

STUDENT & PARENT HANDBOOK

2026–2027

COLLABORATE
-
LEARN
-
ACHIEVE

STUDENT HANDBOOK

CODE OF CONDUCT

ADVISEMENT MANUAL

TIFT COUNTY SCHOOLS

INTERIM SUPERINTENDENT
MRS. JENNIFER HOWELL



Dear Tift County Schools Families and Students,

Welcome to Tift County Schools! It is an honor to serve as Interim Superintendent and to welcome you to a school system committed to helping every student learn, grow, and succeed.

In Tift County Schools, we believe every student deserves access to meaningful learning experiences, caring adults, and the support necessary to reach their full potential. We hold high expectations for all students while recognizing that each child brings unique strengths, needs, interests, and goals to the classroom. Our responsibility is to meet students where they are, challenge them to grow, and prepare them for success in school and beyond.

Our focus remains centered on improving academic outcomes, maintaining safe and supportive learning environments, and strengthening communication and collaboration among our schools, families, and community. We believe students are most successful when they feel valued, connected, and confident that the adults around them are working together on their behalf.

This handbook provides important information about district policies, procedures, expectations, and resources. I encourage parents and guardians to review it carefully and discuss the information with their children. If you have questions or need assistance at any time, please reach out to your child's teacher or school administration. Open and ongoing communication is essential to building the strong partnerships our students deserve.

To our students: We believe in you, we are proud of you, and we are committed to helping you achieve your goals. Come to school each day ready to learn, take advantage of the opportunities available to you, and know that you are an important part of the Tift County Schools family.

To our parents and guardians: Thank you for trusting us with your children and for being active partners in their education. Your encouragement, involvement, and support make a meaningful difference.

Together, we will continue to Collaborate, Learn, and Achieve while ensuring that every decision remains focused on what is best for the students of Tift County.

Sincerely,

Jennifer Howell

Jennifer Howell
Interim Superintendent

BOARD OF EDUCATION



Front Row (L-R) - Marilyn Burks (District 1), Vice Chair; Jonathan Jones (District 7), Chair

Back Row (L-R) - Jamie Hill (District 4); Sam Wright (District 5); Rusty Harrelson (District 6); Pat McKinnon (District 2); John Waddell (District 3)

The Tift County School System is governed by a seven-member board, elected by the residents of Tift County. The Board holds its regular, monthly meeting at 6 p.m., on the second Thursday of each month, with a Work Session on the Tuesday preceding the board meeting. Meetings are held at the Tift County Schools Administrative Office located at 506 West 12th Street in Tifton.

District

District Office 506 West 12th Street Tifton, GA 31794 229-387-2400	**Website/Social Media** Website - tiftschools.com Facebook - facebook.com/tiftschools Twitter (X) - twitter.com/TiftSchools YouTube - youtube.com/c/TiftCountySchools

Elementary Schools

Annie Belle Clark Elementary 1464 Carpenter Road Tifton, GA 31793 229-387-2410 *Principal - Dr. Stephanie Morrow*	**Charles Spencer Elementary** 65 Tifton-Eldorado Road Tifton, GA 31794 229-387-2430 *Principal - Markcus Lawson*
G.O. Bailey Elementary 1430 Newton Drive Tifton, GA 31794 229-387-2415 *Principal - Hannah Bennett*	**J.T. Reddick Elementary** 404 Martin Luther King, Jr. Drive Tifton, GA 31794 229-387-2435 *Principal - Willie Dean*
Len Lastinger Elementary 1210 Lake Drive Tifton, GA 31794 229-387-2420 *Principal - Patsy Shivers*	**Matt Wilson Elementary** 510 West 17th Street Tifton, GA 31794 229-387-2440 *Principal - Patti Dean*
Northside Elementary 1815 Chestnutt Avenue Tifton, GA 31794 229-387-2425 *Principal - Danielle White*	**Omega Elementary** 150 College Avenue Omega, GA 31775 229-387-2418 *Principal - Nikki Pridgen*

Secondary Schools

Eighth Street Middle School 700 West 8th Street Tifton, GA 31794 229-387-2445 *Principal - Brad Winger*	**Northeast Middle School** 3021 Fulwood Road Tifton, GA 31794 229-387-2450 *Principal - Michelle Huffman*

Tift County High School One Blue Devil Way Tifton, GA 31794 229-387-2475 *Principal - Jennifer Johnson* **Tift County Athletics** *Athletic Director - Chris Martin* 229-387-2444	**Sixth Street Academy (Alternative Program)** 1815 Chestnutt Avenue Tifton, GA 31794 229-387-2425 *Principal - Tim Hatton*

SCHOOL CALENDAR

TIFT COUNTY SCHOOLS

2026 - 2027 INSTRUCTIONAL YEAR CALENDAR

178 Instructional Days

1st Semester - 88 Days | 2nd Semester - 90 Days | 12 Inservice Days



Staff Inservice Days / Student Holidays

Staff and Student Holidays

First and Last Day of Semester

Make-up Weather Days (if needed)

July 27th - 31st	PrePlanning
August 3rd	1st Day of School
September 7th	Labor Day Holiday
September 8th	Staff Inservice Day / Student Holiday
October 14th	Parent Conference
October 15th -19th	Fall Break
October 20th	Staff Inservice Day
November 23rd - 27th	Thanksgiving Break
December 18th	Last Day of 1st Semester
December 21st - January 1st	Winter/Christmas Break
January 4th & 5th	PStaff Inservice Days
January 6th	First Day of Second Semester
January 18th	Martin Luther King, Jr. Holiday
February 15th	President's Day Holiday
March 5th	Destination Day/Staff Inservice Day
March 29th - April 2nd	Spring Break
May 20th	Graduation
May 21st	Last Day of School
May 24th	Post Planning

Important Staff Dates (Does not include PrePlanning):

District Based Professional Learning Days: Sept 8, Oct 20, Jan 5 (AM), Mar 5

School Based Professional Learning Days: Jan 4 (AM), May 24 (AM)

Staff Work Days (Dedicated Planning and Preparation Time): Oct 14 (K-5 Conferences), Jan 4 (PM), Jan 5 (PM), May 24 (PM)

This K-12 Student & Parent Handbook contains valuable information about policies, procedures, and programs of the Tift County school district ("Tift County Schools"). Students and parents should read the Handbook at the start of the school year and keep the Handbook for future reference. Generally, the policies and practices stated in the Handbook will be in effect from August 3, 2026, until the start of the 2027-28 school year.

The policies of the Board of Education and the services of the school system are designed to protect the well-being of students and the rights of students to a quality education in Tift County Schools. The information listed within the Handbook was approved by the Tift County Board of Education and/or Superintendent at the time of this publication. From time to time, the Board of Education may revise or repeal any policy and will do so after appropriate public notice. Tift County Schools will abide by any applicable federal and/or state policy, regulation, or legislative requirement that might arise during the school year. Please check the school system website for any updates to the Handbook or to view a complete listing of all Board policies at www.tiftschools.com.

Notice of Language Assistance

If you need a Handbook or other meaningful document(s) related to your child's education in another language other than English, including but not limited to registration, enrollment, and disciplinary proceedings, please request one from the school office. If you have difficulty understanding English, you may, free of charge, request language assistance services from your student's school or by calling 229-387-2400.

Spanish - Notificación sobre servicios de asistencia con el idioma Notificación sobre servicios de asistencia con el idioma: Si usted necesita un Manual u otros documentos importantes relacionados con la educación de sus hijos, en cualquier otro idioma aparte del inglés lo cual incluye, pero no se limita a, los procesos de matrícula, de inscripción y de disciplina, por favor solicítelos en la escuela. Si tiene dificultad al entender inglés, puede solicitar servicios de asistencia en su idioma, gratuitamente, a través de la escuela del estudiante o comunicándose al 229-387-2400.

This K-12 Student & Parent Handbook, along with the Code of Conduct are reviewed annually between January and May for the purpose of adding, deleting, and revising content. Parents, students, and employees are encouraged to submit comments and suggestions regarding the Handbook to the Office of the Superintendent. The Tift County Board of Education holds regularly scheduled public meetings each month. Please check the school system website for the time and location of these meetings. It is the policy of the Tift County Board of Education to maintain a learning environment that is free from all forms of discrimination and harassment on the basis of race, color, national origin, sex, and disability.

ACCREDITATION

All schools in the Tift County School System are accredited by Cognia.

NOTICE OF EQUAL OPPORTUNITY

The Tift County Board of Education maintains a policy of equal educational, athletic, and employment opportunities. The Tift County Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age in its programs and activities and provides equal access to the Scouts BSA and other designated youth groups. The Tift County Board of Education prohibits retaliation against individuals who file complaints or those who assist in the investigations of complaints alleging discrimination on the basis of race, color, national origin, sex, disability, religion, veteran status, genetic information, or age. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment. Appropriate disciplinary actions shall be imposed for verified acts of retaliation, including, but not limited to a report to the Professional Standards Commission for certified staff members. The Tift County Board of Education believes complaints are best resolved when handled as close to their origin as possible. If students and/or parents have concerns, they should bring concerns, in writing, to the attention of the principal. The following persons have been designated to handle inquiries and concerns regarding the district's non-discrimination policies:

IDEA, TITLE VI & ADA Coordinator: Director of Special Education Tift County Schools 506 West 12th Street, Tifton, GA 31794 229-387-2400	**Title IX & Section 504 Coordinator:** Director of Academic Support Tift County Schools 506 West 12th Street, Tifton, GA 31794 229-387-2400
Sports Equity Coordinator: Athletic Director Tift County High School One Blue Devil Way Tifton, GA 31794 229-387-2475	**Title II Coordinator:** Deputy Superintendent of Teaching and Learning Tift County Schools 506 West 12th Street, Tifton, GA 31794 229-387-2400

Students and employees will not be subjected to retaliation for reporting such harassment or discrimination.

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DIGITAL ACKNOWLEDGEMENT OF CODE OF CONDUCT

Tift County Schools is offering the ability to sign your student's Code of Conduct via the Infinite Campus Parent Portal. This will verify that both you and your student have read and acknowledge the Student Code of Conduct.

To sign your student's Code of Conduct:

- Log in to your Infinite Campus Parent Portal
- Locate and open the 26-27 Student Code of Conduct Sign-off document located either under Today > Documents Need Attention or under Documents > Documents
- Click on the red pen/paper icon.
- Accept your signature by clicking Sign (your name will appear on the signature line) and the date you are completing the form will appear in the date line.
- Click Submit

*You are still able to sign the paper copy and submit it to your child's school.

This convenience of e-signing is being offered as a way to eliminate some of the forms you are returning to your child's school each year. Please provide any feedback on this process to the administration at your child's school.

PARENT/STUDENT STATEMENT

I have read and understand the policies and procedures in the Tift County Schools Code of Conduct.

Student's Name/Grade

---------- ----------
Student's Signature Date

---------- ----------
Parent/Guardian's Signature Date
Comments:

English and Spanish versions of the Code of Conduct are available on- line at http://www.tiftschools.com.

Una versión del Código de Conducta en Español, estó disponible en linea en http://www.tiftschools.com.

PARENTAL OPT-OUT OF CLUB AND ACTIVITY PARTICIPATION

Tift County Schools is offering the ability to electronically opt-out of club and activity participation via the Infinite Campus Parent Portal.

To complete the electronic opt-out form:

- Log in to your Infinite Campus Parent Portal
- Locate and open the 26-27 Parental Opt-Out of Club and Activity Participation document located either under Today > Documents Need Attention or under Documents > Documents
- Click on the red pen/paper icon.
- Accept your signature by clicking Sign (your name will appear on the signature line) and the date you are completing the form will appear in the date line.
- Click Submit

*You are still able to sign the paper copy and submit it to your child's school.

This convenience of e-signing is being offered as a way to eliminate some of the forms you are returning to your child's school each year. Please provide any feedback on this process to the administration at your child's school.

I hereby acknowledge receipt of information from my child's school regarding student clubs and activities that are scheduled to be operational at the school during the upcoming school year. I understand that if a club or activity for which information has not been provided is started during the school year, I will be provided the club or activity information at that time and my written permission will be required prior to my student's participation.

I wish to withhold permission for my child to participate in the following student clubs (please list).

---------- ----------

Parent/Guardian's Signature Date

---------- ----------

Student's Signature Date

NOTICE OF PICTURES OF STUDENTS

You are also notified that from time to time students may be photographed, videotaped, or interviewed by the news media at school, a school activity or event, or by school officials as part of school publications and social media. If you, as a parent/ guardian, object to your child being photographed, videotaped, or interviewed, the objection must be presented, in writing, to the principal of the school where your child is enrolled within 10 days after the student enters school.

ADDRESS AND CONTACT INFORMATION UPDATES

It is the responsibility of the parent to provide address and contact information changes to Central Registration in a timely manner. Parents of returning students will update their child's information via the Infinite Campus Parent Portal prior to the beginning of each school year. If there is a change of address, two proofs of residence must be provided to Central Registration (see list of qualifying proofs of residency below). This can be completed in person at the Administrative Office or sent via email to registration@tiftschools.com. If an address affidavit is provided, verification will be completed by a Tift County Schools Social Worker.
If the school becomes aware of an address change, the school administrator will contact the parent and request the appropriate documentation. If the information is not submitted within 10 days, the student will be withdrawn from school and will not be allowed to return until all necessary documentation has been provided.

Indicators of Proof of Residency:
1. Home ownership - title/mortgage statement or current lease/rental agreement
2. Current Utility bill - water, power, gas, phone, cable dated with 30 days

Tift County Schools reserves the right to deny enrollment if possible falsification of information has taken place or that the student does not reside at the residence stated in the registration paperwork. Tift County Schools reserves the right to check home occupancy status prior to full enrollment in Tift County Schools. Multiple home visits may be made if residency cannot be confirmed to the Tift County Schools' satisfaction. Should the district suspect or receive information that you do not live where you stated, the district has the right to request further documentation at any time during the child's enrollment so that the enrolling parent/guardian must establish and power and prove residency.

PERSONAL PROPERTY RESPONSIBILITY

The Tift County School District recognizes that students and families may bring personal property onto school grounds for personal, educational, extracurricular, athletic, or agricultural purposes. Individuals who choose to bring or store personal property on district property do so at their own risk. Students and parents assume all risk for personal property brought to or maintained on any Tift Schools property. The District is not responsible for loss of, theft of, or damage to personal property maintained on school district property, including but not limited to electronic devices, livestock, trailers, tack, athletic equipment, vehicles, or other personal possessions.

REGISTRATION

AGE REQUIREMENTS FOR REGISTRATION

Elementary Schools

The criteria below shall be applied to determine whether a child is of eligible entrance age for enrollment in a Tift County public school. Children eligible to enroll in kindergarten must be:

- Five years of age by September 1 of the school year in which the student is to be enrolled, or
- Five years of age by December 31 of the school year in which the student is to be enrolled if the student has been:
  - A legal resident in one or more states or countries for a period of two years immediately prior to moving to this state, **and**
  - Legally enrolled in a public kindergarten or a kindergarten accredited by a state or regional agency, or the equivalent thereof, **and**
  - The child is otherwise eligible for enrollment as prescribed in O.C.G.A. §20-2-150.

Middle and High Schools

All students who have not attained the age of 21 by September 1 are eligible for enrollment in appropriate education programs, unless they have received a high school diploma or equivalent. Students who have dropped out of school for one quarter or more are eligible to re-enroll unless they attain the age of 20 by September 1. Students receiving special education services are eligible for enrollment in appropriate educational programs until turning 22 years old or until they receive a high school diploma.

ATTENDANCE ZONES

Students must attend the school in their assigned attendance zone where their custodial parents/legal guardians ("parents") reside. Students may not attend schools outside of their assigned attendance zone without prior written permission of the Tift County Board of Education. If, during the current academic year, parents move to a new residence within Tift County, and the new residence is in a different attendance zone, parents must transfer their student(s) to the appropriate school within their new attendance zone within 30 days of moving.

Parents may apply to the Board of Education **within 30 days of moving**, for their child or children to remain at their current school for the remainder of the school year. If the district approves the parent's request, it will be in writing, and **the parent will be responsible for transporting the child** to and from school if the school is outside the assigned attendance zone. At the beginning of the next school year, parents are required to enroll their child in the school they are zoned to attend. Applications to cross attendance lines are located online. When making an application to cross attendance lines, parents are required to prove residency. The District reserves the right to deny a parent's request to cross attendance lines if the student has excessive **(as defined as 5 or more)** unexcused tardies, check-outs, absences, failing grades, or excessive discipline referrals (as defined by four or more referrals and/or one or more out of school suspensions).

Through school choice (HB251), parents may elect to enroll their child(ren) in a school outside their attendance zone if such school has classroom space available after its assigned students have been enrolled. **The window of time to apply for school choice** will be announced during the preceding school year for which the parent/guardian is seeking transfer. The application and pertinent information are posted on the school district website.

If parents elect to enroll their child(ren) in a school outside their attendance zone after approval, the parent is responsible for transporting their child(ren) to and from school. A student who is allowed to transfer to another school under the school choice provision may continue to attend such school until the student completes all grades of the school as long as they remain a resident of Tift County. School choice approvals and continued enrollment with school choice could be affected by excessive unexcused tardies, check-outs, absences, or discipline referrals. The District reserves the right to deny parent's request for school choice if their student has excessive (as defined as a total of 10 or more) unexcused tardies, check-outs, absences, or excessive discipline referrals (as defined as 4 or more referrals and/or 1 or more out of school suspensions).

CUSTODY

Parents shall provide to the school a certified copy of any and all court order(s) regarding the custody of the child. Under O.C.G.A. §20-2-780, it is a crime for any person to make or attempt to make a change of custody of a minor child by removing the child from school without permission of the person who enrolled the child in school, even if the person attempting to remove the child has a court order granting that person custody. Court orders that specifically authorize or direct the school or the District's release of custody will be followed. The school will not interject itself in custody or visitation disputes between parents. Tift County Schools encourages all parents to discuss educational decisions with each other prior to notifying the District of educational changes regarding their student.

The school will give to non-custodial parents, upon request, all information required under state and federal laws unless there is a valid court order directing the school not to divulge such information. For more information about student records access, see the "Federal Laws & Guidelines" section within this Handbook, and more specifically the section describing the Family Educational Rights and Privacy Act (FERPA).

ENROLLMENT BY PARENT

Student enrollment forms, as well as other official documents of the school, must be signed by the natural parent or legal guardian with whom the child resides. **Educational decisions concerning the child are reserved for the enrolling parent.** If there is a disagreement between the parents, the educational decision of the enrolling parent shall supersede the educational decision of any non-enrolling parent. If there is a disagreement and both parents have enrolled the child, then the parent with primary physical custody shall have the educational decision-making authority, unless the parties have a court order that directs otherwise.

- **Enrolling Parent**: Any parent, guardian, or other person residing within the state of Georgia and having control or charge of any child or children during the ages of mandatory attendance and who completes the process of enrolling such child in Tift

County Schools or who is designated as “enrolling parent” as result of enrollment process.

- **Non-Enrolling Parent**: Any parent, whether biological or adoptive, or legal guardian who does not complete the process of enrolling such child in Tift County Schools, or who is not designated as “enrolling parent” as result of the enrollment process.
    - **Non-Enrolling Parent**
        - The District desires to have relationships with both the enrolling parent and the non-enrolling parent and has responsibilities to both the enrolling parent and the non-enrolling parent unless modified or restricted by court order or legally binding document.
        - In instances where an active court order or legally binding document exists, it shall be the responsibility of the parent to provide a bona fide copy of the order or document to the principal or designee. The District reserves the right to request and review copies of custodial documents should a dispute arise.

Both the enrolling parent and the non-enrolling parent shall be afforded the following:

1. Student Records: An enrolling parent or non-enrolling parent may request a copy of the school records for his/her child in accordance with the federal Family Educational Rights and Privacy Act (FERPA).
2. Other Academic Records: An enrolling parent or a non-enrolling parent may request, in writing, any information provided under “Parents Bill of Rights” O.C.G.A. §20-2-786. The request may be made through the school.
3. Teacher Conferences: Absent a court order or other legally binding document, which provides otherwise, the enrolling parent and non-enrolling parent are encouraged to attend joint conferences for the purpose of clarification and interpretation of student records. If a joint conference is not agreed upon, the non-enrolling parent may schedule a conference by him/herself.
4. School Activities: Absent a court order or other legally binding document which specifically provides otherwise, the enrolling parent or non-enrolling parent may: (1) at the beginning of the school term request copies of school information given to parents at that time, (2) attend any public or spectator activity involving his/her child, (3) have lunch with his/her child, (4) attend field trips, and (5) attend classroom visits approved by the principal or designee.

GUARDIANSHIP

If a student resides with any person other than a natural parent, a certified copy of the court documents that establish legal guardianship will be required at the time of enrollment. Any person who has assumed responsibility for the care and custody of a child shall be expected to begin the process of seeking legal guardianship before enrollment of the child, and an approximate completion date must be given. The school will contact and meet only with the legal guardian of the student unless written consent from the enrolling guardian is given. If not provided at the time of enrollment, a certified copy of the final Court Decree for guardianship is required within 30 days of enrollment.

Kinship Caregiver

- A kinship caregiver shall be authorized, on behalf of a child residing with the kinship caregiver, which child is not in the custody of the Division of Family and Children Services of the Department of Human Services, to give legal consent for such child to: receive any educational services; receive medical services directly related to academic enrollment; or participate in any curricular or extracurricular activities for which parental consent is usually required by executing the affidavit described in O.C.G.A. § 20-1-18. The affidavit shall not be valid for more than one year after the date on which it is executed and will expire at the end of each school year for which the affidavit was submitted.
    - Upon transmitting to a school an executed affidavit described in O.C.G.A. § 20-1-18, the kinship caregiver shall serve as the school's point of contact for the child regarding truancy, discipline, and educational progress for as long as such affidavit shall continue to be in effect.
    - The decision of a kinship caregiver to consent to or refuse educational services or medical services directly related to academic enrollment or any curricular or extracurricular activities for a child residing with the kinship caregiver shall be superseded by any contravening decision of a parent or a person having legal custody of the child, provided that the decision of the parent or legal custodian does not jeopardize the life, health, safety, or welfare of the child.
    - Reasonable efforts shall be made by the kinship caregiver to locate at least one of the child's parents prior to the notarization and submission of the affidavit set forth in O.C.G.A. § 20-1-18.
    - No person that acts in good faith reliance on a properly executed kinship caregiver's affidavit, having no actual knowledge of any facts contrary to those stated in the affidavit, shall be subject to civil liability or criminal prosecution, or to professional disciplinary procedure, for any action which would have been proper if the facts had been as they believed them to be. This subsection shall apply even if educational services or medical services directly related to academic enrollment or any curricular or extracurricular activities are rendered to a child in contravention of the wishes of the parent or legal custodian of such child; provided, however, that the person rendering the educational services or medical services directly related to academic enrollment or any curricular or extracurricular activities shall not have actual knowledge of the wishes of the parent or legal custodian.
    - A person that relies on a properly executed kinship caregiver's affidavit has no

obligation to make further inquiry or investigation. Nothing in this subsection shall relieve any person of responsibility for violations of other provisions of law, rules, or regulations.
- If a child ceases to reside with a kinship caregiver for a period in excess of 30 days, such kinship caregiver shall, not later than 30 days after such period, notify all parties to whom he or she has transmitted the affidavit or to whom he or she has caused the affidavit to be transmitted.
- Any individual who knowingly provides false information in executing the affidavit required by this article commits the offense of false swearing within the meaning of O.C.G.A. § 16-10-71 and shall be subject to the penalties prescribed by such Code section.

References to parent/guardian herein shall include kinship caregivers and persons with Power of Attorney for the care of minors. **Any legal guardianship fraudulently formed solely for the purpose of establishing residency for school district attendance shall not be recognized by the Tift County Board of Education.**

For information regarding petitions for temporary guardianship, please contact the Tift County Probate Court at 229-386-7914.

Pursuant to the Supporting and Strengthening Families Act, O.C.G.A. §19-9-120, et seq. and Power of Attorney

Tift County Schools honors the Supporting and Strengthening Families Power of Attorney under qualifying conditions, pursuant to the Supporting and Strengthening Families Act, O.C.G.A. §19-9-120, et seq. Those desiring to utilize the Power of Attorney must contact the District office at 229-387-2400 to qualify the request. References to a parent/guardian throughout this Handbook shall include persons with Supporting and Strengthening Families Power of Attorney.

EMERGENCY CONTACT INFORMATION

It is critical for the school to be able to contact a parent/guardian at any time his/her child is at school. The school must have the parent's current address and home, cellular, and business telephone numbers. Emergency contact persons and their telephone numbers are needed in case a parent cannot be reached. This information is required at the time of registration and whenever a change occurs with the parent's address, telephone, or emergency contact information. The enrolling parent may update Emergency Contact Information through the Student Record (Infinite Campus) Parent Portal. Under Tift County Schools practices, parent contact information is not considered student "education record" information requiring disclosure under FERPA.

PROOF OF RESIDENCE

To enroll in Tift County Schools, a student must reside in Tift County with a natural parent or legal guardian, kinship caregiver, or the student must be under the care of a state agency with placement in Tift County. Proof of residence is required when a student initially enrolls in a school, whenever a change of residence occurs, or anytime proof of residency is requested by a school official. The following records are to be given to Central Registration (in person or via email) as proof of residency:

A. A lease or rental agreement consisting of written evidence that the agreement is valid and current, and a current utility (to include electric, gas, water, cable, or sanitation) bills or letter of service from said company (utility bills must be separate from rental agreement). The utility bills or letter of service must be dated within the last 30 days. The lease or rental agreement must identify the parent of the student as the tenant fiscally responsible for the payment of the lease. Parents listed as mere occupants of a stated residence are not considered tenants of the property for the purposes of enrollment. All records must include the name and street address of the parent and service addresses that must be plainly visible on the utility bill, letter of service provided as proof, OR
B. A current residential property tax statement, settlement statement, or closing disclosure, and a current utility (to include electric, gas, water, cable, or sanitation) bills or letter of service from said companies. The utility bill(s) or letter of service must be dated within the last 30 days. Parents not listed in ownership documents who are willing to provide evidence of their legal relationship to the property owner may submit legal documents for consideration as an authorized representative of the titleholder. All records must include the name and street address of the parent, and the service address must be plainly visible on the utility bill or letter of service provided as proof, OR
C. A Tift County Schools Affidavit of Residency. A parent who resides full time in Tift County but is unable to provide the consistent records listed above may complete a Tift County Schools Affidavit of Residency. The affidavit shall be completed and signed by the parent in the presence of a notary public. In addition, the legal owner or authorized tenant of the property where the student and parent reside may complete and sign the affidavit with school system personnel and provide the documentation required proof of residence as noted above in sections (a) and (b). The legal owner or authorized tenant of the property may also complete the affidavit and acquire notarization at another location, but it is the parent's responsibility to deliver the original paperwork and the required proof of residence, as noted above in sections (a) and (b) to school system personnel, along with their documentation. The affidavit will be in effect until there is a change in residence, the student enrolls in a new school, or whenever requested by a school official.
D. All such documents must be in the name of the student's parent and must consistently identify that individual with the property address of the residence.

Proof of residence is subject to investigation. An official designated by the school system may visit the address given by any parent to verify residency. If it is determined that the enrollment of any student is in violation of Board policy or a student is enrolled under false information, creating an illegal enrollment, the student shall be withdrawn from school within five (5) business days. Knowingly and willfully providing false information regarding proof of residence violates state law and may subject one to criminal fines and/or imprisonment.

PHYSICAL EXAMINATION AND IMMUNIZATION

Upon initial enrollment in a Georgia public school, parents/guardians must provide a certificate that their child has completed a nutritional exam and an eye, ear, and dental examination (Georgia Form 3300). All new students enrolling in Tift County Schools (PK–12) must provide Georgia Certificate of Immunizations Form 3231, which must be marked "Complete for School Attendance" for the grade in which the student is entering, or which has a future expiration date. Georgia law requires children born on or after January 1, 2002, and entering or transferring into 7th grade and new entrants into a Georgia school grades 8th through 12th must have received one dose of TDAP (tetanus, diphtheria, pertussis) vaccine. All students entering or transferring into 11th grade will need proof of a meningococcal booster shot (MCV4), unless their first dose was received on or after their 16th birthday. Parents/guardians can obtain a Georgia Certificate of Immunization (Georgia Form 3231) from a physician or from any county Health Department. Parents must submit a new form 3231 within 30 days after Form 3231 expires. Students not in compliance are subject to withdrawal from school.

Georgia law allows waivers of immunization requirements based on medical reasons and/or religious reasons. Parents/guardians requesting a temporary waiver based on medical reasons must provide the school district with a Georgia Certificate of Immunization (Georgia Form 3231) from the local board of health or treating physician certifying that immunization is undesirable. The medical exemption must be renewed yearly. Parents/guardians requesting a temporary waiver due to religious reasons must provide the school district with a sworn Affidavit of Religious Conflict with Immunization Requirements form (Georgia DPH Form 2208). These Affidavits are available from each school.

GRADE PLACEMENT

If acceptable documentation for determining grade placement is not presented at the time students are enrolled, students will be temporarily assigned to a grade until determination as to final grade placement can be made.

SOCIAL SECURITY NUMBER

At the time of enrollment in Tift County Schools, parents are asked to provide a copy of the child's Social Security Card. However, no student shall be denied enrollment in Tift County Schools for declining to provide a Social Security Number or declining to apply for such a number. A parent/guardian may submit a Statement of Objection (Waiver) in lieu of a copy of the student's Social Security card. Failure to provide the Social Security Card or Statement of Objection (Waiver) will not bar or delay a child's enrollment in school; however, parents are strongly encouraged to read the uses of the Social Security number within the school system and make an educated decision as to whether or not to provide a Social Security Card. A list of the uses of the Social Security number and Statement of Objection (Waiver) can be obtained at the school.

TRANSFER STUDENTS

Prior to admission, the school must receive a certified copy of the student's academic transcript and disciplinary record from the school previously attended. A student may be admitted provisionally if the name and address of the school last attended and authorization to release all academic and disciplinary records to the school is provided.

The parent must disclose at the time the transfer is sought whether the student currently receives special education services, Section 504 services, or Gifted services; whether the student is currently serving a suspension or expulsion from school; whether the student withdrew from the last school district attended in lieu of being ordered to serve a period of suspension, expulsion, or assignment to an alternative education program; and, whether the student has ever been adjudicated guilty of a felony.

Any student who is currently assigned a suspension or expulsion in another school system must complete and/or wait until they clear that suspension/expulsion period before any consideration will be given to their enrollment in Tift County Schools. Please see the Code of Conduct within this Handbook for information regarding students attempting enrollment with a felony charge(s), conviction, or adjudication.

WITHDRAWAL FROM SCHOOL

At the time of withdrawal, students must return all textbooks, library books, student learning devices (e.g., Chromebooks, iPads, laptops), and other school-owned or district issued items. Any such items not returned, and any other school-related expenses for which the student is responsible (such as lunch charges), must be paid for at the time of withdrawal. The school may withhold grade reports, diplomas, and/or certificates of progress until restitution is made for lost or damaged textbooks, student learning devices, and/or media materials, O.C.G.A. § 20-2-1013.

In situations where a custodial parent (enrolling parent) enrolls a child in school, that same parent must be the person who withdraws the child from school. However, the custodial parent (enrolling parent) who enrolled the child in school may give notarized written permission to the school to allow a non-custodial parent to complete withdrawal procedures.

A minor who is not emancipated may not drop out of school without permission of their parent/guardian. Prior to accepting such permission, the school administrator or designee shall schedule a conference with the student and parent/guardian to discuss the educational options available to the student and the consequences of not earning a high school diploma.

ATTENDANCE

SCHOOL ATTENDANCE

Regular attendance at school is essential for the academic success of students. Pursuant to Georgia law, specifically O.C.G.A. §20-2-690.1, all children between the ages of six (6) and sixteen (16) are legally required to attend school, except in cases where a lawful justification for absence exists. Furthermore, it should be noted that students who are under the age of six (6) and have been enrolled for a period exceeding twenty (20) days are also bound by the provisions of the Georgia Mandatory Attendance Law, O.C.G.A. §20-2-150(c).

Students accumulating more than **five (5) days** of unexcused absences during the academic year will be deemed truant. Legal consequences for truancy may involve the referral of the student to Juvenile Court, as well as the referral of the parents to State Court. Additionally, any Georgia resident responsible for the care or custody of a child who is found guilty of violating mandatory school attendance laws may be subject to a court-imposed fine ranging from a minimum of $25.00 to a maximum of $100.00, imprisonment not to exceed 30 days, community service, or a combination of these penalties for each instance of absence.

ARRIVAL AND DISMISSAL TIMES

The beginning time for elementary school is 7:35 a.m., and the beginning time for middle and high school is 8:20 a.m. Students are expected to report to the school by the respective start times and to remain for the full scheduled day unless authorized by school officials. The ending time for elementary school is 3:00 p.m., and the ending time for middle and high school is 3:45 p.m.

The Tift County Board of Education assumes no responsibility for supervising or ensuring the safety of students outside of school hours, either before the start of the school day or after its conclusion. The Board does not expect its staff to exercise control over students who are not part of a school-sanctioned activity and are left at the school campus before the beginning of the school day or who are not picked up after school in a timely manner.

ATTENDANCE, TARDIES, EARLY DISMISSAL RULES/EXPECTATIONS FOR STUDENTS

In accordance with the provisions of Policy JBD: Absences and Excuses, The Superintendent establishes these procedures to provide supports and interventions which enable students to attend school regularly.

DEFINITIONS

Attendance Contracts: Defined as an agreement between the school personnel and student and/or parent/guardian to promote students' daily attendance unless a valid excuse is provided.

Check Out: Defined as a student who reports to the school attendance office to leave school, before the end of the school day, often referred to as "early check out" or "early dismissal."

CHINS (Child in Need of Services): A juvenile court pathway designed to address habitual truancy and its underlying causes. Governed by Georgia law (O.C.G.A. § 1511-2, 15-11-381), a child subject to compulsory attendance may be referred to juvenile court as a CHINS matter if they accrue 10 or more unexcused absences.

Chronic Absenteeism: Defined as missing 10% or more enrolled school days, regardless of reason. For students enrolled for the entire year in a typical school, chronically absent students miss 18 or more days per year, SB 123 (2025). Chronic absentee includes the total number of days absent, excused or unexcused.

Compulsory Attendance: The legal requirement for attendance for children ages 6 through 16, with associated parent or guardian responsibilities and school system notice requirements.

Excused Absence: Students are considered excused in accordance with the established criteria set forth by *Policy JBD: Absences and Excuses*. Districts may require parent/guardian notes or other documentation to validate an excused absence, consistent with local policy.

Georgia Multi-Tiered System of Supports (GaMTSS): Georgia Multi-Tiered System of Supports (GaMTSS) is a data-driven, multi-level prevention system designed to meet the needs of the whole child by implementing a continuum of tiered supports. GaMTSS is grounded in the belief that academics, behavior, and wellbeing are interconnected and impact student success.

Immediate Family: Defined as a student's parents, siblings, grandparents, or legal guardian.

Medical Documentation: Defined as a standard doctor note that includes the student's name, date(s) of student absence from school, the doctor and/ or practice contact information and a signature of the doctor or practitioner who treated the student. Standard Doctor Notes may include dentists, doctors, psychologists, psychiatrists, licensed therapists, or any other licensed medical or mental health practitioner.

Parent and Guardian: A biological or adoptive parent, legal guardian, custodian, or other person with legal authority to act on behalf of a child.

Parent Note: Defined as a typed or handwritten excuse explaining the reason for the absence. The note should include the student's full name, the date(s) of the absence, the reason(s) for the absence, and signature of the legal parent or guardian. Only three (3) written excuses from a parent/guardian will be accepted per nine weeks.

Positive Behavioral Interventions and Supports (PBIS): An evidence-based, proactive framework for improving school climate and student outcomes by teaching clear behavioral expectations, recognizing and reinforcing positive behavior, and using data to guide consistent, tiered supports for students. In Georgia, the essential elements of PBIS are integrated and embedded within the GaMTSS.

Preventative Infrastructure: The district and school teaming, data systems, decision guidelines, multi-level supports, and continuous improvement processes that enable early identification and support.

School Climate: A broad term that describes the quality of school life by measuring student and adult experiences related to academics, relationships, safety, and the environment.

Student Attendance and School Climate Committee (SASCC): The county committee established under O.C.G.A. § 20-2-690.2 to coordinate compulsory attendance work and adopt/submit protocols.

Student Attendance Protocol: The written local procedures required by SB 123 for identifying, documenting, intervening, and, when necessary, referring to attendance cases.

Tardy: Defined as a student not arriving to the assigned classroom or instructional space at the assigned time.

- An Excused Tardy is defined as a late arrival to class or school which meets the established criteria.
- An Unexcused Tardy is defined as a late arrival to class or school which does not meet the established criteria.

Tier 1 Supports: High quality core instruction, curriculum, and learning environment designed for all students.

Tier 2 Supports: Targeted small group interventions and supports designed for 5-15% of students.

Tier 3 Supports: Individualized interventions and support designed for 3-5% of students.

Truancy: Truancy in Georgia is defined as any child who is subject to the compulsory attendance law who has more than 5 days of unexcused absences during the school year (as defined in State Board Rule 160-5-1-.10).

Truancy Intervention Project (TIP): Truancy Intervention Project better known as TIP is a committee composed of school-based professionals and community leaders to remedy issues regarding students' academics, behavior, and attendance issues.

Unexcused Absence: An absence that does not meet the established criteria set forth by *Policy JBD: Absences and Excuses*. Districts may require parent/guardian notes or other documentation to validate an excused absence, consistent with local policy.

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 three unexcused absences. The notice will outline the penalty and consequences of such absences and that each subsequent

absence will constitute a separate offense. The school system will make a reasonable attempt to notify the parent, guardian or other person who has charge of the student by phone and will send written notice via first class mail. 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 or guardian by certified mail, return receipt requested; and

3. Students shall be notified through the Student & Parent Handbook of the definition of truancy and a summary of possible consequences and penalties for truancy.

PERFECT ATTENDANCE

Students may be recognized with perfect attendance if they have been counted present each day and have no tardies/check outs. Principals are encouraged to set standards and guidelines for attendance awards for students that demonstrate excellent attendance.

WRITTEN NOTIFICATION OF NON-CUSTODIAL PARENT/GUARDIAN RELEASE

Tift County Schools shall not release students to individuals other than custodial parent(s)/guardian(s) without written permission from the custodial parent(s)/ guardian(s). It is the responsibility of the custodial parent(s)/guardian(s) to notify the school when their child will be picked up by anyone other than those filed in the child's records.

PROCEDURES OF ABSENCES: NOTIFICATIONS

1. On the first day students return/report to school (or classes) from an absence, parents should provide the school with a written note explaining the reason for the absence. The note should include the student's full name, the date(s) of the absence, the reason(s) for the absence, and signature of the parent/guardian or of the doctor who treated the student. School officials will accept faxed notes from the doctor but it is the responsibility of the parent/guardian to ensure the school has received the faxed note. School administrators may allow a grace period no greater than three (3) days for receipt of the written explanation of the absence. The absence will be unexcused if explanation of the absence is not received in the allowed time. Parents may be asked to provide additional documentation, such as medical documentation, by the principal or his/her designee for absences, tardies, and early check outs/dismissals. Only three (3) written excuses from a parent/guardian will be accepted per nine weeks. School officials will only excuse the note(s) provided with the date(s) from the physician, parent or guardian. In regards to online learning, students are counted as present when work is verified by their teacher(s).

2. Parents of students from ages 6-16 (including kindergarten students who have been enrolled 20 consecutive school days) who have accumulated five unexcused absences shall be referred to the school Attendance Support Team.

EXCUSED ABSENCES OR TARDIES / EARLY DISMISSALS

1. Personal illness or when attendance in school 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. Mental health matter in which a clearance letter is provided from a Mental Health Professional before returning to school.
4. 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.
5. The observance of a religious holiday, necessitating absence from school.
6. Conditions rendering attendance impossible or hazardous to student health or safety.
7. Registering to vote or voting in a public election, which shall not exceed one day.
8. A student whose parent or legal guardian is in military service in the U.S. armed forces or National Guard, and such parent or legal guardian has been called to active duty for or is on leave from overseas deployment to a combat zone or combat support posting, a student shall be granted up to 5 days of excused absences per school year, for the day or days missed from school to visit with his or her parent or legal guardian prior to such parent's or legal guardian's deployment or during the parent's or legal guardian's leave.
9. A scheduled medical, dental, or eye examination for the student.
10. Attendance upon a trip or event having significant educational value, provided 1) the school administrator is notified of the absence in advance and 2) the school administrator determines the trip or event to have significant educational value.
11. Any other absence not explicitly defined in this policy but deemed to have merit based on circumstances as determined by the Superintendent or his/her designee.

