occur without economic or academic injury to the victim.

#### **REPORTING SEXUAL HARASSMENT:**

A. Incidents of sexual harassment should be reported as soon as possible so that prompt corrective action may be taken if warranted, and no later than 30 days after the incident.

B. The report should be made or forwarded to the student's school principal/building administrator, who shall promptly investigate the matter.

C. If the school principal/building administrator is the alleged harasser or if the complainant prefers reporting the incident to someone other than the school principal/building administrator, the report may be made to the Compliance Coordinator at the address and telephone number stated.

D. The initial report of the incident may be made in person, by telephone or in writing.

E. The school principal/building administrator, as the case may be, will discuss the matter with the student complainant and/or the student's parent/guardian at the earliest practical time in order to secure the details and circumstances giving rise to the complaint. At the meeting, the procedure for investigating the situation will be explained and the student or parent/guardian will be provided with a complaint form to complete and sign. A sample complaint form, calling for a detailed description of the incident(s) giving rise to the complaint will be provided by the Compliance Coordinator or designee.

F. Filing a complaint under this procedure does not prevent the student from also pursuing other remedies available under the law.

#### **INVESTIGATION:**

A. The school principal/building administrator shall conduct an investigation of the complaint. Such investigation shall include interviews with the accused party or parties, interviews with any witnesses, and an examination of any relevant documents or other evidence. In appropriate circumstances, school officials may request relevant medical records or documentation from the student.

B. As a general guideline, an investigation should be completed within a reasonable time period, but no more than 60 days from the initial report of the incident to the school principal/building administrator.

C. At the conclusion of the investigation, the school principal/building administrator shall prepare a written report that sets forth the findings of the investigation and the evidence in support of the findings. A copy of the report will be available to the student making the complaint or the student's parent/guardian, but will not include information on other students protected by federal or state privacy laws.

#### **RESOLUTION OF THE COMPLAINT:**

A. If it is determined that the sexual harassment occurred, the school principal/building administrator shall recommend appropriate corrective and disciplinary action to prevent a recurrence of the harassment. B. Appropriate corrective action may include, but is not limited to, reprimand, suspension, non-renewal or termination of an employee offender or the suspension or expulsion of a student offender. Appropriate procedures will be followed where required by law.

#### **REQUEST FOR REVIEW:**

A. The complainant may ask the Compliance Coordinator to reconsider the result of the investigation and any corrective measures taken.

B. If still dissatisfied, the complainant may ask the Superintendent or designee to review the matter. The Superintendent or designee, at his/her option, may agree to review the matter or may decline to do so. The request for review shall be made in writing and shall include the reasons why the complainant believes a different result should have been reached.

#### **NONDISCLOSURE OF PROCEEDINGS:**

A. Except as otherwise required by law, complaints and investigations under this procedure shall be disclosed only to those persons who have a need to know for purposes of investigating or resolving the complaint. All disclosures are subject to state and federal privacy laws. Any employee or student who releases information in violation of this procedure shall be subject to disciplinary action.

B. The Compliance Coordinator or designee shall maintain the files and records relating to reports and investigations of sexual harassment.

#### **NO RETALIATION:**

Retaliating against anyone for filing a complaint or for participating in an investigation of a complaint filed under this procedure is prohibited. Any employee or student who retaliates in violation of this procedure shall be subject to disciplinary action. However, students or employees who knowingly make false charges of harassment may be subject to disciplinary action as well as any civil or criminal legal proceedings.

#### **CIVIL RIGHTS CONCERNS:**

The Thomasville City School District requires full compliance with all federal and state nondiscrimination laws, including but not limited to: Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Equal Pay Act of 1963, Pregnancy Discrimination Act, Age Discrimination Act of 1975 (Age Act), Age Discrimination and Employment Act (ADEA), Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, **Boy Scouts of America Equal Access Act of 2001**, and Public Law 101-476, Individuals with Disabilities Education Act (IDEA). These laws prohibit and the District forbids discrimination on the basis of age, race, color, national origin, religion, sex, disability, pregnancy, and veteran status in all Thomasville City School District (District) programs and activities. This includes District academic, extracurricular, athletic, and other District programs, as well as on District buses, during field trips, and in District classes or training programs that take place off school grounds. Sexual harassment is a form of sex discrimination prohibited by Title IX. The District is committed to upholding these laws and takes discriminatory behaviors

seriously. The Director of Human Resources handles inquiries or concerns regarding the District's non-discrimination policies. Alternatively, a parent or student may contact his/her principal or Area Superintendent to share concerns. The Director of Human Resources/ contact information is:

