

AULT ACADEMY

PARENT-GUARDIAN/STUDENT HANDBOOK

2025-2026



DR. JANICE BREWER, PRINCIPAL

"Empowering learning in a safe, supportive, and conducive environment"

Dear Parents / Guardians and Students,

This handbook provides you with rules, policies, and procedures for Ault Academy School. It is very detailed with pertinent information for the school year. Please let this book serve as your guide to the many questions you may have about our school. The school reserves the right to amend this handbook at any time. Parents / guardians and students, however, will be notified by the school of any amendments or changes.

It is my prayer that you support Ault Academy School's mission, vision, and beliefs of the school. Please take the time to read through each page of this handbook during the first week of enrollment. The reason is that we (Faculty & staff) want every student to know all the rules and policies of the school. Please keep this book with you at all times for easy reference throughout the school year.

Remember to **A**lways

Seek

Knowledge

(George Horace Lorimer)

Sincerely,

Dr. Janice Brewer, Principal

Dr. Janice Brewer Principal

Ault Academy's Vision and Purpose Statement

Ault Academy's vision and purpose is to provide high expectations for all learners in a safe, secure and supportive learning environment. A strong emphasis is placed on a quality curriculum that emphasizes problem solving, critical thinking, responsibility, work ethic, and citizenship to enable each student to thrive and survive in society.

Ault Academy faculty believe:

- *All students can learn and succeed when they have appropriate and challenging opportunities for success and are actively engaged in the learning process.*
- *Instructional practices include learning activities that take into account differences in learning styles because students learn in different ways.*
- *Each student is a valued individual with unique physical, social, emotional, and intellectual needs, and should be provided with developmentally appropriate learning activities.*
- *Setting high expectations increases individual student performance.*
- *All students can learn competent technology skills appropriate for their developmental level.*
- *Exceptional students are entitled to special services and resources.*
- *Students have a need to be taught the basic principles of conduct and citizenship in American society.*
- *All students should be provided with educational services that will contribute to a successful transition to mainstream schools.*

Troup County School System Vision

Our Vision is to be a school system that is adaptable and flexible while creating innovative programming that will prepare our students to pursue their passions and ultimately to prepare them for post-secondary education and careers.

Troup County School System Mission Statement

The Troup County School System is committed to educating ALL students using creative and innovative strategies that provide "A Place for Every Kid."

District Goals

1. *Focus on student success and well-being.*
2. *Ensure equitable opportunities for all.*
3. *Focus on recruiting, inducting, and retaining quality staff.*
4. *Cultivate the capacity of the school system to function as a flexible and adaptable organization.*
5. *Lead in the cultivation of relationships and strategic partnerships between the school system and parents and among agencies and organizations which provide services to children.*

Ault Academy

2025-2026 Calendar

Dr. Janice Brewer, Principal

1022 EAST DEPOT STREET

LAGRANGE, GA 30240

Telephone Number: (706) 884-1717 ext. 1114

Fax Number: (706) 885-0042

July 28- July 31..... Professional Learning Days/Pre-Planning
August TBA..... Open House
August 1..... First Day of School
August 29.....Early Release/Data Team Meeting
September 1..... Labor Day Holiday
September 26..... Early Release
October 2.....First Quarter Ends
October 3.....Professional Learning Day/ Student Holiday
October 6-7..... Fall Break
October 31..... Advisory Committee Meeting/Early Release
November 21..... Early Release/SIP Meeting
November 24-28..... Thanksgiving Holidays
December 18 Second Quarter Ends/Early Release/Data Team Meeting/SIP
December 19-January 2.....Christmas Holidays
January 5.....Professional Learning/Student Holiday
January 6..... Classes Resume
January 19 MLK Holiday
January 30.....Early Release/Parent Liaison-Title I
February 13..... Professional Learning Day/Student Holiday (or Inclement Weather Make-up Day)
February 16.....Presidents' Day Holiday
February 27.....Early Release/Data Team Meeting
March 12Third Quarter Ends
March 13 Professional Learning/Student Holiday (or Inclement Weather Make-up Day)
March 27 Early Release/Data Team Meeting
March 30-April 3 Spring Break
April 24Advisory Committee Meeting/Early Release
May..... Finals TBA
May 21..... Early Release/ Last Day of School
May 25.....Staff & Student Holiday
May 26..... Professional Learning/Post Planning

Mascot- Wolverine School Colors- Green & Yellow

Administration:

Dr. Janice Brewer.....Principal

Deidre Campbell.....Educational Assistant

Teachers:

Brittney Bray.....Middle School Chair

Paraprofessional/Support Staff

Betty Childs..... Exceptional Education

Mary Phillips..... ELA

Adrian Palmer.....Paraprofessional

Jennifer Gibbons.....Math

Sherry Easter..... Paraprofessional

Shemeka Dunlap..... Science

Mr. Chris..... Support Staff

Tonya Daniel..... History

Vetra Fuller.....Paraprofessional

Early Harris.....Support Staff

Bradfield Center Administration:

Ramon Allen.....Program Director

Kelvin Roland.....Bradfield Cottage/Connections

LaSwann Beasley.....Hudson Cottage

Melodie Edmondson.....HSP

Robert Hudson.....HSP

Bell Schedule

8:15am-9:45am First Block

9:50am-11:25am Second Block

11:30am-1:40pm Third Block

1st Lunch 12:00pm-12:30pm

2nd Lunch 12:30pm-1:00pm

1:45pm-3:15pm Fourth Block

AULT ACADEMY PBIS

WHAT IS PBIS?

PBIS stands for Positive Behavior Intervention Support. The goal of this initiative is to help schools successfully educate all students and especially those with challenging behaviors.

WHY DOES PBIS WORK?

Research shows that when a school environment is positive and predictable, students feel safer, have better academic performance, higher test results and make better behavior choices. Schools also show a gain in instructional time, reduction in out of school suspensions and discipline referrals and show a decrease in referrals to Special Education.

IS IT A CURRICULUM?

No. PBIS is not a curriculum, but a process of planning and problem solving that includes direct teaching of social behaviors. The basic PBIS approach is to use proactive, research-based strategies to teach clearly defined behavioral expectations. Most importantly, it establishes ongoing behavior supports that can be used by ALL students, staff, volunteers, parents, and community members.

CAN PARENTS BE INVOLVED?

Yes! Research shows that parent involvement in a child's school experience greatly increases their chances for academic success, positive behavior, higher self-esteem, better attendance, and greater motivation. Parents are key sources of information about their child, are their child's first teachers, and have strengths and interests that can contribute to the educational process. When schools and families work together to support learning, children tend to succeed not just in school, but also throughout life (National PTA, n.a.; Newman L. 2005; Henderson and Berla, 1997).

HOW CAN I GET MY SCHOOL INFORMATION ABOUT PBIS?

Call Deidre Campbell at 706-884-1717 ext. 1120

PBIS REWARDS

Students will be invited to attend monthly celebrations that may take place on or off campus. Examples of past celebrations on campus include fall festival, Fear Factor, movies, video games, Super Bowl party, and visits from gaming and food trucks. We have traveled off campus for skating, bowling, attending sporting events, visiting local restaurants and parks, Wild Animal Safari, World of Coca-Cola, and the Georgia Aquarium.

In addition to PBIS points, students earn School Store Bucks that can be spent on school supplies and treats in our school store.

HOW DO STUDENTS EARN PARTICIPATION IN MONTHLY PBIS CELEBRATIONS?