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 the day missed from school. See Jessie's Law (O.C.G.A 20-2-692.2)
3. A student who successfully participates in the Student Teen Elections Participant (STEP) program shall be counted present and given full credit for the school day in which he or she served as a volunteer poll worker, up to two school days per school year.

EXCEPTION FOR SUSPENSION

School days missed as a result of an out of school suspension shall count as excused days for the purpose of determining student truancy.

EXPULSION

No student shall be expelled from a public school in this state due solely to such student's absence from school.

GRADE AND ABSENCES

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

- Absences are justified and validated for excusable reasons.
- Make-up work was completed satisfactorily.

ATTENDANCE AND TARFIES/EARLY DISMISSALS FOR STUDENTS IN GRADES K-12

K-5th Grades:

1. Students are expected to be on time and in attendance daily. Students must be present four hours or more to be counted present for the day.
2. Parents/Guardians are responsible for getting students to school on time and should not make a habit of checking students out of school prior to official dismissal time.
3. Students who arrive at school late (after the tardy bell) must go directly to the front office to sign in and obtain a tardy pass to enter the classroom. Students who are tardy to school by more than four hours will be recorded as absent for the day.
4. Students who become ill during the school day must have a pass from their teacher to visit the School Nurse. If the School Nurse calls the parent/guardian to pick up the student, he or she will be excused for the rest of the school day. Students may be checked out of school only by their legal guardian or persons authorized in the Student Information System (Infinite Campus).
5. Parent/guardian or persons authorized in the Student Information System (Infinite Campus) must report to the front office to check out students during the school day. After the checkout is verified and approved by school officials, the student will be cleared to check-out. Students who miss class for more than four hours due to early dismissal will be recorded as absent for the day.
6. Students will be referred to the Attendance Support Team (AST) Lead when they have received excessive tardies/early dismissals. The AST will determine whether the tardies/early dismissals are excused or unexcused. For students who have acquired a combined total of fifteen unexcused tardies/early dismissals, the AST will refer the student to the Attendance Review Team. The Attendance Review Team will review the case and determine appropriate intervention(s).

6th-8th Grades:

1. Students are expected to be on time and in attendance daily. Students must be present at least four hours to be counted present for the day.
2. Parents/Guardians are responsible for getting students to school on time and should not make a habit of checking students out of school prior to official dismissal time.
3. Students who arrive at school late (after the tardy bell) must go directly to the front office to sign in and obtain a tardy pass to enter the classroom.
4. When changing classes, students who arrive to class late will be marked tardy and may be asked to obtain a tardy pass to enter the classroom. Excessive tardiness will result in progressive consequences.
5. Students who are tardy to class by more than half of the period are required to have an admit pass and are recorded absent for that class.
6. Parent/guardian or persons authorized in the Student Information System (Infinite Campus) must report to the front office to check out students during the school day. After the checkout is verified and approved by school officials, the student will be cleared to check-out. Students who miss class for more than half of the period due to early dismissal will be recorded as absent for that class.
7. Students who become ill during the school day must have a pass from their teacher to visit the School Nurse. If the School Nurse calls the parent/guardian to pick up the student, he or she will be excused for the rest of the school day. Students may be checked out of school only by their legal guardian or persons authorized in the Student Information System (Infinite Campus).
8. Students will be referred to the Attendance Support Team (AST) Lead when they have received excessive tardies/early dismissals. The AST will determine whether the tardies/early dismissals are excused or unexcused. For students who have acquired a combined total of fifteen unexcused tardies/early dismissals, the AST will refer the student to the Attendance Review Team. The Attendance Review Team will review the case and determine appropriate intervention(s).

9th-12th Grades:

1. Students are expected to be on time and in attendance daily. Students must be present at least four hours to be counted present for the day. Students must be present at least half or more of the class to be counted present for the class.
2. Parents/Guardians are responsible for getting students to school on time and should not make a habit of taking students out of school prior to official dismissal time.
3. Students who arrive at school late (after the tardy bell) must go directly to the attendance office to sign in. Tardy passes are issued by the attendance official and students are issued a tardy/admit pass to enter the classroom.
4. When changing classes, students who arrive to class late will be marked tardy and may be asked to obtain a tardy pass to enter the classroom. Excessive tardiness will result in progressive consequences.
5. Parent/guardian or persons authorized in the Student Information System (Infinite Campus) to check-out students during the day must report to the Attendance Office.

After the checkout is verified and approved by the attendance official, the student will be cleared to check-out. Students who miss class for more than half of the class due to early dismissal will be recorded as absent.

6. Pre-Approved Early Dismissal (Check-Out): Students who need to leave school during the school day must take their note to the Attendance Office before first block. The student should present a note from the parent/guardian authorizing the student's early release. The note must include a parent contact number. When this note is presented and verified by the attendance official, an Early Dismissal Pass will be issued to the student. If a parent/guardian cannot be reached, the student will not be allowed to check out. The Early Dismissal Pass must be presented to the teacher of the class in session when the student leaves during the day. The student must report to the Attendance Office and sign-out before leaving campus. Verification/authorization for sign-outs must occur prior to the student leaving campus. If the student is being checked out for a doctor's appointment, documentation regarding the appointment must be presented within three days of returning to school in order for the absence to be excused.
7. Students who become ill during the school day must have a pass from their teacher to visit the School Nurse. If the School Nurse calls the parent/guardian to pick up the student, he or she will be excused for the rest of the school day. Students may be checked out of school only by their parent/legal guardian or persons authorized in the Student Information System (Infinite Campus).
8. Students will be referred to the Attendance Support Team (AST) Lead when they have received excessive tardies/early dismissals. The AST will determine whether the tardies/early dismissals are excused or unexcused. For students who have acquired a combined total of fifteen unexcused tardies/early dismissals, the AST will refer the student to the Attendance Review Team. The Attendance Review Team will review the case and determine appropriate intervention(s).

ATTENDANCE REVIEW TEAM

An Attendance Review Team shall be established by the building principal. This team shall be established pursuant to O.C.G.A. 20-2-690.3 to review chronic absenteeism, identify causes, and coordinate interventions as required by SB123. This team may be the GaMTSS Team when appropriate.

- Each Attendance Review Team established under the Code section shall meet at least once monthly and shall be responsible for reviewing the individual cases of students who are chronically absent and developing intervention plans for such students and their parents or guardians.
- The Attendance Review Team in each school shall be comprised of administrators, Attendance Support Team (AST) Lead, school counselors, school social workers, teachers, or any other person the principal feels may be necessary and that could provide information for the committee to consider.

ATTENDANCE APPEALS PROCESS: GRADES K - 12

If a parent/guardian or student requests an attendance appeal, the Attendance Review Team must meet to review the case. Minutes are to be kept for all attendance appeals hearings. Parents/guardians must be advised of their right of appeal to the Superintendent.

A PLUS EDUCATION REFORM ACT

The A Plus Education Reform Act of 2000 authorizes local boards of education, by petition to the juvenile court, to proceed against a parent or guardian for willful and unreasonable refusal to participate in efforts to improve a chronic disciplinary problem student's behavior. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed $500.00, on a parent or guardian who willfully disobeys an order of the court.

TIFT COUNTY SCHOOLS ATTENDANCE PROTOCOL 2026 - 2027

Upon receiving a referral for a child in danger of becoming truant, the Attendance Support Team (AST) shall initiate the following steps:

# of Unexcused Absences	Intervention Action
1	Infinite Campus Call-Out (parent/guardian will need to ensure their Parent Portal is set to receive notifications)
3	A letter notifying attendance concerns will be mailed to the parent/guardian and a copy will be sent home with the student. The Attendance Support Team (AST) Lead should contact the parent/guardian by phone to provide an attendance warning.
5	The Attendance Support Team (AST) Lead will schedule a mandatory conference. The Attendance Support Team (AST) Lead will mail an attendance conference letter. The Parent/Guardian attends a conference and signs an attendance contract. Students ages 10 or older will also be required to attend the conference and sign the attendance contract.
7	The Attendance Support Team (AST) Lead will refer the student to the Truancy Intervention Project (TIP). The CHINS (Child in Need of Services) Coordinator for Tift County Schools will schedule a mandatory TIP conference with the parent/guardian and will mail a TIP conference letter to the address on file for the student. ● The TIP Committee may include the CHINS Coordinator, Student Services Coordinator, Attendance Support Team Lead, School Counselor, School Social Worker, Administrator, a Department of Family and Children Services (DFCS) Representative, and/or other community leaders. ● The parent/guardian and student (ages 10 or older) will attend the conference and sign the TIP contract. ● During a TIP conference, the CHINS Coordinator will discuss any barriers that may be impacting the student's attendance and the TIP Committee will offer resolutions.
10+	The Tift County Schools CHINS Coordinator may initiate any or all of the following actions to resolve truancy: A. The CHINS Coordinator will refer the matter to the District Attorney's office to initiate an action in Juvenile Court alleging the child to be a Child in Need of Services (CHINS) and will notify the parent/guardian by certified mail that a CHINS referral will be made to the District Attorney's office; ● File a complaint in Juvenile Court alleging the child to be in need of services. ● File a complaint in Juvenile Court alleging the child to be a dependent child for reasons of parental inability to ensure the child attends school and for educational neglect. ● Refer matter to the District Attorney's Office to request that a criminal action be initiated in State Court alleging the parent to have violated Georgia's mandatory school attendance law. B. Refer the matter to the Department of Family and Children's Services (DFCS) for an investigation of possible educational neglect. C. Georgia Law requires a referral to the Department of Family and Children's Services (DFCS) and the RESA Student Affairs Officer for a student who has 30+ consecutive absences (with no withdrawal or enrollment notice).
15+	Attendance Support Team (AST) Lead will refer a student to the Attendance Review Team once the student has a combined total of 15 or more unexcused tardies and early check outs. The Attendance Review Team will review the case and determine appropriate intervention(s).

TRUANCY INTERVENTION PROJECT (TIP)

Truancy Intervention Project better known as TIP is a committee composed of school-based professionals and community leaders to remedy issues regarding students' academics, behavior, and attendance issues. TIP conferences are held at the Charles Kent Administration Building (third floor). Students will be recommended to this committee by the Attendance Support Team (AST) at their assigned school. The TIP committee is led by the Tift County Schools CHINS Coordinator. During a TIP conference, the CHINS Coordinator will discuss any barriers that may be impacting the student's attendance and the TIP committee will offer resolutions. The students and families will be case managed by the CHINS Coordinator to ensure that all voluntary agreements are met.

COUNCIL OF JUVENILE COURT JUDGES OF GEORGIA PROGRAMS

Children in Need of Services (CHINS)

On January 1, 2014, the State of Georgia adopted an updated juvenile code which includes a new case type called Child in Need of Services (CHINS) found in Article 5 of the code beginning at O.C.G.A. 15-11-380. The legislative purpose is:

1. To acknowledge that certain behaviors or conditions occurring within a family or school environment indicate that a child is experiencing serious difficulties and is in need of services and corrective action in order to protect such child from the irreversibility of certain choices and to protect the integrity of such child's family;
2. To make family members aware of their contributions to their family's problems and to encourage family members to accept the responsibility to participate in any program of care ordered by the court;
3. To provide a child with a program of treatment, care, guidance, counseling, structure, supervision, and rehabilitation that he or she needs to assist him or her in becoming a responsible and productive member of society; and
4. To ensure the cooperation and coordination of all agencies having responsibility to supply services to any member of a family referred to the court.

The purpose of CHINS is to deter neglect, child abuse, and delinquency by creating a comprehensive system of support that focuses not only on intervention, but also on prevention. CHINS provides support and services to at-risk youth and their families to help divert them from the path of child welfare and/or court intervention to a healthier and more productive path in life.

HEALTH AND MEDICAL

ACCIDENTS / MEDICAL SERVICES

If a student is injured or becomes ill at school, every effort will be made to contact the parent/guardian and to take action at the parent's/guardian's direction within policy. If a parent/guardian cannot be contacted, school officials will take reasonable actions to preserve the health of the child. Tift County Schools personnel have the authority to call 911 in the event of a perceived medical emergency. In the event that 911 is called and medical providers recommend transporting a student to the hospital and should the parent/guardian refuse EMS transport of the student to the hospital, then the parent/guardian must immediately remove the student from Tift County Schools' premises. If the parent/guardian refuses to remove the child from the premises, the child shall be released to 911 emergency providers at the parent/guardian's expense.

By your signature on the acknowledgment form of this Handbook (via digital registration or hard copy form), you concede that you have received a copy of the procedures, you have had an opportunity to review the procedures and ask questions, have had an opportunity to review the video if so desired, and are aware of your obligation to report suspected child abuse/neglect to the appropriate authorities.

CHILD ABUSE - POLICY JGI: CHILD ABUSE OR NEGLECT

Georgia law requires all school employees report to the local Department of Family and Children Services (DFCS) any reasonable cause to believe child abuse or neglect has occurred (O.C.G.A. §19-7-5(c)(1)). Failure to comply with this mandatory reporting requirement may result in prosecution of the employee. Once a report has been made, official representatives of DFCS have the right to come to the school to interview the child. Parental permission need not be obtained by DFCS or the school to conduct the interview of the child.

If a Tift County Schools employee has reasonable cause to believe that suspected child abuse has occurred involving an employee or volunteer of the school, the employee must report the suspicion of abuse to the DFCS and the school principal or the principal's designee. Reports of suspected child abuse shall be made immediately, from the time there is reasonable cause to believe that suspected child abuse has occurred. Reports may be made verbally, by telephone (1-855-GA-CHILD), or by other verbal communication, or a written report may be made by electronic submission or facsimile to the DFCS and to the school principal or the principal's designee. Pursuant to Georgia law, O.C.G.A. §19-7-5, Tift County Schools must notify individuals who volunteer in the school district of their obligations as mandated reporters for suspected child abuse.

Child abuse includes, but is not limited to the following:

- Physical injury or death inflicted upon a child by a parent or caretaker by non-accidental means. Physical forms of discipline do not count, as long as there is no physical injury to the child;
- Neglect or exploitation of a child by a parent or caretaker thereof;
- Endangering a child;
- Abandonment;
- Sexual abuse; or
- Sexual exploitation of a child

Georgia law requires that all volunteers:

- Report, not investigate, any suspicions of child abuse as defined above to the principal, supervisor, or designee of the facility within which he/she is volunteering immediately, but in no case later than the end of the school day or school event.
- If the above individuals are not available, then Georgia law requires that the volunteer make an oral report or a written report by electronic submission or facsimile of suspected child abuse immediately to the DFCS, an appropriate police authority, or a district attorney within 24 hours.
- If you suspect the child is in immediate danger, you are directed to call 911 immediately.

Guidance:

- A verbal report of any suspicions of child abuse should be made in person to the school's designee or by telephone and followed by a report in writing, if requested. When a report is made by electronic submission or facsimile to the DFCS, it shall be done as specified by the division.
- **Do not contact the parent or guardian.**
- In causing a report to be made to a child welfare agency or participating in any judicial

proceeding or any other proceeding that results, mandated reporters are immune from any civil or criminal liability that might otherwise be incurred or imposed, provided that the report is done with good intentions.

- A copy of Tift County Schools' procedures for reporting suspected child abuse/neglect is available at each school.

SCHOOL HEALTH NURSE PROGRAM - POLICY JGC: STUDENT HEALTH SERVICES

Every school has a Georgia licensed nurse who manages student health and medical concerns. School nurses work in collaboration with school administrators, school staff, parents/guardians, healthcare providers, transportation, the Department of Public Health, and other school nurses, in coordination with the Medical Services Supervisor and in accordance with Tift County Schools policies and procedures.

HEAD LICE

If a student has head lice, their parents or guardians will be notified to pick up their child. Your child can return to school only when all head lice and nits are removed from the child's head. Your child will be rechecked by the school nurse/school personnel before being allowed to return to class. If nits are found, the child will not be allowed to return to class.

ILLNESS

If a child becomes too ill to remain in class, his/her parent/guardian will be contacted to pick up the student. For the safety of all students and staff, please do not send your child to school if he/she is sick. If a student arrives at school sick, his/her parent/guardian will be contacted to pick up the child. Children should not return to school until they are free from vomiting, diarrhea, and/or fever, without medication, for at least 24 hours. Regarding fever, a child with a fever (temperature of 99.5 degrees or higher with other symptoms of illness present OR temperature of 100.4 degrees or higher, regardless of whether other symptoms are present) should stay home until the child has had no fever for 24 hours without the use of fever-reducing medicine during the 24-hour period.

It is in the best interest of the parents to provide the front office staff with current phone numbers so they may be contacted when needed. Parent/guardians should provide at least two active contacts with working phone numbers so someone is always available to pick up a student who becomes sick at school as soon as possible.

Contagious Illness: If a school receives a written report from a doctor/licensed healthcare provider which states a student has a "notifiable disease/condition," the school system will follow the infectious disease reporting protocol, including recommendations from the Tift County Health Department and Department of Public Health. The parent/guardian must provide a release to school signed by a licensed healthcare provider indicating the date the student can return to school.

INDIVIDUAL HEALTH PLANS

Any student with a medical condition which requires emergency care and requires treatment as prescribed by a physician can be considered for an Individual Health Care Plan. The School Nurse and Medical Services Supervisor will review medical information and meet with parent/guardian to discuss course of action.

MEDICATIONS

When students must take medicine at school, prescription or over-the-counter (OTC), parents must bring all medicine and related equipment to the principal or his/her designee and complete a **Request for Assistive Administration of Medication (RAAM)**. Medicine cannot be given without written permission and instructions from the parent. **Please do not send medicine to school by students. Prescription medicine must be in the original pharmaceutical container and have a current pharmacy label. Over-the-counter (OTC) medication must be in the original pharmaceutical container.** At school, only the age-appropriate dosages, per OTC label, will be administered unless directed otherwise in writing by a physician. Every effort should be made for medication doses to be given at home. Sample medications can only be given when accompanied by a written prescription or legal prescriber's written order or note bearing the medication name, clear instructions for administration, student's name and date of birth, date of order, and legal prescriber's signature and credentials.

All prescriptions and over-the-counter medicine will be kept in the clinic or school office unless authorized in writing by a physician and approved by the principal. Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

Parents/guardians should pick up unused medicine, equipment, and supplies from the school nurse. Any prescription medicine, including epinephrine injectors and emergency seizure medications, not picked up will be discarded at the end of each school year. Medicine will not be sent home with students. Students who will remain at the same school the following year may leave in date OTC medication over the summer. A new Request for Assistive Administration of Medication (RAAM) will need to be completed before administering.

MEDICAL CANNABIS

The Tift County Board of Education will follow regulations set forth in O.C.G.A. § 16-12-190 et seq., and the regulations set forth by the Georgia Commission on Medical Cannabis which govern the possession, sale, manufacturing, distribution, and dispensing of low THC oil in the State of Georgia. No student shall be in possession of medical cannabis in any form while at school or during any school function. Any student possessing medical cannabis will be considered in violation of the School District's drug policy and shall be subject to the discipline set forth in the student code of conduct and/or this handbook.

AUTO-INJECTABLE EPINEPHRINE

Schools may receive and store prescription auto-injectable epinephrine on behalf of students who are not able to self-administer auto-injectable epinephrine, provided the student's parent/guardian provides the following:

1. A written statement from a licensed physician:
    a. Detailing the name of the medication(s), method, amount, and time schedules by which the student is to take the medication(s).

2. A written statement from the student's parent/guardian expressly acknowledging:
    a. That the parent/guardian has provided the school with a signed medical release that gives school personnel permission to consult with the student's licensed physician regarding any questions that may arise regarding the medication;
    b. That the parent/guardian has provided the school with a signed authorization releasing the school system, Board of Education, and its employees and agents from all civil liability relating to the storing of the prescription auto-injectable epinephrine, and the administration of auto-injectable epinephrine by the school system, Board of Education, and its employees and agents

Parents shall provide the above statements at least annually. However, if the student's medication, dosage, frequency of administration, or reason for administration changes, the parents/guardians shall provide updated statements to the school.

Stock auto-Injectable epinephrine is available in all of the school clinics. At their sole discretion, employees, and agents of the school system and/or board of education who have completed training or received information provided by the Board on how to recognize the symptoms of anaphylaxis and the correct method of administering auto epinephrine may administer an auto-injectable epinephrine, if available and if needed, to a student, whether or not such student has a prescription for epinephrine. Any employee or agent of the school system and/or Board of Education who in good faith administers or chooses not to administer epinephrine to a student, shall be immune from civil liability for any such act or omission to act related to the administration of epinephrine.

Students are authorized to carry and self-administer prescription auto-injectable epinephrine provided the student's parent/guardian provide the following annually:

1. A written statement from a licensed physician containing the following:
    a. A statement detailing the name of the medication, method, amount, and time schedules by which the student is to take the medication; and,
    b. A statement confirming the student can self-administer auto-injectable epinephrine.
2. A written statement from the student's parent/guardian expressly acknowledging:
    a. The parent/guardian grants the student permission to self-administer the prescription auto-injectable epinephrine as provided by the student's licensed physician; and,
    b. That the parent/guardian has provided the school with a signed medical release that gives school personnel permission to consult with the student's licensed physician regarding any questions that may arise about the medication; and,
    c. That the parent/guardian has provided the school with a signed authorization releasing the school system, Board of Education, and its employees and agents from civil liability if the self-administrating student suffers an adverse reaction because of the student self-administrating auto-injectable epinephrine.

Parents/guardians shall provide the above statements at least annually. However, if the student's medication, dosage, frequency of administration, or reason for administration changes, the parent shall provide updated statements to the school.

*The authorization for self-administration of medication form is available at each school.

ALBUTEROL SULFATE OR LEVALBUTEROL SULFATE FOR ASTHMA AND RESPIRATORY DISTRESS

Stock albuterol sulfate and levalbuterol sulfate is available in all of the school clinics. Certain school employees or agents are authorized to administer levalbuterol sulfate or albuterol sulfate, if available, to a student upon the occurrence of perceived respiratory distress. Any school employee or agent who has completed training or received information provided by the Board on how to recognize the symptoms of respiratory distress and the correct method of administering levalbuterol sulfate or albuterol sulfate, may provide levalbuterol sulfate or albuterol sulfate to any student such employee or agent believes, in good faith, is experiencing perceived respiratory distress for immediate self-administration.

Students who need to carry prescription asthma, diabetic medication, epinephrine injectors, and/or emergency seizure medication are permitted to keep these items in their possession if a completed Tift County Schools Written Authorization for Self-Administration of Medication Form, has been provided to, and approved by, the principal of the child's school. A Request for Assistive Administration of Medication (RAAM) must also be filled out.

DIABETES

Diabetes is a medical condition that impacts the blood sugar levels of students. The two most common types of diabetes are type 1 and type 2. Type 1 diabetes is where a student's body stops making insulin and requires daily insulin injections to survive. Type 2 diabetes is where a student's body doesn't use insulin well and can't keep blood sugar at normal levels. Some of the symptoms of type 1 diabetes and type 2 diabetes are feeling more thirsty than usual, frequent urination, feeling tired, slow-healing sores, blurry vision, and the presence of ketones in the urine.

Once a student has been diagnosed with type 1 or type 2 diabetes parents/guardians should consult with their doctor to obtain a treatment care plan (called a diabetes medical management plan) to follow at home and one to follow at school. If a diabetes medical management plan is created after the screening process, parents or guardians will bring the plan to the school. The school will work with the parent to assist the student in following the diabetes medical management plan at school.

DIABETES MEDICAL MANAGEMENT PLAN

Each school shall have two appointed staff member(s) trained in diabetes management. Such employees are not required to be healthcare professionals. The parent or guardian of a student with diabetes shall submit to the school a Diabetes Medical Management Plan, annually, and when the plan has been changed by a physician and signed by the physician and parent. The school shall review and implement the plan. A Diabetes Medical Management Plan is a document developed by the student's physician or other healthcare provider stating the prescribed health services needed by the student at school and signed by the student's parent or guardian.

In accordance with the Diabetes Medical Management Plan, trained diabetes personnel shall be able to perform functions, including but not limited to responding to blood glucose levels that are outside of the student's target range, administering glucagon, administering insulin, or

assisting a student with administering insulin through the insulin delivery system the student uses, providing oral diabetes medication, checking and recording blood glucose levels and ketone levels, or assisting a student with such checking, recording, and following instructions regarding meals, snacks, and physical activities.

Request for Assistive Administration of Medication (RAAM) for each medication, and if authorized by the student's Diabetes Medical Management Plan, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the monitoring and treatment of his or her diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity, and he or she shall be permitted to possess on his or her person at all times all necessary supplies and equipment to perform such monitoring and treatment functions. The district shall provide information in the recognition of diabetes-related emergency situations to all bus drivers responsible for the transportation of a student with diabetes.

SEIZURE ACTION PLAN, OCGA § 20-2-779.3

The Seizure Action Plan is a document developed by the physician responsible for the student's treatment and the parent of a student being treated for epilepsy or a seizure disorder and is signed by the physician. The Seizure Action Plan prescribes the support and services the student may need while at school and outlines procedural guidelines that provide specific directions about what to do in emergencies. Staff at each school will be trained to follow seizure action plans. These staff members, per § OCGA 202-779.3, are not required to be health care professionals.

SCOLIOSIS SCREENING PROGRAM

In collaboration with the Department of Public Health, the school system offers scoliosis screenings to students in the 6th and 8th grades. Information regarding dates, times, and how screenings will be conducted, will be provided to parents/guardians. For more information, contact your child's school.

TEACHING AND LEARNING - ELEMENTARY

TIFT COUNTY PRE-K - DEPARTMENT OF EARLY CARE AND LEARNING

GOAL

Georgia's Pre-K Program is designed to provide developmentally appropriate activities and meaningful learning experiences that prepare young children for success in kindergarten. Being "school ready" means a child is socially, emotionally, physically, and cognitively equipped to thrive in a classroom setting. The program fosters independence, self-confidence, and a love for learning by promoting the development of positive habits and consistent daily routines.

Georgia's Pre-K Program emphasizes child-centered instructional practices, tailored to each child's interests and developmental level. Research consistently shows that children learn best in environments where instruction is responsive and child-focused. Such environments empower teachers to guide learning through exploration, hands-on experiences, and collaborative interactions with peers and adults.

We currently have 18 classes across eight elementary schools in Tift County. Each classroom has a lead and assistant teacher.

AGE REQUIREMENT

Children must be four years of age on September 1 based on acceptable documentation, such as birth certificates, certificates of live birth, passports, official medical documents, legal documents, or official documents from other countries.

ATTENDANCE

A parent must agree to send the child to the Pre-K program for 6.5-hours of instructional time for the full school year. A child who is chronically tardy or absent without a reasonable excuse can be disenrolled from the program. Attendance is kept for each student.

Attendance Policy

- Phone call after five unexcused absences.
- Letter to parent/guardian after seven unexcused absences.
- Parent conference after ten unexcused absences.
- Referral to Pre-K Director after fifteen unexcused absences.

*Note: Excessive absences for reasons other than illness may result in removal from the program. If your child is withdrawing from the program, please contact the front office at your elementary school.

Tardies - Students who come in after the tardy bell are marked tardy.

FAMILY ORIENTATION

Your school will conduct a parent orientation within the first 20 days of the program. The orientation will include more specific information about the curriculum they use, Georgia Early Learning and Development Standards (GELDS) and general program information.

GEORGIA PRE-K ASSESSMENT & PARENT CONFERENCES

Georgia's Pre-K Program uses a statewide assessment for four-year-olds. It is called Work Sampling Online(WSO). WS0 assesses the level of performance for each child in the program. It is an assessment completed in the classroom by the teacher as children engage in their routine daily activities throughout the school year. Teachers observe and record student performance every day. They collect student work samples that show development and growth over time. The information is then reported on the Narrative Summary Report that teachers share with parents. A minimum of two family/teacher conferences will be offered to families during the school year. During these conferences, the teacher will discuss the narrative summaries with parents.

THINGS TO SEND TO SCHOOL

Please send a change of clothing to school for your child. This includes underwear and socks. Make sure you change out the clothing as the seasons change, or when your child outgrows the clothing. If your child must use his/her change of clothing, remember to send replacements the next day.

Please send a small blanket or towel for your child to use during nap time. This will remain at school during the week and will be sent home on Friday to be washed/cleaned.

We encourage all Pre-K students to be potty-trained. However, if parents and teachers are working together on a scheduled potty routine, parents are responsible for providing pull-ups.

We currently have 18 classes across eight elementary schools in Tift County. Each classroom has a lead and assistant teacher.

ELEMENTARY: GRADES K - 5

COURSE OF STUDY

Elementary school students are required to study the subjects listed below during the school year:

1. Literacy: Reading, Language Arts & Written Expression
2. Mathematics
3. Science
4. Social Studies
5. Art
6. Music
7. Physical Education/Health

INSTRUCTIONAL MATERIALS

Textbooks, student learning devices (e.g., Chromebooks, iPads, and laptops), and other instructional materials are the property of Tift County Schools and are loaned to students for use during the school year by schools. Students are expected to handle these materials carefully and keep them in good condition. Replacement textbooks will not be provided until the school receives payment for any textbooks lost or damaged by students. When student learning devices and textbooks are assigned, students should keep the asset tag and barcode identification card affixed to the book and/or device. Replacement devices will not be provided until the school receives payment for any device lost or damaged by students.

MEDIA CENTER

Students may check out books and use media and other items in the media center. The media center is open during the school day. Students are responsible for items they borrow from the media center and will be required to pay for any items lost or damaged. See Policy IFA: Instructional Materials and Content and the Instructional Materials Reconsideration Regulation for other specific information.

HOMEWORK

Homework in Tift County Schools should provide time for students to practice what they have learned in class or to elaborate on information that has been introduced. Homework and practice should be used as instructional tools to help foster mastery of the outlined skills and concepts. It should provide opportunities for students to refine and extend their knowledge of content taught throughout the school year. Practice is necessary for learning and mastering knowledge of any type. Although there may be some exceptions, the school district provides guidelines on the approximate time your child may spend on homework based on their grade level.

- Kindergarten - Approximately 0-30 minutes (collectively). Assignments should require little parental assistance.
- First Grade - Approximately 0-30 minutes (collectively). Assignments should require little parental assistance.
- Second Grade - Approximately 0-30 minutes (collectively).
- Third Grade - Approximately 0-30 minutes (collectively).
- Fourth Grade - Approximately 0-50 minutes (collectively).
- Fifth Grade - Approximately 0-50 minutes (collectively).

Specifically, the following are examples of ways parents can support their child(ren) in or help their children complete homework:

- Help set up a consistent, organized place for homework to be done.
- Help your child establish either a consistent schedule for completing homework or help him/her create a schedule each weekend that reflects that week's activities.
- Encourage, motivate, and prompt your child to complete work independently. The purpose of homework is for your child to practice and use what he/she has learned. If your child is consistently unable to do homework by himself/herself, please contact the teacher.

- If your child is practicing a skill, ask him/her to tell you which steps are easy for him/her, which are difficult, or how he/she is going to improve. If your child is doing a project, ask him/her what knowledge he/she is applying in the project. If your child is consistently unable to talk about the knowledge he/she is practicing or using, please contact the teacher.
- Homework that is designed to practice specific skills or concepts should be checked for accuracy (e.g., Addition facts: 6 + 5 = 11; 2 + 4 = 6). Practicing a skill incorrectly may foster habitual errors or misconceptions.

GRADING SYSTEMS

For information related to grading, including grade reporting, calculation, and communication, please reference Policy IHA Grading Systems and Regulation

General Grading Practices:

Communication:

- For grades Kindergarten-5th grades (K-5), teachers will communicate through communication folders, graded papers, etc.
- Mid-quarter reports will be issued at the midpoint of the nine-week grading period.
- Report cards will be printed and available in the parent portal each nine weeks for all K-5 students.
- Report cards will be available via parent portal for all 6-12 students.

Grading Assessments:

Assessments are designed to measure students' understanding of specific standards, with each standard scored individually using a rubric. These individual scores are then combined to determine an overall grade that reflects a student's performance in the subject area. For summative assessments involving group work, a group grade will not be assigned to the entire group. Instead, each student must complete an individual component or product to ensure an accurate and unbiased reflection of their own knowledge. Group activities may also be used as ungraded learning experiences or as unweighted formative assessments to support instruction.

K-5 students will be graded on the following scale:

Numerical Proficiency Level	Level	Academic Progress
4	Distinguished Learner	Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. Students consistently exceed grade level expectations.
3	Proficient Learner	Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. Students are prepared for future learning. Students consistently meet grade level expectations.
2	Developing Learner	Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. Students need extra academic support to ensure success in future learning. Students are progressing toward meeting grade level expectations.
1	Beginning Learner	Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to ensure success in future learning.
I	Incomplete	Insufficient Evidence to Assess Mastery
NYA	Not Yet Assessed	These standards have not been assessed in the reported grading period.

Non-Academic Grading for K-5

Students will be evaluated on non-academic factors as follows: Conduct, PE, Music, Art

Level	Progress
3	Satisfactory
2	Needs Improvement
1	Unsatisfactory

The following grading format should be used by teachers in Tift County Elementary Schools:

Practice Work (Assessment for learning)	Assessment Tasks (Assessment of Learning)
Daily class work, homework (completion or accuracy), formative assessments	Unit assessments, Module Assessments, Culminating performance tasks, projects

MAKEUP WORK FOR GRADES K - 5

Students will be allowed to make-up missed assignments. Students who have not completed and submitted assignments in a timely manner should have reasonable opportunities to complete the assignment and provide evidence of content mastery. Incomplete assignments must be completed and assessed within the same grading period of the original assignment.

Teachers should communicate with parents if students have missing work that is negatively impacting their grades weekly via the communication folder, parent phone call, etc.

GEORGIA ASSESSMENT SYSTEMS

The SBOE is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) is designed to fulfill this requirement and to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about each student's achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high- quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Georgia Assessments are administered to students as required by law as outlined below:

- Kindergarten: Students in Kindergarten are administered GKIDS Readiness Assessment (Georgia Kindergarten Inventory of Developmental Skills) and GKIDS 2.0.
- Grades 3-5: The End of Grade (EOG) Assessments are administered in grades 3-8 as prescribed by the Georgia Board of Education Rule 160-3-1-.07 in accordance with O.C.G.A. §20-2- 281(a).
- Kindergarten – Grade 3: Students in Kindergarten – grade 3 are administered a reading screener as prescribed by Georgia Board of Education Rules 160-4-2-.40 and 160-4-2-.39 in accordance with O.C.G.A. §20-2-153.1 andO.C.G.A. §20-2-159.6,
- Students who receive language education services (i.e., English Language Learner

students) are administered the ACCESS test annually.
- Students receiving special education services may be eligible to participate in the Georgia Alternative Assessment in lieu of the Georgia Milestones Assessment.
- Parents will be notified when test scores are returned to the school. Questions about test scores should be directed to the principal. The Testing and Assessment Calendar can be accessed at Tift County Schools' website.

PROMOTION, PLACEMENT, & RETENTION

Policy IHE: Promotion and Retention

State Requirements for Promotion, Placement, and Retention

Georgia law requires that the placement or promotion of a student into a grade, class, or program should be based on an assessment of the academic achievement of the student and a determination of the educational setting in which the student is most likely to receive the instruction and other services needed to succeed and progress to the next level of academic achievement. For students enrolled in grade levels with an associated state-required Milestones End of Grade Assessment, performance on the state test shall be considered when making promotion, placement, and retention determinations.

Promotion, Placement, and Retention in Elementary School (Kindergarten and Grades 1- 5)

Tift County Schools uses a Promotion/Placement/Retention (PPR) Rubric to make decisions regarding promotion, placement, and retention for students in Kindergarten and Grades 1, 2, 3, 4, and 5. Each grade-level specific PPR Rubric outlines specific data points that each school uses as criteria for promotion, placement, or retention decisions. For more information related to promotion, placement, and retention, please reference Regulation IHE-R(1): Promotion and Retention which can be found on the District's website alongside Policy IHE: Promotion and Retention.

HUMAN GROWTH AND DEVELOPMENT

In accordance with the Georgia Standards of Excellence for Health Education, fifth-grade students will receive instruction on human growth and development. This instruction is designed to help students understand the physical, emotional, and social changes that occur during puberty. Lessons will be taught in gender-specific classes to ensure a comfortable and respectful learning environment. Parents and guardians have the right to review instructional materials and may choose to opt their child out of this unit.

WATER SAFETY

Water Safety education courses and swimming lessons play a crucial role in saving lives by equipping individuals with the necessary skills and knowledge to prevent accidents and respond effectively in aquatic environments. These courses and lessons contribute to water safety by preventing drawing, developing water competence, providing water survival skills, educating on crucial water safety rules, and promoting safe behaviors. For information on

age-appropriate water safety education courses and swim lessons that can cause a certificate indicating successful completion, including courses and lessons offered, contact the TiftArea YMCA or Tift County Recreation Department.

TEACHING AND LEARNING - SECONDARY

MIDDLE SCHOOL (GRADES 6 - 8)

GRADING SYSTEMS

For information related to grading, including grade reporting, calculation, and communication please reference Policy IHA Grading Systems and Regulation

Grades 6-12 will be graded on the following format and scale:

Teachers in Tift County secondary schools should use the following grading format.

Practice Work (Assessment for Learning)	Assessed Tasks (Assessment of Learning) (Unit Quiz, Test, Projects, etc)	Semester Summative Assessment Tasks
Classwork Formative Assessments Diagnostic Assessments (completion) Written reflections may be graded for completion or accuracy	Constructed response Selected response assessments Summative unit assessments Culminating performance tasks Projects	Assesses totality of standards for the course. In the case of a high school course with an End of Course Test. The semester summative assessment will be the EOC at the completion of the full course.
Counts 40% of the grade	**Counts 40% of the grade**	**Counts 20% of the grade**

GRADING SCALES

Students will be evaluated using the following scale:

Letter Grade	Numerical Equivalent	Progress toward Mastery of Standards
A	90-100	Distinguished – mastery of state standards
B	80-89	Proficient – mastery of state standards
C	70-79	Developing – mastery of state standards
F	Below 70	Limited mastery of state standards
I	Incomplete	Insufficient evidence to assess mastery of the standards

GENERAL GRADING PRACTICES

Grade Reporting

Regular updates on student performance help ensure that families are informed and can partner with schools to support student success. Two primary tools used to report academic progress are *Progress Reports* and *Report Cards*. Each serves a distinct purpose in monitoring and documenting student achievement throughout the school year.

Grades should be updated weekly in the district grading portal for students in grades 6-12.

Progress reports will be made available every 4 ½ weeks in the parent portal.

Students will receive report cards at the end of each grading period: the 1st nine weeks, the 2nd nine weeks (18 weeks), the 3rd nine weeks (27 weeks), and the 4th nine weeks (36 weeks). This schedule is designed to keep parents informed of their child's academic progress throughout the school year.

For students in grades 6–12, evaluation of mastery will be cumulative for the semester.

Grading Guidelines (6-12)

At each 9-week reporting period, students' grades should reflect the following grade minimums:

- All students in grades 6-12 will receive a minimum eight grades per subject within each 9 week grading period.
    - Of these, at least three grades should be categorized as "Assessed Tasks"
    - At least five grades should be categorized as "Practice Work"
- All content area teachers will provide the same number of grading opportunities within

their respective courses. Assignments, assessments, and tasks must be aligned to the *prioritized and supporting standards* for the course.
- To support student mastery, *multiple practice opportunities* should be provided both *before and after assessments*.

ACADEMIC SUPPORT AND COMMUNICATION

Teachers will communicate with parents/legal guardians of students who are not making an appropriate progression towards the mastery of standards and/or are in danger of failing a course or with missing work.

Students who have not yet demonstrated mastery of standards should be provided with opportunities for reteaching and reassessment before final grades are recorded. These opportunities may occur during regular instructional time, through "Lunch and Learn" sessions, or at other times that do not interfere with required instructional hours.

All students who access an alternate curriculum will receive a report card four times per year and guidance summary to provide an overview of the student's progress.

ATHLETIC ELIGIBILITY

A student's athletic eligibility for the current semester is determined by their academic performance during the immediately preceding semester, based on the 18-week or 36-week grade report. Students must meet all academic requirements outlined by the district and applicable athletic associations to remain eligible for participation in school-sponsored athletic programs.

MAKE UP WORK FOR GRADES 6-12

Students are responsible for any missed assignments the first day they return to school from an absence. The principal or his/her designee will determine the number of days allowed to complete make-up work but will not exceed the number of days absent. Failure to follow this procedure will cause a grade of zero (0) being given for graded assignments missed during an absence.

Students assigned out of school suspension (OSS) will be allowed to make-up work upon return to school. The number of days to complete make-up work is commensurate with the number of days of OSS (i.e. 3 days of Out of School Suspension=3 days to make up work missed).

AWARDING HIGH SCHOOL COURSE CREDIT IN MIDDLE SCHOOL

Students in middle school have the opportunity to earn high school credit in a number of classes. Each middle school will determine which classes will be offered based on student interest and staffing availability. Each middle school will offer Algebra Concepts and Connections and Spanish I, at a minimum.

Courses offered in middle school will follow the same standards, curriculum, and procedures articulated in this regulation for high schools.

