

Griffin-Spalding County School System

ELEMENTARY STUDENT HANDBOOK/AGENDA 2014-2015

MISSION:

To prepare each student for college and career by providing a quality, character and standards-based education today

VISION:

Griffin-Spalding County School System is transforming our community through a quality public education

GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM

DR. CURTIS JONES, SUPERINTENDENT

<p><u>Anne Street Elementary</u> 802 Anne Street Evelyn Jones - Principal 770-229-3746</p>	<p><u>Crescent Elementary</u> 201 Crescent Road Beth Gaff - Principal 770-229-3719</p>	<p><u>Moore Elementary</u> 201 Cabin Creek Drive Dr. Gloria Brown – Principal 770-229-3756</p>
<p><u>Atkinson Elementary</u> 307 Atkinson Drive Aveory Allen – Principal 770-229-3715</p>	<p><u>Futral Road Elementary</u> 180 Futral Road Ben Steele – Principal 770-229-3735</p>	<p><u>Moreland Road Elementary</u> 455 Moreland Road Stan Mangham – Principal 770-229-3755</p>
<p><u>Beaverbrook Elementary</u> 251 Birdie Road Ken Bozeman - Principal 770-229-3750</p>	<p><u>Jackson Road Elementary</u> 1233 Jackson Road Laura Jordan – Principal 770-229-3717</p>	<p><u>Orrs Elementary School</u> 1553 Flynt Street Dexter Martin – Principal 770-229-3743</p>
<p><u>Cowan Road Elementary</u> 1233 Cowan Road Natalie Wood - Principal 779-229-3790</p>	<p><u>Jordan Hill Elementary</u> 75 Jordan Hill Anthony Aikens – Principal 770-229-3777</p>	<p><u>Pre-K Coordinator</u> 234 East Taylor Street Pearla Hodo – Coordinator 770-229-3710 ext. 395</p>

It is the policy of the Griffin-Spalding County School System not to discriminate on the basis of sex, race, age, color, religion, national origin or disability in its educational programs, activities or employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Mrs. Donna Parks donna.parks@gscs.org or 770-229-3710 x.349.

Name	
Address	
City	Zip Code
Phone	
Homeroom	

The information in this book was the best available at press time. Watch for additional information and changes.



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GENERAL INFORMATION

ASBESTOS

Each school has an Asbestos Hazard Emergency Response Act plan, implemented on July 9, 1989. This is to notify students and parents of the plan which is open for public inspection in the Office of the Principal during normal operating hours. If you have any questions concerning the asbestos report, please direct them to the Principal. The Griffin-Spalding School System has an ongoing program for all custodial and maintenance personnel in the identification and handling of asbestos materials.

ATTENDANCE

Regular school attendance is indicative of a positive attitude toward learning and self-discipline. Therefore, it is in each student's best interest to be in school every day. School day defined: The length of the school day includes not less than six hours of instruction, excluding class changes and lunch periods. The Griffin-Spalding County School System's policy is to allow a student no more than seven unexcused absences from any class per semester. If absences exceed seven days, excuses must be brought to the attendance office and cleared for a student to receive credit.

Absence from school is excused for the following reasons:

1. Personal illness
2. Serious illness or death in family
3. Condition making attendance impossible
4. Religious holidays
5. Serving as Page in the General Assembly (counted present for class)
6. Trips that have been approved by the local school board (first two days only)
7. Approved school events
8. Required court appearance
9. Certain military pre-induction physical and military testing
10. Official visits to colleges or universities

Any other absence must first be approved "**excused**" by the principal to be considered excused. Parents of students who have unexcused absences totaling five days will be notified by letter as to the student's unexcused absence. Parents of students who have unexcused absences totaling seven or more days may be notified by the school social worker as to their expectations of their child attending school and the consequences of continued non-attendance. Parents of students who have unexcused absences totaling ten days will be notified by letter as to the student's unexcused absence. If the student is under 16 years of age, legal action within the court system may be taken by the school. If a student is over 16 years of age, the student may be withdrawn from Griffin-Spalding County School System due to non-attendance. Also, the Georgia Department of Motor Vehicles will be notified and the student's driver's license may be suspended, revoked, or not issued upon application.