1. Students must follow all school rules and actively participate in their learning to earn PBIS points.
2. Students may earn up to 2 points per class period.
3. Students must earn approximately 90% of the possible points each month to be eligible for participation in monthly celebrations.

4. If a student has RESTORE in a particular month, he will not be able to participate in that month's celebration.
5. If a student has ISS or OSS in a particular month, he will not be able to participate in that month's celebration.
6. Students may check the PBIS bulletin board to see a running total of points they have earned throughout each month.

DISCIPLINE

Perspective

The professional staff of the school is expected to ensure student conduct conducive to an orderly educational program, to maintain an effective learning atmosphere both in and outside the classroom, and to help students achieve the self-discipline necessary for responsible use of freedom.

In maintaining proper discipline, all persons connected with the school have a double obligation to promote the legitimate objectives of the school in ways appropriate to the individual's respective role and to recognize and defend the rights of others.

While the methodology of discipline varies, each school will develop and maintain administrative procedures which:

1. Consistently enforce the discipline policies stated in the "Guidelines for Student Behavior."
2. Require and support sound principles of classroom management and ensure the proper authority of each of its teachers.
3. Clearly define the student's rights, as well as the student's obligations and responsibilities in student discipline in the local school setting.

It is expected that each school's administrative procedures will result in students, teachers, administrators, and parents sharing responsibility for the learning environment in an atmosphere of mutual support and success.

Teacher's Rights and Responsibilities

The teacher has a right to appropriate behavior by all students, and failing to get it, the teacher has the responsibility to take corrective measures including, but not limited to enlisting parental assistance, imposing detention, revoking privileges, referring students, and providing input in any referral case. The teacher has a right to receive a report of any action taken. The teacher's responsibilities include conducting a well-planned and effective program, establishing, and enforcing regulations within the school's educational environment that will facilitate learning, and maintaining written records of the conduct of students who may later be referred to others for help and/or disciplinary action.

A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or his designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his/her class or with the ability of such student's classmates to learn shall file a report of such behavior with the principal or his designee. The principal and teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.

Administration's Responsibilities

The administration has an obligation to impose necessary disciplinary measures including, but not limited to enlisting parental support, imposing detention, revoking privileges, removing a student from class, in-school suspension, suspending a student up to ten days, and recommending expulsion.

The administration is responsible for supporting teachers and insisting that they meet their obligation to maintain discipline, being alert to and correcting situations likely to promote poor citizenship, notifying parents of serious student offenses, creating an atmosphere conducive to student self-direction and self-regulation, and defending every individual within the school against arbitrary and unfair treatment.

The school superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to O.C.G.A. Section 20-2-738.

Parental Responsibilities

The parent is expected to cooperate with the school, support its corrective measures, and to notify the school of any unusual behavior pattern on the part of the child that might lead to serious difficulties.

Options in Disciplinary Actions

Both the teacher and principal have various options in imposing disciplinary measures for student misconduct and infraction of school rules. The teacher or principal may and should consult with parents on disciplinary measures that might prove most effective in particular instances.

The principal is the designated leader of the school and, in consortium with the staff, is responsible for the orderly operation of the school. In cases of discipline violations not covered by prescribed disposition, the principal may enact corrective measures which he/she feels is in the best interest of the school and the student(s) involved.

Disciplinary actions include, but are not limited to, the following:

- Classroom level consequences
- Student conference
- Parental contact
- Principal referral
- RESTORE
- In School Suspension (ISS)
- Out of School Suspension (OSS)
- Law Enforcement Referral

Discipline of Disabled Students

Students who have been identified as disabled and are receiving special education under the provisions of the Individuals with Disabilities Education Act (IDEA) must be viewed differently in determining what discipline is appropriate.

Before long-term suspension or expulsion may occur, it must first be determined whether the misconduct of the students in issue is a manifestation of the disabling conditions of the students. The decision of whether the misbehavior of disabled students is a manifestation of their disabling conditions must be determined by a school committee (IEP) comprised of professionals in the school system. The committee shall determine whether a causal relationship exists between the disability or disabling condition of the students involved and their particular misconduct. If the disciplinary committee finds that the misbehavior is not a manifestation of the students' disability(ies), then these students may be expelled or suspended for longer than ten days. (See Board policy

JDD/JDE for procedures regarding suspension/expulsion of students.) However, complete cessation of special education services mandated by federal law during the time the students are suspended or expelled from school is not permitted.

Long-term suspension or expulsion of disabled students is limited by court rulings that require continuation of some educational services during the expulsion/ suspension period. Short-term suspension or temporary suspensions of not more than ten days are permitted and do not require the same protection for students as mandated by SL v. Turlington.

The use of short-term suspensions may be an appropriate disciplinary technique and will not constitute a change in placement unless the cumulative short-term suspensions constitute, in reality, a long-term suspension or expulsion.

In cases involving disabled students who are discipline problems, particularly those students who have behavior disorders or are severely and emotionally disturbed, the usual procedure is for a placement committee to review the appropriateness of the student's current placement and determine whether a more restrictive placement is advisable. The placement committee has the responsibility for deciding what appropriate discipline for disability-related behavior is. But when a student's behavior poses a threat to the safety of other students, such as the sale of illegal drugs to students on campus, it may be appropriate to consider those students for long-term suspension and expulsion, and follow the procedures required by the courts. A disabled student can be temporarily removed from the classroom prior to a hearing where such action is deemed necessary to protect the student, other students, or the teacher, but the hearing should be held as soon as possible thereafter.

REACHING

EVERY

STUDENT

TO

OFFER

RELEVANT

EDUCATION

Why RESTORE?

RESTORE is a discipline model to eliminate in-school suspension and out-of-school suspension. The goal is to get students to acknowledge and reflect on his inappropriate behavior (s) so that he can get back into the classroom in a timely manner.

Why does RESTORE work?

According to research restorative practice is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to:

- reduce crime, violence, and bullying
- improve human behavior
- strength civil society
- provide effective leadership
- restore relationships
- repair harm

Before a student can be referred to RESTORE, teachers must fill out a RESTORE form.

Students will have to complete all assignments during recess (lunch) time before moving to green level of going back to class.

What level will the student start out on once referred? That would depend on the infraction.

Level 1: a behavior log must be completed before he can leave RESTORE.

Level 2: Reflection sheet must be completed before he can leave RESTORE.

Level 3: RESTORE lesson, reflection sheet and behavior log must be completed before being RESTORED.

METAL DETECTOR USE/ SEARCHES

As part of an overall plan to protect the health, welfare, safety, and lives of students, faculty, staff, and visitors at Ault Academy, and to reinforce provisions of the Code of Student Conduct, metal detectors may be used to screen for firearms, other weapons, and prohibited devices in order to locate and deter their use. Random searches may be conducted with minimal disruption to the educational environment.

USE OF VIDEO AND AUDIO MONITORING

Ault Academy uses video and audio recording equipment to monitor student behavior in common areas on campus. The principal will review the video and audio recording as needed and document student misconduct. Discipline will be accordance with the Student Code of Conduct.

DRILLS

EMERGENCY PREPAREDNESS PLAN

Personnel and students in each school must be aware of the hazards which threaten their lives and safety and be prepared to take appropriate action in the event of an imminent or actual disaster. School personnel must also be aware of their roles in responding to a local emergency or disaster which occurs in the school's community but may not directly affect school facilities.