Coursework completed in middle school for high school credit will not be included in the calculation of the HOPE GPA. HOPE GPAs are calculated by the Georgia Student Finance

Commission (GSFC) in accordance with state guidelines.

All coursework completed in middle school for high school credit will appear on the high school transcript but shall not impact the overall high school GPA. Although these grades are not included in the GPA calculation by the district, the actual numeric grade will be listed on the transcript. It is important to note that colleges and universities may choose to include these courses when calculating a student's GPA for admission purposes, even though they are excluded from the district GPA and HOPE GPA calculations.

Students must pass the course with a 70 or higher to earn a high school credit.

- For students with less than an 80% at the end of the 1st nine week grading period, the principal may determine that your student be dropped from the course based on their academic performance. Parents/students may also decide to drop the course based on the student's performance no later than the 1st nine weeks grading period.
- If the parents/student decide to drop the course during 1st semester, the student will be placed in the regular grade level course. The student's grade at the time of the schedule change will be transferred to the new course in which the student will be enrolled for the remainder of the semester.
- If a student is enrolled in the course after the first nine-week grading period, the student must complete the remainder of the first semester and the entire second semester. The student will not be permitted to drop the course, regardless of their grade.
- Students enrolled in the Enhanced Algebra Concepts and Connections course after the first nine-week grading period will take the End-of Course Milestones assessment which will count as 20% of the final grade. These students will also be required to take the Grade 8 Math End-of- Grade Milestones assessment.

HIGH SCHOOL COURSE CREDIT AND ASSESSMENT REQUIREMENTS

For high school courses that have an assigned GA Milestones (EOC) assessment, course credit will not be granted unless the EOC is completed.

- 80% of the students' final grade will be determined by course work, assessments, and projects assigned in the class.
- 20% of the students' final grade will be determined through a GA MIlestones End of Course Assessment (EOC) or a final exam.

HONORS RECOGNITION

Middle school students may earn recognition as ***Honor Students*** or ***Superior Honor Students*** based on their annual academic performance. These distinctions acknowledge students who have demonstrated exceptional academic achievement, as determined by their cumulative grade point average of core academic courses.

Honor Student

Students with a cumulative grade point average between 90.0 and 94.99 at the 4th nine weeks progress report Only core academic courses are included in the calculation of Honors Day averages. Departmental awards will be presented to students who have demonstrated exceptional achievement in a specific subject area.

Superior Honor Student

Students with a cumulative grade point average of 95.0 or higher at the 4th nine weeks progress report will be recognized as Superior Honor Students during the annual Honors Program. Only core academic courses will be included in the calculation of Honors Day averages. Departmental awards will be presented to students who have demonstrated outstanding achievement in a specific subject area.

Promotion, Placement, and Retention in Middle School (Grades 6, 7, and 8)

Tift County Schools uses a Promotion/Placement/Retention (PPR) Rubric to make decisions regarding promotion, placement, and retention for students in Grades 6, 7, and 8. Each grade-level specific PPR Rubric outlines specific data points that each school uses as criteria for promotion, placement, or retention decisions. For more information related to promotion, placement, and retention, please reference Policy IHE-R: Promotion and Retention, and any associated regulations, which can all be found on the District's website.

HIGH SCHOOL (GRADES 9 - 12)

Tift County High School (TCHS) operates on a 4 x 4 block schedule, a scheduling model designed to enhance instructional time by structuring the school day into four blocks of approximately 90 minutes each. This schedule organizes the academic year into two semesters or terms, with each semester allowing students to focus intensively on a smaller set of courses.

How the 4 x 4 Block Schedule Works:

- **Course Load**: Students complete eight courses each academic year, with four courses per semester.
- **Daily Structure**: Each blocked class meets daily for an entire semester, allowing students to dive deeply into subjects, develop mastery, and receive continuous, focused instruction.
- **Semester Breakdown**: In the first semester, students take four classes (Courses 1–4) that meet daily for the full term. In the second semester, they transition to four new classes (Courses 5–8).

Semester/Term	Block 1	Block 2	Block 3	Block 4
Term 1 & 2 (Fall)	Course	Course	Course	Course
Term 3 & 4 (Spring)	Course	Course	Course	Course

Benefits of the 4 x 4 Block Schedule:

This schedule provides a concentrated learning experience, enabling teachers to delve deeper

into content and students to benefit from extended instructional periods. Additionally, students can complete a full year's coursework in one semester, which helps alleviate workload pressure by focusing on fewer classes each term while still allowing students to earn credits across a wide range of subjects.

GRADUATION REQUIREMENTS: OPTION A

Below are the high school graduation requirements for students enrolling in the ninth grade for the first time in the 2008-2009 school year and subsequent years. For more information, please refer to Georgia rule 160-4-2-.48 and TCS Policy IHF

Required Area of Study	High School Courses
English/Language Arts (4 Units)	• Literature and Composition I (1 unit) * • Literature and Composition II (1 unit) * • 2 English/Language Arts Core Course Option *
Mathematics (4 Units)	• Algebra: Concepts and Connections (1 unit) * • Geometry: Concepts and Connections (1 unit) * • Advanced Algebra: Concepts and Connections (1 unit) * • 4th Year Math (1 unit): ○ Advanced Mathematical Decision Making, Pre Calculus, AP Statistics, AP Pre-Calculus, Dual Enrollment (DE) or other math courses *
Science (4 Units)	• Biology (1 unit) * • Physical Science or Physics (1 unit) * • Chemistry, Earth Systems, Environmental Science or Dual Enrollment (DE) equivalent (1 unit) * • 4th Science Options (1 unit) *
Social Studies (4 Units)	• American Government (1 unit) * • World History/AP World History (1 unit) * • U.S. History/AP U.S. History (1 unit) * • Economics (1 unit) *
Physical Education (1 Unit)	• Health and Safety (0.5 unit) * • Personal Fitness (0.5 unit) * **Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this 1 Unit requirement
CTAE/Fine Arts/Modern Language/Latin (3 Units)	• 3 Units in CTAE (in the same pathway) • Fine Arts or Modern Language/Latin • Students are encouraged to select courses in a focused area of interest
Additional Elective (4 Units)	For students entering a University System of Georgia Institution, two units of the same World Language are required; many colleges and universities require 3 units.
TOTAL	**23 Units**

*Courses required for graduation

GRADUATION REQUIREMENTS: ACCELERATED CAREER

High School Graduation Option B offers qualified students a unique path to high school graduation. Students choose to simultaneously earn a high school diploma and a college Associate Degree, Technical Diploma, or two (2) Technical Certificates of Credit (TCC's) in a specific career pathway. Some of the required high school courses may be taken under the state-funded Dual Enrollment program. To earn a high school diploma, students must earn the specified **9** Carnegie units and complete

1. An Associate degree, **or**
2. A diploma from a technical college program **or**
3. Two (2) Technical Certificates in a specified pathway leading to industry certification

AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts (2 Units)	• Additional Core English/Language Arts course (1 unit) • Literature and Composition II (1 unit) / Required EOC
Mathematics (2 Units)	• Algebra: Concept and Connections (1 unit) • Additional Core Mathematics course (1 unit)
Science (2 Units)	• Biology (1 unit) • Additional Core Science course (1 unit)
Social Studies (2 Units)	• Core Social Studies course (1 unit) • Core Social Studies course (1 unit) **Students may replace one social studies course with an additional Math course*
Health and Physical Education (2 Units)	• Health and Safety (0.5 unit) • Personal Fitness (0.5 unit) *Three (3) units of credit in JROTC may be used to satisfy the requirements
Dual Enrollment Courses	Complete any of the following Technical College Credentials: • An Associates of Applied Science Degree • A Technical Diploma, or • 2 Technical Certificates • A Program leading to Licensure

Important Notes:

1. Students must complete the EOC assessments associated with the required courses.
2. Students pursuing this option may not meet all of the admission requirements for University of System of Georgia institutions or other college/university programs.
3. Students will not earn a diploma until all requirements (high school & postsecondary) are met

HIGH SCHOOL HONOR GRADUATES

Graduating seniors may earn recognition as ***Honor Graduates*** or ***Superior Honor Graduates*** based on their cumulative academic performance throughout high school. These distinctions acknowledge students who have demonstrated exceptional academic achievement, as determined by their cumulative grade average from the beginning of ninth grade through the completion of all graduation requirements.

Honor Graduates shall be candidates for graduation who have maintained a cumulative grade average of 90 or higher from the beginning of ninth grade through the completion of all graduation requirements, including required assessments. The cumulative grade average for determining Honor Graduate status will be calculated at the end of the third nine weeks of the senior year and again at the conclusion of the academic year.

Superior Honor Graduates shall be candidates for graduation who have maintained a cumulative grade average of 95 or higher from the beginning of ninth grade through the completion of all graduation requirements, including required assessments. The cumulative grade average for determining Superior Honor Graduate status will be calculated at the end of the third nine weeks of the senior year and again at the conclusion of the academic year.

A currently enrolled candidate for graduation who is not identified as an Honor or Superior Honor Graduate at the end of the third nine weeks will have their cumulative grade average recalculated at the conclusion of the fourth nine weeks to determine eligibility for Honor or Superior Honor status.

COURSE REPETITION / CREDIT RECOVERY / GRADE REPAIR

Once a student has received a credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.

A student may repeat a course for credit if a failing grade (F) was earned. In such cases, both the original failing grade and the repeated course grade will be recorded on the student's cumulative record/transcript and both will be calculated into the grade point average (GPA) in accordance with district policy.

GRADE REPAIR

A focused opportunity for students enrolled in middle or high school courses with a final average between 60-69 to display mastery in a two-week window following the completion of the semester. Upon successful completion of grade repair, the original transcript grade is updated to a 70.

CREDIT RECOVERY

Students earning a final average between 55-69 shall be provided with the opportunity to complete condensed versions of core courses (English Language Arts, Math, Science, Social Studies). Students may recover credit through Georgia Virtual School, district alternative programs, and school based extended learning opportunities. When a student successfully participates in a credit recovery course, both grades shall appear on the student transcript and shall be factored into the student's grade-point average (GPA). A student cannot withdraw

from a course and then earn credit through credit recovery.

Credit recovery programs may occur during and/or beyond the school day (e.g., before school, after school, Saturday, and/or Summer School). These opportunities shall:

- Include teacher-designed content and skill acquisition
- Be created with combination of virtual coursework and teacher facilitation/mentoring
- Engage students in rigorous coursework
- Provide students with multiple opportunities to display mastery

If students complete credit recovery to the desired level of mastery, the new grade and the previous failing grade will both be entered on the transcript and factored into the GPA. In order to participate in credit recovery, students must meet the following requirements:

- A course final average between 55-69
- Receive counseling/advisement with school staff to review options, requirements, & the student's graduation plan, and
- Parent/Guardian signature indicating agreement with student participation in a credit recovery course.

Students who need to recover a credit in math or English may receive support through the Remedial Education Program (REP) if they meet the eligibility criteria established by the state. If a student does not qualify for REP, the Student Support Team (SST) will review the student's academic needs and determine appropriate intervention and recovery options.

When a student completes credit recovery, two grades will appear on the official transcript:

- The first will reflect the original failing grade, and
- The second will represent the credit recovery grade earned upon successful completion of the recovery program.
- Both grades will be part of the student's academic record.

COURSE REPETITION

Students who fail an entire course with a final average below 55 must retake the course in its entirety. The following options are available for course repetition:

As part of the student's academic schedule at their home school, if scheduling allows;

- Through Georgia Virtual School (GaVS) as a fee-based course, subject to availability and approval;
- Through an approved non-traditional provider, also fee-based and requiring prior approval.

All course repetition options must align with district guidelines and graduation requirements. Students and families are encouraged to consult with school counselors to determine the most appropriate path for course recovery.

GRADE REVIEW

A student and/or parent or guardian who believes a grade has been issued in error may request a review by the teacher. If, upon review, the teacher determines that a modification is warranted, the grade may be adjusted accordingly.

If the student or parent/guardian is not satisfied with the teacher's response, they may submit a request for further review to the school principal within 15 school days of the issuance of the final report card.

In accordance with O.C.G.A. § 20-2-989.20, a teacher cannot be compelled to change a grade as long as all applicable school and district policies, administrative regulations, and grading guidelines have been followed.

The final decision on any grade change request will be made collaboratively by the principal and the appropriate district-level administrator. Any grade changes made after final grades have been posted to the official student record must include a written explanation documented in the student information system.

EXAM SCHEDULE

The principal will arrange a semester exam schedule.

PROMOTION AND CLASSIFICATION IN HIGH SCHOOL (GRADES 9 - 12)

A student's grade-level classification at the high school level will be based on the student's cumulative accumulation of course credits. Students in the District's high schools will be classified based on Tift County Schools' High School Promotion Criteria. Grade-level assignments for high school students are based on the following criteria:

Promotion or placement based upon the Placement/Retention Rubric.

- Earn 5 units of credit to be assigned to 10th grade
- Earn 11 units of credit to be assigned to 11th grade.
- Earn 17 units of credit to be assigned to 12th grade.

GENERAL GRADUATION REQUIREMENTS

The Georgia Board of Education and the Tift County Board of Education establish graduation requirements for students seeking a diploma or certificate, which are available in Policy IHF (6): Graduation Requirements - Entering Fall 2008-09 and thereafter. To be eligible for graduation, requirements in each of the following components must be met:

1. Unit Credit: Students must earn the minimum number of units required for their graduating class and diploma or certificate program.
2. Required Courses: Students must satisfactorily complete specific courses required to receive a High School diploma or an Alternate Diploma. Students should also be aware that specific courses may be required for admission to a university, college, or technical college. No course may be substituted or exempted. No courses may be repeated unless

the student failed the course.
3. Attendance: Attendance requirements are those set forth in the Georgia compulsory attendance law and elsewhere in this Handbook.
4. Assessment: Students must satisfy all applicable assessment requirements to be eligible for a High School Diploma or an Alternate Diploma.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students must meet graduation requirements when they enter 9th grade. Students who enroll from another state must meet the graduation requirements for the graduating class they enter and the state assessment requirements referenced in Georgia Board of Education Rule 160-3-1-.07 Testing Programs- Student Assessment. The requirements are outlined in State Board of Education Rule IHF(6) and Policy IHF(6): Graduation Requirements.

The Georgia Board of Education has adopted significant graduation requirements changes in recent years. Students with disabilities and English Language Learners (ELL) may receive appropriate standard accommodations based on their needs and the specifications of their Individualized Education Program, their Individual Accommodation Plan, or their ELL Testing Participation Committee Plan. Students with disabilities are unable to access the regular assessment program, and are assessed with the Georgia Alternate Assessment (GAA). Students who are assessed with the GAA in middle school and in high school are eligible for an Alternate Diploma.

COLLEGE ADMISSION REQUIREMENTS

The University System of Georgia governs the state's colleges and universities, and the Technical College Systems of Georgia governs the state's technical colleges. The criteria for admission vary among colleges, universities, and states. Specific admission requirements may exceed the requirements for earning a high school diploma. Students and parents are encouraged to meet with their school counselor to develop a program of study to support career and post-secondary educational goals.

Diplomas/Certificates The High School Diploma certifies that students have satisfied the unit requirements and state assessment requirements for their graduating class.

Students with significant cognitive disabilities who enter 9th grade for the first time on or after 2020- 2021, and who participate in the Georgia Alternate Assessment (GAA 2.0) may be eligible to receive an Alternate Diploma if they meet the following criteria:

- Meet all curriculum and unit requirements.
- Meet assessment requirements by participation in GAA in middle school and in high school.
- Meet the transition requirement of reaching the age of 22 and transitioning to employment/education/training settings with supports in place.

Please contact the Tift County Schools Special Education Department at 229-387-2460 if you have additional questions

GRADUATION CEREMONIES

All requirements for graduation must be completed before a student can receive a diploma and graduate. The graduation date is subject to change if, during the school year, schools are closed due to inclement weather, or any other emergency on a regular school day.

Student participation in graduation is a privilege, not a right. Therefore, the Board of Education has the right to prohibit a student's participation if the student is found to have violated any provision of the Code of Conduct.

Graduation ceremonies, activities, attire are determined by the individual schools. Specific questions should be directed to the school principal.

PARTNERSHIP WITH TIFT COUNTY PUBLIC LIBRARY

Tift County Public Schools provides the Tifton Tift County Public Library with student information for the purpose of establishing a public library account for the student. This account provides access to resources and services provided by the Gwinnett County Public Library System, including, but not limited to, digital books and magazines, research databases, print materials, and homework help. The information provided is: Student's first and last name, student ID number, address, date of birth, phone number, and parent/guardian email address. This information is shared solely for the purpose of establishing the library account which may be cancelled at any time by contacting any public library branch. By acknowledging receipt of this Handbook Information for Students and Families, you consent to the foregoing. As the parent/guardian of a student, you may elect to withhold your consent for creation of a public library account.

TECHNOLOGY

INTERNET ACCEPTABLE USE REGULATION

Purpose: To ensure the safe, responsible, and educational use of technology resources provided by the Tift County School System including but not limited to email, internet, devices, and artificial intelligence.

Scope: This procedure applies to all students, teachers, staff, visitors, and vendors using district-provided computers, networks, and internet access.

Responsibilities:

- **Users:**
  - Adhere to all guidelines outlined in the Acceptable Use Policy and Board Policy IFGBA and procedure IFBA-R.
  - Use technology resources for educational, instructional, or operational purposes only.
  - Report any inappropriate content or activities immediately.
- **School System:**
  - Provide a safe and secure network environment.
  - Monitor online activities to prevent access to inappropriate content.
  - Educate users about responsible online behavior.
  - Enforce disciplinary measures for staff, student, visitor and vendor violations of the Acceptable Use Policy.
  - Ensure up to date security requirements are adopted such as two factor authentication and multi-character passphrases.

Procedure:

- **Access:**
  - Access to technology resources is a privilege, not a right.
  - Users must have authorized accounts and passwords.
- **Acceptable Use:**
  - Use technology resources for educational and instructional purposes only.
  - Do not access, transmit, or store inappropriate content.
  - Respect the privacy and intellectual property of others.
  - Do not engage in cyberbullying or harassment.
- **Security:**
  - Do not share passphrases or account information.
  - Do not share personally identifiable information.
  - Report any security breaches or suspicious activity.
- **Monitoring:**
  - The school system reserves the right to monitor all online activities.
  - Users have no expectation of privacy when using district resources.
- **Violations:**
  - Violations of the Acceptable Use Policy may result in disciplinary action, including loss of access privileges.

    - Termination of staff is at the discretion of the Superintendent and Board of Education based on the seriousness of the violation.
    - Termination of vendor contracts is at the discretion of the Superintendent and Board of Education based on the seriousness of the violation.
- **Reporting:**
    - Report any violations of the Acceptable Use Policy to an administrator or district leadership as directed below.

Disciplinary Measures:

- **Students:**
    - Disciplinary measures will be handled by the Code of Student Conduct
    - Network Services reserves the right to limit access to the network, device, email, AI or any other technology without a code of conduct disciplinary measure being administered.
- **Staff, Vendors, Visitors:**
    - Disciplinary measures for staff will be handled in accordance with the staff handbook and could lead to disciplinary actions up to termination.
    - Vendors could have their contract terminated or their right to access the TCS network or campuses revoked.
    - Visitors could have their right to access the TCS network or campuses revoked.
- **Additional Guidelines:**
    - Staff social media use should be appropriate and professional.
    - Users are responsible for any damage caused to district technology resources.
    - AI usage should follow the guidelines laid out in **IFBGA-Technology and AI Usage Policy**
- **Acceptable Use Policy Violation Reporting:**
    - Complaints regarding the violation of the TCS Acceptable Use Policy IFBG should be made to the school's administration or the Chief Information Officer of the school system in writing within 30 days of the incident.
- **Acceptable Use Policy Violation Appeal:**
    - Appeals regarding the application of the acceptable use policy is denying a student or school employee access to material that is not within the prohibitions of the TCS Acceptable Use Policy IFBG should be made to the school's administration or the Chief Information Officer of the school system in writing within 5 days of the incident. A decision will be made in 7 business days from the receipt of the appeal to approve or deny. Appeal will be heard by 3 members of the district leadership team.

Content Filtering:

- The District maintains an Internet filtering system that includes filtering categories. The Information Technology Department maintains a published list of Internet filtering settings by category that have been deemed appropriate based on a review by a committee of District staff.
- Teachers are expected to monitor usage of technology in the classroom. All Internet-based activities should be conducted using the District network to allow for filtered access that is appropriate for student use.

- Local schools have the option to request a site be unblocked if it has been determined to be free of visual depictions that are: (i) obscene, (ii) child pornography, or (iii) "harmful to minors, and the site is to be used for instructional purposes.
- Users shall not use any website, application, or methods to bypass filtering of the network or perform any other unlawful activities. Examples include unapproved third-party VPNs and Proxys, used to bypass content filters.

NOTE: District technology use is subject to auditing for legitimate purposes, as well as live monitoring where appropriate.

Disclaimer:

The internet is a dynamic and unregulated environment. While the school system takes measures to block inappropriate content, users may still encounter such material. Users are expected to notify IT staff immediately upon navigating to a site that they deem inappropriate in nature.

PERSONAL DEVICE FREE SCHOOLS

In accordance with Georgia House Bill 340, and to promote an optimal learning and social atmosphere within Tift County Schools, all students are prohibited from using their cell phones, smartwatches or wireless headphones/wireless earbuds throughout the school day. Each student in grades 6-12 will be provided with a personal Yondr Pouch, labeled with a serial number that will be checked out to them, similar to their Chromebooks. Students, who choose to bring cellphones on campus, are expected to carry their Yondr pouch daily and ensure its good condition upon return at the end of the academic year. Each student in grades Pre-K through 5 will be expected to power down any personal device and keep it stored in a book bag/backpack for the duration of the school day.

Statement of Expectations

Campus administrators will state expectations clearly and reinforce the importance of maintaining a cell phone, smartwatch, and wireless headphones/wireless earbuds-free environment throughout the school year. Administrators will monitor cell phones,

smartwatch, and wireless headphones/wireless earbuds violations to inform the need for reinforcement and support. Tift County School's continued focus will be on the mitigation of educational distractions caused by the use of cell phones, smartwatches, and wireless headphones/wireless earbuds during instructional time.

ELEMENTARY SCHOOL OPERATING PROCEDURES

At the Beginning of the School Day:

1. Before entering the school premises, students must power off their cell phones.
2. Before entering the building and while awaiting the opening of school doors, students must place all cell phones, smartwatches, and wireless headphones/wireless earbuds into their book bag or other backpack.

3. It is the student's responsibility to keep the cell phone off and out of sight during the school day.

Throughout the School Day:

1. Students will maintain their cell phone, smartwatch, and wireless headphones/wireless earbuds securely within their book bag or backpack.
2. Students accessing their cell phone, smartwatch, and wireless headphones/wireless earbuds anywhere on campus during the school day is strictly prohibited. The discipline listed in the Code of Conduct will be strictly enforced.

Conclusion of the School Day:

1. Upon the conclusion of the school day, students can utilize their device as long as they are outside of the school building.
2. Any personal device being used in the building after dismissal is still prohibited. After dismissal, if an urgent need to utilize the personal device to secure a ride or find out about transportation, the student should report to the main office to utilize their device.

SECONDARY SCHOOL OPERATING PROCEDURES

At the Beginning of the School Day:

1. Before entering the school premises, students must power off their cell phones.
2. Before entering the building and while awaiting the opening of school doors, students must place all cell phones, smartwatches, and wireless headphones/wireless earbuds into their designated Yondr Pouches.
3. During weapons detection, the cell phone, smartwatch, and/or wireless headphones/wireless earbuds should be safely stowed inside the pouch. Students should securely seal the Yondr Pouch using the locking mechanism and store it in their backpack.
4. It is the student's responsibility to arrive at class punctually with their pouch securely fastened.

Throughout the School Day:

1. Students will maintain their cell phone, smartwatch, and wireless headphones/wireless earbuds securely within their assigned Yondr Pouch for the entirety of the school day.
2. In the event of leaving campus for an appointment, students will unlock their pouch at the main office before exiting the building. Upon returning, students must relock their pouch at the main office.
3. Students accessing a cell phone, smartwatch, and wireless headphones/wireless earbuds anywhere on campus during the school day is strictly prohibited.

Conclusion of the School Day:

1. Upon the conclusion of the school day, students will unlock their pouch utilizing the unlocking base.

2. Students can then retrieve their cell phone, smartwatch, and wireless headphones and ear buds from the pouch.
3. Students should then securely seal the empty pouch and stow it in their backpack for the following day. It is the student's responsibility to keep track of their pouch.
4. After dismissal, students are permitted to utilize their cell phone, smartwatch, and wireless headphones and ear buds.

DAMAGED POUCHES

If a student has a damaged pouch please contact a school administrator immediately to ensure that you can receive a replacement pouch. If the damaged pouch is as a result of malice, negligence, or intentional acts a student will be subject to consequences established in the TCS Student Code of Conduct **and may result in paying restitution.**

Campus administrators will state expectations clearly and reinforce the importance of maintaining a cell phone, smartwatch, and wireless headphones/wireless earbuds-free

environment throughout the school year. Administrators will monitor cell phones, smartwatch, and wireless headphones/wireless earbuds violations to inform the need for reinforcement and support. Tift County School's continued focus will be on the mitigation of educational distractions caused by the use of cell phones, smartwatches, and wireless headphones/wireless earbuds during instructional time.

MISUSE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

Unauthorized possession, displaying, or using a cell phone, smart watch, wearable connected device, or other personal electronic communication device during the school day without the consent of the principal or his/her designee. This includes, but is not limited to, headphones, earphones, earbuds, and other listening devices. **See Code of Conduct Violation 1.7*

TIFT COUNTY SCHOOLS AI USAGE

AI Position Statement as noted in IFBGA-R:

"Tift County Schools is dedicated to fostering a future-ready workforce by embracing the transformative power of Artificial Intelligence (AI). Our commitment to academic integrity, ethical AI use, and digital literacy empowers students to become critical thinkers, innovators, and responsible leaders in an AI-driven world. By providing equitable access to AI tools and individual learning opportunities, we prepare a diverse student body to navigate the complexities and opportunities of the 21st century."

Purpose

To promote the responsible and ethical use of AI tools while ensuring academic integrity and student learning.

Guidelines for AI Use

- **Red Zone (No AI Collaboration)**: High-stakes assessments, standardized tests, and tasks requiring original thought and demonstration of core knowledge.

- **Yellow Zone (Teacher Permission Required)**: Research projects, writing assignments, creative projects, and tasks where AI can assist but not replace student effort.
- **Green Zone (Free AI Collaboration)**: Personalized learning tools, language translation, research assistance, and tasks where AI can enhance learning and productivity.

Student Responsibilities

- Use AI tools ethically and responsibly.
- Adhere to the Red, Yellow, Green guidelines.
- Cite AI-generated content properly.
- Report any misuse of AI tools.
- If in doubt, students will ask their teacher for direction, which means we always default to yellow, if a color has not been provided for an assignment.

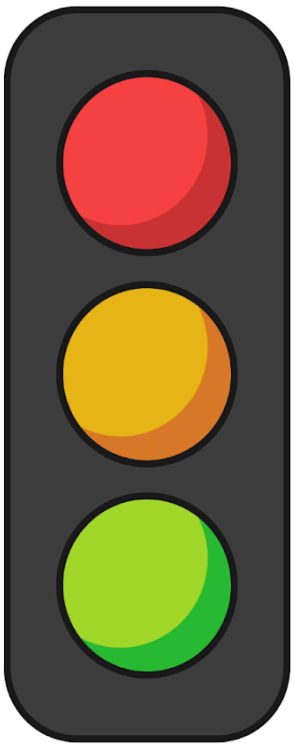
Teacher Responsibilities

- Determine appropriate AI usage levels in the classroom.
- Adhere to the Red, Yellow, and Green guidance provided.
- Provide clear instructions and expectations for AI use.
- Educate students on responsible and ethical AI practices.
- Monitor student use of AI tools.

Consequences for Violations

- Violation 1.9 in the Code of Conduct will govern consequences.

AI USAGE
FOR STUDENTS



Collaboration with AI Software is **not permitted** on this activity

Students are **required to obtain permission** from their teacher before collaborating with AI Software

Students are **encouraged to use AI software** for their work, but they must disclose how they used AI to support their work

ask your teacher

Is this a Red, Yellow, or Green AI Assignment

ETIQUETTE

All users are responsible for their behavior while using the school system's technological resources. All general school rules, Board policies and administrative regulations regarding conduct, behavior, and communications apply to the use of the school system's technological resources, including but not limited to those rules contained in the Tift County Board of Education's employee and student handbooks, the Code of Student Conduct, and the Code of Ethics for Educators.

Users must be reminded to refrain from mistaking the apparent anonymity of the Internet as a license to behave in a manner not otherwise appropriate. Because all school system computer accounts are identified by their TCBOE addresses, every transmission involving a user's technological account reflects upon the entire school system. Therefore, access to school system computing resources will be provided only to those users who act in a considerate and responsible manner. All users are expected to abide by the generally accepted rules of network etiquette, most of which are listed below.

1. Users shall be polite and considerate of others.
2. Users shall use appropriate language at all times. Users shall not swear, use vulgarities or any other inappropriate language.
3. Users shall use their best grammar and spelling at all times, so that their ideas may be evaluated on their content rather than on the manner of their presentations, but be forgiving of the errors of others.
4. Users shall use printing resources wisely.
5. Users shall use technological resources in a timely manner, so that all users may have an opportunity to utilize such resources.
6. Users are encouraged to notify the system operator whenever they find a particularly interesting site on the Internet.
7. Users should never post online their or any student or colleagues' personal addresses, e-mail addresses, Social Security numbers, phone numbers, or other sensitive personal information.

TCBOE OWNED EQUIPMENT STUDENT USAGE GUIDELINES

Access to the Internet is provided for educational purposes and research consistent with the Tift County Board of Education's educational mission and goals. Use of the school system's computers and access to the Internet are for use related to class work including unique resources not available in the local setting. The computing resources of the Tift County Board of Education shall be fully accessible for instructional use only during normal school hours.

Educational Purpose: The Tift County Board of Education is committed to providing all students with appropriate access to computer technology and believes that the use of the Internet in Instructional programs is an educational tool which facilitates

communication, innovation, resource sharing and access to information. The Board provides students with access to computing resources and the Internet for limited educational purposes.The term "educational purpose" includes classroom activities, career development, research, and collaborative work.

Use of the TCS Network at any time, affirms that the user has read and understands the administrative procedures on Acceptable Use of Computer/Internet Resources and understands the consequences for the violation of said administrative procedures. Failure to comply with these administrative procedures shall be deemed grounds for revocation of privileges, potential disciplinary and/or appropriate legal action.

PRIVILEGES

The use of the Tift County Board of Education's equipment for computing and for access to the Internet is a privilege, not a right, and as such is conditional upon the individual's compliance with any and all Georgia and federal laws, school regulations, and the exercise of good manners. Inappropriate use may result in the cancellation of those privileges, and conduct otherwise in violation of Tift County Board of Education policies or regulations may also result in disciplinary proceedings. The Superintendent, or designee(s), shall make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time.

UNACCEPTABLE USE

As stated previously, the purpose of the TCBOE computer/Internet resources is to support research and education. Unacceptable use of these resources is prohibited. Examples of prohibited conduct include but are not limited to the following:

- Students shall not use TCBOE computers, other equipment, or Internet access:
    - for commercial business or profit, or for solicitations or purchases of any kind.
    - to play games except those included in educational activities.
    - to access, send or post materials or communications that are:
        - damaging to another's reputation,
        - Abusive
        - Obscene
        - sexually oriented
        - Threatening
        - contrary to the system's policy on harassment
        - Harassing\illegal, or advocating illegal acts, violence, or discrimination towards other people (hate literature).
- Tift County School’s network users shall not:
    - use personal software or hardware with TCBOE owned equipment without prior approval of the technology dept.
    - deliberately access, remove, or copy any program or file on a network belonging to someone else without specific authorization from the technology department.
    - add programs to the TCBOE computer system, delete programs, copy programs or tamper with existing programs in any way. (Including, but not limited to, downloadable freeware applications available on the internet.)
    - use any TCBOE computer or computer network in such a way that causes it to

stop performing or disrupts the use of the network by others.
    - disguise or hide their identity, including changing their name on the system. Only the technology department may change a user name and account.
    - forge electronic messages or post anonymous messages.
    - create "home pages" or directories without approval by the technology dept.
    - use TCBOE computing resources to advertise any product.
    - use TCBOE computing resources to attempt to gain unauthorized access to any TCBOE network or other global network that goes beyond the user's authorized access. This includes attempting to log in through another person's account or accessing another person's files.
    - use the network while access privileges are suspended or revoked.
    - use the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.
- Under no circumstance shall students arrange to meet an individual they have contacted while utilizing the TCBOE computing resources, and users should notify their teachers and/or the technology department immediately upon any attempt by any user to arrange to meet them, or upon a contact from any user for an illicit or suspicious purpose. Students should also notify their parent or guardian if any of the above should happen.
- Filtering, Blocking, and Monitoring: In accordance with the Children's Internet Protection Act of 2000 (CIPA, Tift County Public Schools will use technology protection measures (i.e. filtering/site blocking software) for computers with Internet access that protects against visual depictions that are: 1) obscene, 2) child pornography, or 3) harmful to minors as defined by CIPA. Such protection measures shall be enforced at times during any use of computers by minors or staff members. Upon written request to the technology department, an administrator, supervisor or authorized person may be granted a temporary authorized override of the technology protection measure for bona fide research or other lawful purposes.
    - The fact that something is not protected does not mean that students have the right to access it. This includes information and system actions. Most actions and information accesses that are not allowed are prevented by mechanisms built into the systems. However, computer systems are complex and errors may keep the systems from preventing prohibited access. Such access is STILL PROHIBITED. That the system did not prevent your misbehavior is not an excuse for misbehavior. Effort on your part directed toward bypassing a preventive mechanism is an extremely serious offense.
    - Any user mistakenly accessing inappropriate information should immediately report the error or site to a teacher or system operator. Such action may protect the user against a claim that the user has intentionally violated these administrative procedures.
- Individuals may not view, copy, alter, or destroy data, software, documentation, or data communications belonging to the District or another individual without authorized permission.
- In the interest of maintaining network performance, users should refrain from sending unreasonably large e-mail attachments.
- Accessing wireless “hotspots” with District technology at public and/or unsecure locations should be avoided to prevent the breach of confidential data and information.

TRANSMISSION AND STORAGE OF PII & FERPA - PROTECTED

It is the responsibility of all school system employees and contractors to protect sensitive data, and personally identifiable information (PII) in a professional manner. District employees and contractors will not be granted access to sensitive information that is not authorized based upon a job-related need to know or for a job-related legitimate educational purpose. This includes accessing data on district devices as well as devices containing district data owned or rented by employees and contractors.

The technology department and administrators shall have the discretion to suspend or terminate any student access to and use of the TCBOE computing system upon the breach of these administrative procedures by the user. In the event there is a claim that a user has violated these procedures the user will receive a written notice of the suspected violation and an opportunity to present an explanation before a system administrator. If the violation also involves a violation of other school or system regulations, it will be handled according to system guidelines. Any grievance following such incidents will be handled in accordance with system guidelines.

The District will work to prevent the unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors. The Family Educational Rights and Privacy Act ("FERPA") is a federal law that protects the privacy of education records. Under FERPA guidelines, parents or eligible employees have the right to inspect and review the students' education records maintained by the school or district.

USE OF PASSPHRASES TO PROTECT INFORMATION AND TCS NETWORK ACCESS

Passphrases provide an important means of protecting network access and preventing unauthorized access to data. Therefore, sharing your passphrase, attempting to logon the network using another person's passphrase, falsely posing as a District employee, or engaging in other security violations will be grounds for termination of privileges and other disciplinary measures. Users should immediately notify an administrator if their passphrase is lost or stolen or if they believe that someone has obtained unauthorized access to their account passphrase.

The following requirements will apply to all passphrases used for computer logon, email access, employee portal, and all single sign-on applications that utilize the same passphrase. District passphrase guidelines apply to all staff, students, contracted employees, charter school staff and/or anyone using a user account provided by the district.

1. Passphrases will expire and you will be prompted to change them on occasion.
2. Passphrases are a minimum of twelve (12) characters long.
3. New passphrases should not match any previously used passphrase.
4. Passphrases cannot contain part of the user's name or login name.
5. Passphrases must meet all of the following complexity requirements:
    - Contain at least one uppercase letter (A through Z)

- Contain at least one lowercase letter (a through z)
- Contain at least one number or one special character (for example:0 through 9 or $, #, %, !)
- Contain at least one special character (for example: $, #, %,!)

The following guidelines will help you create and maintain passphrases that are not easily compromised.

- Bridge ideas like PetName-ZipCode-Favorite Vacation Spot-Special Character
    - Rover30446Aruba! Or UGA31090NewYork$
    - Be Creative: A phone number you easily remember + Sports Team + Special Character
    - 7064155656Raiders$$
- Never share passphrases with anyone. Do not reply to an email asking for passphrases or any other personal information such as bank accounts. Do not provide passphrases or personal information to a telephone caller who may claim to be “tech support”.
- Change your passphrase immediately if you suspect it has been compromised or if someone has obtained your passphrase. If you suspect someone has accessed your account, or if you suspect any type of security breach, contact the helpdesk immediately.
- Be careful about where passphrases are saved automatically on devices or websites. Some dialog boxes, such as those for remote access or logon, allow you to save or remember a passphrase. Selecting this option poses a potential security threat if someone was to gain unauthorized access to your device.

*Students are required to change their passphrases periodically.

Logins and passphrases for applications on the network will be handled according to individual program setup and via Classlink. Although the application may not require passphrase change, the above passphrase change policy should remain in effect.

Two Factor Authentication for Classlink, Google and other necessary software will be implemented as needed.

VANDALISM

Computer vandalism is prohibited and may result in disciplinary actions. Prohibited conduct includes creating computer viruses, service disruptions, harming or attempting to harm or destroy the School System's hardware, software or data; harming or attempting to harm the data of another user, the network or any of the agencies or other networks that are connected to the District Network; and harming or attempting to harm the hardware, software, or data of a third party. Abuse of a computer system may also subject the abuser to criminal penalties.

REPORTING LOSS / THEFT OF EQUIPMENT OR DATA

Tift County School employees and contractors who possess TCS owned laptop computers and Mobile Devices are expected to secure them whenever they are left unattended and it is the employee or contractor responsibility to protect the device and data during domestic and

international travel. In the event a TCS-owned or managed laptop computer or Mobile Device is lost or stolen, the theft or loss must be reported immediately to the school administrator, technology team and Tift County Schools Security Team.

USER REMOVAL

- A student's access to, and use of, the network will be discontinued when the student graduates from high school, withdraws from the District or is expelled by the District.
- Staff access to, and use of, the network will be discontinued when the staff member retires, resigns, or is terminated. The last effective date of employment will be used to determine the removal of rights and access.
- Contracts access to, and use of, the network will be discontinued when the contract is complete or terminated by the contractor or the district.
- Visitors access to, and use of, the network is never guaranteed and can be discontinued when necessary for optimal network performance or other factors.

NOTE: District technology use is subject to auditing for legitimate purposes, as well as live monitoring where appropriate.

All users should read and abide by IFBG, IFBG-R, IFBGA, and IFBGA-R as adopted by Tift County Schools.

CONSEQUENCES

Failure to comply with these guidelines and policies may result in disciplinary action by the school which may include, but is not limited to, loss of access to the school network and other school discipline as determined by the code of student conduct. Disciplinary action can also be taken against employees, visitors or vendors. Violations for employees, visitors and vendors can range from termination of employment/contract/visit, termination of access to TCS network, up to prosecution depending on the nature of the violation.

PROGRAMS AND ACADEMIC SERVICES

ANONYMOUS ALERTS

The Anonymous Alerts anti-bullying and safety app reporting system helps combat bullying and other negative activity in schools by empowering students to speak up. The system allows for 1-way or 2-way anonymous encrypted communications between submitters (students, parents or community members) and district administration and/or school staff. Users of the system have the option to remain anonymous or reveal their identity when submitting a report. Tift County Schools supplies students a simple username and password activation code, making the app remarkably easy to use and students select which school and contact the message should go to. In addition, informational posters explaining how to use the app will be displayed throughout schools and offices in the district.

AFTER SCHOOL PROGRAM - KIDS ADVOCACY COALITION

Kids' Advocacy Coalition (KAC) in Tifton is a non-profit agency offering safe, affordable, high-quality care for children of parents who are working or are in school or job training. KAC serves between 300-350 children per school year. For more information, visit www.kactift.org.

CHILD FIND

Tift County Schools has an obligation under the Individuals with Disabilities Education Act (IDEA) to identify, locate, and evaluate all students with disabilities or students suspected of having a disability residing in the district who are in need of special education and related services from ages 3 through 21 years of age. This includes students attending public, private, or home schools in Tift County. If you have a child or know of a child, who has a disability or is suspected to have a disability, please contact your child's school or the Special Education Department at 229-387-2460.