1. All excuses must be taken to the attendance office to get your absence changed from unexcused to excused.
2. Keep a record of your absence should you ever need it.
3. It is the student's responsibility to obtain work from teachers whose classes he/she missed in accordance with school policy.

COMPULSORY ATTENDANCE

JBA

Please visit www.spalding.k12.ga.us to review complete policy. Griffin-Spalding County School System will follow the Georgia Teenage and Adult Driver Responsibility Act Implementation Guidelines (TAADRA) of 1997 Section a.1 Georgia code Section 40-5-22.

ENTRANCE AGE

JBB

Please visit www.spalding.k12.ga.us to review complete policy.

STUDENT RESIDENCE/ATTENDANCE ZONE

SCHOOL ADMISSIONS

JBC

Please visit www.spalding.k12.ga.us to review complete policy.

HOMELESS STUDENTS

JBC (1)

Please visit www.spalding.k12.ga.us to review complete policy.

ABSENCES AND EXCUSES

JBD

Please visit www.spalding.k12.ga.us to review complete policy.

HOSPITAL/HOMEBOUND

IDDC

Please visit www.spalding.k12.ga.us to review complete policy.

EARLY DISMISSAL FROM SCHOOL

Griffin-Spalding County School System discourages early dismissals from school. Students need to be in class every day and every class period in order to maximize their high school experience. Occasionally students need to leave school early for doctor appointments, court appearances, dental appointments, becoming ill while at school, etc. If a student must leave school early, he/she must:

1. Present a written note signed by the student's parents or legal guardian to the Attendance Office BEFORE SCHOOL BEGINS THAT DAY. If student becomes ill during school, student should secure an early dismissal slip from the Attendance Office.
2. Secure an early dismissal slip from the Attendance Office; Please note: early dismissal from school will not be allowed based on a telephone call to the attendance office.
3. Wait in the classroom until the time to depart has arrived. Students will not be allowed to wait in front of the school.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Griffin-Spalding County School System has designated the following information as directory information:

1. Each student's name, address, telephone number, and where parents can be contacted in emergencies;
2. The date and place of birth of each student;
3. Each student's participation in clubs and sports;
4. The weight and height of a student if he or she is a member of an athletic team;
5. Dates of attendance at an elementary, middle, or high school in the Griffin-Spalding County School System;
6. Honors and awards received during the time enrolled in the Griffin-Spalding County School System;
7. Information contained in the school annual;

Occasionally a student's photograph, name, or examples of class work may be published on the school system's media, which includes, but is not limited to, a web site, closed circuit television, and the school system's promotional video (this includes video, audio, film images, publications, or recordings); and,

8. Names, addresses, and phone numbers of student are provided to military recruiters upon request.

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 as to be disclosed to the public upon request. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolling in writing within 3 days after enrollment. *By including this information in the student handbook, the principal would meet the requirements of this Act.

NON-DISCRIMINATION STATEMENT

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in educational programs or activities receiving federal financial assistance. Employees, students, and the general public are hereby notified that the Griffin-Spalding County School System does not discriminate in any educational programs or activities or in employment policies.

The Griffin-Spalding County School System offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12: Construction; Culinary Arts; Early Childhood Education; Engineering; Healthcare; Horticulture; and Small Business Development.