The school system and each school shall periodically update and implement a written emergency preparedness plan. The emergency preparedness plan shall include, but not be limited to, guidelines for actions to deal with the following specific hazards:

- Injuries and illnesses
- Fires
- Thunderstorms
- Tornadoes
- Floods
- Hurricanes
- Winter storms
- Hazardous materials
- Earthquakes
- Utility failures
- Bomb threats
- Civil disturbances
- Terroristic acts
- Nuclear emergencies

The plan shall also include provisions for communicating information on emergency preparedness procedures to staff and students appropriate for their grade level. The implementation of this plan shall also provide for drills as appropriate for emergencies arising from these hazards.

This plan shall be in accordance with the Hazard Preparedness Planning Guide, dated December 1986, published by the Georgia Emergency Management Agency.

Severe Weather and School Cancellations

The Board authorizes the Superintendent or designee to close the schools in event of hazardous weather or other emergencies which present threats to the safety of students, school staff members, or school property.

The Superintendent or designee is also authorized to delay the opening hour of the school day and/or release students and personnel before the normal school day ends if hazardous conditions exist.

Ault Academy will follow Troup County Board decisions at the discretion of Twin Cedars administration.

ATTENDANCE

The attendance of all students shall be checked daily. Students may be counted in attendance only if they are present for 50% of the school day or if they are away from school on field trips or other activities sponsored by the school and are under the actual supervision of school authorities.

GRADING SYSTEM

In order to comply with the TCSS Administrative Regulation IHA-R(0), Beliefs on Grading, and in order to bring grading consistency across all schools, the following grading policies will be implemented in each school beginning Fall 2023:

Elementary Division

PK

- Teach/assess based on State PreK requirements.
- Use the Work Sampling System Developmental Checklist and the PreK Progress Report to document progress.
- Offer parent conferences two times a year (December and May).

K

- Teach/assess based on the required State standards.
- Use GKIDS as formal reporting tool four times a year.
- Areas to be assessed/reported: academic contents, approaches to learning, personal/emotional development, fine and gross motor skills.
- Offer parent conferences two times a year. (October, March).

1-2

Teach/assess based on the required state standards.

Use Standards Based Report Card as formal reporting tool four times a year

- 1 indicates limited or minimum progress toward achievement of standard.
- 2 indicates progressing toward meeting the standard.
- 3 indicates consistently and independently achieves the standard.
- X indicates standard is not assessed at this time.
- S, P, N for work habits and special areas.

Offer parent conferences two times a year (October, March); Parent Newsletter four times a year.

3-5

Teach/Assess based on required State standards.

Grades 3 - 5: Teachers will not enter in gradebook a grade less than 40 for any work attempted.

The daily grading system consists of two types of learning categories and will be determined as follows:

1. Major Assessments - 55% (may include: unit tests, mid-unit tests, major projects, essays, performance tasks, post-tests, etc.)
 2. Minor Assessments - 45% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes etc.)
- A indicates Outstanding (90 – 100)
 - B indicates Excellent (80 – 89)
 - C indicates Satisfactory (70 – 79)
 - F indicates Not Passing (Below 70)
 - NE indicates Not Evaluated at this time
 - S, N, U for participation, conduct, and work habits.
-
- Separate grades and social/work skills (homework, behavior, neatness, etc.).
 - Eliminate the use of 0's.
 - Avoid averaging the entire 8 weeks worth of work.
 - Report most recent student work in a unit, concept taught, etc.

Other

Grades will not be given for district diagnostic assessments.

Honor Roll and Principals' List will apply to grades 3-5 only.

Middle and High School Division

Minimum Grades:

- Middle School & High School: Teachers will not enter in gradebook a grade less than 40 for any work attempted. If a student scores below a 40 for a grade, the actual grade should be placed in the comments area. Students will receive a "0" for work not attempted. This includes but is not limited to: not turning in the assignment, not filling in any answer blank, filling in answer blanks with answers not related to the topic, marking an answer document in a pattern or with all one answer, answering less than half of a test, etc. Final grades will not be less than 40. Work submitted where a student has either cheated or plagiarized will receive a 0.

Make Up Work:

- Students are encouraged and allowed to make up all missing work due to absence. Students who are absent, regardless of reason, may schedule to make up any work missed within five days of their return to school. This includes In School Suspension (ISS) and Out of School Suspension (OSS).

Grade Calculation:

- Middle School - Semester grades are the average of two quarter grades.
 - The daily grading system consists of three types of learning categories and will be determined as follows:
 1. Major Assessments - 55% (may include: unit tests, mid-unit tests, benchmarks, major projects, essays, performance tasks, final exams, etc.)
 2. Minor Assessments - 45% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes, etc.)

- **High School**

Final grades are calculated at the end of an 18-week block. They are the sum of 80% of the average of grades earned in the Daily Grading System and 20% of the grade earned on the EOC/Final Exam. The daily grading system consists of three types of graded learning categories: Major, Minor, and Soft Skills/Professional Skills:

1. Major Assessments - 60% (may include: unit tests, mid-unit tests, benchmarks, major projects, essays, performance tasks, etc.)
2. Minor Assessments - 30% (may include: homework, quizzes, minor projects, minor writing assignments, vocabulary quizzes, etc.)
3. Soft Skills/Professional Skills - 10% (may include: communication, critical thinking, leadership, teamwork, homework, classwork, participation, etc.) Soft Skill grades should be based on school-specific, predetermined criteria which align with the skills required to demonstrate mastery of content standards. These criteria will be reflected in school handbooks.

THINC College and Career Academy operates under a special charter and therefore may alter grade category and weights.

During each semester, teachers will provide students with a minimum number of assessment opportunities as described below:

- Major Assessments: A minimum of 6 (approximately one every three weeks).
- Minor Assessments: A minimum of 15 (approximately one per week).

Based on IHA-R(0), belief statement 3, grades should be based upon evidence of content mastery. Priority should be given to the most recent evidence, the most comprehensive evidence, and evidence related to the essential learning goals and standards. Therefore, replacement grades based on more recent evidence of mastery should be considered when assigning final grades.

High School Advanced Placement classes will have neither minimum grades nor replacement grades. All work will be scored as per the teacher's syllabus submitted to College Board.

Teachers should give serious consideration to any final grade ending in a 9. At middle school: a grade of 69 may not be given without consulting the principal. At high school: a grade of 69, 79, or 89 may not be given without consulting the principal.

The grading scale is as follows:

- 90 -100 = A
- 80 - 89 = B
- 70 - 79 = C
- Below 70 = F

STUDENT RECORDS

It is the policy of the Board of Education that all employees shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Pupil Protection Rights Amendment (PPRA). The Superintendent shall implement procedures whereby every principal is directed to develop a means to notify, on an annual basis, students, and parents, including non-English-speaking parents, of their rights under the FERPA and the PPRA, either by letter or through a student handbook distributed to each student in the school.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students (those over eighteen years of age or enrolled in post-secondary educational institutions), school officials with legitimate educational interests, and those federal or state officials whose access is authorized in connection with an audit or evaluation of federal or state supported education programs or for the enforcement or compliance with federal legal requirements related to those programs. Records will be sent to a school where the student seeks or intends to enroll or has already enrolled upon request of the school.

With the exception of directory information as defined below, personally identifiable information will not be released by the school system from an education record without prior written consent of the parent or eligible student, except where authorized by the regulations governing the FERPA. In accordance with the regulations, disclosures will be made to comply with state law, Internal Revenue Service laws and regulations, judicial orders or lawfully issued subpoenas, in which case a reasonable effort will be made to notify parents or students in advance of such disclosures, unless otherwise required by a judicial order or federal grand jury subpoena; to accrediting institutions to carry out their accrediting functions; to organizations conducting studies on behalf of the school system; or in connection with a health or safety emergency.