GIFTED EDUCATION SERVICES

Gifted Education Services are offered in all schools for students who meet eligibility criteria set by the Georgia Department of Education. Students may be referred for consideration for advanced learning gifted education services by teachers, counselors, administrators, parents, or by the students themselves. Specific questions regarding advanced learning gifted education services should be directed to the principal.

SCHOOL COUNSELORS

School counselors develop and implement comprehensive school counseling programs that meet the diverse needs of students. Implementing a school counseling program allows school counselors to focus their skills and knowledge on data-driven, standards-based academic, career, and social/emotional development of all students. Effective school counseling programs collaborate with school leaders, parents, other educators, various agencies, industry partners, postsecondary institutions, and community organizations to foster an environment that maximizes student achievement. Some of the services that are provided by school counselors

are assisting with mentoring/advisory programs, individual student academic planning, student progress monitoring, referral to community agencies, providing small and large group counseling services, analyzing disaggregated data, identifying and resolving student issues and needs, providing curriculum lessons, and advocating for all students. School counselors are champions for students and families. The work of school counselors is supported through the American School Counselor Association Model Mindset and Behavior Standards, which foster student growth by developing successful learning strategies, self-management skills, and social skills. School counselors work to ensure that the mission and vision of the department support student growth. School counselors address issues that substantially impact student academic achievement, social and emotional development, and college and career readiness.

Parents/guardians, teachers, and students can initiate a referral to the school counselor. However, parental permission is not required for students to see the school counselor or to participate in core curriculum lessons and activities. Often, the focus of the counseling activity centers on problem-solving, decision-making, and goal setting as the student and school counselor work together towards college, life, and career readiness. While school counselors offer a wide range of services, they cannot serve in the same role as a private therapist. School counselors can provide referrals to outside mental health clinicians. The Georgia Crisis and Access Line, 1-800-715-4225 or 988, is a free resource available 24/7 to assist families experiencing a behavioral or mental health crisis.

SCHOOL SOCIAL WORKER SERVICES

School social workers act as liaisons between the school, home, and the community. Social workers use clinical knowledge and professional training to engage, empower, and advocate for the students and families they serve. School social workers provide a wide range of services that include but are not limited to: individual and group counseling; leading school-wide or targeted preventative activities; helping students or families to effectively use community resources; social-emotional development activities; assessing and assisting students that are identified as homeless; advocating and supporting students in foster care; preventing and intervening in attendance issues; and providing consultation to school staff regarding student mental health issues. School social workers work diligently to improve the overall school climate and a supportive environment for all students.

While social workers offer a wide range of services, they cannot serve in the same role as a private therapist. Social workers can provide referrals to outside mental health clinicians. The Georgia Crisis and Access Line, 1-800-715-4225 or 988, is a free resource available 24/7 to assist families experiencing a behavioral health crisis.

SPECIAL EDUCATION SERVICES

Tift County Schools provide Special Education and/or related services to meet the needs of students with disabilities in all disability categories recognized by the State of Georgia. Programs and services are determined based on each student's individualized needs as identified through evaluation, eligibility, and IEP processes.

If you have concerns regarding your child’s learning, communication, or behavior, or if you

suspect that your child may have a disability, please contact the Principal or Assistant Principal at your child's school or the Tift County Schools Special Education Department at 229-387-2460.

GEORGIA SPECIAL NEEDS SCHOLARSHIP

The Georgia Special Needs Scholarship (GSNS) program provides scholarships for qualifying Georgia public school students with an Individualized Education Plan (IEP) or a 504 Plan in specified areas during the previous school year who meet the requirements to qualify for an award. These scholarship funds may be used to offset the cost of attending a private school that participates in the scholarship program. For additional information, please visit the Georgia Department of Education's website or contact the Tift County Schools Special Education Department at 229-387-2460.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Multi-Tiered System of Supports (MTSS) integrates instruction, assessment, and intervention within a multi-tiered prevention system to maximize student achievement and reduce behavior concerns. It is our intentional framework for addressing teaching and learning which begins with high-quality, standards-based instruction each day and emphasizes intervening with students when they first start to struggle to avoid prolonged academic and/or behavioral difficulties. MTSS is a seamless process consisting of well-defined instructional practices, re-engagement strategies, and interventions based on students' needs to accelerate their learning.

MTSS has three distinct tiers of instructional interventions and supports that account for all students within our district. Each tier encompasses a level of intervention or instruction that responds to students' academic, behavioral, and/or social-emotional needs and includes the following:

Tier 1: Standards-Based, Core Instruction & Support

- Provide all students with access to district and state learning standards and intentional supports when mastery is not evident.
- Provide all students with high expectations, standards-based whole and small group instruction, a balance of skills-based and knowledge-based understandings in all content areas and differentiated instruction.
- Proactively intervene early to provide support for students not meeting academics and/or behavioral expectations.
- Afford students multiple opportunities to re-engage with content standards they have not yet mastered.
- Monitor progress of learning through formative assessments and analyses of student work.

Tier 2: Targeted Intervention

In addition to Tier I with the expectation that an increase in the explicitness and intensity of instruction will occur for targeted students.

- Interventions are driven by a specific area of need (academic–reading, writing, math—or behavioral/social emotional).
- Interventions are research-based, target specific skills, and implemented with fidelity.
- Progress monitoring is conducted with research-validated tools at least bi-weekly to determine students' responsiveness to the instruction and intervention being implemented.

Tier 3: Intensive Intervention via Student Support Team (SST)

In addition to Tier I with the expectation that an increase in the explicitness and intensity of instruction will occur for a small percentage of students.

- Interventions are research-based and target the student's specific deficit skill (i.e., phonics, reading fluency, reading comprehension, number sense, math computation, math problem solving, written expression or behavior).
- An individualized SST plan is created collaboratively between the school and parent(s) to meet the unique needs of the student.
- The SST plan details the intervention, as well as frequency, duration, and group size.
- Progress monitoring is conducted with research-validated tools at a frequency of at least weekly to determine students' responsiveness to the instruction and intervention being implemented.

SECLUSION AND RESTRAINT

Tift County Schools and the Georgia Department of Education support a positive approach to behavior. This approach includes proactive strategies to create a safe school climate that promotes dignity, creates authentic student engagement, increases instructional time, and improves student achievement for all students.

In order to protect the safety of students and staff, the Georgia Board of Education has adopted Rule 160-5-1-.35: Seclusion and Restraint for All Students, which prohibits the use of seclusion (as defined in that rule) and limits the use of restraint to those situations in which students are an immediate/imminent danger to themselves or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.

This policy is not intended to prevent the use of physical restraint in limited circumstances where a student exhibits behavior that places the student or others in imminent danger and the student is not responsive to verbal directives or less intensive techniques. The Board of Education recognizes that in determining when and how to implement this policy and any procedures related to it, educators will have to exercise their professional judgment and discretion. Therefore, the policy is not to be construed as imposing ministerial duties on individual employees. Further, it is not intended to interfere with the duties of law enforcement or emergency medical personnel.

For schools and programs within the district which use physical restraint as defined within SBOE rule, the Superintendent or designee shall develop and implement written procedures governing its use, which shall include the following provisions:

- Staff and faculty training on the use of physical restraint;
- Written parental notification within a reasonable time, not to exceed one school day from the use of restraint, when physical restraint is used to restrain a student;
- Procedures for observing and monitoring the use of physical restraint;
- Documentation by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained;
- Periodic review of the use of restraint and the documentation described in item 4.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance. Regulations for Section 504 require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability.

Tift County Schools abides by the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, ADA as well as the revisions in the Americans with Disabilities Act Amendments of 2008 (Amendments Act) effective January 1, 2009. Parents who suspect their child may have a disability covered under Section 504 should contact the principal or the school-level Section 504 contact designee. For additional information on Section 504, please visit:

https://www.tiftschools.com/o/tcs/page/section-504. Under provisions of the Georgia Special Needs Scholarship

Scholarship, parents of students who receive services under Section 504 may choose to transfer their children to other public or private schools in Georgia upon meeting the criteria. For additional information, please visit the Georgia Department of Education website at Special Needs Scholarship Special Needs Scholarship Program (gadoe.org) or contact the Tift County Schools at 229-387-2400.

Section 504 Procedural Safeguards

1. Overview: Any student or parent/guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant' s failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.
2. Hearing Request: The Request for the Hearing must include the following:
    - The name of the student.
    - The student's residential address.
    - The name of the school the student is attending.
    - The decision that is the subject of the hearing.

- The requested reasons for review.
- The proposed remedy sought by the grievant.
- The name and contact information of the grievant.

Within ten (10) business days from receiving the grievant' s Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing, in writing, and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be kept until the Request for Hearing contains the necessary information noted above.

3. Mediation: The school system may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary, and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.
4. Hearing Procedures:
    a. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within forty-five (45) calendar days from the receipt of the grievant' s request for the Hearing, unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official. The impartial review official shall not be a member of the Tift County Board of Education or be an employee of Tift County Schools and shall be an attorney or other person sufficiently familiar with the rules and regulations pertaining to Section 504.
    b. Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
    c. The grievant will have an opportunity to examine the child's educational records prior to the hearing.
    d. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten (10) calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
    e. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial review official may require the recipient to defend its position/decision regarding the claims (e.g., A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R §104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond

to the grievant testimony, and answer questions posed by the review official.

f. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue prehearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
g. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
h. The hearing shall be closed to the public.
i. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
j. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
k. Testimony shall be recorded by court reporting or audio recording at the expense of the school system. All documents related to the hearing shall be retained by the recipient. All documentation related to the hearing shall be retained by the school system in accordance with retention periods set forth in State law.
l. Unless otherwise required by law, the impartial review official shall uphold the action of the school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
m. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

5. Decision: The impartial review official shall issue a written determination within twenty (20) calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

6. Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

TITLE I PROGRAM

The purpose of the Title I, Part A grant established through the Elementary and Secondary Education Act of 1965 is to dedicate funds to provide all children "significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps" (ESSA, Section 1001). The Title I, Part A program provides instructional support as a supplement to students' regular classroom instruction. Title I, Part A programs are designed to address the needs of students identified through comprehensive needs assessments. Evidence-based interventions and strategies are selected to address the identified needs through instruction, parent and family engagement, and professional development. For additional information, contact the school principal.

FEDERAL LAWS AND GUIDELINES

Tift County Schools shall be in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the Family Educational Rights and Privacy Act, the Children's Online Privacy Protection Act, the Student Data Privacy Accessibility and Transparency Act, the Hatch Amendment, the Vocational Education Guidelines, and the Gender Equity in Sports Act. Please review the following selection of federal laws and regulations pertinent to your child.

GENDER EQUITY IN SPORTS

It is the policy of Tift County Board of Education to prohibit discrimination based on gender in its elementary and secondary school athletic programs. As a part of achieving this goal, the Tift County School District annually shall notify all of its students of the name, office address, and office telephone number of the employee(s) who coordinate efforts to comply with and carry out the provisions of state law. This notification shall be included in a student handbook containing the code of conduct and distributed to all students.

An equity in sports grievance procedure is hereby adopted which provides for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of his or her minor child who is a student, alleging any action, which would be a violation of the pertinent Code section. The grievance procedure shall be as follows:

1. The employee designated as the person who coordinates efforts to comply shall render his or her decision in writing no later than 30 days after receipt of the complaint, and such decision shall set forth the essential facts and rationale for the decision; 2.
2. A copy of such decision shall be provided to the complainant within five days of the date of the decision; and 3.
3. A complainant shall have a right to appeal such a decision to the local board within 35 days of the date of the decision. 4.
4. A complainant may appeal a decision of the Board in accordance with the procedures specified in O.C.G.A.§20-2-1160.

The Superintendent shall annually appoint an Equity in Sports Coordinator whose responsibility is to coordinate efforts to comply with and carry out requirements in regard to Equity in Sports.

The Equity in Sports Coordinator shall investigate any complaints communicated to the school system in regard to Equity in Sports.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords natural parents/guardians, stepparents (in some cases), and students over 18 years of age ("eligible students") certain rights with respect to the student's education records as follows:

1. The right to inspect and review the student's education records within 45 days of the day

the District receives a request for access. Parents/Guardians or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected. Please See Policy JR: Student Records for more information.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or in violation of the student's rights of privacy. The parent or guardian should write the school principal, clearly identify the part of the record in question, and specify why it is inaccurate, misleading, or in violation of the student's rights of privacy. The district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The following is a limited, non- exhaustive list of some of the disclosures permitted by FERPA without consent.
    a. FERPA permits disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task, (such as an attorney, auditor, medical consultant, or therapist); or, parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
    b. FERPA also permits disclosure of personally identifiable information without consent to appropriate officials in health or safety emergencies so long as the disclosure of the information is necessary for the receiving party to respond to the emergency nature of the situation and made to protect the health or safety of the student or others.
    c. FERPA permits disclosure in response to a lawfully issued judicial order or lawfully issued subpoena.
    d. FERPA permits disclosure of education records without consent to officials of another school in which a student seeks or intends to enroll.
    e. FERPA permits the disclosure of educational records without consent to an agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan.
        - The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

          Family Policy Compliance Office U.S. Department of Education
          400 Maryland Ave SW
          Washington, DC 20202-4605

Exceptions to restricted access of student records are set forth in law and include, but are not limited to, the following:

1. In the event that part or all of a student's record may be made available in compliance with a judicial order or any lawfully issued subpoena, advance notice of such compliance will be given to parents and eligible students unless the law permits or requires that a notice not be given.
2. In the event of an emergency, appropriate persons will be given access to a student's records if knowledge of information contained therein is necessary to protect the health and safety of a student or other persons.
3. If students move to another attendance area within the school system or seek to enroll in a school outside of the system, students' records will be sent to the new school upon official request from that school.

DIRECTORY INFORMATION (FERPA)

The Tift County School System has designated the following information as Directory Information:

1. Student's name;
2. Student's date and place of birth;
3. Student's participation in official school clubs and sports;
4. Weight and height of student, if he/she is a member of an athletic team;
5. Dates of attendance at schools within the school district;
6. Honors and awards received during the time enrolled in the district's schools;
7. Photograph; and
8. Grade level.

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. You have the right to refuse to allow all or any part of the above information to be designated as Directory Information and to be disclosed to the public upon request. If you wish to exercise this right, you must annually notify, in writing, the principal of the school at which the student is enrolled within 10 days of the date of enrollment or the start of the school year.

CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA) NOTICE

The district follows compliance related to the Children's Online Privacy Protection Act (COPPA). COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age.

The district utilizes several computer software applications and web-based services, operated not by Tift County Schools, but by third parties. In order for our students to use these programs and services, certain personal identifying information, generally, the student's name and school district-issued email address, must be provided to the website operator. Under federal law for COPPA, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13.

For more information in COPPA, please visit:

https://www.ftc.gov/nusiness-guidance/resources/complying-coppafrequently-asked-questions

The law permits school districts to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent given directly to the website operator. Parents with questions regarding the use of websites and other online instructional supports by their child are encouraged to contact the principal at their child's school.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parent and eligible students (18 or older or emancipated minors) certain rights regarding the 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; or
    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; and
    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 student for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

Parents and eligible students will be notified at the beginning of the school year if the school district has identified the specific or approximate dates during the school year when any of the activities listed above are expected to be scheduled. For surveys and activities scheduled after

the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their child out of such activities and surveys. The Board of Education has developed and adopted policies, in conjunction with parents, regarding these rights as well as arrangement to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify parents of students who are scheduled to participate in the specific activities or surveys and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey.

The school is required by federal law to give this notice to parents. However, the school does not have scheduled any such activities as are described above. If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all the rights described herein.

SEXUAL DISCRIMINATION

Sexual Discrimination Policy, Policy JCAC: Sexual Harassment of Students

It is the policy of Tift County Schools Board of Education to maintain an environment that is free from all forms of discrimination and harassment on the basis of sex. The Tift County Board of Education (the "Board") does not discriminate on the basis of sex and prohibits sex-based harassment in education program or activity that it operates including in admission and employment. The Board is required by Title IX of the Education Amendments of 1972 (20 U.S.C. §1681, et seq.) and its regulations (34 C.F.R. §106.8) not to discriminate in such a manner. Inquiries about the application of Title IX and its regulations to the Board may be referred to the Board's Title IX Coordinators, the Office of Civil Rights, or both. Retaliation against individuals who file complaints of alleged sex-based harassment or those who assist in the investigation of complaints of alleged sexual discrimination is expressly prohibited.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex that is:

- Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the Board's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the Board's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - The degree to which the conduct affected the complainant's ability to access the

Board's education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within the Board's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in the Board's education program or activity; or
- Specific offenses.
    - Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation; (ii)
    - Dating violence meaning violence committed by a person:
        - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
        - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
            - The length of the relationship;
            - The type of relationship; and
            - The frequency of interaction between the persons involved in the relationship;
    - Domestic violence meaning felony or misdemeanor crimes committed by a person who:
        - Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the Board, or a person similarly situated to a spouse of the victim;
        - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
        - Shares a child in common with the victim; or
        - Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
    - Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
        - Fear for the person's safety or the safety of others; or
        - Suffer substantial emotional distress.

Any student who is alleged to have been subjected to conduct that could constitute sex-based harassment under Title IX, or any parent, guardian, or other authorized legal representative with the legal right to act on behalf of such a student, should immediately report the harassment to one of the Board's Title IX Coordinators.

Employees must notify one of the Board's Title IX Coordinators when the employee has information about conduct that reasonably may constitute sex-based harassment under Title IX. The Title IX Coordinators' contact information shall be published annually.

The Board directs that the Superintendent shall develop and adopt a regulation to this policy. The regulation shall include all elements of the sex-based harassment grievance procedures, on behalf of the Board, that provide for the prompt and equitable resolution of complaints alleging any action that would be prohibited by Title IX. That grievance process shall:

1. Treat complainants and respondents equitably;
2. Require that any person designated as a Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The decisionmaker may be the same person as the Title IX Coordinator or investigator;
3. Include a presumption that the respondent is not responsible for the alleged sex-based harassment until a determination is made at the conclusion of the Board's grievance procedures for complaints of sex-based harassment;
4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, including a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Major stages include, for example, evaluation (i.e., the Board's decision whether to dismiss or investigate a complaint of sex-based harassment); investigation; determination; and appeal, if any;
5. Require the Board to take reasonable steps to protect the privacy of the parties and witnesses during the pendency of the Board's grievance procedures, provided that the steps do not restrict the ability of the parties to:
    a. obtain and present evidence, including by speaking to witnesses, subject to prohibitions on retaliation;
    b. consult with their family members, confidential resources, or advisors; or
    c. otherwise prepare for or participate in the grievance procedures;
6. Require an objective evaluation of all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence—and provide that credibility determinations must not be based on a person's status as a complainant, respondent, or witness; and
7. Exclude the following types of evidence, and questions seeking that evidence, as impermissible (i.e., must not be accessed or considered, except by the Board to determine whether an exception in paragraphs (i) through (iii) applies; must not be disclosed; and must not otherwise be used), regardless of whether they are relevant:
    a. Evidence that is protected under a privilege as recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
    b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the Board obtains that party's or witness's voluntary, written consent for use in the Board's grievance procedures; and
    c. Evidence that relates to the complainant's sexual interests or prior sexual conduct unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The Board's discrimination policy is found on the Board's website under Policy JCAC. All reports of information about conduct that may constitute sex-based harassment under Title IX should be directed to the Title IX Coordinator or one of the designated school-based persons. All complaints of sex-based harassment should be directed to the Title IX Coordinator or one of the designated school-based persons.

IDEA - PARENT RIGHTS REGARDING SPECIAL EDUCATION

The Individuals with Disabilities Education Act, 34 C.F.R. §300 et seq. (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations.

ESSA - PARENT'S RIGHT TO KNOW NOTICE

In compliance with the requirements of Every Student Succeeds Act (ESSA), the Tift County Schools would like to inform you that you may request information about 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;
- is teaching in the field of discipline of the certification of the teacher, and
- 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 and/or paraprofessional's qualifications, please contact your child's principal.

TIFT COUNTY SCHOOLS

CODE OF CONDUCT

The Tift County Board of Education has established a comprehensive Code of Conduct that focuses on creating a supportive, safe, secure, and equitable learning environment while promoting the academic, social, and emotional development of students. Tift County Schools' approach to student conduct reflects our commitment to understand and address the causes of student behavior and teach students appropriate behavior while providing a safe and secure learning environment for all students.

The Tift County Board of Education's Code of Conduct was designed and created to comply with the progressive discipline processes set forth in O.C.G.A. §20-2-735, which states that discipline will be in proportion to the severity of the behavior leading to the discipline, that the previous discipline history of the student during the current school year and other relevant factors will be taken into account, and that all due process procedures required by federal and state law will be followed.

The degree of discipline to be imposed by each school administrator will be in proportion to the severity of the behavior of the student and will take into account the student's discipline history, the age of the student, and other relevant factors. Disciplinary consequences may include local interventions, in-school suspension (ISS), short-term suspension and/or a referral to a disciplinary hearing. Disciplinary consequences imposed by a Hearing Officer at a disciplinary hearing may include long-term suspension or expulsion that could range from the remainder of the current term, through permanent expulsion.

A copy (digital and/or hardcopy) of the Code of Conduct is provided annually to each student in grades prekindergarten through twelfth. Students who enroll in Tift County Schools during the school year will receive the Code of Conduct at the time of enrollment.

PURPOSE OF THE CODE OF CONDUCT

1. Clarity for Students, Staff, and Families
    - Clearly outline behavioral expectations, consequences, and interventions.
    - Help students, staff, and parents understand expectations.
    - Encourage collaboration between schools, families, and the community.
    - Ensure transparency in disciplinary procedures and decision-making.
2. Consistency Across Schools
    - Establish uniform expectations for student behavior across all schools in the district.
    - Ensure equitable enforcement of rules regardless of location or demographics.
3. Promoting a Positive School Climate
    - Encourage respect, responsibility, and accountability.
    - Foster an environment conducive to learning and student well-being.
4. Ensuring Fairness and Equity
    - Address disparities in disciplinary actions by applying consistent policies.
    - Promote restorative practices to reduce suspensions and exclusions.

5. Enhancing Safety and Security
    - Establish clear procedures for bullying, harassment, violence, threats, and substance use.
    - Implement procedures for reporting, investigating, and responding to safety concerns.
    - Provide guidance on emergency situations and crisis response.
6. Encouraging Positive Behavior Interventions
    - Encourage proactive practices
    - Use preventative and tiered support strategies
7. Compliance with Legal and Ethical Standards
    - Align with state and federal education laws (e.g., IDEA, Title IX, FERPA).
    - Ensure students rights are protected while maintaining school safety.

ROLES AND EXPECTATIONS

Each student may expect that Tift County Schools will:

1. Provide a free quality public education.
2. Provide a safe learning environment.
3. Ensure that all students are treated courteously, fairly, and respectfully.
4. Provide students with the opportunity to respectfully express their opinions, concerns, and complaints.
5. Address all complaints and concerns brought to the attention of school personnel and school staff.
6. Inform students of the Code of Conduct and disciplinary procedures related to disciplinary actions and/or appeals.

Each student is expected to:

1. Read and become familiar with this Code of Conduct.
2. Behave in a responsible manner at school, on school buses, at school bus stops, and at all school related functions on or off campus.
3. Demonstrate courtesy and respect for others.
4. Attend all classes, regularly and on time.
5. Prepare for each class, take appropriate materials to class, and complete assignments.
6. Follow all District rules and cooperate with school staff and volunteers in maintaining safety, order, and discipline.
7. Communicate with his or her parent/guardian about school academic progress.

Each parent/guardian may expect that Tift County Schools will:

1. Ensure that parents or guardians are treated respectfully by school principals, teachers, and other staff.
2. Provide access to information regarding their student and Tift County School District's policies and procedures.
3. Promote and encourage active participation in their student's education.
4. Promptly notify parents or guardians if a student is disciplined and inform parents of procedures related to disciplinary actions and/or appeals.
5. Inform parents or guardians about their student's academic and behavioral progress.

6. Provide access to information about Tift County School District's policies and procedures.

Each parent/guardian is expected to:

1. Read and become familiar with this Code of Conduct.
2. Make sure their student attends school regularly, arrives at school on time, and provides appropriate documentation for absences.
3. Give the school accurate and current contact information and inform/update the contact information when and if it changes.
4. Inform school officials about any concerns/complaints in a respectful and timely manner.
5. Work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their student.
6. Talk with their students about the behavior that is expected at school.
7. Support their student's learning and school activities.
8. Be respectful and courteous to staff, other parents, guardians, and students.
9. Respect other students' privacy rights.
10. Give school any and all information to assist with the welfare and education of the student and the safety of operations.

Each teacher and/or administrator should:

1. Support the teachers' plans for classroom control.
2. Encourage use of good guidance procedures.
3. Maintain an atmosphere conducive to good behavior.
4. Exhibit an attitude of respect for students.
5. Plan a flexible curriculum to meet the needs of all students.
6. Promote effective training or discipline based on fair and impartial treatment of all students.
7. Develop a good working relationship among staff and with students.
8. Endeavor to involve the entire community to improve the quality of life within the school.
9. Support and participate in community activities.

Each community member should:

1. Assume responsibility, in part, for developing positive attitudes among students and youth.
2. Offer programs and activities that reinforce positive behavior and meaningful use of leisure time.
3. Participate in enforcing the rules in the Code of Student Conduct as appropriate.

INFORMATION REGARDING DISCIPLINARY PROCEDURES

The Code of Conduct governs students' behavior on school grounds and off school grounds at a

school activity. The Code of Conduct also governs student behavior off school grounds at a non-school activity, but where the misconduct constitutes a potential danger to school, students, and/or staff, or constitutes or causes a disruption of school operations. Finally, the Code of Conduct also governs any student conduct that constitutes a violation of the Student Code of Conduct en route to and from schools, en route to or from any school-sponsored activity, while on the bus, and/or while at bus stop

STUDENT SUPPORT PROCESS

The most appropriate disciplinary action taken by school officials is the LEAST EXTREME MEASURE that can resolve the discipline problem. Teachers and administrators use a variety of student support services prior to and/or during disciplinary action. Early parent contact and involvement is expected. Some of these services include:

- Teacher-student conference
- Teacher-parent conference or contact
- Counselor-parent conference or contact
- Counselor-student conference
- Student program adjustment
- Home visit by teacher and/or other school personnel
- Referral to counselor, social worker
- Referral to Student Support Team/team meeting with student

Additional Behavior Requirements

The district may impose campus, classroom, or club/organization rules in addition to those found in the

student handbook. These rules may be listed in the student handbook, be posted, or distributed in classrooms, or be published in extracurricular handbooks, state or national organization bylaws, and/or constitutions.

Sponsors and coaches of extracurricular activities may require and enforce additional standards of conduct for student participation in extracurricular activities.

Organizational standards of behavior concerning an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in disciplinary actions being taken against the student, including but not limited to, the student being removed from participation in extracurricular activities, exclusion from school honors, suspension, and expulsion for violation of the Student Code of Conduct.

Disciplinary action will be progressive, will draw on the professional judgment of teachers and administrators, and may, depending on the circumstances, include a range of discipline management alternative resolutions, including positive disciplinary techniques. Disciplinary action will take into consideration, without limitation, the seriousness of the violation, the student's age and grade level, the frequency of the student's misbehavior overall, the student's attitude, whether the student was acting in self-defense, the effect of the misconduct on the school environment, intent or lack of intent at the time the student engaged in the conduct, and requirements of law (including, without limitation, IDEA and Section 504). Because of these factors, discipline for a particular violation (unless otherwise specified by law) may bring into

consideration varying alternative resolutions and responses. Principals or designees will have the authority to assign consequences based on behavior related to specific incidents. This may include differentiated discipline assigned on a case-by-case basis.

When a Code of Conduct violation is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation, where possible, should include interviews with alleged perpetrator(s), identified witnesses, ISS teacher(s), staff members, and others who might have relevant information. When possible, written statements may be requested from all individuals who are interviewed. Video surveillance, if available and relevant, should be reviewed and secured. Principals and Assistant Principals have the responsibility and authority to question students for the purpose of maintaining a safe and orderly school environment. Although schools will make an effort to inform parents about issues of concern, when possible, parental consent and notification is not required prior to questioning and/or obtaining written statements from students.

At an appropriate time during the investigation, the parent or guardian will be notified. If the incident involves injury or a need for immediate medical care arises, appropriate medical attention will be provided, and the parent or guardian notified as soon as is practicable. The principal and his/her designee should also immediately inform parents/guardians when students are removed from the school setting by emergency or law enforcement personnel.

The principal has the authority to assign In-School Suspension or Out-of-School Suspension for 10 days or less. Questions regarding In-School Suspension or Out-of-School Suspension should be directed to the school administration.

Per Georgia Department of Education (GADOE) Discipline Discrepancy Requirement - relevant disciplinary procedures apply to the student with a disability in the same manner and for the same duration as the procedures would be applied to a student without a disability unless the Behavior Intervention Plan (BIP) states otherwise or the disciplinary action is found to be a manifestation of the student's disability.

The determination of whether a student has violated the Code of Conduct will be based solely on a preponderance of the evidence, which means that it is more likely than not based on all of the evidence available that the student did violate the Code of Conduct. Once it has been determined that the student did violate the Code of Conduct the administrator will follow the progressive discipline process.

LEVELS OF DISCIPLINE

The Code of Conduct is generally organized into four (4) levels of prohibited behaviors*: Level 1 Violations, Level 2 Violations, Level 3 Violations, and Level 4 Violations*. **However, it is important for students and parents to note that the circumstances of particular violations may warrant more severe consequences, even on the first violation. The School District reserves the right, in the administration's sole and exclusive discretion, to take any and all action necessary to protect its students, provide a safe and secure learning environment, and to ensure the orderly operation of all educational facilities, including without limitation treating a violation as a**

higher-level violation and/or providing for more severe consequences. Additional information regarding prohibited behaviors and disciplinary actions follows these sections.

Level 1 Discipline: Level 1 Discipline is generally used for minor acts of misconduct which interfere with the good order of school. Level 1 violations are generally minor violations and may represent a failure to demonstrate universally accepted expectations or social skills. It is the responsibility of all staff to address minor violations as soon as practicable within the environment in which the misbehavior occurred. Following appropriate teacher alternative resolutions, the student may be referred to an administrator. The accumulation of multiple Level 1 violations could result in more severe consequences.

Level 2 Discipline: Level 2 Discipline violations are generally mid-level acts of misconduct. Administrators address mid-level infractions. Repeated (two or more) violations of any Level 2 violation can result in that violation being considered a Level 3 violation and referral to a disciplinary hearing. Consequences range from a minimum of a long- term suspension to expulsion and possible opportunity to attend the District's Alternative Program.

Level 3 Discipline: Level 3 Discipline violations are generally serious acts of misconduct including, but not limited to, repeated misbehaviors of a similar nature, serious disruptions of the school environment, threats to health, safety, or property, and other acts of serious misconduct. Level 3 violations are generally major infractions and are serious safety violations. Major infractions should be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from school. Level 3 violations may result in a referral to a Disciplinary Hearing with consequences ranging from long-term suspension to expulsion and possible opportunity to attend the District's Alternative Program. School administrators will promptly notify appropriate district personnel, including their assigned System Security Officer (SSO), School Resource Officer (SRO), and the Director of Safety and Security. The Director of Safety and Security will coordinate, as necessary, with local law enforcement agencies, and other appropriate state or local agencies, in accordance with applicable laws and established protocols.

Level 4 Discipline: Level 4 Discipline violations are the most egregious acts of misconduct and generally constitute a serious violation of the law (for example, conduct which would be considered a serious felony criminal act if the student were an adult), and pose a significant safety risk or result in serious bodily injury. Committing a Level 4 violation will result in a referral to a Disciplinary Hearing resulting in consequences of up to permanent expulsion.

A student may be taken to a Disciplinary Hearing for accumulation of seven (7) or more Code of Conduct violations. This may result in long-term suspension or expulsion. The length of long-term suspension or expulsion may range from the remainder of the current term through permanent expulsion.

Students currently enrolled at Sixth Street Academy (alternative program) that commit a Level 2, 3 or 4 violation may receive a long-term suspension or expulsion from all Tift County Schools without the opportunity to attend the alternative program.

Depending on the severity of the violation, school administrators have the authority to send a student to a Disciplinary Hearing for any violation regardless of the level of disciplinary violation.

Only the Tift County Board of Education has the authority to allow a student who is under a permanent expulsion from any school system to enroll in Tift County Schools.

A student who receives a consequence of permanent expulsion from the Disciplinary Hearing for committing a Level 4 Violation may not attend any Offense Based Intervention Programs unless the student, pursuant to an appeal to the Tift County Board of Education, receives permission from the Board to re-enroll into the Tift County School District.

DISCIPLINARY DEFINITIONS

Note: The definitions below are intended to address and define particular disciplinary actions. Throughout this Code of Conduct, other defined terms may refer to the Glossary of Terms located within this Handbook. Parents and students are encouraged to read and become familiar with all defined terms.

Some of the disciplinary actions that may be used for student violations of the Code of Conduct include the following:

WARNING/REPRIMAND: Students are warned if misbehavior continues, they may receive a consequence.

REFERRAL TO ADMINISTRATOR: An administrator intervenes when informal actions fail or when violations are serious.

DETENTION: A school may elect to provide for certain conduct. Each school specifies those types of conduct for which detention may be assigned. For each day assigned to detention, students will be required to spend a period of time, not to exceed one supervised hour or class period, completing assigned class work. Students may complete activities centered around social and emotional learning, restorative practices, character education, and other activities that assist students in understanding the root cause of their behavior and how they take responsibility for their actions.

SCHOOL CHORES: A school may elect to provide the student with an opportunity to perform supervised activities, away from other students, related to the upkeep and maintenance of school facilities instead of suspension, not to exceed ten hours of work for any one conduct problem. The student and parent may request this alternative; however, the decision rests with the principal.

TIME-OUT: Temporary removal from the situation/activity where the student is having a problem. The time-out period varies from a few minutes to the length of the school day, depending on the infraction and the student's response to this disciplinary action. Time-out areas are monitored. Parent notification is recommended.

IN-SCHOOL SUSPENSION (ISS): The student is removed from regular classes for at least half of the school day. The teachers send class work assignments to the student while in In-School Suspension (ISS). While assigned to ISS, the principal has the discretion whether students participate in or attend any extracurricular activity, including athletic participation and other school events. If students violate any rule of the ISS program, students may be suspended from the program and from school for the remaining number of days those students were assigned to ISS.

SHORT-TERM SUSPENSION: Students subject to a short-term out-of-school suspension will be suspended from school for not more than ten (10) consecutive days. Short-term Suspension shall also include suspension from all participation in or attendance of regular school activities, extracurricular school activities, athletic participation, and other school events.

LONG-TERM SUSPENSION: Students subject to a long-term out-of-school suspension will

be suspended from school for more than ten (10) consecutive days but not beyond the end of the current semester. A Disciplinary Hearing is required to impose a long-term suspension. Long-Term Suspension shall also include suspension from all participation in or attendance of regular school activities, extracurricular school activities, athletic participation, and other school events

EXPULSION: Students subject to an expulsion will be suspended from school beyond the end of the current semester. A Disciplinary Hearing is required to impose an expulsion of longer than 10 days. Expulsion shall also include suspension from all participation in or attendance of regular school activities, extracurricular school activities, athletic participation, and other school events.

PERMANENT EXPULSION: Students subject to a permanent expulsion from school will be permanently expelled from school at all times after the effective date of the permanent expulsion beyond the current semester and not allowed to attend any Tift County School. A Disciplinary Hearing is required to impose a permanent expulsion

BUS SUSPENSION: Any short-term, long-term, or permanent removal of bus riding privileges.

BEHAVIOR CORRECTION PLAN: When a student's behavior results in chronic discipline, the parent will be contacted to attend a meeting and help with the development of a Behavior Correction Plan. It will state: (1) expected behavior; (2) consequences for misbehavior; and (3) rewards/privileges for compliant behavior.

TIERED SUPPORT PLAN*:* A Tiered Support Plan is a student-specific, data-driven action plan within MTSS that clearly outlines the supports a particular student will receive based on their unique academic, behavioral, and/or wellbeing needs. It applies the tiered framework (Tier 1, Tier 2, and Tier 3) directly to the student by identifying specific areas of need, determining the appropriate level of support, outlining targeted interventions, and defining how progress will be monitored and used to make ongoing instructional decisions.

STRATEGIES AND ALTERNATIVE RESOLUTIONS: When students commit Level 1 through 3 disciplinary violations, a combination of strategies and alternative resolutions may be used in conjunction with a disciplinary response

CHRONIC DISCIPLINARY PROBLEM STUDENT: A chronic disciplinary problem student is 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 (O.C.G.A. §20-2-764).

- Grades K-5 After four or more Code of Conduct violations, the school should inform the parent/legal guardian, invite such parent or guardian to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference with the principal or his/her designee to devise a tiered support plan.
- Grades 6-12 After four or more Code of Conduct violations that result in a state reported consequence, the school should inform the parent/legal guardian, request at least one parent or guardian to attend a conference with the principal or his/her designee to devise a tiered support plan.
- Students who commit seven or more Code of Conduct violations may be taken to a

disciplinary hearing resulting in a consequence of Long-Term Suspension or Expulsion.

OPTION TO ATTEND ALTERNATIVE PROGRAM: Students who receive a long-term suspension or expulsion, may be provided the opportunity to attend the alternative program based upon the disciplinary Hearing Officer's decision. Any student who commits a Level 2, 3, or 4 disciplinary infraction while attending the alternative program may be removed from the school, after being found in violation at a disciplinary hearing.

- When the circumstances that led to a student's suspension are particularly violent, disruptive or may pose a danger to the safety and welfare of students and staff, then a Hearing officer may determine that the student's referral to alternative program may be in the virtual setting only.
- The opportunity to enroll in the alternative program for the current semester is open for ten school days after the hearing date or signing of waiver. If the student is authorized to attend the alternative program and elects to do so, the student must follow the rules and regulations of the alternative program. Violation of the rules and regulations of the alternative program may result in dismissal from the program.

LAW ENFORCEMENT INVOLVEMENT: Law enforcement agencies can be contacted at the discretion of the school if criminal activity occurs on campus, if disruption is excessive, or if chronic truancy is a problem. Law enforcement agencies must be notified without exception in situations involving weapons, alcohol, drugs, battery, or sex offenses.

ELECTRONIC RESOURCES: Violating the policies for using electronic resources. See the section in the handbook titled "Technology."

CRIMINAL VIOLATIONS*:* Students who violate Code of Conduct regulations are subject to punishment by Tift County Schools. Students who commit violations that violate local, state, or federal laws are subject to charges by law enforcement authorities.

SIXTH STREET ACADEMY (SSA)*:* Sixth Street Academy is a non-traditional alternative program that provides a safe, positive learning environment for students who have been found to be in violation of the Code of Conduct through a disciplinary hearing by a TCS Hearing Officer or by waiver. Since SSA is an alternative to long-term suspension/expulsion, any student found to have committed a Level 2, Level 3, or Level 4 violation while attending SSA may be suspended or expelled from the school system without the option of attending any Tift County Schools. If the student elects to attend the alternative program, the parent and student will be responsible for attending a meeting at the alternative program within ten school days of the disciplinary hearing or signing of waiver. **Failure to respond within ten (10) school days will result in the student not being allowed to attend. Timely response will ensure continuity of the student's education is maximized.** If the student is authorized to attend the alternative program and elects to do so, the student must follow the rules and regulations of the alternative program. Violation of the rules and regulations of the alternative program may result in dismissal from that program. A student who is attending SSA will not be allowed on other school grounds during any school activity, extracurricular activity, athletic activity, or other school events. While students are suspended pending a disciplinary hearing, they will be allowed to make up schoolwork during the suspension time.

OFF-CAMPUS BEHAVIOR: Any student who is arrested, indicted, or has a Juvenile Court complaint filed against him/her which alleges the student committed a felony or a delinquent

act which would be a felony if committed by any adult, an assault upon another student, a violation of the laws prohibiting controlled substances or sexual misconduct and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. §20-2-751.5), shall be immediately suspended from school and all school activities with the matter being submitted to a Disciplinary Hearing Officer.

If the Disciplinary Hearing Officer finds there is sufficient evidence to believe the student committed a felony, a delinquent act which would be a felony if committed by an adult, an assault upon another student, a violation of the laws prohibiting controlled substances or sexual misconduct and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process, the Disciplinary Hearing Officer shall issue a short-term or long-term suspension or expulsion from school, or placement of the student in an alternative educational program as deemed appropriate by the Disciplinary Hearing Officer.

PERSONAL BELONGINGS: Personal belongings such as toys, electronic games, playing cards, cameras, or recording devices of any kind may not be brought to school or on class field trips unless they have been approved as part of a class assignment. If such items are brought to school, they may be taken up and kept in the school office until parents come to claim them. Also, students are subject to disciplinary action for bringing inappropriate items to school without the consent of the school administration. The School District is not responsible for lost, stolen or damaged personal belongings.