The following individuals have been designated as the employees responsible for coordinating the School Systems effort to implement this nondiscriminatory policy:

- Perkins Act/CTAE Ashley Crawford (770-229-3710, extension 362)
- Title VI..... Donna Parks (770-229-3710, extension 349)
- Title IX..... Jim Smith (770-229-3710, extension 357)
- Section 504 and ADA..... Shelia Mincey (770-229-3710, extension 333)
- Homeless Liaison Donna Parks (770-229-3710, extension 349)

Inquiries concerning the application of the Perkins Act, Title VI, Title IX or Section 504 and ADA to the policies and practices of the School System may be addressed to Donna Parks, Director of Student Services 216 S. 6th Street, Griffin, GA 30224; Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta, 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201. It is the policy of the Griffin-Spalding County School System not to discriminate on the basis of sex, race, age, color, religion, national origin or disability in its educational programs, activities or employment practices. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Mrs. Donna Parks donna.parks@gscs.org or 770-229-3710 x. 349.

GRIEVANCE PROCEDURES/GENDER EQUITY IN SPORTS

It is the policy of the Griffin-Spalding County Board of Education (“Board”) to prohibit discrimination based on gender in its elementary and secondary school athletic programs, in accordance with the Georgia Equity in Sports Act. The following grievance procedures are hereby adopted to provide 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 Georgia Equity in Sports Act.

The student, parent, or guardian must submit a complaint on the form included in KN-E(1) and submit the completed form to the sports equity coordinator. The sports equity coordinator shall date-stamp the complaint when received. The sports equity coordinator shall take all reasonably necessary steps to ascertain the essential facts regarding the circumstances surrounding the complaint. The sports equity coordinator may obtain additional information from the complainant and/or other individuals that may have knowledge of the circumstances surrounding the alleged violation.

The confidentiality of any information obtained shall be maintained in accordance with federal and state law and the school system’s policies on confidentiality of student and employee information. The sports equity coordinator shall render a decision in writing no later than 30 calendar days after receipt of the complaint, and such decision shall set forth the essential facts and rationale for the decision. A copy of such decision shall be provided to the complainant within five calendar days of the date of the decision, either by certified mail or hand delivery to the address provided by the complainant on the complaint form.

A complainant shall have the right to appeal such decision to the Board within 35 calendar days of the date of the decision. The request for appeal must be submitted by the complainant in writing to the Superintendent. The Superintendent’s office shall date-stamp the complaint when received. The Board shall review all materials related to the matter and render a decision in writing no later than 30 calendar days or at the next regularly scheduled Board meeting after receipt of the appeal, whichever is later, and such decision shall set forth the essential facts and rationale for the decision. A copy of such decision shall be provided to the complainant within five calendar days of the date of the decision, either by certified mail or hand delivery to the address. A complainant may appeal a decision of the Board to the state Board of Education in accordance with the procedures specified in O.C.G.A./20-2-315 (h). This form must be completed in its entirety and submitted to: Sports Equity Coordinator, Griffin-Spalding County School System, 216 South 6th Street, Griffin, GA 30224, 770-229-3700.

RESIDENCY PROOF

The Griffin-Spalding County Board of Education maintains the right to verify and/or request updated residential documentation from parent/guardian as needed.

HALL PASSES

Except during the five-minute change of classes, students in grades 6 – 12 must have a teacher-signed hall pass. These hall passes are found in your handbook. These are the only passes you will use all year. **NO EXCEPTIONS.** Hall passes are required of students at all times during class periods. If you are in the hall, your pass must be with you and ready for submission to authorized personnel to review. Students will not be allowed in the hallways during the first ten minutes of class, nor shall students be allowed in the hallways during the last ten minutes of class. Students without the proper identification and hall pass will be subject to in-school suspension and/or out-of-school suspension. Teachers will also be notified if a student is out of their class without the proper hallway pass. If a student loses his handbook, he may purchase another in the front office for \$5.00 as long as supplies last.

HEALTH POLICY

1. The Griffin-Spalding School System follows Georgia State Law in regard to immunizations, health and vision testing.
2. The health education curriculum is comprehensive and far-reaching.
3. Physicians and local hospital services is adequate, and extensive when deemed necessary.
4. Students must have on file with the school a current up-to-date immunization certificate.
This certificate is kept on file in your counselor’s office. Check with your counselor to make sure your certificate is up-to-date.