The Board of Education designates the following information as "directory information." Unless a parent or eligible student makes a timely request to the principal of the school where the student is enrolled that such information not be designated directory information on the individual student, such information will not be considered confidential and may be disclosed upon request.

- (a) Student's name, address, and telephone number;
- (b) Student's date and place of birth;
- (c) Student's e-mail address;
- (d) Student's participation in official school clubs and sports;
- (e) Weight and height of student if he/she is a member of an athletic team;
- (f) Dates of attendance at schools within the school district;
- (g) Honors and awards received during the time enrolled in the district's schools;
- (h) Photograph; and
- (i) Grade level.

Procedures For Obtaining Access to Student Records

Any eligible student or any parent whose parental rights have not been specifically revoked by court order, any guardian, or any individual acting as a parent in the absence of a parent or guardian may inspect the education records of his or her child.

Generally, a parent will be permitted to obtain a copy of education records of his child upon reasonable notice and payment of reasonable copying costs.

Each records custodian in the school district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the educational records of a student in accordance with the FERPA regulations.

A parent or eligible student who believes the student's record contains an error may request its correction by submitting a written explanation of the error and the basis for believing it to be in error to the principal or designee, who shall investigate and determine whether or not to amend the record. If the matter cannot be thus resolved, a parent or eligible student may request a hearing pursuant to federal regulations at 34 C.F.R. 99.21 - 99.22, as well as applicable state regulations. If the hearing results in a determination that the record contained erroneous information, it shall be corrected and the parent or eligible student shall be informed in writing of the correction; if the information contained in the record is determined not to be erroneous, the parent may place a statement in the record commenting upon the contested information and stating the basis for disagreement. The statement shall thereafter be disclosed whenever the portion to which it relates is disclosed.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Definition of Terms Used in PPRA:

"Instructional Material" - Instructional material that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as material accessible through the Internet). The term does not include academic tests or academic assessments.

"Invasive Physical Examination" - Any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

"Personal Information" - Individually identifiable information including: (1) a student or parent's first and last name; (2) home address; (3) telephone number; or (4) social security number.

Requirements:

No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

A parent of a student may, upon request, inspect any survey created by a third party containing one or more of the items listed as (1) through (8) above before the survey is administered or distributed by a school to a student and may choose to opt the student out of participation in the survey. The Superintendent shall develop procedures for: (1) granting a request by a parent for reasonable access to such survey within a reasonable period

of time after the request is received, and (2) making arrangements to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed as (1) through (8). The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

A parent of a student may, upon request, inspect any instructional material used as part of the educational curriculum for the student. The Superintendent shall develop procedures for granting a request by a parent for reasonable access to instructional material within a reasonable period of time after the request is received.

Parents shall be notified prior to the administration of physical examinations or screenings that the school may administer to students. This notice shall offer the parent the opportunity to opt the student out of any non-emergency, invasive physical examination or screening that is (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

The parent of a student shall be notified prior to the commencement of activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose). Such notice shall offer the parent the opportunity to inspect, upon request, any instrument used in the collection of such information before the instrument is administered or distributed to a student and to opt the student out of such activities. The Superintendent shall develop procedures that: (1) make arrangements to protect student privacy in the event of such collection, disclosure, or use, and (2) grant a request by a parent for reasonable access to such instrument within a reasonable period of time after the request is received.

Notification of Parents

1. The school system shall notify parents and eligible students of their rights by reasonably effective means at least annually, in the language of the parent or eligible student. The notice shall include a list of the types of education records and information contained therein which are directly related to students and maintained by the school system; the name and position of the official responsible for the maintenance of each type of record, the persons who have access to those records and the purposes for which they have access; the policies of the school system for reviewing and expunging those records; the procedures for challenging the content of education records; the cost which will be charged to parents or eligible students for reproducing requested copies of records under access rights; the items which will be designated as "directory information."

Directory Information

2. "Directory Information" may include student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational institution attended by the student, but may consist of a more restricted list which would serve the purposes of the institutions. (See KL)

Student Access

3. A student who has attained the age of 18 years or has become a student in a post-secondary institution is an eligible student within the meaning of the law and has right of access and challenge. A former student has the same rights.
4. "Post-secondary institution" is defined as an institution offering courses or learning experience beyond grade 12.

5. "Education records" are those records, files, documents, and other materials containing information in any medium (including but not limited to handwriting, print, tapes, film, microfilm, and microfiche) related directly to a student, but do not include records of instructional, supervisory and administrative personnel which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute; except that, under Title VI of the Civil Rights Act of 1964 and Department Regulation 45 CFR (part 80) and Title IX of the Education Amendments of 1972, Section 901 (a) starting with the school year 1975-76 a record accounting for the numbers of students subject to disciplinary actions must be kept for a period of two years, with an entry for each student as to racial/ethnic designation and sex of the student, the school attended, a description of the offense(s) for which the student is disciplined, the title of the person(s) reporting the offense, the title of the person(s) imposing the actions, and a precise procedural history leading to the disciplinary action or actions from the initial reporting of the offense through final disposition of the case. The accounting should indicate which alternatives were considered prior to imposition of the disciplinary action. There shall be kept a log of any formal or informal hearings by the Board of Education, the Superintendent of Schools, school principals or other designees of the Superintendent, the log containing racial/ethnic/sex data above; further provided that, right of access and challenge apply to records on a student who is 18 years of age or older, or who is attending a post-secondary institution, which are created or maintained by a physical, psychiatrist, or psychologist, or other recognized professional or paraprofessional acting in this professional or paraprofessional capacity, or assisting in that capacity, and which are created, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing said treatment; provided, however that said records can be personally reviewed by an appropriate professional representing the student.
6. A natural or adoptive parent, or the legal guardian of a student, of such parent or guardian of a former student, unless that student is eligible because of age or attendance at a post-secondary institution, has rights of access and challenge. The applicant for admission is not granted rights under this legislation, but obtains rights once admitted unless voluntary waivers have been granted as against certain records.

Waiver of Rights

7. Waivers of rights of privacy and access cannot be required by institutions; however, a student applying for admission may waive his/her right of access to confidential statements or recommendations made in relation to the admission of the student to a post-secondary institution, receipt of financial aid, respecting the receipt of an honor or honorary recognition, or employment; provided that waivers cannot be required as a condition of admission to, financial aid form, or receipt of other services or benefits from such agency or institution. Letters of recommendation or statements supplied under waivers must be used solely for the purposes for which they were specifically intended.

Access to and Release of Records

8. Except for directory information, which may be released on reasonable notice, the school system shall not permit access to or release of educational records or personally identifiable information to parties other than:

School officials, including teachers who have been determined by the school system to have legitimate education interests;

Officials of other schools or school systems in which the student seeks to enroll, upon condition that the student's parents or eligible student be notified of the transfer, receive a copy of the records at actual cost of reproduction, if requested, and have a opportunity to challenge the content of the record;

Authorized officials of federal and state governmental agencies;

Organizations or educational institutions conducting research to improve education, provided that such studies are conducted in such manner as will not permit identity of student or parents by persons other than representatives of such organizations or institutions, and provided further that such information will be destroyed when no longer needed for the purpose for which the information was used;

Accrediting organizations to carry out their functions; parents of a dependent student as defined in Section 152 of the Internal Revenue code of 1954;

Or in compliance with judicial order or pursuant to lawfully issued subpoena, provided the parents or eligible student are notified in advance of all such orders and subpoenas and of compliance therewith.