PERSONAL ELECTRONIC DEVICES*:* Students are prohibited from using personal electronic devices or accessories during the instructional school day. A personal electronic device refers to any device utilized to access the Internet, Wi-Fi, cellular telephone signals or to capture images or videos. This includes but is not limited to phones, smartwatches, tablets and gaming devices.

This also includes the use of accessories. Personal electronic device accessories include any wired or wireless accessory or wearable technology that connects to a device and any other accessory commonly used in conjunction with a personal electronic device.

REPORTING CRIMINAL CONDUCT: Any action or failure to act by a student which is a violation of any law or which an administrator or teacher believes may be a violation of a law may be reported to the School Security Officer (SSO) or School Resource Officer (SRO) .

SAFETY AND SECURITY DIVISION: The Safety and Security Division is committed to ensuring a safe and supportive educational environment for students and staff. This division is comprised of System Security Officers (SSOs) and School Resource Officers (SROs), with SROs provided through a partnership with the Tifton Police Department. Officers are tasked with upholding the Constitution, enforcing applicable laws, and protecting the school community. Their visible presence on campus and during school sponsored activities serves as a deterrent to criminal activity and enhances overall safety and security. SSOs and SROs also prioritize relationship building with students, staff, and families, serving as valuable resources on matters of safety, prevention, and legal awareness. In the event of an incident or safety concern, officers respond in accordance with their training and assigned responsibilities.

SCHOOL SAFETY ZONE: School safety zones are defined as in, on, or within 1000 feet of

any real property leased, owned, or occupied by the Tift County School District. It is unlawful for any person to carry, possess, or have under his/her control any weapon or explosive compound while within a school safety zone, at a school building or school function, or on school property or a vehicle furnished by the school. Violation of this law is a felony. However, an individual over the age of 21 years old (except students) who are in possession of a weapon and/or has a weapon locked in a compartment of a motor vehicle and has a lawful gun license or permit, may transit through a designated school zone to carry or pick up a student. However, it is unlawful for any person to remain within the school safety zone without a legitimate cause or need. Failure to leave the premises when requested is grounds for a charge of disruption of or interference with the operation of any public school.

STUDENT ALLEGATIONS OF EMPLOYEE MISCONDUCT: Instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student should be reported to the principal or to the Human Resource Department at 229-387-2400. As authorized by Georgia law, if it is determined that a student deliberately falsified or misrepresented information alleging employee misconduct, the student will be subject to disciplinary action that may include suspension or expulsion.

STUDENT QUESTIONING BY OFFICIALS:

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

Department of Family and Children Services (DFCS): DFCS officials investigating suspected student abuse are permitted to conduct reasonable interviews and inspections of students. Notice to parents is neither required nor desirable when the object of that investigation may be the parents. If the investigation involves suspected student abuse by individuals other than those residing in the student's household, parents will be informed that such interviews are being requested, if prior notification is possible.

Guardian Ad Litem: The Guardian Ad Litem is a trained professional appointed by the court to represent the best interests of minor students in court cases. Any request to interview a student or to inspect the student's school record should be submitted, in writing, along with court documentation establishing the Guardian Ad Litem relationship with the student.

Law Enforcement: System Security Officers, School Resource Officers, as well as Probation Officers of the Juvenile Court, are permitted to question students at school without prior parental approval and notification.

STUDENT SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school administrators may search a student, student desks, student learning devices, and student lockers at any time. In addition, a student may be searched if administrators have reason to believe the student is in possession of an article or substance which is illegal, prohibited by school rules, or dangerous. Students may be asked to remove their jacket, vest, shoes, or socks. A System Security Officer/School Resource Officer will be called if search yields illegal substances or other illegal materials. A student who refuses

to allow an administrator to search him/her will be subject to disciplinary action, up to and including suspension and/or a disciplinary hearing.

STUDENT VEHICLE SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school administrators may search student vehicles at any time. As a condition of parking on premises owned by the Tift County Board of Education, students consent to a search of their vehicles. Students must have an approved parking permit application on file to park on school premises. Such application provides notice to the consent to search. If school authorities have a reasonable belief that a student's vehicle, which is parked on school premises, contains an article or substance which is illegal, prohibited by school rules, or dangerous, school authorities may initiate a search of the vehicle. Failure of any student to comply with school authorities' search of their vehicle may subject the student to disciplinary actions.

If a search yields illegal or contraband materials, said contraband material shall be deemed to be constructively possessed by the student who owns, possesses, and parks the searched vehicle onto premises owned by Tift County Board of Education, and said student will be subject to school disciplinary actions for violation of the Code of Conduct. Illegal or contraband items recovered from the search of a student vehicle shall be turned over to proper legal authorities for ultimate disposition.

If recovered items are not illegal but are in violation of Board policies, the items will be held by the school until claimed by the student's parents or guardian.

STUDENT CONDUCT VIOLATIONS

Tift County Schools strives to provide a supportive, safe, secure, and equitable learning environment for all students. Students shall not violate any of the following rules of Tift County Schools.

Progressive Discipline

The disciplinary levels below correspond to the progressive discipline levels detailed above within the levels of discipline. However, in serious violations, principals or designees working in conjunction with the district officials may use a higher level of progressive discipline.

The Code of Conduct provides examples of violations that may occur and guidelines for the MINIMUM and MAXIMUM consequences. This Code of Conduct is not intended to include all violations for which disciplinary action may be taken as it is not possible to identify all behavior, which might result in disciplinary consequences.

Similarly, this Code of Conduct is not intended to list every consequence for every violation as it is not possible to anticipate every particular set of circumstances under which a disciplinary consequence may be appropriate.

The student will receive a consequence that is either the minimum, the maximum, or an appropriate consequence in between. Students and parents/guardians should expect that discipline will be progressive, will be equitable, and will be fairly and evenly administered. This Code of Conduct is meant to be a clear and concise reference guide, and students and

parents/guardians are encouraged to communicate with school administrators regarding their student's particular situation.

Students that commit seven or more Code of Conduct violations in one school year may be taken to a disciplinary hearing resulting in a consequence of Long-Term Suspension or Expulsion.

LEVEL 1 VIOLATIONS

1.1 Behavior Detrimental to Learning: Such behavior includes, but is not limited to, conduct that disrupts the learning environment and insulting/disrespectful communication.

1.2 Bullying (1st Violation): Bullying, as the term is defined in Georgia law (O.C.G.A. §20-2-751.4), is strictly prohibited. The Student Code of Conduct for all schools within the school system expressly prohibits bullying. **Bullying is one of the Level 1 violations that has an alternate progression, please see the Bullying progressions**.

1.3 Bus Conduct: Students must obey all bus safety rules and all rules listed in the Student Code of Conduct. **Bus Conduct is one of the Level 1 violations that has an alternate progression, please see the Bus Conduct progression**.

1.4 Unexcused Tardies to school or class: Students that briefly miss class can accumulate tardies which may result in a level 1 violation. Tardies to class of an extended nature may result in an immediate level 1 violation. *(*In-house school intervention plan may be implemented prior to Level 1 progression)*

1.5 Dress Code: Violation of the dress code. Refer to Dress Code Policy.

1.6 Electronic Resources: Violating the policies for using electronic resources.

1.7 Misuse of Personal Electronic Devices: Unauthorized possession, displaying or using a cell phone, or other electronic communication device during the school day without the consent of the principal or his/her designee. This includes, but is not limited to, smartwatches, headphones, earphones, earbuds, and other listening devices. **Misuse of Personal Electronic Devices is one of the Level 1 violations that has an alternate progression, please see the Personal Electronic Devices progressions**.

1.8 Encouraging Prohibited Behavior: Inciting, urging, encouraging, counseling, or advising others to engage in prohibited behavior that violates the Student and Parent handbook or any policy of the District. A student violates this rule when he/she verbally or physically encourages others to engage in prohibited behavior, which may include oral instruction or physically showing a student how to engage in prohibited behavior.

1.9 False Information: Deliberately giving false or misleading information, including, but not limited to, forgery, altering records and academic dishonesty/cheating, or presenting AI-generated content as your own.

1.10 Failure to Report: Failure to report to a teacher or administrator the knowledge of an event, device, object, or substance that could cause harm to self or others.

1.11 Gambling: Includes, but is not limited to, betting money or other items on card games, dice games, or the outcome of athletic contests or other activities, and/or possession of gambling materials or paraphernalia.

1.12 Inappropriate Items and Activities: Possessing, using, selling, buying, giving away, bartering, or exchanging any material, substance, food item, or personal belonging that is inappropriate for school. Possession or non- damaging use of a laser pointer.

1.13 Inappropriate Physical Contact Between Students: Includes, but is not limited to, non-violent, minor hitting/kicking, disruptive pushing, inappropriate displays of affection (including, but not limited to kissing or embracing on campus), or minor inappropriate

touching.

1.14 Insubordination: Being insubordinate to school personnel or school volunteers. All students shall comply with directions or commands of all authorized District and school personnel or designees.

1.15 Miscellaneous Violations: Violating any other Board of Education or school rule, including, but not limited to, failing to report to detention and/or violating rules of the In-School Suspension program.

1.16 Over-the-Counter Medication: Using or possessing over-the-counter medication at school without the written consent of the principal or his/her designee.

When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a **Student Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parent. **Please do not send medicine to school with students.**

All prescriptions and over-the-counter medicines must be kept in the school clinic or office unless authorized in writing by a physician and approved by the principal in accordance with Policy JGCD. Students are subject to disciplinary action, including but not limited to, short- term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions.

1.17 Profanity: Using profane, vulgar, obscene, insulting, language, gestures, graphics, or materials, whether spoken, written, gestured, or communicated in person or via any electronic device.

1.18 Possessing Obscene Materials: Possessing obscene or vulgar materials when such conduct does not involve another student.

1.19 Skipping: Leaving school without permission of the principal or his/her designee, skipping school, or skipping class. (For high school students, parking privileges may be revoked for two or more Skipping School violations).

1.20 Unauthorized Areas: Being in an area without permission from school personnel.

1.21 Allowing Unauthorized Entry: Opening or propping open doors to allow unauthorized entry into the school.

1.22 Parking/Driving Violations: Students who drive to school must follow all safety rules and procedures established by the principal, including obtaining a parking permit. Violation of safety rules and procedures related to parking and/or driving to school may result in revocation of parking privileges and/or other disciplinary action. This may include reckless driving on campus such as burnouts, doughnuts, and speeding.

LEVEL 1 PROGRESSIONS

All schools are encouraged to have proactive, intervention-based, and multi-step systems at the classroom level prior to office referral.

Level 1 Violations	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Verbal Warning and Alternative Resolution Parent Notification	Verbal Warning and Alternative Resolution Parent Notification	Verbal Warning and Alternative Resolution Parent Notification	In-School Suspension for (1) Day
2nd Violation	Alternative Resolution Parent Conference	In-School Suspension for (1) Day	In-School Suspension for (1) Day	In-School Suspension for (2) Days
3rd Violation	In-School Suspension for (1) Day	In-School Suspension for (3) Days	In-School Suspension for (2) Days	In-School Suspension for (3) Days
4th Violation*	In-School Suspension for (3) Days	In-School Suspension for (5) Days	In-School Suspension for (3) Days	In-School Suspension for (5) Days
5th Violation	In-School Suspension for (5) Days	Short-Term Out-of-School Suspension for (2) Days	In-School Suspension for (5) Days	Short-Term Out-of- School Suspension for (2) Days
6th Violation	Short-Term Out-of-School Suspension for (3) Days	Short-Term Out-of-School Suspension for (5) Days	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for (5) Days
7th Violation	Short-Term Out-of-School Suspension for (5) Days	Short-Term Out-of-School Suspension **OR** referral to a disciplinary hearing where the student may face long-term suspension or expulsion *If Chronic Disciplinary	Short-Term Out-of- School Suspension for (5) Days	Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion *If Chronic Disciplinary

		Meetings have been held and Tiered support plan implemented		Meetings have been held and Tiered support plan implemented

* Refer to Chronic Disciplinary guidelines for students with four or more Code of Conduct violations.

* Grades K-5 After four or more Code of Conduct violations, a Chronic Discipline Meeting should be held, and a tiered support plan devised.

* Grades 6-12 After four Code of Conduct violations with state reported consequences, a Chronic Discipline Meeting should be held, and a tiered support plan devised.

K-3rd Grade: Refer to HB740 Guidelines for suspension of preschool through third grade students for more than 5 consecutive or cumulative school days.

Committing a Level 1.15 Violation (violating the rules of In-School Suspension program) may result in the remainder of days being assigned as Out-of-School Suspension.

BULLYING

Bullying, as the term is defined in Georgia law (O.C.G.A. §20-2-751.4), is strictly prohibited. The Student Code of Conduct for all schools within the school system expressly prohibits bullying. If you or your student believe that a student is being bullied, please report it to a school staff member or administrator immediately.

Bullying is defined as an act that is:

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

    a. causes another person substantial physical harm within the meaning of Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1 ;

    b. has the effect of substantially interfering with a student's education or otherwise substantially infringing upon the rights of a student;

    c. is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or

    d. has the effect of substantially disrupting the orderly operation of the school.

The term “bullying” applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities including, but not limited to, extracurricular activities, or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a the school system.

Professional development and training opportunities for school staff on how to respond

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

Acts of bullying shall be punished by a range of consequences through the progressive discipline process, as stated in the Code of Conduct. Such consequences shall include, at the minimum and without limitation, disciplinary action or counseling, as appropriate under the circumstances.

Depending on the severity of the bullying allegation, school administrators have the discretion to send a student to a disciplinary hearing for the first (1st) or second (2nd) bullying violation whereby the student, if found to have committed the violation, will be subject to disciplinary action pursuant to the student and parent handbook, including but not limited to, suspension or expulsion.

Upon the finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student by telephone call or through written notice, which may be done electronically.

Students and parents will be notified of the prohibition against bullying and the penalties for violating the prohibition by posting information at each school and by including such information in the student/parent handbooks.

BULLYING LEVEL 1,2,3	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Verbal Warning and Alternative Resolution	Short-Term Out-of- School suspension for five (5) Days and Alternative Resolution	Verbal Warning and Alternative Resolution	Short-Term Out-of- school suspension for (7) Days
2nd Violation	Short-Term Out-of- School suspension for one (1) Day and Alternative Resolution	Short-Term Out-of- School suspension for five (5) Days and Alternative Resolution	In-School suspension for ten (10) days OR short-term Out-of-School suspension for ten (10) days, not a combination thereof, and Alternative Resolution	In-School suspension for ten (10) days OR Short-Term out-of-school suspension for ten (10) days, not a combination thereof, and Alternative Resolution
3rd Violation	Short-Term Out-of- School suspension for ten (10) Days	Out-of- School suspension and referral to a disciplinary hearing where the student may face long-term suspension	Ten (10) days Out-of- School suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of- School suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
* Depending on the severity of the bullying allegation, school administrators have the discretion to send a student to a disciplinary hearing for the first (1st) bullying offense whereby the student, if found to be in violation, will be subject to disciplinary action including, but not limited to, suspension or expulsion as outlined in level 3.1 (3rd violation)				

SCHOOL SAFETY HOTLINE 1-877-SAY-STOP (1-877-729-7867)

COMPLETELY CONFIDENTIAL

AVAILABLE 24 HOURS A DAY

TRANSPORTATION RULES AND PUPIL RESPONSIBILITIES

School Bus Rules and Pupil Responsibilities

1. The driver is in charge of the bus and all pupils aboard. Obey the driver promptly and respectfully.
2. Student must be at the bus stop a minimum of 5 minutes prior to scheduled pick-up time; the driver cannot wait beyond his or her regular schedule for those who are tardy.
3. Wait in an orderly line off the street or road. (Minimum: 12 Feet)
4. Cross in front of the bus only when the road is clear and at a safe distance in front of the bus in order to be seen by the driver. (Minimum: 12 Feet)
5. Do not run toward a school bus while it is in motion.
6. Ride only the bus assigned by school officials. Student must get on and off at the stop assigned by school officials.
7. Do not try to get on or off the bus or move about within the bus while it is in motion.
8. Pupils must remain seated while the bus is moving. Ride three in a seat, if necessary, and do not exchange seats unless given permission by the driver. If all seats are taken, stand to the rear while the bus is in motion.
9. Behave on the bus as you are expected to behave in the classroom. Any acts of physical violence, bullying, physical assault or battery of other persons on the bus, disrespectful conduct toward the school bus driver or other persons on the bus and other unruly behavior is prohibited. Physical violence is defined as intentionally making physical contact of an insulting or provoking nature with another or intentionally making physical contact that causes physical harm to another unless such physical contacts or harms were in self-defense.
10. Do not engage in any activity which might divert the driver's attention and cause an accident such as:
    a. Loud talking or laughing, or unnecessary confusion.
    b. Unnecessary conversation with the driver.
    c. Extending any part of the body out of the bus windows or doors.
11. The usage of mirrors, lasers, flash camera, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus is prohibited.
12. The usage of any electronic devices during the operation of a school bus that might interfere with the school bus communications equipment or the school bus driver's operation of the bus is prohibited.
13. Pupils are not to open or close bus doors at any time nor shall they regulate or operate any part of the bus. Students must be able to hold items carried on the bus in his/her lap. This does not include prohibited items.

14. Do not engage in any activity which might damage, cause excessive wear or litter to the bus or other property. The following activities are prohibited at all times:
    a. Smoking, eating, possession or use of alcoholic beverages on the bus.
    b. Spitting or throwing anything in or from the bus.
    c. Possessing knives or sharp objects on the bus.
    d. Bringing animals, baseball bats, skateboards, or any other item deemed inappropriate by the Director of Transportation.
15. Pupils will not leave the bus on the way to school or home without a written request from the parent/guardian except in cases of personal emergency or if approved by the principal or transportation director.
16. Pupils must be courteous to drivers, to fellow students, and to passersby at all times.
17. Report promptly to the driver any damage done to the bus. Persons causing damage shall be expected to defray its full cost.
18. All School Board Policies governing Student Discipline and Conduct will be observed.

BUS CONDUCT

Bus Conduct. Students must obey all bus safety rules and all rules listed in the Student Code of Conduct. In addition, Georgia law prohibits the following acts while on a bus:

1. Acts of physical violence
2. Bullying
3. Physical assault or battery of persons on the bus
4. Verbal assault of persons on the bus
5. Disrespectful conduct toward bus drivers or other persons
6. Unruly behavior
7. Students shall be prohibited from using any electronic devices with or without headphones or ear buds during the loading and unloading process. Students should keep electronic equipment packed away when preparing to board and when getting off the bus. Use of electronic devices while onboard the bus with headphones or ear buds is permitted as long as it does not interfere with the driver's operation of the school bus, only when en route to and from school. The use of all electronic communication devices is not allowed when students are participating in field trips during the school day.
8. Using mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the driver's operation of the bus
9. Students must maintain silence at all railroad crossings until the driver has crossed and gives the all clear

Any violation of the Code of Conduct occurring on any bus may have consequences of being suspended from riding on the bus in addition to any other discipline consequences set forth in the Code of Conduct.

Fighting on a bus is among the most serious violations committed by students, as it endangers everyone riding the bus by causing the driver's attention to be diverted. Fighting on a school bus may result in immediate suspension from the bus and/or school with no prior warning or progressive disciplinary action being taken.

During the period of bus suspension, parents/guardians will be responsible for providing the

student's transportation to/from school. Bus suspension is not an excused absence or tardy. If a student causes damage to a school bus, parents/guardians will be required to repay the cost of any damage to the bus. At the discretion of the principal, parents/guardians may be asked to meet with school officials to develop a school bus behavior contract for the student.

BUS CONDUCT LEVEL 1.3	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Administrative Conference	Bus suspension for three (3) days	Bus suspension for three (3) days	Bus suspension for five (5) days
2nd Violation	Bus suspension for three (3) days	Bus suspension for five (5) days	Bus suspension for five (5) days	Bus suspension for ten (10) days
3rd Violation	Bus suspension for ten (10) days	Disciplinary Hearing, possible expulsion from bus	Bus suspension for ten (10) days	Disciplinary Hearing, possible expulsion from bus

DRESS CODE

Dress Code: Violation of the dress code policy.

The **rationale** for dress standards is to foster good citizenship and the school's ability to achieve its academic and instructional purposes and help students understand situational/environmental awareness for appropriate dress.

The **goal** is to promote student learning, safety, and behavior by assisting students and parents in making choices about appropriate school attire. Further, dress codes will assist in preventing disruption of the education environment, prevent health or safety hazards, and prevent interference of the learning of other students. The following regulations regarding the dress code apply to students while on school grounds, while remote learning, while participating in school athletic events, while participating in school extracurricular activities, or while on any transportation vehicle owned or used by the Board of Education.

The expectation is for students to dress in a clean, modest, and dignified manner.

- Clothing should not be too tight, too loose, too short, or too long, and should not have inappropriate writing or pictures, including but not limited to:
    - Any attire, words, symbols, or accessories deemed by the administration to be a

threat to the safety and security of the campus or a distraction/disruption to the learning environment will not be permitted. Examples include: violence, alcohol, weapons, tobacco, gang affiliation, intimidation, sex, bullying, profanity, self-destructive behavior, drug use, negative/inappropriate messages

- Pants and jeans with noticeable splits or holes that, in the opinion of the principal or the principal's designee, would cause a disruption of the educational environment, would be a health hazard, or would interfere with the learning of other students, are prohibited.
- Shorts, skirts, culottes, split skirts, or dresses must be reasonable in length and appropriate for school.
- Immodest clothing is prohibited. See-through clothing, pajamas, bare shoulders, bare midriffs, halters, tank tops, and spaghetti straps are prohibited. Tight-fitting clothing, such as spandex or bicycle type clothing and/or any facsimile, is prohibited.
  - Undergarments are defined as the following: underwear/boxer, bra, briefs (t-shirts worn under a top shirt is not considered an undergarment) and at no time, regardless of movement, should be exposed.
  - Pants should be worn at the waist not to expose undergarments or private areas and not be so tight as to define the private areas.
  - Shorts should be worn at the waist not to expose undergarments or private areas and not be so tight as to define the private areas.
  - Skirts and dresses must be worn at the waist not to expose undergarments or private areas and not be so tight as to define the private areas.

- Wearing any clothing, jewelry, or other item symbolizing gang affiliation is prohibited.
- Shoes must be worn at all times and properly secured. Appropriate footwear is required for science labs, vocational shop classes, P.E., and other classes as deemed by administration.
  - Bedroom shoes/slippers and roller-skate shoes/heelys are NOT allowed.
- Sunglasses cannot be worn inside buildings.
- While hoodies are not prohibited from being worn, the hood shall not be worn up over the head.
- Earbuds/headphones or other music devices should not be in the ear or cover the ear.
- Nighttime headwear is not allowed.

PERSONAL ELECTRONIC DEVICES

All students (PK-12) are prohibited from accessing personal electronic devices during school hours. Students may use wireless communication devices while on school buses or during extracurricular activities that occur outside of school hours.

Students are encouraged to leave their cell phone or smartwatches at home; however, if a student chooses to bring the phone and/or smartwatch to school, the device MUST be locked in the school's designated storage location. Students will not be allowed to use cell phones to call or text, including through a smartwatch or other electronic device, during the school day. Earbuds and headphones cannot be worn in the hallways or anywhere outside of classrooms and only used in class when expressly given permission by the teacher. This rule will be strictly enforced using the following consequences for all students violating this policy.

Misuse of Personal Electronic Communication Devices: Unauthorized possession, displaying, or using a cell phone, smart watch, wearable connected device, or other personal electronic communication device during the school day without the consent of the principal or his/her designee. This includes, but is not limited to, headphones, earphones, earbuds, and other listening devices.

MISUSE OF PERSONAL ELECTRONIC COMMUNICATIONS DEVICES LEVEL 1.7	**ELEMENTARY**	**MIDDLE & HIGH**
1st Violation	Device taken and kept for the remainder of the school day. Violation 1 is the only time device will be returned to the student	Device taken and kept for the remainder of the school day. Violation 1 is the only time device will be returned to the student
2nd Violation	Device taken and student/administrative conference	Device taken and student/administrative conference
3rd Violation	Device taken and student/parent/administrative conference	Device taken and student/parent/administrative conference
4th Violation	Device taken and student assigned 1 day of detention	Device taken and student assigned 1 day of detention
5th Violation	Device taken and student assigned 3 days of detention	Device taken and student assigned 3 days of detention
6th Violation	Device taken and student assigned one (1) day of In-School Suspension	Device taken and student assigned one (1) day of In-School Suspension
7th Violation	Device taken and student assigned three (3) days of	Device taken and student assigned three (3) days of

	In-School Suspension	In-School Suspension
8th Violation	Device taken and student assigned one (1) day of Out-of-School Suspension	Device taken and student assigned one (1) day of Out-of-School Suspension
9th Violation	Device taken and student assigned three (3) days of Out-of-School Suspension	Device taken and student assigned three (3) days of Out-of-School Suspension
10th Violation	Device taken and student referred to a Disciplinary Hearing	Device taken and student referred to a Disciplinary Hearing
NOTES	School administration will secure any cell phone collected after the first violation of 1.7 and will only return it to the parent (or to the parent's designee, not the student or another student) at principal discretion. To maintain an orderly and disruption-free learning environment, parents may retrieve the device only during school designated times.	

LEVEL 2 VIOLATIONS

A student that has committed two or more Level 2 violations may receive a consequence of long-term suspension or expulsion at a disciplinary hearing.

2.1 Bullying (2nd Violation): Bullying, as the term is defined in Georgia law (O.C.G.A. §20-2-751.4), is strictly prohibited. The Student Code of Conduct for all schools within the school system expressly prohibits bullying. Bullying is one of two Level 2 violations that has an alternate progression, please see the Bullying progression on page 61-62.

2.2 Disruption of School: Causing or contributing to the disruption and interference of school operations but does not pose a threat to the health or safety of others. It is unlawful for any person to disrupt or interfere with the operation of a public school. An example of prohibited conduct includes, but is not limited to, causing, participating in, contributing to, or encouraging a food fight, elopement from campus that poses a danger to self or others, running from school personnel, refusing to comply with a search if the student is believed to be in possession of item or substance that is illegal or inappropriate for school, or any disturbance that substantially disrupts the normal operation of the school environment.

2.3 Violation of Electronics and Technology Policy: Misuse of electronic or technological resources or devices, including, but not limited to, filming and/or posting images without the permission of the individual(s) being depicted, unauthorized access to the system

network, creating or using the email or messaging account of another without permission to send communications, and disrupting a virtual classroom.

2.4 Giving False Information: Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior or ethics violations by a teacher, administrator, or other school employee toward a student.

2.5 False Representation of Substances: False representation of a substance as a drug for which the student has no valid prescription or false representation of a substance as an illegal drug as defined under the laws of the State of Georgia.

2.6 Gang Affiliation: Exhibiting gang affiliation, as evidenced by a common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic. Exhibiting, gang affiliation and/or engaging in any gang-related activity is not permitted. For the purpose of this handbook, a gang is defined as any group or association of three (3) or more persons, whether formal or informal, as evidenced by a common name or common identifying sign, symbol, tattoo, graffiti, attire, or other distinguishing characteristic, that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive activity. Students shall not use any speech or commit any act or omission in furtherance of the interests of any gang-related activity, including, but not limited to:

1. Soliciting others for membership in a gang;
2. Requesting any person to pay for protection, bullying, or otherwise intimidating or threatening or physically harming any person;
3. Inciting other students to engage in any gang-related activity; and,
4. Defacing any school property with any kind of gang graffiti.

2.7 Non-Dangerous Use and/or Possession of Hazardous Objects: Displaying, using, or otherwise exhibiting intent to use a hazardous object in such a manner that is neither dangerous nor threatening to the student, other students, personnel or any other person. If the hazardous object is displayed or used in a dangerous or threatening manner, or the student exhibits an intent to use the object, in such a way that the object could be considered a dangerous weapon, refer to Level 4 violation below. This includes sharp objects and pepper spray/mace when non-dangerously used.

- **Hazardous Object**: Any dirk, bowie knife, switchblade knife, any other knife having a blade of two or more inches, straight- edge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known a nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or dart, or any instrument of like kind, any nonlethal gun replica, air gun, any stun gun or taser, and pepper spray, also known as capsaicin spray or capsicum spray, and commonly referred to as Mace, or any other lachrymatory agent meant to cause irritation to the eyes, pain and temporary blindness.

2.8 Fighting: For the purpose of this violation, fighting shall include, but not be limited to, mutually and/or intentionally hitting, kicking, punching, slapping, intentional spitting or use

of other bodily fluids, or other physical contact with another student or person that is not school personnel, and does not rise to the level of Excessive Physical Contact as defined in Level 3. **Fighting has an alternate progression, please see the Fighting Progression.**

2.9 Inappropriate Activity of a Sexual Nature: Such conduct does not rise to the level of severity of a Level 3 violation and may include selling, buying or transmitting sexually explicit or sexually exploitative materials (that do not depict a minor or a student), public displays of affection including, includes but not limited to, groping on school property; sexual harassment that does not involve physical contact such as lewd gestures, or verbal conduct or communication of a sexual nature; horseplay with inadvertent physical contact of student's or another's intimate body parts/genitals, such as "pantsing" or horseplay that does not include intentional indecent exposure; unwelcomed sexual advances; "sexting"; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment.

***Note*: May also involve a separate sexual harassment investigation under Sexual Harassment Policy JCAC: Sex-Based Harassment.**

2.10 Unintentional Physical Contact with School Personnel: Unintentional, but inappropriate, physical contact or action with school personnel.

2.11 Medical Substance Containing Alcohol: Possessing any substance containing alcohol which is normally used for medical purposes that has not been reported to the appropriate school official in accordance with the Medicine Policy. When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a **Student Health and Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parent**. Please do not send medicine to school with students**.

- **All prescription and over-the-counter medicine must be kept in the school office unless authorized in writing by a physician and approved by the principal.** Students are subject to disciplinary action, including but not limited to, short- term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions (for over-the-counter medicines).

2.12 Possession of Prescription Drugs: Possession of prescription medication prescribed to the student by a doctor, but that has not been reported to appropriate school officials in accordance with the Medicine Policy. When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a **Student Medication Authorization Form**. Medicine cannot be administered at school without written permission and instructions from the parent. **Please do not send medicine to school with students**.

- **All prescription medicine must be kept in the clinic or school office unless authorized in writing by a physician and approved by the principal.** Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a

manner that is not prescribed or per label directions.

2.13 Viewing Obscene Materials: Accessing or viewing obscene or vulgar materials when such conduct does not involve another person.

2.14 Entering into Areas Designated for the Opposite Sex: Entering, directing, or soliciting another student to enter into an area designated for the opposite sex only.

2.15 Theft: Theft including, but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property. For theft greater than $500, refer to Level 3.11.

2.16 Vandalism or Damage to Property: Vandalizing or damaging school or personal property, regardless of whether there is a monetary loss of value. For vandalism greater than $500, refer to Level 3.12.

2.17 Verbal Abuse: Verbally abusing others, including but not limited to, threats or intimidation, use of profanity towards others including school personnel (Georgia law prohibits the upbraiding, insulting, or abusing of any teacher, administrator, or bus driver upon the premises of any school in the presence and hearing of a student). Use of slurs or acts of bigotry related to or directed toward another person's race, ethnicity, national origin, religion, age, sex, gender, gender identity, sexual orientation, physical characteristics or disability. This includes, but is not limited to, harassing or taunting in person, on the Internet, in writing, or other modes of electronic communications.

2.18 Possession or Vaping Devices/Electronic Cigarettes, Tobacco Products, or Related Products: Possession, distribution, or use of a device to simulate smoking through inhalation of vapor or aerosol from the device. This includes, but is not limited to, devices manufactured, distributed, marketed or sold as an electronic cigarette (includes but not limited to e-cigarettes, e-cigs, Juuls, vapes, vape pens, vaping cartridges, hookah devices, hookah look-alikes, advanced personal vaporizers) and related products. Possessing, using, selling, buying, giving away, bartering, or exchanging any tobacco product, or smoking paraphernalia. Students are responsible for possession or use of these products regardless of lack of knowledge of what is contained in the item. For products containing THC or other mood-altering substances, refer to Level 3.10 Drugs. **Possession and/or use of Vape is one of the Level 1 violations that has an alternate progression, please see the Vape progressions**.

2.19 Unintentional Physical Contact with Students that Causes Harm: Unintentional, but inappropriate, physical contact or action with students that causes harm.

2.20 Attempting to Make Harmful Contact with Another Student; Attempting to Start a Fight: This includes but is not limited to situations where fighting words are exchanged with possible posturing to inflict physical harm and/or verbal altercations and yelling.

2.21 Trespassing: Entering or remaining on a public-school campus, school bus, or school board facility without authorization or invitation and with no lawful purpose for entry.

LEVEL 2 PROGRESSIONS

LEVEL 2 VIOLATIONS (EXCLUDES FIGHTING)	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Verbal Warning and Alternative Resolution Parent Notification	Short-Term Out-of- School Suspension for (1) Day	In-School Suspension (No more than 10 days)	Short-Term Out-of-School Suspension for (5) Days
2nd Violation	Short-Term Out-of- School Suspension for one (1) Day	Short-Term Out-of- School Suspension for five (5) Days	Short-Term Out-of- School Suspension for (5) Days	(10) Days Out-of- School Suspension OR referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out-of- School Suspension for (5) Days	Out-of- School Suspension (less than 10 days) OR referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of- School Suspension (less than 10 days) and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	(10) Days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate. Accumulation of any two (2) or more Level 2 violations in one academic school year may lead to a disciplinary hearing.				

FIGHTING PROGRESSION

Fighting at school is among the most serious violations committed by students, as it endangers the safety of others and disrupts the learning environment.

Fighting: For the purpose of this violation, fighting shall include, but not be limited to, mutually and/or intentionally hitting, kicking, punching, slapping, intentional spitting or use of other bodily fluids, or other physical contact with another student or person that is not school personnel, and does not rise to the level of Excessive Physical Contact as defined in Level 3.

FIGHTING LEVEL 2.8	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for (1) Day	Short-Term Out-of- School Suspension for (3) Days	Short-term Out-of-School Suspension for (5) days	Short-Term Out-of- School Suspension for (7) Days
2nd Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion.	(10) Days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension
3rd Violation	Short-Term Out-of- School Suspension for (5) Days	Out-of- School Suspension (less than 10 days) OR referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	(10) Days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate. Accumulation of any two (2) or more Level 2 violations in one academic school year may lead to a disciplinary hearing				

POSSESSION AND/OR USE OF VAPING DEVICES

Possession or Vaping Devices: Possession, distribution, or use of a device to simulate smoking through inhalation of vapor or aerosol from the device. This includes, but is not limited to, devices manufactured, distributed, marketed or sold as an electronic cigarette (includes but not limited to e-cigarettes, e-cigs, Juuls, vapes, vape pens, vaping cartridges, hookah devices, hookah look-alikes, advanced personal vaporizers) and related products.

LEVEL 2 VIOLATION POSSESSION AND/OR USE OF VAPE (DOES NOT INCLUDE ILLEGAL DRUGS)	**ELEMENTARY**	**MIDDLE & HIGH**
1st Violation	In-School Suspension for three (3) days. Parent notification and recommended participation in Vape Intervention	In-School Suspension for three (3) days. Parent notification and recommended participation in Vape Intervention
2nd Violation	In-School Suspension for five (5) days. Mandatory parent conference and recommended participation in Vape Intervention	In-School Suspension for five (5) days. Mandatory parent conference and recommended participation in Vape Intervention
3rd Violation	Five (5) days of Short-Term Out-of-School Suspension. Mandatory parent conference and recommended participation in Vape Intervention	Five (5) days of Short-Term Out-of-School Suspension. Mandatory parent conference and recommended participation in Vape Intervention
4th Violation	Ten (10) days of Short-Term Out-of-School Suspension. Mandatory parent conference and recommended participation in Vape Intervention	Ten (10) days of Short-Term Out-of-School Suspension. Mandatory parent conference and recommended participation in Vape Intervention

5th Violation	(10) Days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension	(10) Days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension
*Vape Intervention can be assigned to help students understand the health risks and consequences related to possession and/or use of an electronic smoking device (vape.) The goal is to provide education, support better decision-making, and promote healthier choices. All vaping devices or related paraphernalia that have been confiscated will be disposed of.		

LEVEL 3 VIOLATIONS

A student who has committed a Level 3 violation may receive a consequence of long-term suspension or expulsion at a disciplinary hearing.

Failure to provide notification of charge, adjudication, or conviction of a felony: Upon any enrolled student being charged, adjudicated, or convicted of a felony violation as defined in Level 4, Rule 3, or Rule 4, the student shall immediately notify the Principal and the Superintendent of said charges, adjudication, or conviction and shall provide to the Principal and Superintendent a copy of all documents received by the student concerning said charges, adjudication, or conviction, including any probation terms. This includes any violation held in abeyance or given first offender status. Failure to provide the required documents shall be grounds for disciplinary action.

FAILURE TO PROVIDE NOTIFICATION LEVEL 3.2	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for (1) Day	Short term out-of-school suspension for three (3) days	Short term out-of-school suspension for five (5) days	(10) days Out-of- School Suspension OR referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Gang Related Activity: Engaging in a gang-related activity that encourages, solicits, promotes, condones, causes, assists, or abets any illegal or disruptive act.

GANG RELATED ACTIVITY LEVEL 3.3	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out-of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion

Excessive Physical Contact: The use of excessive physical force resulting in harmful contact with a student or person other than school personnel referenced in Level 4. This includes, but is not limited to, fights that are beyond a Level 2 fight, that are violent and advance planning is

evident, cause a major disruption to the school operational environment or educational process, group fights of three (3) or more individuals, and/or fights that cause harm. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, and/or where medical attention was sought for a significant injury.

Excessive Physical Contact **Level 3.4**	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of-School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of-School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension
3rd Violation	Short-Term Out-of-School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Sexual Misconduct: Any inappropriate act of a sexual nature that involves physical contact or that rises above a Level 2 offense; any intentional act of indecent exposure of the intimate body parts/genitals, including "flashing," "mooning," or "streaking" as those terms are commonly understood, any act of indecent fondling, groping or touching of the student's own intimate body parts or the intimate body parts of another; any act of viewing or possessing of any materials which depict a minor or any student in a sexual manner; any act of recording images of intimate body parts, whether of oneself or of another person.

SEXUAL MISCONDUCT LEVEL 3.5	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of- School Suspension or referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of- School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Any incident of sexual misconduct will be reported to law enforcement and state agencies as required by law. Combination of local interventions, supports, and disciplinary response may be appropriate.				

Attempting to make inappropriate physical contact or action with school personnel or Physical Violence Against Personnel, No Physical Harm: Committing acts of physical violence against teachers, school bus drivers, or other school officials or employees, is prohibited. For the purposes of this rule, physical violence is defined as intentionally making physical contact of an insulting or provoking nature or posturing to inflict physical harm with school personnel that does not result in physical harm (Could include resisting a School Resource Officer).

ATTEMPTING TO MAKE INAPPROPRIATE PHYSICAL CONTACT/ACTION - SCHOOL PERSONNEL OR PHYSICAL VIOLENCE AGAINST PERSONNEL THAT DOES NOT CAUSE HARM LEVEL 3.6	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of-School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out-of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of-School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Alcoholic Beverages: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any alcoholic beverage at school, at any school-related activity, prior to attending school, or prior to a school-related activity.

ALCOHOLIC BEVERAGES LEVEL 3.8	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Prescription Medication: Possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug not prescribed to the student in possession; wrongfully possessing, using, selling, buying, giving away, bartering, exchanging, distributing, or receiving any prescription drug that is prescribed to the student; or the use of any substance represented to be a prescription drug prior to or after attending school or a school related activity that was not prescribed for the student.

When students must take medicine at school, parents must bring all medicine and related equipment to the principal or his/her designee and complete a **Student Medication Authorization Form**. Medicine cannot be given without written permission and instructions from the parent. **Please do not send medicine to school with students**.

All prescription medicine must be kept in the clinic or school office unless authorized in writing by a physician and approved by the principal. Students are subject to disciplinary action, including but not limited to, short-term suspension, long-term suspension, or expulsion, if they possess medicine at school without the principal's consent, distribute the medicine to other students, or use the medicine in a manner that is not prescribed or per label directions.

PRESCRIPTION MEDICATION LEVEL 3.9	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of-School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of-School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of-School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Drugs: Possessing, using, selling, buying, giving away, bartering, exchanging, receiving, or being under the influence of any substance or chemical that is mood altering when taken that has not been prescribed to the student taking the substance or the chemical, or any illegal drug or narcotic as defined by the Official Code of the State of Georgia, Mood altering substances or chemicals may include but not limited to hemp products, cannabis or cannabidiol (CBD) oil, Delta variants, THC variants, synthetics and substances represented as drugs.