Shauwan Carter  
404 N. Broad Street FL#3  
Thomasville GA 31792

Finally, discrimination complaints may also be filed directly with the Equal Employment Opportunity Commission, Sam Nunn Atlanta Federal Center, 100 Alabama Street, SW, Suite 4R30, Atlanta, GA 30303 or the U.S. Department of Education, Atlanta Office for Civil Rights, 61 Forsyth St. S.W., Suite 19T70, Atlanta, GA 30303-3104.

### PARENTS' RIGHT TO KNOW

In compliance with the requirements of every *Student Succeeds Act*, Thomasville City Schools informs parents that you may request information regarding the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

- Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's or paraprofessional's qualifications, please contact your child's principal or the district's Office of Federal Programs 229-225-2600

Student Code of Conduct			
Restorative Consequence		In School Suspension**	Out of School Suspension
Conferencing with student and communication with parent/guardian is required each time a disciplinary consequence is assigned.			
Restorative Consequences		Consequence Ranges	

Classroom Interventions (assigned seat, etc.)

Replacement or Payment for any damaged property

Reflection Form

Written Apology

SEL Lesson to teach expectation and skills

Confiscation of Devices

Parent Contact

Student and Teacher Conference

Conference with School Resource Officer

Saturday School

Before or After School Orientation

Change of Schedule  
Check in/Check Out Chart  
Behavior Intervention Plan  
  
Loss of privilege to participate in social/extracurricular activities  
  
Referral to School Counselor  
Referral to Georgia Pines Counselor  
Referral to Behavior Intervention Specialist  
Coach/Club Sponsor Contact  
Refocus  
Modification of FBA/BIP/IEP/504 (if applicable)  
Conference w/ Student, Caregiver(s) & Staff  
Silent Lunch/ Lunch Detention

**\*Time Out = removal from class setting for less than ½ day \*\*ISS = removal from class for ½ day or more**

## **Thomasville City Schools Restorative Practices Multiple Level System of Supports**

### **ISS RULES AND REGULATIONS**

MacIntyre Park Middle School is dedicated to sound discipline practices in the continuing effort to provide students in the school an effective and safe learning environment, to promote learning, and to encourage maturity during the school day as well as during all school-related activities.

**RULE:** In order to maintain a safe and orderly environment, a school may exercise the option of in School Suspension. ISS allows the student to attend school and complete academic assignments in a supervised setting.

#### **Guidelines:**

1. Only School Administrators will assign ISS.
2. ISS student will receive appropriate assignments from class teachers (**1 ½ hours of written work**)
3. ISS students will be made aware of the rules they are expected to follow. Students who fail to follow the rules will be disciplined according to ISS consequences.
4. Refusal to attend the assigned ISS, or **REMOVAL** from ISS, will result in an **OUT OF SCHOOL SUSPENSION**.
5. A STUDENT ASSIGNED TO ISS MUST HAVE ADMINISTRATIVE APPROVAL TO BE ALLOWED TO ATTEND CLASS OR CLASSES IN ORDER TO TAKE TEST, PARTICIPATE IN PROJECTS, ETC, UNTIL THE ISS HAS BEEN COMPLETED.
6. Student will answer Restorative Practice questions and complete teacher apology/solution letter. 7. If a student refuses to serve ISS and elects to go home, the student will be required to serve the ISS consequence upon the student's return to school.



### **ISS RULES**

1. No talking/disrupting ISS environment.
2. No food/drinks allowed in ISS room.
3. No electronic devices or cell phones.
4. No Chromebook use without ISS teacher approval (school related activities only)
5. No writing on the desk or any other school property.
6. Students will sit facing forward; head will be up, NO SLEEPING!!
7. Stay in assigned seat / No leaving seat without permission.
8. Complete all assigned work within the given time period.
- 9. STUDENT RESTRICTIONS ARE NOT LIMITED TO THIS BRIEF SUMMARY. STUDENTS MUST FOLLOW THE DIRECTIONS OF THE ISS TEACHER.**

### **Consequences of breaking ISS Rules**

1st Offense: ISS DESIGNEE will warn student and call parent to inform them that the next offense will result in Out of School Suspension (OSS)!