Release Consent

9. The consent of parents or eligible student shall be in writing, be signed and dated by person granting consent, and shall include specification of the records to be released (except as provided under #8 above with regard to federal or state officials provided by law or court order or subpoena), reasons for such release, and the names of the parties to whom such records will be released.

Upon written request, the school system will provide parents or legal guardians with access to any and all educational records. Written request is defined as a formal letter written and signed by the parent(s) or legal guardian(s). The signature must be original. Electronic transmissions or communications will not be accepted. Legal guardians are considered those person(s) who have been assigned guardianship through legal proceedings in which parents' rights have been severed.

The Troup County School System will provide parents or legal guardians with any and all information related to their child's education. Upon appropriate written request the parent(s) or legal guardian(s) then have a right to share this information with external agencies or person(s). The Troup County School System is under no obligation to provide external agencies or person(s) with confidential student information, except as noted in #8; Access to and Release of Records.

Access Rights

10. Access rights shall consist of the following:
 - The right to lists provided in #1 above;
 - The right to inspect and review the content of those records within forty-five days or request;
 - The right to obtain copies upon request after allowed reasonable time to comply, and after payment of actual cost of reproduction;
 - The right to a response to reasonable request for explanations and interpretations of those records;
 - The right to an opportunity for a hearing to challenge the content of those records, the hearing initially consisting of informal proceeding to settle the dispute with the parent or eligible student regarding the content of the record.

Resolving Disputes

11. If the dispute on student's records cannot be settled in informal proceedings set forth in #10 above, at the request of either party, formal proceedings will be held in accordance with procedures adopted and published by the school system, the hearing to be held and decision rendered within a reasonable time.

Such proceedings shall include at least the following;

- The hearing shall be conducted and decision rendered by a school official or other party who does not have a direct interest in the outcome;
- The parent or eligible student shall be afforded a full and fair opportunity to present evidence relevant to issues raised in the challenge.

The local school or system procedure should be developed fully and published, with cognizance of the Buckley/Pell statement: "It is to the intent of the Amendment to burden schools with onerous hearing procedures." 9 Cong.Rec.S.21488, daily ed., Dec. 13, 1974.)

Divorced Parents, Legal Guardians

12. Where parents are separated or divorced a required parental consent may be obtained from either parent, subject to agreement of such parents or a court order granting the right to one parent. Where a student's legal guardian is an institution, a party independent of that institution shall be appointed pursuant to state or local law to give consent.

Emergency Information

13. In case of emergency information on a student may be released to appropriate persons without consent from education records if such information is judged to be necessary to protection of the health and safety of a student or other persons, provided that the threat to health and safety of the student or other persons is judged serious, that the need for such information is clear in the emergency, that the persons to whom the information is released are judged to be in position to deal with the emergency, and that time is critical in need for the information. While this provision is to be strictly construed, common sense is the standard of compliance.

Record of Release

14. Other than to persons specified under #8 above, the school system shall maintain a record of release which will indicate all parties which have requested or obtained access to a student's education records maintained by the institution. Such records of release shall be available only to parents or eligible students, to the school official or assistants who are responsible for custody of such records and to such persons otherwise identified under these regulations to have access to such records.
15. A reputation of firmness by fairness in administration of student records should be a major effort of all professionals.

DRESS CODE

The wearing of garments appropriate for school by students shall be required by the school principal. Regulations related to dress codes shall be uniform for various grade levels throughout the school system. Under the direction and supervision of the Superintendent, principals shall work together to create consistent and uniform regulations. Reasonable and rational exceptions may be allowed from school to school for the various grade levels.

Beliefs

The Troup County Board of Education believes that an appropriate dress code will support a safe school environment that is conducive to learning. Dress standards promote the safety, modesty and comfort of students and

are designed with their well-being in mind. Research also indicates that there is a distinct relationship between students' attire and their classroom behavior, attitude, and achievement. The dress and personal appearance should not be disruptive or interfere with the legitimate interest and welfare of all students. Continual violation of the dress code becomes an issue of defiance and will be treated as such. *The administration will have the final decision on appropriate dress for school.* If you have any questions or comments, please feel free to contact the school principal.

GUIDELINES

Students should adhere to the following guidelines:

1. Pants must be worn at the waist, with or without a belt. "Busting slack" is not allowed. Students should not have to hold pants up while walking. Gym shorts, sweatpants, joggers, and pajamas are not allowed.
2. Clothing with pictures, writing, and/or symbols promoting gangs, alcohol, sex, tobacco, profanity, or suggestive/crude messages is prohibited.
3. Hats/caps, "hoodies," sweatbands, stocking caps, ear warmers and sunglasses are not to be worn inside the school building. Coats and jackets are not allowed, but quarter-zip pullovers are acceptable. Bandanas are not permitted at any time.
4. All pants, shorts, and other clothing with holes at or above the knee are unacceptable.
5. Other unacceptable dress: dog chains, wallet chains, "spiked chokers," or any apparel that may be used to harm or impair another.
6. All students must wear shoes at all times for health and safety reasons. Shoes with a smooth sole such as slides or flip flops and bedroom slippers are prohibited.
7. With approval of the principal, activity sponsors may establish different rules for dress and grooming for participation in special activities.
8. Other attire deemed unsafe, inappropriate, or disruptive to the learning environment by the building principal may be subject to disciplinary action.

STUDENT/PARENT COMPLAINT AND GRIEVANCES

The Board realizes that there may be conditions in the school system that need improvement and that students should have some means to effectively express their concerns which will be considered and handled with fairness.

Students' complaints and grievances shall be resolved through orderly processes and at the lowest possible level. However, the Board shall provide channels for eventual hearing, should circumstances dictate.

Complaints and grievances shall be approached in the following manner:

1. the opportunity shall be provided any student or his/her parents to discuss with his/her teacher or other staff a decision or situation which he/she considers unjust or unfair;
2. if the matter remains unresolved, the student or his/her parents, or the teacher, may bring the matter to the principal's attention for his/her consideration;
3. If the matter remains unresolved, the student or his/her parents may follow the Bradfield Center Grievance Protocol

BULLYING POLICY

The Board of Education believes that all students can learn better in a safe school environment. Behavior that infringes on the safety of students will not be tolerated. Bullying, as the term is defined in Georgia law, of a student by another student is strictly prohibited. Such prohibition shall be included in the Student Code of Conduct for all schools within the school system.

Bullying is defined as follows: 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;
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;
 - 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 applies to acts which occur on school property, on school vehicles, at designated school bus stops, or at school related functions or activities or by use of data or software that is accessed through a computer, computer system, computer network, or other electronic technology of a local school system. The term also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose. Electronic communication includes, but is not limited to, any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

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 is encouraged to immediately report it to the school principal. Any report will be appropriately investigated by the administration based on the nature of the complaint in a timely manner to determine whether bullying has occurred, whether there are other procedures related to illegal harassment or discrimination that should be implemented and what other steps should be taken. Any report of retaliation for reporting bullying will also be investigated and addressed as called for in this policy and in accordance with school procedures.

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

Upon a finding by a school administrator that a student has committed an act of bullying or is a victim of bullying, the administrator or designee shall notify the parent, guardian, or other person having control or charge of the student 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.

SUMMER SCHOOL

Troup County high schools offer limited summer school, credit recovery, and online learning opportunities. Credit recovery and online courses are offered throughout the year and during the summer on all campuses. All courses are taught or supervised by certified staff.

Seat time and curricula for both summer school and credit recovery are prescribed by the Georgia Board of Education and the Troup County Board of Education. Students and parents should consult a counselor regarding courses to be taken and the most effective way to take courses.