**A student shall not possess, sell, use, distribute, or be under the influence of any legal or illegal drug in any form whatsoever, including but not limited to, any narcotic drug, inhalants, hallucinogenic drug, amphetamine, barbiturate, cocaine, marijuana, other controlled substance, alcoholic beverage, anabolic steroids, intoxicant of any kind, or any substance represented to be or reasonably appearing to be any type of drug:

1. at school or on school property at any time;
2. off the school grounds at a school-sponsored activity, function, or event; and/or
3. on school bus

A student shall not attend school or any school event after having consumed any quantity of alcohol or illegal substance. Use may be detected by observation, odor or other means.

DRUGS LEVEL 3.10	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Theft Greater than $500: Theft, including but not limited to, attempted theft, extortion, bribery, theft by deception, and/or possession of stolen property when the value of the property is greater than $500, as estimated by school officials.

THEFT GREATER THAN $500 LEVEL 3.11	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Short-Term Out-of-School Suspension for ten (10) days	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Vandalism or damage to property greater than $500: Vandalizing school or personal property, with the cost of damages being greater than $500, as estimated by school officials. This includes, but is not limited to, unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft).

VANDALISM OR DAMAGE TO PROPERTY GREATER THAN $500 LEVEL 3.12	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Short-Term Out-of-School Suspension for ten (10) days	Ten (10) days of Out-of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Damaging or Setting Off a Fire Alarm or attempting to start a fire: Willfully damaging or destroying a school fire alarm; setting off a school fire alarm with no reasonable belief that a fire exists on the school premises. This violation shall also include refusing to evacuate the building when a fire alarm sounds, or an evacuation of a school is ordered. Attempting to start a fire on school grounds or at school events.

DAMAGING OR SETTING OFF A FIRE ALARM LEVEL 3.13	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Short-Term Out-of-School Suspension for ten (10) days	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Terroristic Threats: A terroristic threat is 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, to commit any act of violence or to burn or damage property.

TERRORISTIC THREATS LEVEL 3.14	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Pepper/Stink Spray: Use without Intent to Harm: Use or discharge of pepper spray/stink spray by any student when no intent to harm or injure is evident shall be prohibited. The level of disruption by the discharge or use may determine the severity of the consequence.

PEPPER SPRAY: USE WITHOUT INTENT TO HARM LEVEL 3.16	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Short-Term Out-of-School Suspension for ten (10) days	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Non-lethal Weapons: Possession or use of a gun replica or toy gun that is portrayed as a weapon or could reasonably be mistaken for a weapon.

NON-LETHAL WEAPONS LEVEL 3.17	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for (3) Days	Short-Term Out-of- School Suspension for five (5) Days	Short-Term Out-of-School Suspension for ten (10) days	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face long-term suspension or expulsion
2nd Violation	Short-Term Out-of- School Suspension for five (5) Days	Out-of-School Suspension and referral to a disciplinary hearing, where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
3rd Violation	Short-Term Out of- School Suspension for seven (7) days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Ten (10) days Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Before a student who is in preschool through third grade is assigned more than five days of out of school suspension, whether consecutive or cumulative, the student must receive multi-tiered system of supports (MTSS). If the student has an Individualized Education Program (IEP) under the Individuals with Disabilities in Education Act or a Section 504 Plan under the Rehabilitation Act of 1973, then the student's IEP or Section 504 Team must meet to review appropriate supports provided to the student under the plan.

LEVEL 4 VIOLATIONS

If a preschool through third grade student commits a Level 4 offense, specifically if the student possesses a weapon, illegal drugs or other dangerous instrument, or the student's behavior endangers the safety of other students or school personnel, then school administration or a Disciplinary Hearing Officer may assign age-appropriate consequences without first referring the student to the MTSS process.

A student who has committed a Level 4 violation may receive a consequence of expulsion or up to permanent expulsion.

Possession of a Firearm, Dangerous Weapon, or Explosive Compound: Possessing, using, selling, buying, giving away, bartering, or exchanging any firearm, dangerous weapon, explosive compound, or an object that can reasonably be considered and/or used as a weapon. Pursuant to O.C.G.A. §20-2-751.1, a violation of this rule has a mandatory minimum one-year of expulsion, but may result in permanent expulsion, at the discretion of the Disciplinary Hearing Officer.

It is unlawful for any person to carry, or to possess, or have under his/her control while within a school safety zone or on a bus or other transportation furnished by the District any dangerous weapon, firearm, or explosive compound. Any person violating this rule will be reported to the appropriate authorities for prosecution.

- Dangerous Weapon: Includes any weapon or object that could reasonably be used in a manner that may inflict bodily harm to another. Examples include, but are not limited to, sharp objects that are used or pepper spray that is discharged or used with intent to cause harm or injury, a rocket launcher, bazooka, recoilless rifles, mortar, hand grenade, or other similar weapon designed to explode.
- Explosive: Includes any bomb, firebomb, Molotov cocktail, firecracker, fireworks, stink bomb, bullet, shell, gun powder, grenade, missile, or any other type of explosive device and/or substance, including a set fire. A student in possession of any such item will be subject to disciplinary action as outlined in the Code of Conduct, with the matter being reported to law enforcement authorities.
- Firearm: Includes, but is not limited to, a handgun, rifle, shotgun, or other weapon, which will or can be converted to expel a projectile.

POSSESSION OF A FIREARM, DANGEROUS WEAPON, OR EXPLOSIVE COMPOUND LEVEL 4.1	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for ten (10) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion for one year	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face permanent expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Physical Violence Against Personnel with Physical Harm: It is prohibited for any student to intentionally make physical contact which causes physical harm to teachers, school bus drivers, or other school officials or employees. Harm may include, but is not limited to, significant injuries such as swelling, bleeding, concussions, broken bones, sprains, or where medical attention was sought for a significant injury.

PHYSICAL VIOLENCE AGAINST PERSONNEL WITH PHYSICAL HARM LEVEL 4.2	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of-School Suspension for ten (10) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion for one year	Ten (10) days of Out-of-School Suspension and referral to a Disciplinary Hearing, where the student may face permanent expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Charge, Adjudication, or Conviction of Felony (All Others): This includes any conduct (on campus or off campus) which results in the student being criminally charged with a felony. This includes, but is not limited to, the adjudication or conviction of a student of a violation that is designated as a felony under the laws of the State of Georgia, or a felony under the laws of the United States of America, and which makes his/her continued presence at school a potential danger to persons or property at the school or which disrupts the educational process.

ADJUDICATION OR CONVICTION OF FELONY (ALL OTHERS) LEVEL 4.3	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for ten (10) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion for one year	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face permanent expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Charge, Adjudication, or Conviction of a Felony ("Seven Deadly"): Being charged with or the adjudication or conviction of an enrolled student or a student seeking enrollment of one or more of the following violent criminal violations, and which makes his/her continued presence at school a potential danger to persons or property at the school, or which disrupts the educational process: a. Murder (O.C.G.A. §16-5-1); Voluntary Manslaughter (O.C.G.A.§16-5-2); Rape (O.C.G.A. §16-6-1); Aggravated Sodomy (O.C.G.A. §16-6-2); Aggravated student Molestation (O.C.G.A. §16-6-4); Aggravated Battery (O.C.G.A. §16-5-24); and Aggravated Armed Robbery (O.C.G.A. §16-8-41)

ADJUDICATION OR CONVICTION OF FELONY ("SEVEN DEADLY") LEVEL 4.4	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for ten (10) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion for one year	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face permanent expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Sexual Acts: It is prohibited to engage in sexual acts on school campus or during school activities. This includes, but is not limited to, any act of sexual intercourse, oral sex, or sodomy as the term is defined by the laws of the State of Georgia. This includes sexual battery and sexual harassment involving physical contact.

SEXUAL ACTS LEVEL 4.5	**ELEMENTARY**		**MIDDLE & HIGH**	
	MINIMUM	**MAXIMUM**	**MINIMUM**	**MAXIMUM**
1st Violation	Short-Term Out-of- School Suspension for ten (10) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion for one year	Ten (10) days of Out-of-School Suspension and referral to a Disciplinary Hearing, where the student may face permanent expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

Terroristic Threats: Terroristic threats shall also include, but are not limited to, bomb threats, making false calls to 911 which have the effect of causing a lock-down of a school building, the evacuation of a school building, or the search of a school building, or any bus, property, or building belonging to the school district by the school resource officer or any other public safety officer or agency, or the use of electronic communication to convey text, video, images or spreading false rumors which have the effect of causing a disruption of the school.

TERRORISTIC THREATS LEVEL 4.6	ELEMENTARY		MIDDLE & HIGH	
	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM
1st Violation	Short-Term Out-of- School Suspension for ten (10) Days	Out-of-School Suspension and referral to a disciplinary hearing where the student may face long-term suspension or expulsion	Out-of-School Suspension and referral to a disciplinary hearing where the student may face expulsion for one year	Ten (10) days of Out- of-School Suspension and referral to a Disciplinary Hearing, where the student may face permanent expulsion
Combination of local interventions, supports, and disciplinary responses may be appropriate.				

JURISDICTION TO TAKE DISCIPLINARY ACTION

School Administrators are authorized to take disciplinary action for misconduct that occurs:

1. On school grounds;
2. Off the school grounds at a school activity, function or event;
3. Off the school grounds at a non-school activity, function or event, but where the misconduct leads to a potential danger or disruption of school or any other violation of the Student Code of Conduct;
4. Any case of Cyberbullying, which occurs through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment if behavior targets students or staff or leads to disruption of school; and,
5. En route to and from school or any school-related activity, on the bus, and at the bus stop.

Authority to take disciplinary action also extends to any off-campus non-school-related actions by students, at any time of the year, which have a direct or immediate impact on school discipline, the educational operation or function of the school, or the welfare of students or staff. Such acts could include, but is not limited to, a felony, a delinquent act which would be considered to be a felony if committed by an adult, an assault upon another student, a violation of the laws prohibiting controlled substances, or sexual misconduct and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (OCGA §20-2-751.5). A student whose presence on school property may endanger the welfare or safety of other students or staff, or whose presence may cause substantial disruption at school, may also be subject to discipline.

NOTIFICATION OF CHARGE OF COMMISSION OF A FELONY

Any student seeking enrollment into the Tift County School District and who has been charged with, convicted or adjudicated of a felony, or for an act that would constitute a felony under the law if committed by an adult, and including any charges, conviction or adjudication that results in an abeyance or given first offender status, or incarcerated for any period of time, prior to the student being enrolled in the Tift County School District, the student and the student's parent shall immediately notify the Principal and the Superintendent of said charges, conviction or adjudication, and shall provide to the Principal and Superintendent a copy of all documents received by the student concerning said charges, conviction or adjudication, including any bond or probation terms.

Prior to the student enrolling in the Tift County School District, the Superintendent shall make a decision of proper placement of the student. The student's placement may include provisional or long-term status anywhere within the district. Any placement may also include, at the Superintendent's discretion, a safety or transition plan. Upon enrollment, failure of the student to abide by the terms of any developed safety or transition plan may be grounds for disciplinary action, including referral to a Disciplinary Tribunal.

Failure of any student to provide the required documentation upon enrollment shall be a violation of the Code of Conduct and will result in the student being referred to a Disciplinary Tribunal for disciplinary action.

While the student's placement is pending, the student will not be permitted on campus, unless authorized by the Superintendent. The student will not be permitted to participate in any regular school activities, extracurricular activities, athletic activities, or school-sponsored social events.

If the student and the parents are dissatisfied with the placement of the student by the Superintendent, they shall have the right to appeal the Superintendent's decision by filing written notice with the Superintendent within five (5) days thereof. The Board shall consider the student's placement within ten (10) school days of the Superintendent receiving written notice of the student's appeal. If no appeal is received by the Superintendent, then the Superintendent's decision shall become final.

DISCIPLINARY AUTHORITY OF TEACHERS AND ADMINISTRATORS

Teachers: Teachers shall maintain discipline and order in the classroom, and are authorized to give verbal warnings, written reprimands, assign students to detention, refer students to the school office, and employ any other discipline and behavior management techniques except for short-term or long-term suspension or expulsion of a student, discipline which is forbidden by law, or discipline which is permitted under the Student Handbook or by Tift County policy to be administered only by an Administrator or Student Disciplinary Hearing Officer.

For any day assigned to detention, students will be required to spend a period of time, not to exceed one (1) supervised hour or class period, completing assigned schoolwork. Students may complete activities centered around social and emotional learning, restorative practices, character education, and other activities that assist students in understanding the root cause of their behavior and how they take responsibility for their actions. No other activity will be

allowed during detention (this includes no manual labor). Transportation of students assigned to detention is the responsibility of the student and his/her parents. One (1) day advance notice shall be given to allow students to make alternate transportation arrangements for those days when assigned to detention.

School Administrators: Notwithstanding anything to the contrary herein, school administrators (principals and assistant principals) have the authority to administer any discipline or behavior management technique which a teacher is permitted to use, may assign students to in-school suspension, assign students short-term suspensions, may assign students Out-of-School Suspension up until the time of a disciplinary hearing (even if for a longer period of time than a short-term suspension) and refer any disciplinary matter to a student Disciplinary Hearing for a disciplinary hearing. Any student who has been suspended pending a disciplinary hearing shall be allowed to make up schoolwork that is missed due to the suspension pending the disciplinary hearing and shall be permitted on school grounds to pick up class assignments at the office unless an administrator determines that allowing the student to pick up work assignments at the school office constitutes a danger to other students or staff. However, students who are suspended pending a disciplinary hearing are not allowed on school grounds to participate in regular school activities, extracurricular activities, athletic participation, and other school events.

Although generally progressive in nature, discipline should be appropriate for the misbehavior and the age of the student. **Consequently, administrators have the latitude of assigning discipline in relation to the misbehavior.** For example, students who engage in more serious acts of misbehavior, such as fighting, are not entitled to a warning before any other disciplinary action is taken.

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school.

In cases of disruptive, disorderly, or dangerous conduct not covered in the Student Handbook, the principal or his/her designee may undertake corrective measures which he/she believes to be in the best interest of the student and the school provided such action does not violate School Board policies or procedures, or state or federal laws.

DISCIPLINARY HEARINGS

Disciplinary Hearings are composed of independent decision makers appointed by the Board of Education to hear disciplinary matters. Notwithstanding anything to the contrary here within, Disciplinary Hearings have the authority to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct. If a hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension, or the conduct of the student or parent causes a delay beyond said ten (10)-day period. Prior to the hearing, students and parents will receive a notice to include the following:

1. The rules which the student has allegedly violated.
2. A description of the student's acts.
3. The name(s) of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).

4. The maximum consequence the student could receive.
5. The time and place for the hearing.
6. That the student is entitled to require witnesses to be present at the hearing and the student will have to present evidence, examine any and all witnesses presented and have an attorney at the student's expense, to represent the student. School administrators should be notified prior to the hearing if a subpoena is to be issued by the Superintendent.

Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available, upon request, for a student disciplinary hearing.

At the hearing, students and parents/guardians will have the right to present witnesses and evidence, to examine any and all witnesses presented, and to have an attorney, at the parent's/guardian's expense, to represent the student. Any teacher called as a witness shall be given notice no later than 3 days prior to the hearing. O.C.G.A. §20-2-754(b)(4). The decision of the Disciplinary Hearing may be appealed by submitting a written notice of appeal to the Superintendent of Tift County Schools by hand delivery or by mail to Tift County Board of Education, 506 W 12th Street, Tifton, Georgia 31794, within twenty (20) calendar days from the date the decision is made.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing, the school has the burden of proving that the student engaged in acts that violated the student code of conduct. The student will have the opportunity to present evidence and/or witnesses for the Disciplinary Hearing consideration but is not required to do so. The Disciplinary Hearing will determine whether the student committed or did not violate the code of conduct as set forth by the school. If the parent chooses to withdraw the student from school prior to the hearing, the district will move forward with the hearing as scheduled.

The Disciplinary Tribunal shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Education. The record and documentary evidence shall be kept on file by the Superintendent or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Tribunal. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Tribunal, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final, at which time the record and documentary evidence may be destroyed.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Disciplinary Tribunal may limit unproductively long or irrelevant questioning.

All student disciplinary proceedings and hearings conducted by either the Disciplinary Tribunal or the Board of Education are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Tribunal: the accused student, parents or legal guardians of the accused student, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits or other documents assembled or used in any manner

with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection.

Students who receive long-term suspension, expulsion or permanent expulsion may file an appeal to the Tift County Board of Education. The student's appeal must be in writing and delivered to the Superintendent.

When a hearing is appealed, the Tift County Board of Education will review the transcript of the hearing, make a decision based solely on the record, and notify students and parents, in writing, of the Board's decision. At the hearing before the Board, students have the right to be represented at the students' and parents' expense, by an attorney. The attorney will not, however, be permitted an oral argument at the disciplinary hearing appeal. Students and parents may appeal the Board's decision to the Georgia Board of Education by giving the Superintendent written notice within thirty (30) days of the decision of the Tift County Board of Education.

ACADEMIC DISHONESTY

Coursework submitted by a student must be the student's own, original work. Students shall not cheat on any assignment by giving or receiving unauthorized assistance (including but not limited to artificial intelligence or similar intelligence-based technologies to generate responses to assignments) or commit the act of plagiarism. Students who commit such acts are subject to not receiving credit on the assignment in question and will be subject to disciplinary action as well.

PROCEDURES WHEN DISCIPLINING STUDENTS WITH DISABILITIES

School personnel may remove a student with a disability from their current placement for up to ten consecutive school days if the student violates the code of student conduct. This removal may involve placement in an interim alternative educational setting, another setting, or suspension, and does not require consultation with the student's IEP team.

Removals of up to ten school days each may be imposed for separate incidents of misconduct, as long as these removals do not constitute a change of placement.

Once a student has been removed for a total of ten school days (whether consecutive or not) within the same school year, the school system must provide services during any subsequent days of removal. These services must allow the student to continue to participate in the general education curriculum in an alternative setting and progress toward meeting the goals outlined in their IEP.

Within ten school days of a decision to change the placement of a student with a disability due to a violation of the code of student conduct (except for removals of less than ten school days that do not constitute a change in placement), the school system, the parent, and relevant members of the student's IEP team must convene to conduct a Manifestation Determination Review (MDR). This review requires an examination of all relevant information, including the student's educational records, IEP, teacher observations, and any relevant information provided by the parent to determine:

A. If the conduct in question was caused by, or had a direct and substantial relationship to,

the student's disability; or

B. If the conduct in question was a direct result of the school systems failure to implement the student's IEP.

If the relevant members of the IEP team determine that either of these conditions was met, the conduct must be determined to be a manifestation of the student's disability. If the conduct was the result of the school system's failure to implement the IEP, the school system must take immediate action to remedy those deficiencies. When the conduct is a manifestation of the student's disability the IEP team must conduct (or review if already in place) the Functional Behavioral Assessment (FBA) and develop and implement (or review and modify) a Behavioral Intervention Plan (BIP) for the student to address the behavior so as to prevent it from occurring in the future. If your student carries a weapon to school or to a school function; if your student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; or if you student inflicts serious bodily injury on another person while at school, on school premises or at a school sponsored function, school system personnel may order a change of placement of your student to (a) an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days (to the extent such alternatives would be app;ied to students without disabilities), or to (b) an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 days without regard to whether or not the behavior was a manifestation of disability. The IEP team shall determine the alternative education setting.

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate.
2. An ALJ/tribunal may order a change in placement of your student to the IEP-determined appropriate interim alternative educational setting for not more than 45 days if the ALJ/tribunal determines that maintaining the current placement of your student is substantially likely to result in injury to your student or to others; and determines that the interim alternative educational setting meets the requirements of paragraph (5).
3. Any interim alternative educational setting in which your student is placed pursuant to paragraph (1) or paragraph (4) in this section shall: (a) be selected so as to enable your student to continue to receive educational services in order to participate in the general curriculum, although in another setting, and to continue to progress toward the goals set out in the IEP; and (b) receive the services and modifications of a functional behavioral assessment and behavior intervention plan designed to address the behavior so that it does not recur.
4. If a disciplinary action is contemplated as described in paragraph (1) or paragraph (4) of this section for the behavior of your student, you shall be notified of that decision and of all procedural safeguards accorded under this section no later than the date on which the decision to take that action is made, and immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, the school system, the parent and relevant members of the IEP team shall conduct a review of the relationship between your student's disability and the behavior subject to the disciplinary action.
5. In carrying out a review described in paragraph (6) of this section, the school system, the parent, and relevant members of the IEP team (as determined by the parent and

the school system) shall review all relevant information in the student's file, including the student's IEP, and teacher observations, and any relevant information provided by the parents to determine (1) if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or (2) if the conduct in question was the direct result of the school systems failure to implement the IEP. When the school system, the parent, and the relevant members of the IEP determine that either (a) or (b) is applicable, the conduct is a manifestation of the disability. If the determination is that the behavior of your student was not a manifestation of his or her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to your student in the same manner in which they would be applied to students without disabilities except that the student: (a) must continue to receive educational services so as to enable the student to continue to participate in the general education

curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and (a) receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

6. If the determination is made that the conduct was a manifestation of the disability, then the IEP team shall conduct a functional behavioral assessment and implement the behavior intervention plan or review such and revise as necessary if already in place. The student shall be returned to the placement from which he or she was removed unless the parent and the school system agree to a change of placement as part of the modification of the behavioral intervention plan. For circumstances described in paragraph (1) or (4) an interim alternative setting may be used as determined by the IEP team.
7. If you request an expedited due process hearing regarding a disciplinary action described in paragraph (1)(b) or paragraph (3) to challenge the interim alternative educational setting or the manifestation determination, your student shall remain in the interim alternative educational setting pending the decision of the ALJ/tribunal or until the expiration of the time period provided for in paragraph (1)(b) or paragraph (3), whichever occurs first, unless you and the State or the school system agree otherwise. Such expedited due process hearing must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing; a resolution session meeting must occur within seven days of the date the hearing is requested and the hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request. The decision of an expedited due process hearing may be appealed.
8. When an expedited due process hearing has been requested regarding placement as a result of a violation of the code of conduct, the student shall remain in the interim alternative educational setting pending the decision of the ALJ/tribunal or until the expiration of the time period defined, whichever occurs first, unless the parent and the State or local agency agree otherwise.
9. If a student has not been determined eligible for special education and related services and violated a code of student conduct, but the school system had knowledge before the behavior occurred that the student may be a student with a disability, then the

student may assert the protections described in this notice. A school system has knowledge that the student may be a student with a disability if:

a. The parent of the student has expressed concern in writing that the student is in need of special education and related services to supervisory or administrative personnel or the teacher of the student.
b. The parent requested an evaluation related to eligibility for special education and related services under the IDEA.
c. The student's teacher or other system personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the school system's director of special education or to other supervisory personnel of the school system.

A school system does not have knowledge if:

1. The student's parent has not allowed an evaluation of the student.
2. Has refused special education and related services.
3. Has revoked consent for the delivery of special education and related services or;
4. The student has been evaluated and determined not to be a student with a disability eligible for services under the IDEA. If you would like a further explanation of any of these rights, you may contact the special education director for your local school system.

ADVISEMENT MANUAL

2026-2027
TIFT COUNTY SCHOOLS ADVISEMENT MANUAL
FOR PARENTS AND STUDENTS
GRADES PRE-K - 12TH

PURPOSE

The Tift County Schools (TCS) Advisement Manual is a comprehensive guide for parents and students in Grades Pre-K through 12. It is designed to support informed decision-making throughout a student's academic journey. It aims to empower families with the tools, information, and resources needed to support each student's academic, social, and emotional growth from early childhood through high school graduation.

ADVISEMENT TIMELINE

July

- Freshman Orientation event for students and parents July 20, 2026 5:30pm-6:30pm and July 21, 2026 5:30pm-6:30pm at TCHS
- "Preparing for Pre-K" event for parents at zoned school 7/21/26 4:00-5:00 p.m.
- "Kindergarten Orientation" event for parents at zoned school 7/21/26 5:30-6:30 p.m.
- Sixth Grade Orientation- "Merging with Middle School- What You Need to Know about Sixth Grade" (includes students and parents)- 7/23/26 6:00pm-7:30pm at zoned middle schools
- Meet the Teacher Event for students and parents (all schools)- July 30, 2026 4-6pm (6th-12th) and 5-7pm (PK-5th)

September

- Title 1/Open House (each school will determine date/time for event)
- Pre-K Orientation (each elementary school will determine date/time for event)
- TCHS PROBE Fair: Colleges available on campus for visits with Junior and Senior students
- TCHS Parent Workshop #1 - Navigating the High School Experience
- TCHS Teen Maze - September 23, 2026-September 24, 2026

October

- Parent Conference Day for Elementary Schools- 10/14/26
- Middle Schools Parent Workshop #1- "Merging with Middle School: What Parents Need to Know"
- TCHS Parent Workshop #2 - "Navigating the High School Experience"
- TCHS Fall Dual Enrollment week - October 26th - 30th, 2026
- TCHS Destination Day for Seniors- 10/14/2026 8:00am-4:00pm

- Red Ribbon Week (all schools) “Make a difference. Be a hero. Stay drug free.”- 10/26/2026-10/30/2026

November

- Elementary Schools Parent Workshop #1- “Engaging in Elementary School- What Parents Need to Know”
- Career Fair for 8th grade students
- TCHS: Apply to College Event
- TCHS: Parent Workshop #3 - “Hispanic Night - Navigating the High School Experience”

December

- Pre-K Parent Conferences for first semester (Period 1)

January

- CTAE Showcase at TCHS 1/21/27-1/22/27
- TCHS Parent Workshop #4 - “Navigating the High School Experience”
- “Pathway Palooza” at TCHS for 8th-11th grade students/parents 1/28/27 6:00pm
-

February

- Pre-Kindergarten Registration begins
- Elementary Schools Parent Workshop #2- “Engaging in Elementary School- What Parents Need to Know”
- Middle Schools Parent Workshop #3- “Merging with Middle School: Registration Rally (for current 6th/7th grader students and parents)”
- TCHS FAFSA Event (Financial Aid assistance)
- TCHS Parent Workshop #5 - “Navigating the High School Experience”

March

- Kindergarten Registration begins
- Destination Day for 6th-11th grade students/parents- 3/5/27 8:00am-4:00pm
- TCHS Dual Enrollment Registration week
- TCHS FAFSA Event (Financial Aid assistance)
- Training of Teachers-As-Advisors (TAA) topics:
    - YouScience completion review
    - Second Step

April

- TCHS Parent Workshop #6 - “Navigating the High School Experience”

May

- Pre-K Parent Conferences for second semester (Period 2)
- Kindergarten Signing Day (Pre-K students)
- 5th graders visit Middle Schools
    - Alternate Content Standards classrooms visit middle schools

- Alternate Content Standards Classroom Teachers host transition meetings for individual students transferring grade bands
- Senior Walk (Tift County Seniors walk the halls of elementary schools)
- Graduation- May 20, 2027

ACADEMIC SUPPORT

Tier 1 instruction

In educational settings, Tier 1 instruction is the broad, universal level of support designed to meet the needs of most students in the classroom. It's the foundation of instruction, encompassing the core curriculum, teaching strategies, and assessments provided to all students. Tier 1 instruction is delivered to all students in the classroom, regardless of their individual needs or learning profiles. It forms the foundation for all subsequent tiers of support in a Multi-Tiered System of Supports (MTSS) framework.

While universal, Tier 1 instruction often incorporates differentiated instruction, meaning teachers adapt their strategies and materials to meet the diverse learning needs within the classroom. Tier 1 instruction typically utilizes scientifically-researched programs and evidence-based practices to ensure effectiveness. Tier 1 instruction addresses not only academic learning but also social-emotional development and behavior management. Teachers regularly monitor student progress in Tier 1 instruction to identify students who may need additional support. In essence, Tier 1 instruction is the high-quality, foundational level of teaching that all students receive, setting the stage for targeted interventions and support for students who may need more intensive help.

Reteaching in Tier 1 instruction refers to revisiting and reinforcing previously taught concepts or skills for students who haven't fully grasped them. It involves providing additional instruction, explanation, or practice opportunities to ensure all students achieve understanding and proficiency. Reteaching is not just about repeating the same lesson; instead, teachers use formative assessments to identify specific areas where students are struggling. This targeted instruction often takes place in small groups, allowing the teacher to provide focused support and address individual needs. While reteaching is a way to address specific learning gaps, it's also an opportunity to differentiate instruction by providing varied learning experiences and scaffolding. Reteaching is a crucial part of Tier 1 instruction, ensuring that all students have the opportunity to succeed within the core curriculum.

Extending within Tier 1 instruction in education refers to strategies used to challenge and deepen the understanding of students who are already performing at or above grade level. It involves providing additional, enriching activities that promote higher-order thinking, critical analysis, and application of skills beyond the standard curriculum. These extensions help keep advanced learners engaged and ensure they continue to grow academically, often through

differentiated tasks, independent projects, or complex problem-solving exercises, all within the core classroom setting.

Alternate Content Standards Classrooms: Unique Learning System, Community Based Instruction, and Work Based Learning are utilized for Tier 1 instruction. Supplemental instruction is provided to target specific learning needs.

Georgia Multi-Tiered Systems of Supports (GaMTSS)

GaMTSS is a data-informed framework that supports the whole child by integrating academic, behavioral, and well-being services through a tiered approach. It relies on universal screening, progress monitoring, and collaborative decision-making to deliver timely, evidence-based interventions at varying levels of intensity. Support is organized into three tiers: Tier 1 provides high-quality core instruction for all students; Tier 2 offers targeted interventions for students needing additional help; and Tier 3 delivers intensive, individualized support for students with significant needs. The aim is to improve outcomes, close achievement gaps, and foster an inclusive, supportive learning environment through aligned instruction, intervention, and assessment practices.

Child Find Notice

In accordance with the Individuals with Disabilities Education Act (IDEA), the Tift County School System is required to identify, locate, and evaluate all children with suspected disabilities, ages 3 through 21, who reside within its jurisdiction that may require special education and related services, regardless of the severity of the disability. This includes students who are enrolled in public schools, private schools, or home schools, as well as those who are homeless, highly mobile, or wards of the state. The Child Find mandate requires that this obligation be ongoing and comprehensive in nature.

If the Child Find process indicates that a student is suspected to have a disability and may require special education and related services in order to access the general education curriculum, the student must be referred for a comprehensive evaluation. This referral initiates the formal eligibility process and is a critical step in ensuring compliance with the Individuals with Disabilities Education Act (IDEA). Following the evaluation, the data is reviewed by the Multidisciplinary Team, which includes required qualified professionals and the student's parent(s), to determine whether the student meets the criteria for eligibility under one or more of the recognized disability categories defined by IDEA. A determination of eligibility and any subsequent provision of special education services cannot occur without a full, individualized evaluation and a formal team decision. This process ensures that students are appropriately identified and supported in accordance with federal and state laws governing special education.

If you know a child with a suspected disability that is not being served, please notify:

Tift County Schools Special Education Department at (229)387-2460.

Early Intervention Program (EIP)

EIP services are designed to provide targeted support and resources to young children who demonstrate developmental delays or disabilities, ensuring they receive appropriate early education and services to promote their growth and readiness for school. This program emphasizes early identification and intervention to improve long-term educational outcomes for children at risk.

Remedial Education Program (REP)

REP services are designed to provide additional instruction and evidence-based interventions for eligible students in grades 6–12 who have identified deficiencies in reading, writing, or mathematics. The purpose of REP is to help students develop the academic skills needed to meet Georgia's grade-level standards and achieve success in their regular classroom instruction.

ESOL Language Program

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-12 in Georgia public schools. ESOL language instruction is focused on developing EL students' academic English proficiency in each content area of the Georgia Standards of Excellence (GSE). Support for ESOL students may be provided by staff using inclusion, pull-out, and/or scheduled class models.

The WIDA Consortium English Language Development (ELD) Standards, aligned with the GSE, guide the work of ESOL teachers. Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of Georgia's EL students are met. In ESOL language programs, it is appropriate, when practicable, to use the student's home language as a means of facilitating instruction and providing limited English-proficient (LEP) parents with school-related information.

The goal of the ESOL language instruction educational program for EL students is to increase both English language proficiency (ELP) and academic language proficiency in content-area subject matter. Successful ESOL language programs focus on collaboration and shared accountability for the success of all EL students.

Gifted Education

In Georgia, a gifted education student is defined as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability(ies).

Hospital Homebound

Hospital/Homebound (HHB) services are designed to provide continuity of educational services between the classroom and home or hospital for students in Georgia public schools whose medical needs, either physical or psychiatric, do not allow them to attend school for a limited period of time. HHB instruction may be used to supplement the classroom program for students with health impairments whose conditions may interfere with regular school

attendance (e.g., students receiving dialysis or radiation/chemotherapy, or students with other serious health conditions). Students must be enrolled in a public school in Georgia in order to receive HHB services.

HHB services are not intended to supplant regular school services and are, by design, temporary. The student must anticipate being absent from school for a minimum of ten consecutive or intermittent school days due to a medical or psychiatric condition. The student's inability to attend school for medical or psychiatric reasons must be certified by the licensed physician or licensed psychiatrist who is currently treating the student for the diagnosis presented. For additional information, reach out to the Hospital Homebound Coordinator at each school.

McKinney-Vento Homeless Education Assistance Act

The McKinney-Vento Homeless Education Assistance Act is the federal law that governs the educational rights of children and youth in homeless situations. Homeless Educational Services are designed to provide educational services with dignity and respect to students who meet the criteria for homelessness according to the McKinney-Vento Homeless Education Assistance Act. Students are required by law to have access to all services, programs, and activities provided by Tift County Schools.

The McKinney Vento Homeless Assistance Act says, if you:

- live in a shelter
- in a motel, hotel, campground, car, or abandoned building
- share the housing of other persons due to loss of housing, lack of housing, or economic hardship
- live on the street
- have run away from home or been asked to leave your home
- do not have a permanent address
- are awaiting foster care placement

Then you have the right to:

- immediately enroll in and attend school without having health or school records with you
- remain in your current school or school of origin, even if you move out of the attendance zone
- receive transportation to and from the school of origin
- qualify for free or reduced lunch
- participate in school activities for which you are eligible
- contact the Homeless Liaison to resolve disputes that arise during the enrollment process

Homeless Liaison Contacts:

- LaShanda Melton (lashanda.melton@tiftschools.com serves Charles Spencer Elementary School
- April Homes (aholmes@tifttschools.com) serves J.T. Reddick, Len Lastinger, and Matt Wilson Elementary Schools
- Thomas Stevens (thomas.stevens@tiftschools.com) serves Annie Belle Clark, Northside, and Omega Elementary Schools
- Nina Parker (nina.parker@tiftschools.com) serves Eighth Street Middle School
- Nikea Wilcox (nikea.wilcox@tiftschools.com) serves Northeast Middle School and G.O. Bailey Elementary School
- Lynzi Williams (lynzi.williams@tiftschools.com) serves Tift County High School
- Michael Norman (mnorman@tiftschools.com) serves Horizon Academy, Sixth Street Academy, and Blue Devil Academy

Special Education

Special education refers to specially designed instruction and related services provided to meet the unique needs of students with disabilities, as defined under the Individuals with Disabilities Education Act (IDEA). These services are designed to ensure that eligible students receive a Free Appropriate Public Education (FAPE) tailored to their individual needs and delivered in the Least Restrictive Environment (LRE), in accordance with federal and state law. The provision of special education is governed by IDEA and its implementing regulations, along with applicable state statutes and rules. Together, these laws require school districts to identify, locate, and evaluate students with suspected disabilities through Child Find processes; conduct comprehensive, multidisciplinary evaluations; and develop and implement Individualized Education Programs (IEPs) that are reasonably calculated to enable students to make meaningful educational progress.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a federal law that prohibits discrimination against students with disabilities in programs and activities that receive federal funding, including public schools in Georgia. It ensures that students with disabilities have equal access to educational opportunities and accommodations necessary for their success. In Georgia, this means that schools must identify students with disabilities, develop appropriate accommodations and support services, and provide necessary modifications to ensure they can participate fully in the educational environment. For additional information, reach out to the 504 Coordinator at each school.

Talent Development

Talent development is an ongoing approach to identifying and nurturing students' strengths, interests, and potential by providing consistent access to meaningful challenges and advanced learning opportunities. Unlike a one-time identification process, it focuses on growth over time

through high-quality Tier 1 instruction as well as additional enrichment supports that allow students to think deeply, solve complex problems, and extend their learning. Talent development supports a wide range of learners—including those who show emerging potential—by ensuring they are appropriately challenged and supported to reach higher levels of achievement.

ADVISEMENT PROGRAM OVERVIEW

In the continuing effort to assist students and families in making crucial decisions relative to students' future endeavors and how academics play a role in those decisions, the Teacher-As-Advisors Program begins in 6th grade and continues through 12th grade. Advisement periods are scheduled regularly in middle and high school where teachers/advisors present curriculum centered on four domains: personal/social, academic, career, and character education. These four domains are intended to answer the questions, "Who am I? Where am I going? How am I going to get there?" while providing a grounding in character education.

The Teachers-As-Advisors Program is designed to assist students in developing the skills needed to make wise decisions that enable them to take full advantage of the well-balanced curriculum offered through Tift County Schools. Through the presentation of current information concerning career selection, grade level requirements, and course offerings during individual and group advisement sessions, the professional educator becomes a mentor to the student. The following procedures are utilized in Tift County to facilitate this process:

- Beginning in 6th grade, students and their parents/guardians, and advisor will develop an academic plan for the following school year. This will be completed annually throughout middle school with the student's assigned advisor.
- During the 8th grade year, students and their parents/guardians, and advisor will develop an Individual College and Career Plan (ICCP) to be revised annually in high school.
- Annual registration periods are scheduled each year for the student and his/her parent(s)/guardian(s) to review progress, discuss grade level requirements and career objectives, and assist in selecting courses for the following year.
    - Students with Disabilities - Outcomes discussed during IEP meeting(s) and documented in the Transition Plan.

Registration and Scheduling of Courses - Students select courses during specific registration periods within the school year. Prior to each Destination Day, students are advised about course requirements and available course offerings. Teachers, counselors, and Teachers-As-Advisors recommend courses for the succeeding year. The parent and advisor will approve the selected schedule during the registration period.

Selecting Courses - One of the most important responsibilities for a student is to choose appropriate courses. Consideration should be given to prerequisites, teacher recommendations, and the need for a variety of programs. Students and parents can utilize course sequences and descriptions included in this guide.

Choosing Connections/Electives - In addition to the required courses that must be successfully completed for each grade level, students must choose from a large number of electives to complete their education. It is recommended that students select elective courses closely related to their chosen career goals. Students may choose elective courses from areas of Career (CTAE), Fine Arts, Physical Education, and Foreign Language.

Career Pathways are a series of three specific career classes and are available in areas such as Agriscience, Healthcare, Marketing, Business, Family and Consumer Science, JROTC, Cosmetology, Early Childhood Education, and Construction. Students are encouraged to complete at least one pathway and have the opportunity to complete multiple pathways before graduation. Eligible students may begin a high school pathway in 8th grade.

Fine Arts and Foreign Language are a series of specific courses in a respective subject area.

Schedule Changes - Much effort is expended each year to ensure that students are advised and registered for the correct courses needed to complete their middle school program of study. Schedules may be changed for the following reasons only:

- The student has already passed a class listed on his/her schedule,
- The student needs placement in a special program, or
- The change is deemed necessary by the principal.

ASSESSMENTS

AMIRA (Grade levels: K-5th)

The Amira Benchmark is a universal reading screener used to assess students' overall reading proficiency and identify those who may be at risk for reading difficulties. Through an adaptive, one-on-one reading experience, Amira listens to students read aloud and analyzes accuracy, fluency, and comprehension to provide a comprehensive picture of reading performance. Rather than diagnosing dyslexia, the tool helps flag students who may demonstrate characteristics associated with reading challenges, allowing schools to take a closer look using additional data and measures. Schools use Amira as part of their early literacy screening process to inform instruction, guide tiered supports, and ensure students receive timely, targeted intervention in alignment with Georgia's literacy initiatives.

COMMON FORMATIVE AND SUMMATIVE ASSESSMENTS: (Grade Levels: K-12th)

Formative and common assessments work together to provide insights that enhance teaching and learning. Formative assessments are ongoing and serve as assessments for learning. Summative assessments are medium to long-cycle assessments that occur after an extended period and serve as assessments of learning. All students in Tift County Schools participate in both common and formative assessments.

EXACT PATH (Grade levels: 6th-12th)

Exact Path is an adaptive educational platform designed to support personalized learning and targeted intervention for students in math, reading, and language arts. Its primary purpose is to identify each student's academic strengths and needs, delivering customized instruction to promote growth and close learning gaps.