2nd Offense: Call to administrator for removal from ISS, OSS will then be assigned. (If before 11:30 am, student will be required to make up ISS time upon the student's return to school).

## **Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Thomasville City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's educational records. However, Thomasville City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised Thomasville City Schools to the contrary in accordance with Thomasville City Schools procedures. The primary purpose of directory information is to allow the Thomasville City Schools to include information from your child's education records in certain school publications.

- A playbill, showing your student's role in a drama production;
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs; and
- Sports activity sheets, such as for football, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational (LEAS) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. 8 7908) and 10 U.S.C. 8 503(c).]

**If you do not want Thomasville City Schools to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Thomasville City Schools in writing by September 1 of each school year or within 30 days of enrollment if your child is enrolled after September 15.**

Thomasville City Schools has designated the following information as directory information.

- Student's name
- Address
- Telephone listing
- Date and place of birth
- Major student interests and training
- Dates of attendance
- Highest Grade level achieved
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The most recent and previous educational agency or institution attended.

## **Protection of Pupil Rights Amendment (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (protected information survey) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
  1. Political affiliations or beliefs of the student or student's parent.
  2. Mental or psychological problems of the student or student's family.
  3. Sex behavior or attitudes.
  4. Illegal, anti-social, self-incriminating, or demeaning behavior.
  5. Critical appraisals of others with whom respondents have close family relationships.
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
  7. Religious practices, affiliations, or beliefs of the student or parents.
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
  1. Any other protected information survey, regardless of funding.
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use –
  1. Protected information surveys of students.
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parent to a student who is 18 years old or an emancipated minor under State law.

*Parents who believe rights have been violated may file a complaint with:*

Thomasville City Schools Attn: Julia Bailey,  
Director of Federal Programs 404 N. Broad St., FL-3 Thomasville,  
GA 31792 229-225-2600, ext. 1008 [baileyj@tcitys.org](mailto:baileyj@tcitys.org)

Family Policy Compliance Office U.S. Department of Education  
400 Maryland Avenue, SW, Washington, D.C. 20202-5920

### **Scholars Academy**

The Scholars Academy is an accelerated college preparatory magnet program serving 6th-12th graders who are highly motivated and goal-oriented students interested in pursuing a curriculum which is more rigorous than that found in a traditional middle school or high school. Housed on the campus of MacIntyre Park Middle School, the Academy is organized as a “program within the middle school,” providing full access to athletics, band, and other extracurricular activities of the base schools. Admission is by portfolio application. For more information about Scholars Academy, please visit the website. <http://sa.tcitys.org/>

**MacIntyre Park Middle School**  
**NONDISCLOSURE OF STUDENT INFORMATION AND SURVEY**  
**PARTICIPATION FORM**  
**2023-2024**

Please sign below and return to the school **IF** you **DO**  
**NOT** want your child to participate in the following  
activities:

- Any School Clubs and Organizations as outlined in the handbook.
- Any School Field Trip
- Any School Survey
- Photos of School Events/Activities to display on the School/System Website I **DO NOT**  
want my child to participate in the above named activities.

**Parent/Guardian Signature:**

**Date:**

**If you do not want directory information released, or if you do not want  
your child to participate in surveys, please complete the form included in  
this packet and return to the principal. This form must be received no later  
than September 30, 2022.**

Each school is to keep the original signed form in the student's permanent  
record folder and a copy of this form will be forwarded to the Director of Student  
Services.

***MacIntyre Park Middle School***  
***Success Nothing Less***

**Contact Us**

117 Glenwood Drive, Thomasville, GA 31792

Phone - 229.225.3502

Fax - 229.225.3502

mpms.tcitys.org







***MacIntyre Park Middle School***  
*Success Nothing Less*

**Contact Us**

---

117 Glenwood Drive, Thomasville, GA 31792

Phone - 229.225.3502

Fax - 229.225.3502

[mpms.tcitys.org](http://mpms.tcitys.org)