HONOR ROLL (High Schools)

The honor roll is determined by the simple grade point average each semester. The honor roll is published for students with 4.00 GPA, 3.50 - 3.99 GPA, and 3.00 - 3.49 GPA.

HONOR ROLL (Middle Schools)

Academic Principal's List: All A's. (All subjects to be considered).

Academic A & B Honor Roll: At least one A and the rest B's. (All subjects to be considered).

All students are eligible.

End of the Year recognition for Academic Principal's List or Academic A & B Honor Roll will be based on each student's yearly average. (All subjects to be considered.)

PROMOTION AND RETENTION POLICY

The Troup County Board of Education adopts this policy in accordance with O.C.G.A. Sections 20-2-282 through 20-2-285 (Georgia Academic Placement and Promotion Policy) that bases the placement of a student into a grade, class or program 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 instruction and other services needed in order to succeed and progress to the next higher level of academic achievement.

Promotion, grade-level advancement, and course credit shall be based on academic achievement and demonstrated proficiency of the subject matter of the course or grade level. No student shall be administratively promoted to a grade level for which he or she is not prepared without appropriate intervention measures. The scope of this policy is comprehensive and contains both system standards and state requirements for grades K-12.

PROMOTION AND RETENTION OF STUDENTS IN GRADES 1-8

1. DEFINITIONS.

- a. **Accelerated instruction** – challenging instructional activities that are intensely focused on student academic deficiencies in reading and/or mathematics. This accelerated instruction is designed to enable a student who has not achieved grade level, as defined by the Governor's Office of Student Achievement, to meet grade level standards in the shortest possible time.
- b. **Additional instruction** – academic instruction beyond regularly scheduled academic classes that is designed to bring students not performing on grade level, as defined by the Governor's Office of Student Achievement, to grade level performance. It may include more instructional time allocated during the school day, instruction before and after the school day, Saturday instruction, and/or summer/intersession instruction.

- c. **Differentiated instruction** – instructional strategies designed to meet individual student learning needs.
- d. **Grade level** – standard of performance, as defined by the Governor’s Office of Student Achievement, on a state-adopted assessment.
- e. **Placement** – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.
- f. **Placement committee** – the committee established by the local school principal or designee to make placement decisions concerning a student who does not achieve proficiency on the state-adopted assessment. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state-adopted assessment.
- g. **Promotion** – the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.
- h. **Retention** – the re-assignment of a student to the current grade level during the next school year.

2. REQUIREMENTS FOR GRADES 1-8.

- a. By July 1, 2003, each local board of education shall develop, adopt, and implement policy, in accordance with O.C.G.A. § 20-2-282 through 20-2-285, that bases the placement or promotion of a student into a grade, class, or program on an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive instruction and other services needed in order to succeed and progress to the next higher level of academic achievement. Further, the policy shall specify how the state-adopted assessment administered in all grades 1-8, in accordance with O.C.G.A. § 20-2-281, will be weighted or otherwise utilized by the school principal or designee in determining:
 - 1. The overall academic achievement of students;
 - 2. An appropriate plan of accelerated, differentiated, or additional instruction for students who do not achieve grade level; and
 - 3. Placement (with specific recommendations), promotion, or retention of a student.
- b. Students shall be tested in accordance with requirements specified in Rule 160-3-1-.07 Testing Programs – Student Assessment.
- c. The local board of education shall annually notify parents or guardians that placement or promotion of a student into a grade, class, or program will be based on the academic achievement of the student on criterion-referenced assessments and criteria established by the local board of education.

3. REQUIREMENTS FOR GRADES 3, 5, AND 8.

- a. Promotion of a student shall be determined as follows.
 - 1. No third grade student shall be promoted to the fourth grade if the student does not achieve grade level on the state-adopted assessment in reading and meet promotion standards and criteria established by the local board of education for the school that the student attends.

2. No fifth grade student shall be promoted to the sixth grade if the student does not achieve grade level on the state-adopted assessments in reading and mathematics and meet promotion standards and criteria established by the local board of education for the school that the student attends.
 3. No eighth grade student shall be promoted to the ninth grade if the student does not achieve grade level on the state-adopted assessments in reading and mathematics and meet promotion standards and criteria established by the local board of education for the school that the student attends.
 4. Requirements in this section shall apply to students in the following grade levels:
 - i. The third grade beginning with the 2003-2004 school year.
 - ii. The fifth grade beginning with the 2004-2005 school year.
 - iii. The eighth grade beginning with the 2005-2006 school year.
 5. The school principal or designee may retain a student who performs satisfactorily on the state-adopted assessment but who does not meet promotion standards and criteria established by the local board of education.
- b. When a student does not perform at grade level in grades 3, 5, or 8 on the state-adopted assessment(s) specified in section (a) above, then the following shall occur:
1. Within ten calendar days, excluding weekends and holidays, of receipt of the state-adopted assessment individual student scores, the school principal or designee shall notify in writing by first-class mail the parent or guardian of the student regarding the following:
 - i. The student's below-grade-level performance on the state-adopted assessment(s);
 - ii. The specific retest(s) to be given the student and testing date(s);
 - iii. The opportunity for accelerated, differentiated, or additional instruction based on the student's performance on the state-adopted assessment; and
 - iv. The possibility that the student might be retained at the same grade level for the next school year.
 2. The student shall be given an opportunity for accelerated, differentiated, or additional instruction in the applicable subject(s) prior to the retesting opportunity; and
 3. The student shall be retested with appropriate section(s) of the state-adopted assessment(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the local board of education.
- c. When a student does not perform at grade level on the state-adopted assessment(s) in grades 3, 5, and 8, and also does not perform at grade level on a second opportunity to take the assessment, then the following shall occur:
1. The school principal or designee shall retain the student for the next school year except as otherwise provided for in this rule.

2. The school principal or designee shall notify in writing by first-class mail the parent or guardian of the student and the teacher(s) regarding the decision to retain the student.
 - i. The notice shall describe the option of the parent or guardian or teacher to appeal the decision to retain the student;
 - ii. The notice shall describe the composition and functions of the placement committee; it may describe the option of the parent or guardian, teacher(s), or principal to invite individuals who can provide information or facilitate understanding of the issues to be discussed to attend the placement committee meeting if provided for in local board policy; and
 - iii. The notice shall include the requirement that the decision to promote the student must be the unanimous decision of the placement committee comprised of the parent or guardian, teacher(s), and principal or designee.
3. If the parent or guardian or teacher(s) appeals the decision to retain the student, then the school principal or designee shall establish a placement committee to consider the appeal.
 - i. The placement committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) of the subject(s) of the state-adopted assessment or the alternative assessment instrument on which the student failed to perform at grade level.
 - ii. The principal or designee shall notify in writing by first-class mail the parent or guardian and teacher(s) of the time and place for convening the placement committee.
 - iii. The placement committee shall review the overall academic achievement of the student in light of the performance on the state-adopted assessment or the alternative assessment instrument and promotion standards and criteria established by the local board of education for the school that the student attends, and make a determination to promote or retain.
 - iv. The decision to promote must be the unanimous decision of the placement committee and must determine that if promoted and given accelerated, differentiated, or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year.
 - v. The placement committee shall prescribe such additional assessments as may be appropriate in addition to assessments administered to other students at the grade level during the year.
 - vi. The placement committee shall provide for a plan of continuous assessment during the subsequent school year in order to monitor the progress of the student.
4. A plan for accelerated, differentiated, or additional instruction must be developed for each student who does not achieve grade level performance in grades 3, 5, or 8 on the state-adopted assessment(s) specified in section (a) above whether the student is retained, placed, or promoted for the subsequent year.
5. A student who is absent or otherwise unable to take the state-adopted assessment in reading and/or mathematics on the first administration or its designated make-up day(s) shall take the state-adopted assessment in reading and/or mathematics on the second administration day(s) or an alternative assessment instrument that is appropriate for the

student's grade level as provided for by the State Board of Education and the local board of education. Placement or promotion of these students shall follow the same procedures as students who do not achieve grade level on the first administration of the assessment.