FASTBRIDGE (Grade levels: K-12th)

FastBridge is a comprehensive assessment system used to support universal screening and progress monitoring in reading, math, and social-emotional behavior for all students. Within

this system, universal screeners are administered three times per year (fall, winter, and spring) to provide a snapshot of student performance across the full continuum, from students who may need additional support to those performing at or above grade level. This allows educators to identify strengths, monitor growth, and ensure all students, not just those who are struggling, are appropriately challenged and supported. FastBridge also includes tools such as FASTtrack assessments and SAEBRS/mySAEBRS to offer additional insight into specific skill areas and student needs.

GKIDS READINESS (Grade level: Kindergarten)

GKIDS (Georgia Kindergarten Inventory of Developmental Skills) readiness in education in Georgia refers to the assessment tool used to evaluate the developmental skills of children entering kindergarten, ensuring they meet age-appropriate benchmarks in areas such as social-emotional, language, cognitive, and physical development. This evaluation helps educators identify children's strengths and areas needing support, guiding instructional planning and interventions to promote successful school entry and early learning outcomes across the state. The Gkids Readiness is done in the first six weeks of school.

GKIDS 2.0 (Grade level: Kindergarten)

GKIDS 2.0 is a year-long, progression-based formative assessment, integrated into classroom work, that is aligned to Georgia's state content standards. GKIDS 2.0 is organized around big ideas and learning progressions and provides teachers with one source of real-time information to adjust instruction.

GEORGIA MILESTONES ASSESSMENT SYSTEM (Grade levels: 3rd-5th for EOG)

The Georgia Milestones Assessment System is a comprehensive assessment system spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

Students in grades 3 through 8 take End-of-Grade (EOG) assessments in English language arts and mathematics. Students in grades 5 and 8 take the EOG assessment in science, and students in grade 8 take the EOG assessment in social studies. High school or middle school students enrolled in courses designated by the State Board of Education take End-of-Course (EOC) assessments. SBOE Rule 160-3-1-.07 Testing Programs-Student Assessment requires that students enrolled in and completing courses assessed by a Georgia Milestones End-of-Course (EOC) assessment shall take the EOC as a final exam that shall count as 20% of the final numeric grade for the school year. Exemptions are not allowed for ELA, mathematics, and science. Specific rules apply.

Georgia Milestones is designed to provide students with information about their achievement and their readiness for their next level of learning – be it the next grade, the next course, or a postsecondary endeavor. Parents, schools and districts, the public, and policy makers can use the results to monitor progress and support the improvement of Georgia's education system.

GAA 2.0 (Grade Levels: 3rd-8th and 11th)

The Georgia Alternate Assessment (GAA) 2.0 is an alternate assessment based on alternate academic achievement standards required for students with the most significant cognitive disabilities who receive instruction based on extended content standards, which are aligned to the state content standards at a reduced depth, breadth, and complexity.

MAP GROWTH (Grade Levels: 3rd-5th Math; 6th-12th Reading)

MAP Growth is a computer-adaptive assessment developed to measure student growth in academic areas over time. It adjusts in real time based on student responses, providing a precise measure of what students know and are ready to learn next. Results are reported using a RIT score, which helps educators track progress and identify instructional next steps.

MAP Growth is used in grades 3–5 for math as part of the Personalized Path, helping to tailor instruction based on each student's current level and projected growth. Based on the score, the student is assigned Waggle or Math 180 Flex. It is also used within Read 180 classes as a reading diagnostic to identify specific skill strengths and gaps, allowing teachers to target instruction more effectively.

STUDENT ACADEMIC AND EMOTIONAL BEHAVIOR RISK SCREENER (SAEBRS and mySAEBRS) (K-12)

The SAEBRS/mySAEBRS Behavior Risk Screener is a tool used in Georgia schools to assess students' social, emotional, behavioral, and academic functioning. It helps educators identify students who may be at risk for emotional or behavioral challenges, enabling early intervention and support to promote positive school experiences and academic success. The screener typically involves teacher and sometimes student input, providing valuable insights into a student's well-being and behavior in the school environment.

WIDA ACCESS: (Grade Levels: K-12th)

WIDA ACCESS is administered annually to all English learners in Georgia. WIDA ACCESS is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. WIDA ACCESS meets the federal requirements that mandate states evaluate English learners in grades K through 12 on their progress in learning to speak English. WIDA ACCESS is used to determine the English language proficiency levels and progress of English Learners in the domains of speaking, listening, reading, and writing. All ESOL students are required to participate in the ACCESS administration, including students whose parents have waived services for the year.

WIDA ALTERNATE ACCESS: (Grade Levels:K-12th)

WIDA Alternate ACCESS is an individually administered test for English Learners in grades K through 12 with the most significant cognitive disabilities. Decisions regarding a student's participation must be made by an IEP team.

YOUSCIENCE: (Grade levels: 6th-12th)

YouScience is an online career and personal planning discovery tool that enables students to identify their potential aptitudes and careers. To create a personalized YouScience profile, the tool engages students in a series of online exercises to help them identify their natural abilities, refine their specific areas of interest, and explore career opportunities that are aligned with their interests and aptitudes. YouScience is used to meet the requirements of the Top State for Talent (House Bill 192). This law was passed to ensure that Georgia's 6th-12th grade students were made aware of available college and career options.

ATTENDANCE

Students learn best when they attend school every day. When students miss school, they miss important lessons and essential skills needed for academic success. Regular attendance establishes patterns of responsibility and commitment that will serve students throughout their lives, including in the workplace, the military, and college or trade school. To support students and families, the school's attendance initiative is dedicated to removing barriers to regular attendance. We are striving to improve daily student attendance, increase communication between the school and parents/guardians, and connect students and families to resources to meet their individual needs and help them overcome obstacles to regular attendance.

TIFT COUNTY SCHOOLS ATTENDANCE PROTOCOL 2026 - 2027

Upon receiving a referral for a child in danger of becoming truant, the Attendance Support Team (AST) shall initiate the following steps:

# of Unexcused Absences	Intervention Action
1	Infinite Campus Call-Out (parent/guardian will need to ensure their Parent Portal is set to receive notifications)
3	A letter notifying attendance concerns will be mailed to the parent/guardian and a copy will be sent home with the student. The Attendance Support Team (AST) Lead should contact the parent/guardian by phone to provide an attendance warning.
5	The Attendance Support Team (AST) Lead will schedule a mandatory conference. The Attendance Support Team (AST) Lead will mail an attendance conference letter. The Parent/Guardian attends a conference and signs an attendance contract. Students ages 10 or older will also be required to attend the conference and sign the attendance contract.
7	The Attendance Support Team (AST) Lead will refer the student to the Truancy Intervention Project (TIP). The CHINS (Child in Need of Services) Coordinator for Tift County Schools will schedule a mandatory TIP conference with the parent/guardian and will mail a TIP conference letter to the address on file for the student. • The TIP Committee may include the CHINS Coordinator, Student Services Coordinator, Attendance Support Team Lead, School Counselor, School Social Worker, Administrator, a Department of Family and Children Services (DFCS) Representative, and/or other community leaders. • The parent/guardian and student (ages 10 or older) will attend the conference and sign the TIP contract. • During a TIP conference, the CHINS Coordinator will discuss any barriers that may be impacting the student's attendance and the TIP Committee will offer resolutions.

10+	The Tift County Schools CHINS Coordinator may initiate any or all of the following actions to resolve truancy: A. The CHINS Coordinator will refer the matter to the District Attorney's office to initiate an action in Juvenile Court alleging the child to be a Child in Need of Services (CHINS) and will notify the parent/guardian by certified mail that a CHINS referral will be made to the District Attorney's office; ● File a complaint in Juvenile Court alleging the child to be in need of services. ● File a complaint in Juvenile Court alleging the child to be a dependent child for reasons of parental inability to ensure the child attends school and for educational neglect. ● Refer matter to the District Attorney's Office to request that a criminal action be initiated in State Court alleging the parent to have violated Georgia's mandatory school attendance law. B. Refer the matter to the Department of Family and Children's Services (DFCS) for an investigation of possible educational neglect. C. Georgia Law requires a referral to the Department of Family and Children's Services (DFCS) and the RESA Student Affairs Officer for a student who has 30+ consecutive absences (with no withdrawal or enrollment notice).
# of Unexcused Tardies/Early Check outs	**Intervention Action**
15+	Attendance Support Team (AST) Lead will refer a student to the Attendance Review Team once the student has a combined total of 15 or more unexcused tardies and early check outs. The Attendance Review Team will review the case and determine appropriate intervention(s).

ELEMENTARY SCHOOLS

Career Clusters

Students will begin to learn about potential careers in elementary and middle school so that they are ready to choose a pathway once they reach high school. Georgia Career Clusters allow students to choose an area of interest from 14 career clusters. Students take classes tailored to their cluster, which helps them navigate their way to greater success, no matter what they choose to do after high school graduation. Each cluster will include multiple career pathways. The aim of the program is to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university, or go straight into the workforce.

Elementary Standards			
Agriculture, Food & Natural Resources	Architecture and Construction	Business Management & Administration	Education and Training
Energy	Finance	Health Science	Hospitality and Tourism
Human Services	Law, Public Safety, Corrections, & Security	Manufacturing	Marketing
Science, Technology, Engineering, and Mathematics (STEM)			

Connections/Specials

Agriculture	**Art**	**Computer Lab**	**Music**
Course Options			
Physical Education	**STEM Lab**	**Strategy Games**	**Spanish**

*course options may vary among schools

GRADING PRACTICES

Grading Scales

Students will be evaluated on two scales that reflect the implementation standards that vary depending on the grade level of the student.

Kindergarten: Students will receive the Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness report for Term One progress reporting.

Terms two, three, and four, students will have their progress monitored towards mastery of the standards on a report card using the performance levels and accompanying grading scales as articulated for grades 1-5.

1st-5th grades: Students will have their progress monitored towards mastery of the standards on a report card using the performance levels and accompanying grading scales defined as follows:

Numerical Proficiency Level	Level	Academic Progress
4	Distinguished Learner	Distinguished Learners demonstrate *advanced proficiency* in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. Students consistently exceed grade-level expectations.
3	Proficient Learner	Proficient Learners demonstrate *proficiency* in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. *Students consistently meet grade-level expectations.*
2	Developing Learner	Developing Learners demonstrate *partial proficiency* in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in future learning. *Students are progressing toward meeting grade-level expectations.*
1	Beginning Learner	Beginning Learners *do not yet demonstrate proficiency* in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to ensure success in future learning.
I	Incomplete	Insufficient Evidence to Assess Mastery
NYA	Not Yet Assessed	These standards have not been assessed in the reported grading period.

The following grading format should be used by teachers in Tift County Elementary Schools:

Practice Work (Assessment for learning)	Assessment Tasks (Assessment of Learning)
Daily class work, homework (completion or accuracy), formative assessments	Unit assessments, Module Assessments, Culminating performance tasks, projects

Non-Academic Grading for K-5

Students will be evaluated on non-academic factors as follows through the conduct grade:

Level	Progress
3	Satisfactory
2	Needs Improvement
1	Unsatisfactory

OPPORTUNITIES BEYOND THE T

(AVAILABILITY MAY VARY AMONG SCHOOLS)

Choosing Healthy Activities and Methods Promoting Safety (CHAMPS)

The CHAMPS program, sponsored by the Georgia Sheriff's Association, is a school-based initiative aimed at promoting safety, security, and positive behavior within Georgia schools. It typically involves collaboration between sheriff's offices and educational institutions to implement programs focused on crime prevention, student engagement, and fostering a safe learning environment.

Student Council

Student council is a student-led organization that promotes leadership, school spirit, and student involvement within a school. It typically consists of elected representatives from different grades or classes who work together to plan events, address student concerns, and serve as a voice for the student body to school administrators. Student councils often organize activities such as dances, fundraisers, and community service projects, fostering leadership skills and encouraging civic engagement among students.

Water Safety

Tift County Schools has partnered with the Tift County Recreation Department and the YMCA to promote water safety for second-grade students. This program is designed to reduce the risk of drowning by teaching children essential water safety skills and increasing the child's confidence in and around water.

Positive Behavioral Interventions and Supports (PBIS)

PBIS is a proactive framework aimed at improving school climate and student behavior through systematic, data-driven strategies. It focuses on establishing clear behavioral expectations, teaching these expectations to students, and consistently reinforcing positive behavior across all school settings. The goal is to create a safe, supportive, and effective learning environment by reducing disciplinary issues and promoting positive social and emotional skills. In Georgia, PBIS is widely adopted in schools across the state, with support from the Georgia Department of Education to ensure its effective implementation and sustainability.

Wellness Lessons

Wellness lessons in education in Tift County Schools are designed to promote students' physical, mental, emotional, and social well-being through comprehensive health education curricula. These lessons typically cover topics such as nutrition, physical activity, mental health awareness, substance abuse prevention, stress management, empathy, emotion management, and healthy relationships, aiming to equip students with the knowledge and skills necessary to make healthy choices and foster overall well-being. The Georgia Department of Education emphasizes integrating wellness education into K-12 curricula to support students' holistic development and academic success.

Human Growth and Development is part of the state health standards for fifth grade. A Registered Nurse and Health Educator employed by the Tift County Board of Education, will be teaching a two-day class in the Spring at each elementary school to cover these standards. The course will help your child understand the changes that he/she and the opposite sex will go through during adolescence. Boys and girls will receive instruction separately. During this course, students will learn to identify the changes that occur during puberty and are encouraged to discuss this information with their parents/guardians. Parents will be notified in advance and will have the opportunity to review any instructional materials for this course. Parents may also choose to opt out of these lessons if they do not want their child to participate.

MIDDLE SCHOOLS

CORE COURSES

English Course Progressions - Starting in the 2026-2026 school year, the minimum core English Language Arts course requirements will include the following service models.

	Support (REP)	Standard	Enhanced
6	23.1110012 Language Arts Gr 6 Augmented 23.1110011 Language Arts Gr 6 Reduced Class Connections 23.1146006 Reading Intervention	Language Arts/ Gr 6 23.0110006	Gifted Language Arts/Gr 6 23.2110006
7	23.1120012 Language Arts/Gr 7 Augmented 23.1120011 Language Arts/Gr 7 Reduced Class Connections 23.1152046 Reading Intervention	Language Arts/ Gr 7 23.0120007	Gifted Language Arts/Gr 7 23.2120007
8	23.1130012 Language Arts/Gr 8 Augmented 23.1130011 Language Arts/Gr 8 Reduced Class Connections 23.1166008 Reading Intervention	Language Arts/ Gr 8 23.0130008	Gifted Language Arts/Gr 8 23.2130083

Progression Criteria

A program of study will be determined for each student based on the following criteria. Students will be placed in the least restrictive environment based on their zone of proximal development. At least two criteria must be met for a student to be placed in each of the following programs of study:

REP Support (Connections)

- Beginning Learner on 2 or more elementary/middle school ELA GMAS or a reading status of *Below Grade Level,*
- Failing final course grade for 2 or more elementary/middle school ELA courses,
- Teacher recommendation with documented evidence of low performance in reading,
- FastBridge score on aReading of 10th to 20th percentile, or
- If applicable, IEP Team recommendations.

REP Standard (Course)

- Failing final course grade for 1 ELA courses,
- Fastbridge score on aReading of 20th to 25th percentile,
- Teacher recommendation with documented evidence of low performance in reading,
- Beginning Learner on the most recent elementary/middle school ELA EOG or a reading status of *Below Grade Level,* or
- If applicable, IEP Team recommendations.

Standard (Grade Level)

- Proficient Learner on 1 or more middle school English GMAS
- Final course grade higher than 70-84 for all English courses
- FastBridge (aReading) score “Low Risk”

Enhanced

- Distinguished Learner on 1 or more elementary/middle school English GMAS,
- Final course grade higher than 85 for all English courses, or
- FastBridge (aReading) score in the “College Pathway” range.

Math Course Progressions - Starting in the 2025-2026 school year, the minimum core Math course requirements will include:

	Support (REP)	Standard	Enhanced
6	Mathematics/Gr 6 27.1210012 (Augmented)	Mathematics/ Gr 6 27.0210006	Gifted Mathematics/Gr 6 27.0210063
	27.1210011 Math Gr 6 (Reduced Class)		Mathematics/Gr 6 Accelerated 27.0210063
	(Connections) 27.1218006 Math Intervention		
7	Mathematics/Gr 7 (Augmented) 27.1220012	Mathematics/ Gr 7 27.0220007	Gifted Mathematics/Gr 7 27.2220003
	Mathematics/Gr 7 Reduced Class 27.1220011		Mathematics/Gr 7 Accelerated 27.0220073
	(Connections) 27.1229007 Math Intervention		
8	Mathematics /Gr 8 Augmented 23.1130012	Mathematics/ Gr 8 27.0230008	Gifted Mathematics/Gr 8 27.2230008
	Mathematics/Gr 8 27.1130011 Reduced Class		Enhanced Algebra Concepts & Connections 27.09110082
	(Connections) 27.1236008 Math Intervention		

Progression Criteria

A program of study will be determined for each student based on the following criteria. Students will be placed in the least restrictive environment based on their zone of proximal development. At least two criteria must be met for a student to be placed in each of the following programs of study:

REP Support (Connections)

- Beginning Learner on 2 or more elementary/middle school ELA GMAS, or a reading status of *Below Grade Level,*
- Failing final course grade for 2 or more elementary/middle school ELA courses,
- Teacher recommendation with documented evidence of low performance in reading,
- FastBridge score on aReading of 10th to 20th percentile, or
- If applicable, IEP Team recommendations.

REP Standard (Course)

- Failing final course grade for 1 ELA courses,
- Fastbridge score on aReading of 20th to 25th percentile,
- Teacher recommendation with documented evidence of low performance in reading,
- Beginning Learner on the most recent elementary/middle school ELA EOG, or a reading status of *Below Grade Level,* or
- If applicable, IEP Team recommendations.

Standard (Grade Level)

- Proficient Learner on 1 or more middle school English GMAS
- Final course grade higher than 70-84 for all English courses
- FastBridge (aReading) score “Low Risk”

Enhanced

- Distinguished Learner on 1 or more elementary/middle school English GMAS,
- Final course grade higher than 85 for all English courses, or
- FastBridge (aReading) score in the “College Pathway” range.

Science Course Progressions - Starting in the 2025-2026 school year, the minimum core Science course requirements will include:

	Standard	Enhanced
6	Earth Science/Gr 6 40.0610006	Gifted Earth Science/Gr 6 40.2610063
7	Life Science/Gr 7 26.0110007	Gifted Life Science/Gr 7 26.2110073
8	Physical Science/Gr 8 40.0170008	Physical Science (HS Credit) 40.0110082

Social Studies Progressions - Starting in the 2025-2026 school year, the minimum core Social Studies course requirements will include:

	Standard	Enhanced
6	45.0070006 Social Studies/Gr 6	45.2070063 Gifted Social Studies/Gr 6
7	45.0080007 Social Studies/Gr 7	45.2080073 Gifted Social Studies/Gr 7
8	45.0090008 Georgia Studies/Gr 8	45.2090002 Gifted Georgia Studies/ Gr 8

CONNECTIONS/ELECTIVES COURSE OPTIONS

Electives Course Options (COURSE OPTIONS MAY VARY AMONG SCHOOLS)		
Sixth Grade	**Seventh Grade**	**Eighth Grade**
Grade 6 Exploring Agricultural Education	Grade 7 Exploring Agricultural Education	Grade 8 Visual Art Comprehensive I (High School Credit)
Grade 6 Visual Arts	Grade 7 Exploring Agricultural Education* (year long course)	Grade 8 Advanced Band* *requires purchase or rental of an instrument
Grade 6 Beginning Band* *requires purchase or rental of an instrument	Grade 7 Art	Grade 8 Basic Agriculture* (High School Credit)
Grade 6 Foundation of Business Administration	Grade 7 Intermediate Band* *requires purchase or rental of an instrument	Grade 8 Advanced Chorus*
Grade 6 Beginning Chorus*	Grade 7 Foundations of Business Administration	Grade 8 Middle School Computer Science II
Middle School Computer Science I	Grade 7 Intermediate Chorus*	Grade 8 Exploring Construction
Grade 6 Intro to Architecture and Construction	Grade 7 Foundations of Computer Programming	Grade 8 Intro to Business and Technology* (High School Credit)
Grade 6 Physical Education (PE Boys or PE Girls)	Grade 7 Exploring Construction	Grade 8 Intro to Healthcare* (High School Credit)
Grade 6 Exploring Engineering and Tech	Grade 7 Physical Education (PE Boys or PE Girls)	Grade 8 Occupational Safety
Grade 6 Exploring Audio/Video Broadcast and Film	Grade 7 Technology Invention and Innovation	Grade 8 Physical Education (PE Boys or PE Girls)
Grade 6 Weightlifting (PE 6 Weights)	Grade 7 Exploring Audio/Video Broadcast and Film	Grade 8 Spanish I* (High School Credit)
Grade 6 Connections Reading Intervention	Grade 7 Weightlifting (PE 7 Weights)	Grade 8 Technological Systems
Grade 6 Connections Math Intervention	Grade 7 Connections Reading Intervention	Grade 8 Exploring Audio/Video Broadcast and Film
	Grade 7 Connections Math Intervention	Grade 8 Weight Lifting (PE 8 Weights)
		Grade 8 Exploring Agricultural Education
		Grade 8 Foundations of Business Administration
		Grade 8 Therapeutic Services and Applied Anatomy
		Grade 8 Visual Arts
		Grade 8 Connections Reading Intervention
	*Year long courses	Grade 8 Connections Math Intervention

MIDDLE SCHOOL GRADING SYSTEM

Grades 6-12 will be graded on the following format and scale:

Teachers in Tift County secondary schools should use the following grading format.

Practice Work **(Assessment for Learning)**	**Assessed Tasks (Assessment of Learning)** **(Unit Quiz, Test, Projects, etc)**	**Semester Summative Assessment Tasks**
Classwork Formative Assessments Diagnostic Assessments (completion) Written reflections May be graded for completion or accuracy	Constructed response Selected response assessments Summative unit assessments Culminating performance tasks Projects	Assesses totality of standards for the course. In the case of a high school course with an End of Course Test. The semester summative assessment will be the EOC at the completion of the full course.
Counts 40% of the grade	**Counts 40% of the grade**	**Counts 20% of the grade**

GRADING SCALES

Students will be evaluated using the following scale:

Letter Grade	Numerical Equivalent	Progress toward Mastery of Standards
A	90-100	Distinguished – mastery of state standards
B	80-89	Proficient – mastery of state standards
C	70-79	Developing – mastery of state standards
F	Below 70	Limited mastery of state standards
I	Incomplete	Insufficient evidence to assess mastery of standards

Grade Reporting

Regular updates on student performance help ensure that families are informed and can partner with schools to support student success. Two primary tools used to report academic progress are *Progress Reports* and *Report Cards*. Each serves a distinct purpose in monitoring and documenting student achievement throughout the school year.

Grades should be updated weekly in the district grading portal for students in grades 6-12.

Progress reports will be made available every 4 ½ weeks in the parent portal.

Students will receive report cards at the end of each grading period: the 1st nine weeks, the 2nd nine weeks (18 weeks), the 3rd nine weeks (27 weeks), and the 4th nine weeks (36 weeks). This schedule is designed to keep parents informed of their child's academic progress throughout the school year.

For students in grades 6–12, evaluation of mastery will be cumulative for the semester.

Grading Guidelines (6-12)

At each 9-week reporting period, students' grades should reflect the following grade minimums:

- All students in grades 6-12 will receive a minimum of eight grades per subject within each 9-week grading period.
    - Of these, at least three grades should be categorized as "Assessed Tasks."
    - At least five grades should be categorized as "Practice Work"
- All content area teachers will provide the same number of grading opportunities within their respective courses. Assignments, assessments, and tasks must be aligned with the prioritized and supporting standards for the course.
- To support student mastery, multiple practice opportunities should be provided both before and after assessments.

MIDDLE SCHOOL HONORS RECOGNITION

Middle School students may earn recognition as ***Honor Students*** or ***Superior Honor Students*** based on their annual academic performance. These distinctions acknowledge students who have demonstrated exceptional academic achievement, as determined by their cumulative grade point average of core academic courses.

Honor Student

Students with a cumulative grade point average between 90.0 and 94.99 at the 4th nine weeks progress report. Only core academic courses are included in the calculation of Honors Day averages. Departmental awards will be presented to students who have demonstrated exceptional achievement in a specific subject area.

Superior Honor Student

Students with a cumulative grade point average of 95.0 or higher at the 4th nine weeks progress report will be recognized as Superior Honor Students during the annual Honors Program. Only core academic courses will be included in the calculation of Honors Day averages. Departmental awards will be presented to students who have demonstrated outstanding achievement in a specific subject area.

OPPORTUNITIES BEYOND THE T

Extracurricular Activities

Extracurricular activities for students include sports, arts, music, and student organizations, among others. These activities are important because they help develop essential skills such as teamwork, leadership, time management, and communication. They also promote personal growth, boost self-confidence, and provide opportunities for students to explore their interests and talents outside of academics. Additionally, extracurriculars can enhance college applications, foster social connections, and contribute to a well-rounded education, preparing students for future personal and professional success.

Alternate Content Standards Teachers communicate with families and administrators about how students can participate.

CAREER AND TECHNOLOGY (CTO) STUDENT ORGANIZATIONS	
Blue Devil Robotics	Health Occupation Students of America (HOSA)
Future Business Leaders of America (FBLA)	Future Farmers of America (FFA)
Skills USA	

ATHLETICS		
Baseball	Basketball	Cheerleading
Cross Country	Football	Golf
Soccer	Softball	Swimming
Tennis	Track	Volleyball
Wrestling		

Positive Behavioral Interventions and Supports

PBIS is a proactive framework aimed at improving school climate and student behavior through systematic, data-driven strategies. It focuses on establishing clear behavioral expectations, teaching these expectations to students, and consistently reinforcing positive behavior across all school settings. The goal is to create a safe, supportive, and effective learning environment by reducing disciplinary issues and promoting positive social and emotional skills. In Georgia, PBIS is widely adopted in schools across the state, with support from the Georgia Department of Education to ensure its effective implementation and sustainability.

Wellness Lessons

Wellness lessons in education in Tift County Schools are designed to promote students' physical, mental, emotional, and social well-being through comprehensive health education curricula. These lessons typically cover topics such as nutrition, physical activity, mental health awareness, substance abuse prevention, stress management, empathy, emotion management, and healthy relationships, aiming to equip students with the knowledge and skills necessary to make healthy choices and foster overall well-being. The Georgia Department of Education emphasizes integrating wellness education into K-12 curricula to support students' holistic development and academic success.

HIGH SCHOOL

English Course Progressions - Starting in the 2025-2026 school year, the minimum core English Language Arts course requirements for earning a traditional high school diploma in Georgia will include:

	Support	Standard	Enhanced
9	23.07500 Support for Literature & Composition I 23.06160 Literature and Composition I	23.06160 Literature and Composition I	23.0616055 Honors Literature and Composition I
10	23.07510 Support for Literature & Composition II 23.06170 Literature and Composition II	23.06170 Literature and Composition II	23.0617055 Honors Literature and Composition II
11	23.05500 College Readiness Composition 23.05100 Literature and Composition III	23.05100 Literature and Composition III*	23.06500 23.05300 AP English Language/Composition/ American Literature*
12	Additional Option (not required) 23.05200 Literature and Composition IV*	23.05200 Literature and Composition IV*	23.06500 23.05300 AP English Literature*

**Dual Enrollment courses may be taken as an alternative*

Two Required ELA Courses	*Elective credit*
Third & Fourth English core course option	*Additional credit, not required for graduation*

Progression Criteria

A program of study will be determined for each student based on the following criteria. Students will be placed in the least restrictive environment based on their zone of proximal development. At least two criteria must be met for a student to be placed in each of the following programs of study:

Support (REP)

- Beginning Learner on 2 or more middle school ELA GMAS or a reading status of *Below Grade Level,*
- Failing final course grade for 2 or more middle school ELA courses,
- Teacher recommendation with documented evidence of low performance in reading,
- FastBridge score on aReading of 10th to 20th percentile, or
- If applicable, IEP Team recommendations.

Standard

- Failing final course grade for 1 ELA courses,
- Fastbridge score on aReading of 20th to 25th percentile,
- Teacher recommendation with documented evidence of low performance in reading,
- Beginning Learner on the most recent middle school ELA EOG or a reading status of *Below Grade Level,* or
- If applicable, IEP Team recommendations.

Enhanced

- Distinguished Learner on 1 or more middle school English GMAS,
- Final course grade higher than 85 for all English courses, or
- FastBridge (aReading) score in the "Low Risk" range.

CTAE + ENGLISH LANGUAGE ARTS: FOURTH ELA CREDIT

Career Cluster	Pathway	Course 1	Course 2	Course 3	ELA Credit
Agriculture	Agribusiness Systems	Basic Agricultural Science	Agribusiness Management & Leadership	Marketing Agriculture Products & Services	23.09910
Arts, AV/Technology, & Communications	Audio-Video Technology & Film I	Audio & Video Technology & Film	Audio & Video Technology & Film II	Audio & Video Technology & Film III	23.09920
Arts, AV/Technology, & Communications	Graphic Communication	Introduction to Graphics & Design	Graphic Design & Production	Advanced Graphic Output Processes	23.09950
Business, Management, & Administration	Business & Technology	Introduction to Business & Technology	Business & Technology	Business Communications	23.09960

Mathematics Course Progressions

	Math Rubric	Foundations	Support	Standard	Enhanced
8	Grade 8	Grade 8	Grade 8	Grade 8	27.09110 or 27.08110 Enhanced Algebra: Concepts & Connections
9	27.08120 Co-Requisite Support for Algebra: Concepts and Connections	27.04810 Foundations of Algebra	27.08120 Co-Requisite Support for Algebra: Concepts and Connections	27.08110 Algebra: Concepts and Connections	27.08110 Honors Geometry: Concepts and Connections
	27.08110 Algebra: Concepts and Connections		27.08110 Algebra: Concepts and Connections		
10	27.08220 Co-Requisite Support for Geometry: Concepts and Connections	27.08120 Co-Requisite Support for Algebra: Concepts and Connections	27.08220 Co-Requisite Support for Geometry: Concepts and Connections	27.08120 Geometry: Concepts and Connections	27.08310 Honors Advanced Algebra: Concepts and Connections
	27.08120 Geometry: Concepts and Connections	27.08110 Algebra: Concepts and Connections	27.08120 Geometry: Concepts and Connections		
11		27.08220 Co-Requisite Support for Geometry: Concepts and Connections	27.08320 Co-Requisite Support for Advanced Algebra: Concepts and Connections	27.08310 Advanced Algebra: Concepts and Connections	27.07410 AP Precalculus*
		27.08120 Geometry: Concepts and Connections	27.08310 Advanced Algebra: Concepts and Connections		
12		27.08320 Co-Requisite Support for Advanced Algebra: Concepts and Connections	27.08500 AMDM* or 27.08410 Precalculus*	27.08500 AMDM* or 27.08410 Precalculus*	27.07200 (AB) 27.07300 (BC) AP Calculus* or 27.07400 AP Statistics*
		27.08310 Advanced Algebra: Concepts and Connections			

**Dual Enrollment courses may be taken as an alternative*

	Three core mathematics requirements
	Fourth mathematics credit option
	Elective credit

PROGRESSION CRITERIA

A program of study will be determined for each student based on the following criteria. Students will be placed in the least restrictive environment based on their zone of proximal development. At least two criteria must be met for a student to be placed in each of the following programs of study:

Math Rubric

High School Mathematics Decision Rubric for Eligible Students with Disabilities

Foundations

- Beginning Learner on 2 or more middle school math GMAS,
- Failing final course grade for 2 or more middle school math courses,
- Teacher recommendation with documented evidence of low performance in mathematics,
- FastBridge score below the 10th percentile, or
- If applicable, IEP Team recommendations.

Support (REP)

- Beginning Learner on 2 or more middle school math GMAS,
- Failing final course grade for 2 or math courses,
- Teacher recommendation (with evidence) of low performance in math,
- FastBridge score of 10th to 20th percentile, or
- If applicable, IEP Team recommendations.

Standard

- Failing final course grade for 1 math courses,
- Fastbridge score on aMath of 20th to 25th percentile
- Teacher recommendation (with evidence) of low performance in math
- Beginning Learner on the most recent middle school math EOG or Algebra **EOC**
- If applicable, IEP Team

Enhanced

- Distinguished Learner on 1 or more middle school math GMAS
- Final course grade higher than 85 for all Math courses
- FastBridge (CBMmath CAP) score in the “Low Risk” range

CTAE + MATHEMATICS: FOURTH MATHEMATICS CREDIT

Career Cluster	Pathway	Course 1	Course 2	Course 3	Math Credit
Agriculture	Agriculture Mechanics Systems	Basic Agricultural Science	Agricultural Mechanics Technology I	Agricultural Mechanics Technology II	27.099330

Science Course Progression

Grade	Traditional	Accelerated
8th	Grade 8 Science	HS Physical Science (EOG)
9th	Physical Science (Required)*	Honors Physical Science
10th	Biology (EOC) (Required) *	Biology (Honors) EOC *
11th	Environmental Science, Chemistry, or Earth Systems	AP Environmental Science or Honors Chemistry
12th	Chemistry or Forensic Science or 4th Science Option	Honors Chemistry or AP / Honors Physics or AP Biology or DE Science or 4th Science Option

*Required for Graduation

CTAE + SCIENCE: FOURTH SCIENCE CREDIT

A student must successfully complete and pass all three courses of an identified CTAE+ Science pathway below to earn credit for the pathway and to satisfy the fourth science credit requirement for graduation. This option prepares students for post secondary pathways at the Technical College System of Georgia institutions after graduation.

Career Cluster	Pathway	Course 1	Course 2	Course 3	Science Credit
Agriculture	Agriculture Mechanics & Electrical Systems	02.47100. Basic Agricultural Science	01.42100 Agricultural Mechanics Technology I	01.42600 Agriculture Electricity & Electric Controls	40.09920

Social Studies Progressions

A program of study will be determined for each student based on student performance and faculty recommendation.

	Standard	Enhanced
9	American Government*	Honors American Government
10	World History*	AP World History
11	US History*	AP US History+
12	Personal Finance and Economics*	AP MicroEconomics or DE ECON 1101

	Four core Social Studies requirements
	Optional Advanced credit option

	Elective credit
	Additional credit, not required for graduation

*Required for graduation

+Testing Programs-Student Assessment exempts students who have passed U.S. History AP, IB, or Dual Enrollment courses from taking the EOC.

CREDITS REQUIRED

Course of Study	High School Courses
English/Language Arts (4 units)	• Literature and Composition I (1 unit) * • Literature and Composition II (1 unit) * • 2 English/Language Arts Core Course Option*
Mathematics (4 units)	• Algebra: Concepts and Connections (1 unit) * • Geometry: Concepts and Connections (1 unit)* • Advanced Algebra: Concepts & Connections (1 unit) * • 4th year math (1 unit)*
Science (4 units)	• Physical Science or Physics (1 unit) * • Biology (1 unit) * • Chemistry, Earth Systems, Environmental Science or IB/DE Equivalent (1 unit)* • 4th Science Options (1 unit)*
Social Studies (4 units)	• American Government (1 unit) * • World History/AP World History (1 unit) * • U.S. History/AP U.S. History (1 unit)* • Economics (1 unit) *
Physical Education (1 unit)	• Health and Safety (.5 units) * • Personal Fitness (.5 units) * **Three (3) units of credit in JROTC may be used to satisfy this 1 Unit requirement.
CTAE/ Fine Arts/ Languages (3 units)	**3 units** in CTAE (in the same pathway), Fine Arts, or Modern Language
Additional Electives (3 units)	For students entering a University System of Georgia institution, two units of the same World language are required; many colleges and universities require 3 units.
TOTAL	**23 units**

*Courses required for graduation

Grade Level Advancement - The following credits are required to be classified at specific cohort levels:

Freshman - 0 to 4 credits earned
Sophomore - 5 to 10 credits earned
Junior - 11 to 16 credits earned
Senior - 17 or more credits earned

EARLY GRADUATION PROCEDURES

Tift County High School students who have completed all of the necessary course requirements for graduation may elect to graduate prior the slated graduation date of their assigned cohort. Students electing to graduate early must review the procedures outlined in this directive and proceed accordingly.

DEADLINES

Declaration for Early Graduation must be made according to the following guidelines:

- Tift County High School (1 Blue Devil Way) students:
  - Fall semester deadline - August 31st
  - Spring semester deadline - January 31st
- Tift County Academy (Sixth Street and Blue Devil Academy) students:
  - Fall semester deadline - end of 1st Nine Week grading period
  - Spring semester deadline - end of 3rd Nine Week grading period

*Individual circumstances may be considered in extenuating circumstances.

PROCEDURES

Students must complete each of the following steps to declare his/her intent to graduate prior to their slated cohort graduation date.

- **Request for Graduation Credit Confirmation**
  - The student must contact his/her assigned counselor to determine whether or not the student is a candidate for early graduation.
    - If the student **does meet** the criteria for early graduation, the counselor will schedule a meeting with the student and parent/guardian.
    - If the student **does not meet** the criteria for early graduation, the counselor will meet with the student to discuss why the student is not a candidate for early graduation.

- **Counselor Conference**
    - The counselor will meet with both the student and the parent/guardian to discuss/complete the following:
        - Review of rationale for declaration of early graduation,
        - Confirmation of completed graduation requirements,
        - Explanation of forfeited opportunities (i.e. Dual Enrollment options),
        - Discussion of student responsibilities:
            - Ordering cap and gown,
            - Scheduling senior photo shoot, and
        - Confirm technology and fees due (i.e. chromebook/charger, uniforms, debts cleared).
    - The Parent/guardian will complete the *Early Graduation Application* form.
- **Submission of Early Graduation packet**
    - At the conclusion of the meeting, the counselor will compile the following to submit the the principal for further approval:
        - Early Graduation Request Checklist,
        - Completed Early Graduation Application form,
        - Copy of student transcript,
        - Completed Graduation checklist, and
        - Copy of current course schedule.

APPROVAL PROCESS

Once the principal approves (via signature) the student's request for Early Graduation, the completed application packet will be sent to the Secondary Schools Curriculum Director for Administrative approval.

The Secondary Schools Curriculum Director will review the application/packet and acknowledge this request by posting the student's name and pertinent information on the Early Graduation Application Status Google sheet.

The Early Graduation Application/request must be approved by the following to be considered complete:

- Secondary Schools Curriculum Director,
- Director of Academic Support,
- Director of Special Education (if applicable),
- Assistant Superintendent of Beyond the Core,
- Assistant Superintendent of Student Services,
- Deputy Superintendent of Teaching and Learning, and
- Superintendent of Schools.

Once all appropriate personnel have approved the student request, the Secondary Schools Curriculum Director will indicate that the request has been approved on the *Early Graduation Application Status* Google sheet. The counselor will contact the student regarding the approval.

END-OF-COURSE EXAM REQUIREMENTS

SBOE Rule 160-3-1-.07 Testing Programs-Student Assessment requires that student enrolled in and completing courses assessed by a Georgia Milestones End-of-Course (EOC) assessment shall take the EOC as a final exam that shall count as 20% of the final numeric grade for the school year. Exemptions are not allowed for ELA, mathematics, and science. Specific rules apply.

Course #	Course Name	Corresponding EOC
English Language Arts		
23.06170	Literature and Composition II	Literature & Comp II
23.04300	AP English Language/Composition	Literature & Comp II
23.06520	Pre-AP English II	Literature & Comp II
23.03800	AP Seminar ELA	Literature & Comp II
23.07410	Cambridge Advanced English Language (AS Level) 9093	Literature & Comp II
Mathematics		
27.08110	Algebra: Concepts & Connections	Algebra
Science		
26.0120	Biology I	Biology
26.0140	AP Biology	Biology
26.0180	IB Biology, Year One	Biology
Social Sciences		
45.0810	United States History	US History
45.0820	AP United States History	US History
45.0870	IB History of the Americas, Year One	US History

For the High School Graduating Class of 2017 and beyond, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full credits from the academic rigor course categories listed below prior to graduating from high school. Credits received for academic rigor courses must be selected from the categories below:

- Advanced Math, such as Advanced Algebra and Trigonometry, Math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- Advanced Science, such as Chemistry, Physics, Biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- Foreign Language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
- Advanced Placement, International Baccalaureate, or Dual Credit Enrollment courses in Core subjects.