6. A student's failure to take the state-adopted assessment in grades 3, 5, and 8 in reading and/or mathematics on any of the designated testing date(s) or an alternative assessment instrument that is appropriate for the student's grade level as provided for by the State Board of Education and the local board of education shall result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in this rule.
7. For students receiving special education or related services, the Individualized Education Plan Committee shall serve as the placement committee.
8. The decision of the placement committee may be appealed only as provided for by the local board of education.

4. REQUIREMENTS FOR GRADES 9-12.

- a. Local boards of education shall develop and adopt policies and procedures for the promotion and retention of students in grades 9 through 12.

GRADUATION REQUIREMENTS

This policy specifies graduation requirements for students enrolling in the ninth grade for the first time during the 2018-2019 school year and subsequent years.

The Troup County Board of Education (“the Board”) shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

To be eligible for graduation with a secondary school credential as defined in the State Board of Education (SBOE) Rule 160-4-2-.48, High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years, students must successfully complete selected courses specified in the SBOE rule and satisfy additional requirements specified in this policy.

To be eligible for participation in graduation ceremonies, students must complete all requirements for a diploma and take all State required tests. Eligibility for participation in graduation ceremonies will be determined by the principal or the principal’s designee.

Students who enroll from another state must meet the graduation requirements for the graduating class in which they enter and satisfy the state assessment requirements as referenced in State Board Rule 160-3-1-.07, Testing Programs – Student Assessment.

Troup County students who enroll in the ninth grade for the first time during the 2018-2019 school year, withdraw, then re-enter must meet the graduation requirements specified in this policy and the assessment requirements.

The Board shall make available to all students the required areas of study.

A course shall count only once for satisfying any unit of credit requirement for graduation unless otherwise allowed by state rule. See the following chart:

AREA OF STUDY	UNITS REQUIRED
I. English/Language Arts*	4

II. Mathematics*	4
III. Science* <i>The 4th Science unit may be used to meet both the science and elective requirement.</i>	4
IV. Social Studies* (Economics A (1/2), World History (1), US History (1), US Government (1/2))	3
V. CTAE and/or Modern Language/Latin and /or Fine Arts**	3
VI. Health & Physical Education***	1
VII. Electives	6
STATE REQUIRED UNITS (MINIMUM)	23
<i>The following credits must be accrued within the above requirements through electives or required courses.</i>	
Fine Arts	1
Additional Electives (Academic, Language, Fine Arts, CTAE)	64013244

***Required Core Courses**

**Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admission.

Students whose native language is not English are considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

***Three (3) units of credit in JROTC may be used to satisfy this requirement.
Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

NOTE: For students entering 9th grade in the 2022 school year and beyond, the graduation requirement will be 26 credits. The transition from 23 credits to 26 credits will be phased in according to the following chart. Students who entered 9th grade in SY2020 and SY2021, who are unable to meet the increased credit requirement within four years of the date that they entered 9th grade, may request a waiver and will be allowed to graduate if they have met the minimum state requirements for graduation.

9th Grade Cohort	Credits Required to Graduate
SY2022	26
SY2021	25, Waiver 23
SY2020	24, Waiver 23
SY2019	23
SY2018 or before	23

STATE REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT

See Troup County Board Policy JBC(4)

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

1. Completed an integrated curriculum based on the State required curriculum that includes instruction in Mathematics, English/Language Arts, Science, and Social Studies as well as career preparation, self determination, independent living, and personal care to equal a minimum of 26 units of instruction, and
2. Participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and
3. Reached the 22nd birthday or has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

GRADUATION SUPPORT SERVICES

The Board shall provide instructional, support, and delivery services that include but are not limited to the following:

1. A continuous guidance component beginning in the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to follow, and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.
2. Record-keeping and reporting services that document student progress toward graduation and include information for the school, parents, and students
3. Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation
4. Instructional programs, curriculum and course guides, and remedial opportunities to assist each student in meeting graduation requirements
5. Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements

PROMOTION REQUIREMENTS

Promotion requirements for students beginning in the 2021-2022 school year:

- To be promoted to 10th grade 5 units
- To be promoted to 11th grade 11 units
- To be promoted to the 12th grade
 - 16 credits for students who entered 9th grade prior to or during SY2020
 - 17 credits for students who entered 9th grade in SY2021
 - 18 credits for students who entered 9th grade in SY2022 or later

TESTING PROGRAM

The Troup County School System shall provide a comprehensive assessment program which is designed to yield results that can be used for student placement, diagnosis of strengths and weaknesses, evaluation of programs and curricula, and accountability to all stakeholders. Assessments shall be both formative and summative and shall include norm-referenced, criterion-referenced, and performance-based assessments.

Testing services will be limited to those students who are enrolled in the Troup County School System or who are residents of Troup County and are receiving services under IDEA or the Americans with Disabilities Act. Accommodations will be provided as specified in an Individualized Education Program, an English Language Learner Plan, or a Section 504 Individual Accommodation Plan.

Students transferring from a Home Study Program will be tested for grade/course placement. High School credit for any course requiring the state-mandated End-of-Course Tests will be granted to a home study student only if the student passes the End-of-Course Test.

Individual student assessment scores shall be confidential and shall be made available only to the student, the student's parent(s) or legal guardian(s), appropriate School System personnel, and any mandated state or federal entity. Student test scores shall become a part of the student's permanent record.

Testing procedures for state mandated assessments will follow the instructions established in the Georgia Student Assessment Handbook and directives received from the Georgia Department of Education.

All aspects of the local assessment program including security of materials, test administration procedures, and reporting of results shall follow guidelines and procedures as specified by the Department of School Improvement and Assessment.

CURRICULUM GUIDES

These guides are based upon the state adopted curriculum. State curriculum guides shall be used as guides in developing local guides which include for each content area: Scope and sequence, major objectives, resource materials for each topic and evaluation suggestions.

Local course guides will be assessed continuously by teachers, principals and system instructional personnel and revised as necessary under the direction of the Superintendent or Designee. Assessment proceedings will include an evaluation of student achievement scores on State and locally administered tests and current research on the teaching of particular content items.

CREDIT RECOVERY

Credit recovery is available for students who have not passed coursework. It is particularly important that students stay on track for graduation. If a class is failed, please speak with the educational assistance immediately for the criteria, details, and registration procedures. Student applications will be prioritized and assignments made accordingly.

NO PASS, NO PLAY SPORTS RULE

If a student fails 2 or more classes, then he will not be able to participate in any competitive games with Coach Jones. He must participate in recreational activities but will not be able to compete in major games such as football, softball, volleyball, etc.

EXTRA-CURRICULAR ACTIVITIES

Every student is encouraged to participate in extra-curricular activities sponsored by the school. Our activities program is designed to offer opportunities for exploring, developing, and widening the student's range of interests and to help the student develop character and leadership. Participation enables students to learn how to better plan and work with others. For a student to be involved in competitive sports activity, the student must:

1. Pass at least 5 of 6 classes the semester preceding participation.
2. Earn the required number of units to be on track for timely graduation.

GEORGIA MILESTONES ASSESSMENTS

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. High school students will take an end-of-course assessment for each of the four courses designated by the State Board of Education.

Features the Georgia Milestone Assessment System include: open-ended (constructed-response) items in language arts and mathematics; a writing component (in response to passages read by students) within the language arts

assessment; norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison; and transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil as back-up until the transition is complete.

Students enrolled in Algebra I, U.S. History, American Literature, and Biology must take an end-of-course assessment (EOC). These tests are comprehensive standardized tests developed by the Georgia Department of Education and the results of each test count 20% of the related course grade for all students. EOCs may not be exempted, and credit will not be issued for a course in which a student has not completed a required EOC.

ACADEMIC HONESTY

Students must demonstrate honesty and ethical choices when fulfilling academic obligations. Cheating and plagiarism will not be tolerated. Cheating is defined as using dishonest methods to gain an advantage. A student shall not cheat on tests, examinations, projects, homework, or reports by giving or receiving unauthorized assistance. This includes utilizing any kind of secretive means of gaining information for use of quizzes, tests, or homework. Plagiarism is the intentional or unintentional use of another person's ideas, opinions, or theories in one's own work without clearly and accurately acknowledging the source of the information. Plagiarism occurs when one submits work that has been written by someone else, purchased or retrieved from electronic sources, or summarized or paraphrased from other print or non-print sources. When a student knowingly submits someone's work as his own, he is guilty of intentional plagiarism. When a student fails to acknowledge the source of information due to oversight or fails to provide accurate reference data for the source of information, he is guilty of unintentional plagiarism. Regardless of intent, plagiarism is dishonest and unethical. Any student who is guilty of any of the above will receive a zero on the suspect assignment and may be referred to the office for disciplinary purposes. Disciplinary consequences will be based on the number and severity of offenses. Consequences may include parent conference, RESTORE, ISS, and/or OSS.

ASSEMBLIES

School assemblies contribute to the development of our school climate. The number of assemblies and the privilege of students to attend are contingent upon their ability to conduct themselves properly at all times, regardless of the type of assembly being viewed. The following points are emphasized:

1. Please enter as quickly as possible.
2. Please remain quiet and attentive during all programs.
3. A courteous reception should always be extended to persons and programs.
4. Whistling, booing, talking, or other acts of discourtesy shows lack of maturity, respect, and consideration. They also reflect upon the good name and reputation of the entire student body.
5. Class yells are not appropriate at assemblies except for pep rallies.
6. At pep rally assemblies, all students should enter into and help with school spirit by participating and cooperating with the speakers. However, Booing, whistling, or any other acts or ill manners have no place in the program.

PREPAREDNESS

Being prepared for class is essential to academic success. The teachers and administrator of Ault Academy expect that all students will be prepared for every class every day. Students who are not prepared for class regularly may be referred to the office and may face disciplinary action.

MAKE-UP WORK

Students are encouraged and allowed to make up all missing work due to absence. Students who are absent, regardless of the reason, may schedule to make up work missed with 5 days of their return to school. This includes absences due to ISS and OSS (Out of school suspension). If a student is present and fails to turn in work, the student may submit the work based on the teacher's discretion and classroom policy.

COMPUTER, NETWORK, INTERNET, ELECTRONIC COMMUNICATIONS, AND SOCIAL MEDIA ACCEPTABLE USE

Computer network use is governed by federal and state laws which specify punitive legal actions that can be taken, as well as terms of imprisonment and/or financial fines that may be imposed by the courts for conviction of computer-related crimes.

COMPUTER FRAUD AND ABUSE Whoever knowingly and willfully, directly, or indirectly, without authorization, accesses, causes to be accessed, or attempts to access any computer, computer system, computer network, or any part thereof which, in whole or in part, operates in commerce or is owned by, under contract to, or in connection with State, county or local government or any branch, department, or agency thereof, any business, or any entity operating in or affecting commerce.

Whoever intentionally and without authorization, directly or indirectly accesses, alters, damages, destroys, or attempts to destroy any computer, computer system, or computer network, or any computer software, program, or data.

Users must be aware of their responsibilities and of the regulations governing the network environment. To be eligible for computer and network access, users must be in support of and consistent with the educational objectives Ault Academy School.

The purpose of school network access (which includes Internet access) is to facilitate communications in support of research and education. Access is a privilege, not a right. Students will be guided toward topics which have been matched to specific learning objectives rather than being allowed to "surf" the Internet without direction. Ault Academy School will allow limited access to students using filtering devices.

Student access to workstations should be monitored at all times by adults. Even with such steps to ensure that Internet resources are used only for purposes consistent with approved curricula.

All users' files, content, and communications stored on school-based computers, networks, or other electronic devices are subject to access and review by administrators or designated system technicians to maintain system integrity and insure that users are acting responsibly.

The user (student and/or staff) is responsible for his/her actions and activities involving computers, network usage, and electronic messaging. Examples of prohibited conduct include, but are not limited to the following:

1. Accessing, sending, creating, or posting materials or communications that are damaging to another person's reputation, abusive, obscene, sexually oriented, threatening, demeaning to another person's gender or race, harassing, or illegal.
2. Violating any local, state, or federal statute.
3. Vandalizing, damaging, or disabling the computer and/or related equipment of any individual or organization.
4. Using the school's computer hardware or network for illegal activity such as copying software or violation of copyright laws.
5. Making illegal copies of software on any school's computer or computer network.
6. Copying or downloading copyrighted software for one's own personal use.
7. Violating copyright or otherwise using the intellectual property of another individual or organization without permission.
8. Loading or using any unauthorized software programs on any school's computer or computer network. Examples include games, public domain, shareware, etc.
9. Intentionally infecting any school computer or network with a virus or program designed to damage, alter, or destroy data.
10. Attempting to gain or gaining unauthorized access to network resources.
11. Invading the privacy of other individuals by gaining unauthorized access to their files or documents.
12. Using or attempting to use another person's user name (User I.D.) or password without authorization. Passwords must be kept confidential and must not be shared by anyone.
13. Posting or plagiarizing work created by another person without their consent.
14. Posting anonymous messages.
15. Forging electronic mail messages.
16. Attempting to access, alter, delete, or copy the electronic mail of other system users without authorization.
17. Using the school's computers, network, or Internet link while access privileges are suspended.
18. Using the school's computers, network or Internet link in a manner that is inconsistent with teacher's directions and generally accepted network etiquette.
19. Attempting to alter the standard configuration of a computer, a network or any of the resident software on the computer or network within the assigned user environment.
20. Using personal diskettes and personal CDs and/or digital storage devices in school equipment without authorization.
21. Posting/sharing electronic messages that undermine and violate district policies and practices or become detrimental to the health, welfare, discipline, or morals of others.
22. Violating confidentiality laws that govern student records, health, and select personnel records and information.

23. Storing personal files, photos, data, and other content on school equipment.

Only users who have on file a signed Computer, Network, Internet, Electronic Communications, and Social media Acceptable Use Agreement may request access to the Internet.

AFTER SCHOOL TUTORING

Hey Students Don't Let Your Grades Slip!

Whether it's Math, ELA, Science or Social Studies

Our Teachers Are Here to HELP!

See Your Teacher Today to Make an Appointment!

Don't forget if you have group or individual therapy do not
schedule tutoring on those day.

BE RESPONSIBLE!

Ault Academy School Chant

Everywhere we go

People want to know

Who we are

So we tell them

We are the wolverines

The Mighty Mighty Wolverines

Ooh ah a Wolverine

Ooh ah a Wolverine

HAVE A GREAT YEAR WOLVERINES!