Electives and CTAE Pathway options

Agriculture Electives			
Agribusiness Systems Diversified Ag (AES) ● Basic Agriculture Science ● Agribusiness Mgmt and Leader ● Mktg Ag Product/Services	**Agriculture Mechanics Systems** ● Basic Agriculture Science ● Ag Mechanics Technology I ● Ag Mechanics Technology II	**Agriculture Mechanics Electrical** ● Basic Agriculture ● Ag Mechanics Technology I ● Ag Electrical Systems	**Forest Management Systems** ● Basic Agriculture Science ● Forest Science I ● Forest Science II
Forestry/Wildlife Systems ● Basic Agriculture Science ● Forest Science I ● Wildlife Management	**Plant & Floral Design Systems** ● Basic Agriculture Science ● General Horticulture and Plant Science ● Floral Design and Management	**Veterinary Science** ● Basic Agriculture Science ● Animal Science Tech/Biotech ● Veterinary Science	**Young Farmer Internship** ● Young Farmer Intern Fall/Spring

Business Electives			
Artificial Intelligence • Foundations of Artificial Intelligence • Artificial Intelligence Concepts • Artificial Intelligence Applications	**Audio Video Technology & Film** • Audio-Video Technology/Film I • Audio-Video Technology/Film II • Audio-Video Film III	**Business & Technology** • Intro to Business and Tech • Business and Technology • Business Communications	**Cloud Computing** • Introduction to Software • Computer Science Principles • Cloud Computing
Cybersecurity • Introduction to Hardware Technology • Introduction to Cybersecurity • Advanced Cybersecurity	**Financial Services** • Intro to Business and Technology • Financial Literacy • Banking, Investing, and Insurance	**Graphic Design** • Intro to Graphic Design • Graphic Design and Production • Advanced Graphic Design	**Graphic Communication** • Intro to Graphic Design • Graphic Design & Production • Adv Graphic Output Processes
Internet of Things • Introduction to Software Technology • Computer Science Principles • Embedded Computing	**Marketing & Management** • Marketing Principles • Marketing and Entrepreneurship • Marketing Management	**Programming** • Introduction to Software Technology • Computer Science Principles • Programming, Games, and Apps	
Education Electives			
Early Childhood Education • Early Childhood I • Early Childhood II • Early Childhood III	**Teaching as a Profession** • Examining the Teaching Profession • Contemporary Issues in Education • Teaching as a Profession Practicum		

Fine Arts Electives			
Visual Arts • Visual Art I • Visual Art II • Visual Art III	**Band** • Beginning Band • Intermediate Band • Mastery Band • Music Appreciation	**Theatre/Performing Arts** • Theatre Arts I • Theatre Arts II • Theatre Arts III • Theatre Tech I/II	**Show Choir (audition only)** • Ladies Choice • Eighth Street Singing Company
Foreign Language Electives	**Healthcare Electives**		**Nutrition Electives**
Spanish • Spanish I • Spanish II • Spanish III	**Therapeutic Services/Allied Health and Medicine** • Introduction to Healthcare Science • Essentials of Healthcare • Allied Health and Medicine	**Therapeutic Services/Therapeutic Services** • Introduction to Healthcare Science • Essentials of Healthcare • Sports Medicine	**Nutrition and Food Science** • Food, Nutrition, and Wellness • Food for Life • Food Science
Personal Fitness Electives		**Other Electives**	**ROTC**
Team Sports • Intro to Team Sports • Intermediate Team Sports • Advanced Team Sports	**Weight Lifting** • Weight Training (9th) • Body Sculpting (10th) • Physical Conditioning (11th) • Exercise/Weight (12th)	• Journalism I - IV • Sports in US History (core elective) • Work-based Learning (Fall/Spring options)	• ROTC Exploration • ROTC Leadership
Southern Regional Technical College Electives			
Automobile Maintenance & Light Repair* • Year 1 Basic Maint	**Criminal Justice*** • Year 1 Intro to Law, Public Safety, Corrections AND	**Construction*** • Year I - Introduction to Construction and	**Personal Care Service - Cosmetology** • Year 1 Intro to

& Light Repair I & Year 1 Maintenance & Light Repair II • Year 2 Maintenance & Light Repair III & Year 2 Auto Service Tech IV • Year 3 Auto Electrical System I • Year 3 Auto Electrical System II	Year 1 Criminal Justice Essentials • Year 2 Applications of Corrections AND Year 2 Juvenile Justice	Carpentry • Year II - Carpentry II, Construction Site Layout	Personal Care Services AND Year 1 Cosmetology Services II • Year 2 Cosmetology Services III AND Year 2 Licensure and Employment Opportunity
Welding* • Year 1 Welding (Fall/Spring) • Year 2 Welding (Fall/Spring) • Year 3 Welding (Fall/Spring)	**Nurse Aide, Technical Assistant** • Year 1 (Intro to Healthcare/Diet and Nutrition) • Year 2 (Medical Terminology/Nurse AideFundamentals	**Emergency Medical Responder*** • Year I - Introduction to EMR	**Phlebotomy** • Year **I**

*Denotes Accelerated Career Diploma programs

PURPOSE OF PREREQUISITES

Several of the course options require prerequisite courses. Students must complete these prerequisites in the order established by the course of study and/or GaDOE directives. Prerequisite courses build upon each other and cannot be taken out of sequence. There are instances in which a student might be off-track in terms of the order of courses (transfer students from other districts/states). These are rare cases and are allowed in order for the student to complete a pathway. Examples of prerequisites are as follows:

World Language - Spanish I, Spanish II, and Spanish III
Fine Arts - Theatre I, Theatre II, and Theatre III
CTAE - Introduction to Healthcare, Essentials to Healthcare, Allied Healthcare

OPPORTUNITIES BEYOND THE T

Advanced Placement (AP®)

Advanced Placement courses are designed to offer a college-level educational experience for students who wish to push themselves beyond the standard high school curriculum. With AP®, students can take college-level course work in high school. When students take AP courses and exams, they demonstrate to college admission officers that they have sought out an educational experience that will prepare them for success in college and beyond. Performing well on an AP exam means more than just the successful completion of a course. Most colleges and universities accept successful exam scores for credit, advanced placement, or both. Research consistently shows that students who are successful in AP typically experience greater academic success in college than those who do not participate in AP.

Advanced Placement courses follow curriculum set by the College Board. The teacher of an AP course has to submit a syllabus for approval to the College Board to make certain that the curriculum for the course meets College Board standards. Students in AP courses earn an extra quality point for each letter grade (except for a failing grade). Tift County School System AP students do not pay for these exams, and they may register for an AP Exam for any AP course they take. Students should register with their AP teachers to take the exam. Students who opt to take an AP exam for a course they have not completed should register and pay for that exam independently. The AP Building Coordinator can assist with the registration process. Depending upon the requirements set by each college or university, a student may be able to exempt the course in college and/or earn college credit for the course. The workload for an AP course is college level.

AP offerings at TCHS:

- AP English Language/Composition/American Literature
- AP English Literature/Composition
- AP Precalculus
- AP Calculus
- AP Statistics
- AP Physics
- AP Environmental Science
- AP Biology
- AP World History
- AP US History
- AP Microeconomics
- AP Human Geography

Dual Enrollment Program

Georgia's Dual Enrollment Program -Dual Enrollment is designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate and/or higher college degree, and successful employment. Georgia has created a singular program known as Dual Enrollment for students in grades 10-12 who qualify to participate. Students may enroll on a part-time or full-time basis as a Dual Enrollment student and take college courses at their high school or on a postsecondary campus. Students will receive high school and college credit simultaneously when attending and passing approved college classes. A maximum of 30 course hours are funded by this program.

Eligible students can take academic or Career, Technical, and Agricultural Education (CTAE) courses. Courses taken in the core academic areas (English, math, science, social studies and world/foreign languages) are used in the high school HOPE Scholarship calculation. Career, Technical and Agricultural Education (CTAE) courses are aligned with the GA DOE Career Clusters and Pathways but are not used in the high school HOPE Scholarship calculation.

Dual Enrollment Eligibility

Who is eligible to participate in the Dual Enrollment (DE) funding Program?

Students who are enrolled and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia may participate.

Dual Enrollment funding Program regulations do not supersede high school nor postsecondary policies, which students must abide by, in order to be eligible to participate in the program.

10th Grade Eligibility:

All eligible 10th graders may enroll in approved Career, Technical and Agricultural Education courses listed on the Course Directory at a participating Technical College System of Georgia (TCSG) institution only.

10th Graders who have a minimum SAT score of 1200 or minimum ACT composite score of 26 in a single national test administration may enroll in academic classes at any approved courses listed on the Course Directory at a Technical College System of Georgia (TCSG), University System of Georgia (USG) or private eligible participating postsecondary institution.

11th and 12th Grade Eligibility:

Eligible students may take any approved DE courses listed on the Course Directory at an eligible participating postsecondary institution (USG, TCSG or private). Note: Georgia Student Finance Commission must have the required test score(s) in the Dual Enrollment system prior to the student's Dual Enrollment funding Application being approved by the high school or home study.

Students who complete high school graduation requirements prior to officially graduating may continue participation in Dual Enrollment until high school graduation.

Applying for Dual Enrollment

To participate in Dual Enrollment, students must meet the admission requirements and be accepted at the postsecondary institution(s) of their choice, and make satisfactory academic progress. Interested students must consult with their high school counselor and visit GAfutures.org for complete program information and to access the annual online Dual Enrollment funding application. The new annual application is available on GAfutures and may be completed by high school and home study students who are enrolled and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia. Students interested in applying for Dual Enrollment should complete the following steps:

- students must apply to a post-secondary institution. Each college or university has specific requirements for acceptance.
- Students must create a GAfutures account profile with their correct information (legal name, email address, home address, social security number and date of birth).
- Students select the Dual Enrollment funding Application for the current school year, the student's GAfutures account profile will pre-populate their demographic information. Within the application the student provides: a parent/guardian's email address for the parent/guardian to electronically complete the Dual Enrollment Participation Agreement and the colleges to attend for Dual Enrollment. The student will receive an onscreen and email message with their application ID upon submission of the application.
- Parents/guardians must complete the Dual Enrollment funding Participation Agreement. An email will be sent to the parent with instructions to access and complete the agreement electronically. If the parent/guardian cannot complete the online agreement they can visit GAfutures.org\DE Parent Agreement to access the paper agreement.

Honor Student Criteria

Honor Graduates shall be candidates for graduation with a 90 or above cumulative grade average from accredited schools beginning in ninth grade and culminating with the completion of all courses and tests required for graduation or at the end of the third nine weeks, whichever comes first. Grades earned in middle school, even if awarded

high school credit, and grades earned in remedial or developmental classes shall not be included when computing numerical averages for academic honors.

Superior Honor Graduates shall be candidates for graduation with a 95 or above cumulative grade average from accredited schools beginning in ninth grade and culminating with the completion of all courses and tests required for graduation or at the end of the third nine weeks, whichever comes first. Grades earned in middle school, even if awarded high school credit, and grades earned in remedial or developmental classes shall not be included when computing numerical averages for academic honors.

A currently enrolled candidate for graduation not identified as Honor or Superior Honor at the third nine weeks will have his/her cumulative average recalculated at the close of the fourth nine weeks to determine Honor or Superior Honor status.

Valedictorian/Salutatorian Criteria

To be eligible for Valedictorian consideration, a student must:

- Be enrolled in the school for a minimum of four consecutive semesters prior to graduation (junior and senior years).
- Must have the highest cumulative weighted Grade Point Average (GPA) in the graduating class as calculated at the end of the third nine weeks grading period of senior year.
- The cumulative weighted GPA will be based on a weighted 5.0 scale, factoring in honors, AP, IB, and dual enrollment courses.
- Must complete a minimum of six (6) Advanced Placement (AP) or Dual Enrollment courses in the following areas: English, Math, Science, Social Studies, *(one AP/DE course must be completed in each of these core areas: English, Math, Science, and Social Studies). In the event, students transfer into the district with International Baccalaureate (IB) course credits will be included in the weighted GPA calculation.*

To be eligible for Salutatorian consideration, a student must:

- Be enrolled in the school for a minimum of four consecutive semesters prior to graduation (junior and senior years).
- Must have the second-highest cumulative GPA in the graduating class at the end of the third nine weeks grading period of senior year.
- The cumulative weighted GPA will be based on a weighted 5.0 scale, factoring in honors, AP, and dual enrollment courses.
- Must complete a minimum of six (6) Advanced Placement (AP) or Dual Enrollment courses in the following areas: English, Math, Science, Social Studies, *(one AP/DE course must be completed in each of these core areas: English, Math, Science, and*

Social Studies). In the event, students transfer into the district with International Baccalaureate (IB) course credits will be included in the weighted GPA calculation.

In the event of a tie in cumulative GPA between two or more eligible students for Valedictorian or Salutatorian honors, the following multi-step protocol will be used to determine final ranking:

PHASE 1: RIGOR REVIEW

- Compare the number of advanced-level courses completed (AP, Dual Enrollment, and Honors).
- Priority will be given to the student with the greatest number of advanced courses across all four core academic areas.

PHASE 2: GPA CONSISTENCY

- Examine semester-by-semester GPA trends.
- Preference will be given to the student with the most consistent or upward-trending academic performance throughout high school.

HOPE RIGOR REQUIREMENTS

For the High School Graduating Class of 2017 and beyond, a student meeting the requirements to be a HOPE Scholar at the time of high school graduation must earn a minimum of four full credits from the academic rigor course categories listed below prior to graduating from high school.

HOPE rigor courses must be taken during 9th-12th grade.

Credits received for academic rigor courses must be selected from the categories below:

- Advanced math, such as advanced algebra and trigonometry, math III, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- Advanced science, such as chemistry, physics, biology II, taken at the high school, or an equivalent or higher course taken for degree level credit at an Eligible Postsecondary Institution;
- Foreign language courses taken at the high school, or taken for degree level credit at an Eligible Postsecondary Institution; or
- Advanced Placement, International Baccalaureate or Dual Credit Enrollment courses in Core subjects.

Visit GAFutures for updates (updates are posted in May of each year).

HOPE RIGOR COURSES AVAILABLE AT TCHS

- English - AP English Language/Composition/American Literature, AP English Literature/Composition, SRTC ENGL 1101
- Math - Advanced Algebra , Advanced Algebra (Honors), Pre-Calculus, AP Pre-calculus, AP Statistics, AP Calculus, Advanced Mathematical Decision Making, SRTC MATH 1111
- Science - Human Anatomy, Chemistry, Honors Chemistry, Physics, AP Physics, AP Biology, AP Environmental Science, and Forensic Science
- Social Studies - AP United States History, AP World History, AP Microeconomics, AP Human Geography, and SRTC HIST 2111 and/or HIST 2212
- World Language - Spanish II and Spanish III
- CTAE - Embedded Computing and Computer Science Principles

POST SECONDARY OPTIONS

Students who graduate from Tift County High School have various options once they receive their diploma. Students may choose from the following options:

- Research University/College (Four-year institutions) -
    - Four-year institutions are referred to as undergraduate colleges. Four-year colleges specifically offer bachelor's degree programs. These include universities and liberal arts colleges. Most four year colleges require students to successfully complete two units of foreign language prior to high school graduation and require a SAT or ACT minimum score. Examples of four-year institutions are as follows:
        - Abraham Baldwin Agricultural College, Tifton, GA
        - Albany State University, Albany, GA
        - Fort Valley State University, Fort Valley, GA
        - Georgia Southwestern University, Americus, GA
        - Georgia Southern University, Statesboro, GA
        - Georgia State University, Atlanta, GA
        - Kennesaw State University, Kennesaw, GA
        - Mercer University, Macon, GA (private college)
        - University of Georgia, Athens, GA
        - Valdosta State University, Valdosta GA
        - Yale University, New Haven, Connecticut (Ivy League)
    - For students planning on attending college (university or technical school), specific course requirements may apply. For example, students wishing to attend the University of Georgia should focus on taking Advanced Placement courses during their junior and senior years.
- Technical College -
    - A technical or community (two-year) college offers certificate programs that provide career-ready access for programs completed. They also offer

two-year associate degrees. Affordable tuition and a high placement rate are benefits of attending one of the following technical schools:
        - Southern Regional Technical College, Tifton and Moultrie, GA
        - South Georgia Technical College, Thomasville, GA (has a Tifton Campus)
        - Wiregrass Georgia Technical College, Valdosta, GA
        - Albany Technical College, Albany, GA
        - Coastal Pines Technical College, Waycross, GA
        - Central Georgia Technical College, Warner Robbins, GA
        - Columbus Technical College, Columbus, GA
    - Students who are planning to attend a technical college should take advantage of the numerous CTAE pathways available.
- Military
    - Joining the military offers many benefits: retirement benefits, post-secondary tuition (GI Bill), training, travel, high-paying jobs, and health care. The following items are required to join any military branch:
        - between the ages of 17 and 42,
        - possess a high school diploma or GED, and
        - successfully pass a physical exam.
    - All branches of the military (Army, Navy, Air Force, Marines, Coast Guard, and National Guard) require a minimum score of 31 on the ASVAB. Specialized teams may require a higher score.
    - The ASVAB (Armed Services Vocational Aptitude Battery) is administered at TCHS in October of each year.
- Workforce
    - Students can enter the working world immediately after graduation from high school. Below are a list of a few job opportunities that only require a high school diploma with average starting salaries:
        - Construction ($12-$20 per hour)
        - Office Manager ($14-$18 per hour)
        - Insurance Agent (with license and training: $52,000-$85,000 per year)
        - Day Care Worker ($10-$ 15 per hour)
        - Cable Technician (most companies provide training: $1,000-$1,500 per week)
        - Customer Care Call Center ($14-$18 per hour)
        - Loading Dock Worker ($16,000-$48,000 per year)
        - Delivery Driver ($15-$20 per hour)
        - Retail Sales Associate ($8.12-$17.25 per hour)
    - Students who plan on entering the workforce after graduation may wish to take advantage of our Work-based Learning program.

PATHWAY COMPLETION REQUIREMENTS AND INCENTIVES

The Georgia Department of Education will allow some courses to count for credit in certain disciplines (as follows):

Science Credit - 4th course options

The following courses will count toward the fourth science credit requirement for students enrolled at TCHS:

- General Horticulture & Plant Science
- Animal Science Technology/Biotechnology
- Computer Science Principles
- Embedded Computing
- Programming, Games, Apps & Society
- Food for Life
- Food Science
- Forest Science
- Essentials of Healthcare/Anatomy
- Sports Medicine
- ROTC Flight Science

These options are updated by the state each year. It is important for the students to be aware of any changes or deletions to this list. Our school counselors will be able to verify if a course meets the state requirements for the fourth science option. CTAE+ course options are also available for a fourth science course.

FOREIGN LANGUAGE CREDIT

Students must take two of the following consecutive courses in order to receive a credit for a foreign language. It should be noted that colleges and universities require freshmen to have at least two credits of a foreign language.

- Embedded Computing
- Computer Science Principles
- Programming, Games, Apps & Society
- Web Development

***Please note that students who count any of the courses listed above for a foreign language credit CANNOT receive additional credit for a fourth science course.

CTAE +

CTAE Plus is designed to prepare students for successful postsecondary pathways at Technical College System of Georgia (TCSG) institutions after graduation. If the University System of Georgia (USG) chooses to recognize CTAE Plus coursework, districts will be informed accordingly. Under the CTAE Plus initiative, students can fulfill their fourth-course requirements for math, science, and English Language Arts (ELA) by completing one of the high school CTAE pathways as outlined in the CTAE guidance. However, dual enrollment courses are not eligible for inclusion in this initiative.

Key Provisions: Students may earn one credit each in Math, Science, and ELA for completing the designated CTAE pathway, for a total of three credits.

Only one fourth-course credit in each of the three core academic areas can be earned through CTAE Plus.

The grade for the "fourth credit" will be recorded as a PASS instead of a letter grade, as it is earned through completion of the pathway.

This guidance ensures students have additional opportunities to meet academic requirements while gaining practical, career-oriented skills through CTAE Plus.

Effective July 1, 2024, a student must successfully complete and pass all three (3) courses of an identified CTAE Pathway below to earn credit for the pathway and to satisfy the fourth credit requirements for graduation.

CTAE + ENGLISH LANGUAGE ARTS: FOURTH ELA CREDIT

Career Cluster	Pathway	Course 1	Course 2	Course 3	ELA Credit
Agriculture	Agribusiness Systems	Basic Agricultural Science	Agribusiness Management & Leadership	Marketing Agriculture Products & Services	23.09910
Arts, AV/Technology, & Communications	Audio-Video Technology & Film I	Audio & Video Technology & Film	Audio & Video Technology & Film II	Audio & Video Technology & Film III	23.09920
Arts, AV/Technology, & Communications	Graphic Communicatio n	Introduction to Graphics & Design	Graphic Design & Production	Advanced Graphic Output Processes	23.09950
Business, Management, & Administration	Business & Technology	Introduction to Business & Technology	Business & Technology	Business Communications	23.09960

CTAE + MATHEMATICS: FOURTH MATHEMATICS CREDIT

Career Cluster	Pathway	Course 1	Course 2	Course 3	Math Credit
Agriculture	Agriculture Mechanics Systems	Basic Agricultural Science	Agricultural Mechanics Technology I	Agricultural Mechanics Technology II	27.099330

CTAE + SCIENCE: FOURTH SCIENCE CREDIT

Career Cluster	Pathway	Course 1	Course 2	Course 3	Science Credit
Agriculture	Agriculture Mechanics & Electrical Systems	02.47100. Basic Agricultural Science	01.42100 Agricultural Mechanics I	01.42600 Agriculture Electricity & Electric Controls	40.09920

DIPLOMA CHOICES

Option A - General Education Diploma

REQUIRED AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts (4 units)	• Literature and Composition I (1 unit) * • Literature and Composition II (1 unit) * • 2 English/Language Arts Core Course Option*
Mathematics (4 units)	• Algebra: Concepts and Connections (1 unit) * • Geometry: Concepts and Connections (1 unit)* • Advanced Algebra: Concepts and Connections (1 unit) * • 4th year math (1 unit)
Science (4 units)	• Physical Science or Physics (1 unit) * • Biology (1 unit) * • Chemistry, Earth Systems, Environmental Science or IB/DE Equivalent (1 unit) • 4th Science Options (1 unit)
Social Studies (4 units)	• American Government (1 unit) * • World History/AP World History (1 unit) * • U.S. History/AP U.S. History (1 unit)* • Economics (1 unit) *
Physical Education (1 unit)	• Health and Safety (.5 units) * • Personal Fitness (.5 units) * **Three (3) units of credit in JROTC may be used to satisfy this 1 Unit requirement.
CTAE/ Fine Arts/ Languages (3 units)	**3 units** in CTAE (in the same pathway), Fine Arts, or Modern Language
Additional Electives (3 units)	For students entering a University System of Georgia institution, two units of the same World language are required; many colleges and universities require 3 units.
TOTAL	**23 units**

Option B - Accelerated Career Diploma

High School Graduation Option B offers qualified students a unique path to high school graduation. Students choose to simultaneously earn a high school diploma and a college Associate Degree, Technical Diploma, or two (2) Technical Certificates of Credit (TCC's) in a specific career pathway. Some of the required high school courses may be taken under the state-funded Dual Enrollment program. To earn a high school diploma, students must earn the specified **9** Carnegie units and receive:

- an Associate degree, **or**
- a diploma from a technical college program, **or**
- two (2) Technical Certificates in a specified pathway leading to industry certification.

AREA OF STUDY	HIGH SCHOOL COURSES
English/Language Arts (2 units)	• Another Core English/Language Arts course (1 unit) • Literature and Composition II (1 unit)/Required EOC
Mathematics (2 units)	• Algebra: Concept and Connections (1 unit) Required EOC • Another Core Mathematics course (1 unit)
Science (2 units)	• Biology (1 unit) Required EOC • Additional Core Science course (1 unit)
Social Studies (2 units)	• Core Social Studies Course (1 unit) • Core Social Studies course (1 unit) **Students may replace one social studies course with an additional Math course*
Health and Physical Education (1 unit)	• Health and Safety (.5 units) • Personal Fitness (.5 units)* *Three (3) units of credit in JROTC may be used to satisfy the requirements
Dual Enrollment Courses	Complete any of the following Technical College Credentials: • an Associates of Applied Science Degree, • a technical Diploma, • two Technical Certificates, or • a program leading to Licensure

Important Notes:

1. Students must complete the EOC assessments associated with the required courses.
2. Students pursuing this option may not meet all of the admission requirements for University of System of Georgia institutions or other college/university programs.
3. Students will not earn a diploma until all requirements (high school & postsecondary) are met.

Option C - Alternate Diploma: Academic, Career, and Essential Skills (ACES) Diploma

The State Board of Education issued a statewide definition of the state defined alternate diploma issued for students with significant cognitive disabilities in March 2020. This definition has been codified in State Board Rule 160-4-2-.48, and is expected to impact its first potential graduates in Spring 2024. The alternate diploma was created to allow students with the most significant cognitive disabilities to be included in the four year cohort graduation rate, regardless of the year they received their diploma, provided they graduate before reaching the age of 22.

Academic, Career and Essential Skills ("ACES") Diploma – the alternate diploma is awarded to students with the most significant cognitive disabilities who were assessed using the alternate assessment aligned to alternate academic achievement standards. While this diploma is standards-based and aligned with the state requirements for the regular high school diploma, it is not a regular high school diploma. Therefore, the provision of an ACES diploma in itself does not terminate Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP).

Georgia Alternate Assessment (GAA) – an alternate assessment based on alternate academic achievement standards. The GAA is a standardized, task-based assessment with multiple access points designed for students with significant cognitive disabilities under the Individuals with Disabilities Education Act (IDEA) whose Individualized Education Program (IEP) team has determined they are unable to meaningfully access the regular assessment program, even with maximum appropriate accommodations. The purpose of the GAA is to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

Significant Cognitive Disabilities - students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the (GAA).

ADVANCED PLACEMENT OPTIONS

General information about Advanced Placement (AP)…

- Taking AP is highly valued in the college admission process demonstrating that students are prepared for the rigors of college courses.
- Taking AP helps build critical thinking skills, confidence, and the time management and study skills needed for college success.
- The caliber of AP courses reflect what is taught in introductory college courses.
- Students take AP exams at the end of the course (in MAY) measuring their mastery of college level work. This does not affect their high school grade.
- A score of 3 or higher on an AP Exam is required to qualify for college credit.
- Students taking AP courses will receive an additional 5 points added to their final course grade.
- Students at Tift County High School do not have to pay an exam fee.
- Current AP offerings…
    - English:
        - AP English Language/Composition/American Literature (11th grade)
        - AP English Literature/Composition (12th grade)
    - History and Social Sciences:
        - AP Microeconomics (12th grade)
        - AP United States History (11th grade)
        - AP World History (10th grade)
        - AP Human Geography (9th grade)
    - Mathematics:
        - AP Pre Calculus 11th/12th grade)
        - AP Statistics (11th/12th grade)
        - AP Calculus AB (12th grade)
    - Science:
        - AP Biology (11th/12th grade)
        - AP Environmental Science (11th/12th grade)

DUAL ENROLLMENT OPTIONS

General information about Dual Enrollment (DE)…

- Dual Enrollment allows high school students to earn college credit while also earning a high school diploma. Students are allowed to earn 30 college credits (tuition free!).
- Students can take two types of DE courses: core academic and CTAE electives:
    - Academic DE college courses can be taken at Abraham Baldwin

Agricultural College (ABAC) or Southern Regional Technical College (SRTC).
    - Both ABAC and SRTC offer courses online and face-to-face on the campus.
    - CTAE DE electives are technical courses from Southern Regional Technical College offered at SRTC and TCHS.
        - Once DE 30 credit/hour funding limit is reached, students can qualify for a HOPE grant to continue to pay for their program.
- Students must be in the 10th grade or higher with a minimum GPA of 73 or higher for CTAE Dual Enrollment. Current students in the 9th grade registering for the 10th grade can request these classes.
- Dual Enrollment registration occurs in the fall (October) and spring (March).
- All DE grades are recorded on the student's high school **AND** college transcript. Dual Enrollment grades/credits are not removed once the student graduates.
- Students can only drop and/or fail 2 DE courses total. If this occurs, students are no longer eligible to participate in the program paid for by state funds.
- If students drop/fail a class, they cannot retake it for free.
- Parents will not be allowed to communicate with professors. All communication will take place between the student and professor.
- All DE students must have a gafutures.org account (save your username and password)!
- All students must complete a DE funding application and user agreement each school year while in the program
- Parents must complete a parental agreement each school year while their child is in the program
- TCHS will only receive grades at midterm and at the end of term. Students are responsible for maintaining contact with their professors and checking their grade status.
- DE students must attend the very first day of school for the college - failure to attend will result in removal from the course.
- If a student drops a DE course, a high school class will be added in its place to be attended on TCHS' campus.
- DE students must follow the school schedules for both the high school and the college they are attending. For example: TCHS and ABAC/SRTC have different spring break dates. Even though TCHS may be on break, students still have to attend their DE classes on the college campus.
- All DE students must meet with their counselor to register for DE classes at the designated time.
- ABAC requirements:
    - 3.0 Academic GPA (80 average or higher in academic classes only)
    - Successfully complete Advanced Algebra at TCHS prior to requesting a DE math or science course

    - Successfully complete Literature and Composition III or AP Language at TCHS prior to requesting a DE English course is strongly recommended by the college
    - Apply and show acceptance into ABAC's DE program
        - Application process includes the following:
            - complete gafutures.org requirements,
            - request high school transcript sent to ABAC,
            - submit immunization records & a copy of driver's license, and
            - complete Parental Financial Agreement.
    - SAT/ACT/ PSAT minimum score may be required in the future
- SRTC requirements for academics:
    - Must have a 3.0 overall GPA
    - Successfully complete Advanced Algebra at TCHS prior to requesting a DE math or science course
    - Successfully complete Literature and Composition III or AP Language at TCHS prior to requesting a DE English course is strongly recommended by the college
    - Apply and show acceptance into SRTC DE program
        - Application process includes the following:
            - complete gafutures.org requirements,
            - request high school transcript sent to SRTC,
    - Some SRTC academic classes are taught on our TCHS campus
        - ENGL 1101 (fall)
        - MATH 1111 (fall)
        - HIST 2111 (fall).
- Students must have applied and be enrolled in SRTC and have a gafutures.org account.
- Several DE elective courses are offered on TCHS campus (Automotive, Welding, Criminal Justice, CNA, EMR, PHLT, Construction, and Cosmetology).
    - CDL is also a program that is partly on campus and partly at SRTC. Students must be 18 years of age by the spring semester of their senior year, have completed all high school graduation requirements by spring semester of their senior year, and have a driver's license to participate.

STUDENT RESOURCES

- **Devils' Den** - The Interactive Tool for Guidance Resources and information
    - Located on TCHS's webpage:
        - Go to Resources Tab
        - Click on Guidance and Counseling link

        - Enter the DEN
    - Information in the Devils' Den includes:
        - grade level specific information,
        - instructions on requesting a transcript to be sent to a college,
        - SAT and ACT registration information,
        - information about our peer tutoring program,
        - Dual Enrollment program instructions,
        - local scholarship information,
        - gafutures.org link information,
        - Work-based learning information,
        - graduation checklist,
        - pathways,clubs and electives, and so much more.
        - Devils' Den
- **Peer Tutoring**
    - The TCHS Peer-Tutoring Program is designed to provide tutoring opportunities for students who are experiencing difficulties in the areas of English, math, science, CTAE, foreign language, and social studies.
    - Peer-Tutoring Sessions will be conducted Monday-Thursday from 3:15 PM to 3:45 PM in the Career Center (TCHS Counseling Office).
    - Students should contact their school counselor if they are interested in setting up tutoring sessions or becoming a peer-tutor.
    - Peer Tutoring Request Form
- **Exact Path**
    - Exact path is an adaptive educational platform designed to support personalized learning and targeted intervention for students in math, reading, and language arts. Its primary purpose is to identify each student's academic strengths and needs, delivering customized instruction to promote growth and close learning gaps.
    - Instructors will utilize Exact Path as a supplemental resource in math and language classrooms.
- **YouScience** - Education leaders across the United States use YouScience® to help students discover their natural aptitudes and make the connection to what they're learning with career and educational aspirations of tomorrow. YouScience
    - helps students discover their natural aptitudes and connects them to highly personal and relevant pathways, and
    - enables high school counselors and students to work together to select the right courses for graduation and career development.
    - To access the specific instructions for each cohort, please select the appropriate link below:
        - 9th grade YouScience instructions
        - 10th grade YouScience instructions

        - 11th grade YouScience instructions
        - 12th grade YouScience instructions
- **Requesting a Schedule Change** - Much effort is expended each year to ensure that students are advised and registered for the correct courses needed to complete their high school program of study. Students will be informed (via messages in Infinite Campus) of times/dates in which a schedule change can be requested. Students wishing to request a schedule change should contact their counselors to ensure that the request is appropriate for their course of study and selected graduation plan.
    - Schedules may be changed for the following reasons only:
        - The student has already passed a class listed on his/her schedule,
        - The student requires a class for graduation,
        - The student needs placement in a special program, or
        - The change is deemed necessary by the principal.

HOW TO COMPLETE THE BLUE DEVIL CREDIT CHECK

At the beginning of year, students will complete the Blue Devil Credit Check (document provided in Advisement 101 section). Please print a copy for your students.

This document is a simplified version of the Graduation Checklist. Students will need assistance in completing the form (they will have many questions). It is recommended that this activity be completed under the direction of the BDB Advisor.

After distributing the copies to each student, project a copy of the Blue Devil Credit Check on the board. Students will need their Chromebooks to access Infinite Campus to view their transcript.

Students will update all courses on the transcript by completing the appropriate section on the Blue Devil Credit Check.

Students should enter the grade received for each course listed. Please note that not all courses are listed (this would make the checklist too cumbersome and taxing for the students to use). For example, once a student completes a course (i.e. Biology), the student will enter the final grade for the course in the box next to the course name. If the student failed this course, the student should highlight the course name. This will be a friendly reminder that the student is off-track and will need to plan accordingly during registration.

APPENDIX

Glossary of Terms

- **AP** - advanced placement: these courses are only taught in the spring semester
- **Block schedule** - 4 classes per semester, for a total of 8 possible units earned per year
- **Carnegie unit** - a high school credit toward graduation
- **Counseling center** (Room #A102) - resource room for all things needed from the school counseling department. This is where you schedule an appointment with your counselor.
- **DE** (dual enrollment) - earn college credits while in high school both academic and elective
- **GPA** - grade point average; average of all grades made in 9th grade and up
- **Infinite Campus** - web-based database with all your personal school information; every student has this and should visit it frequently
- **Pathway** - a sequence of three related elective classes in one area of study like CTAE, fine Arts, foreign language
- **Prerequisite** - a class that is required before you can take the next class in a sequence
- **Transcript** - an official record of your high school carnegie units (credits)

COUNSELORS AND PROGRAM ASSIGNMENTS

Wendy Pollock (A-C caseload) - wendy.pollock@tiftschools.com

- Assist Hispanic Outreach
- Dual Enrollment information/instruction pushout to students in Fall and Spring
- Presidential Scholars
- Newsletter counseling information submitted to Johnson
- YouScience Lead
- Second Step Lead
- Exchange Club Youth of the year
- Summer School Graduation
- Data Lead
- BDB planning - Sophomores

Jean Guzman (E-I caseload) - jguzman@tiftschools.com

- GAVS-GA virtual school
- Guidance Plan
- Hispanic Outreach
- Local Scholarships
- Peer Tutoring
- Devil's Den
- Senior awards
- System Crisis Team
- Mindset Trainer
- DAR Youth Awards
- BDB planning - Juniors

Traci Hill (J-M caseload) - thill@tiftschools.com

- Department Chair
- Certificate of Merit
- Val/Sal confirmation
- Advisement
- Parent nights
- CDL program
- Teachers as Advisors
- Destination Days
- Registration
- STAR Student/STAR Teacher
- Mindset Trainer
- Accelerated Career Diploma
- Teen Maze
- Gifted Eligibility team member
- BDB planning -schoolwide
- DE College Contact

Davina Samuel (D, N-R caseload) - davina.samuel@tiftschools.com

- Probe fair - Fall
- Apply to College day - Fall
- TCHS contact for Colleges
- College Visit organizer
- Senior Career Fair - Spring
- Career Lapalooza
- GaMatch contact
- BDB planning - Seniors

Cindy Williams (S-Z caseload) - cindy.williams@tiftschools.com

- Military Contact
- FASFA Events- spring
- Ga Student Finance Commission contact
- ACE Award - spring
- PBIS representative
- ASVAB contact
- REACH school Coordinator
- YouScience Assist
- Community Outreach
- BDB planning - Freshmen

GRADUATION CHECKLIST

Area of Study	Grade Earned	Grade	Course Requirements
Language Arts (4 units)		Grade 9:	❒ Ninth Grade Literature OR Lit/Comp I ❒ 9th Grade Literature (Honors)
		Grade 10:	❒ World Literature OR Lit/Comp II ❒ World Literature (Honors)
		Grade 11:	❒ Lit/Comp III ❒ AP English Language/comp ❒ DE English
		Grade 12:	❒ Lit/Comp IV ❒ AP English Literature ❒ Adv. Composition ❒ DE English
Math (4 Units)		Grade 8/9:	❒ Algebra I OR Algebra: Concepts & Connections ❒ Algebra I (Honors) OR Honors Algebra: Concepts & Connections ❒ Foundations of Algebra
		Grade 9/10:	❒ Geometry ❒ Geometry(Honors) ❒ Algebra I OR Algebra: Concepts & Connections
		Grade 11:	❒ Algebra II OR Advanced Algebra: Concepts & Connections ❒ Algebra II (Honors) OR Honors Advanced Algebra: Concepts & Connections ❒ Geometry ❒ Pre-Calculus ❒ AP Pre-Calculus
		Grade 12:	❒ Algebra II OR Advanced Algebra: Concepts & Connections ❒ Pre-Calculus ❒ AP Stats ❒ AP Pre-Calculus ❒ AP Calculus ❒AMDM ❒ Mathematics of Industry ❒ DE Math
Science (4 units)		Grade 9:	❒ Physical Science ❒ Honors Physical Science ❒ Physics
		Grade 10:	❒ Biology ❒Honors Biology
		Grade 11:	❒ Environmental Science ❒ Chemistry ❒ Chemistry (Honors) ❒ Earth Systems ❒ AP Environmental Science
		Grade varies:	❒ Forensics ❒ AP Biology ❒ Physics ❒ AP Physics ❒ AP Environmental Science ❒ Chemistry ❒ Chemistry (Honors) ❒ Human Anatomy and Physiology ❒ Human Anatomy and Physiology (Honors) ❒ Earth Systems ❒General Horticulture and Plant Science ❒ Animal Science Technology/Biotechnology ❒ Plant Science and Biotechnology ❒Forest Science ❒ Food for Life ❒Food Science ❒ Essentials of Healthcare ❒ Sports Medicine ❒ Computer Science Principles ❒ Programming,Games, Apps, & Society ❒ DE Science _____ ❒ JROTC Flight Science

Social Studies (4 units)		Grade 9:	❒ American Government ❒ American Government (Honors)
		Grade 10:	❒ World History ❒ AP Human Geography ❒ AP World History
		Grade 11:	❒ US History ❒ AP US History ❒DE Social Studies
		Grade 12:	❒ Economics ❒ AP Economics ❒Sports in US History (elective) ❒ World Geography (elective) ❒ DE Social Studies
PE/Health (1 unit)		Any Grade	❒ Health (1/2 unit) ❒ Personal Fitness (1/2 unit) (*3 units in JROTC exempts Health/PE. P = Requirement met with JROTC)*
CTAE, World Language, and/or Fine Arts (3 Units)		Any Grade	❒ CTAE _____ ❒ World Language _____ ❒ Fine Arts _____
		Any Grade	❒ CTAE _____ ❒ World Language _____ ❒ Fine Arts _____
		Any Grade	❒ CTAE _____ ❒ World Language _____ ❒ Fine Arts _____
Electives (3 Units)		Any Grade	_____ _____ _____ _____ _____ _____
Pathway/WBL			_____ _____

BLUE DEVIL CREDIT CHECK

Blue Devil
Graduation Credit Check

English

- 9th Lit/Honors 9th Lit ☐
- World Lit/Honors World Lit ☐
- Amer. Lit/AP Language ☐
- Brit. Lit/AP Lit/DE ENGL ☐

Math

- Algebra I/Honors Alg I ☐
- Geometry/Honors Geo ☐
- Adv Alg /Honors Adv Alg/Alg II ☐
- Pre Calc/AMDM/DE MATH/AP ☐

Science

- Phy Science or (H)/Physics ☐
- Biology/Honors Biology ☐
- Env.Sci/APES/Chem(H)/Earth sys ☐
- 4th Science/DE ☐

Social Studies

- Government/Honors Gov ☐
- World History/AP World ☐
- US History/AP US History/DE ☐
- Economics/AP Econ/DE ☐

CTAE, Fine Arts, World Lang

1. ☐
2. ☐
3. ☐

Electives (3 required)

1. ☐
2. ☐
3. ☐

Additional Electives

1. ☐
2. ☐
3. ☐
4. ☐

Health and Personal Fitness ☐

Pathway(s) completed:

_____

_____

_____

Name _____

Date _____

BDB Advisor _____

All course requirements must be met in order to participate in graduation. For the HOPE scholarship, students must meet the academic rigor requirements and the HOPE GPA minimum. For more information on rigor, please visit the GA Futures website.

IMPORTANT LINKS AND WEBSITES

- Georgia Department of Education (GaDOE)
- Georgia Futures (GAfutures)
- TCHS Guidance & Devils' Den