INTERNET

In order to use the Internet at school, students must have a signed Acceptable Use Policy (AUP) on file. The AUP will be valid until a student graduates or until a new or revised AUP is adopted by the Griffin-Spalding County Board of Education. Have an assignment that requires the use of the Internet. At school the Internet is to be used for educational purposes only. Surfing, accessing personal e-mail accounts, gaming, and downloading are forbidden. Anyone who violates the AUP may lose Internet privileges.

MEAL PRICES

The school cafeteria is a nonprofit service provided for the convenience of students and staff. Breakfast and lunch are available daily at all schools. Parents and students may prepay for meals online at www.mylunchmoney.com or by sending payment to the school cafeteria staff. Please note: there is a charge for all returned checks. No meal charges are allowed for school meals.

ELEMENTARY SCHOOLS

BREAKFAST

Full Price	\$1.25
Reduced Price	\$0.30
Staff and Parents	\$2.00
Other Visitors	\$2.00
Extra Milk	\$0.50

LUNCH

Full Price	\$2.25
Reduced Price	\$0.40
Staff and Parents	\$3.50
Other Visitors	\$3.50
Extra Milk	\$0.50

Griffin-Spalding County School System students must remain at school during lunch. No student has permission to leave campus for lunch. No student has permission to accept or deliver fast foods on campus.

MEDICATION

Ideally, parents should administer medications at home; however, the Griffin-Spalding County School Board recognizes that children may be unable to attend school without medications prescribed for the treatment of injuries, illnesses, or chronic conditions. Additionally, these same children will require assistance to take their medications at school.

The Griffin-Spalding County Board of Education cannot assume the responsibility for the administration of any medication that is not registered at school. The principal or staff member designated by the principal shall be responsible for administering or assisting the student in administration of medication, documentation of administration of medication, and storage of all medications in a locked cabinet in the nursing clinic, except when the parent or physician specifies in writing that the medication may be kept on the student’s person. The school nurse and school administrator or designee is the only people allowed to possess medication access keys.

The parent or legal guardian must complete and sign a medication administration authorization form (JGCD-E(1)) for administration of any medication at school detailing the student’s physician, medication name, dosage and frequency. The medication will be administered only in accordance with the written instructions from the prescribing physician (properly labeled prescription bottle from pharmacy is sufficient). No change in dosage or time of administration will be honored without written authorization from the physician (copy of order, prescription or newly labeled bottle). **All guidelines under policy JGCD-R(1) concerning administration of medication will be followed.**

PARENT LINK

Parents will receive a call from the school whenever your child is absent or tardy to one or more of his/her classes. If you know your child will be absent, please call the Attendance Office or Principal's office.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE

The Griffin-Spalding County School System shall not require any student to submit to a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parents;
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;
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.

A parent of a student may, upon request, inspect any instructional material used as part of the educational curriculum for the student. This request will be handled 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). The school system shall offer the parent the opportunity to inspect, upon request, any instrument used in collection of such information before the instrument is administered or distributed to a student and to opt the student out of such activities. This request by a parent for reasonable access to such instrument shall be handled within a reasonable period of time after the request is received. The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individual with Disabilities Education Act (IDEA).

SCHOOL VOLUNTEERS

How can you be better involved with our schools than to volunteer your time?

Even an hour a week can mean the difference between success and failure for a student.

Each of our schools has a variety of opportunities to suit you and your schedule.

Simply complete the volunteer application and authorization of release of criminal information found in our schools and online at www.spalding.k12.ga.us.

Return the forms to the school where you wish to volunteer or to the Superintendent's Office. We will do the processing and send to our Human Resources Department to complete the authorization.

The cost associated with the background check is \$5.00; please enclose the cash or a check made payable to the Griffin-Spalding County School System. (If you are associated with a specific organization, that organization may be paying the cost of this safety measure; please check with the school or your organization.)

We value your contribution to our schools and look forward to your working with our students. Even if your schedule keeps you from volunteering right now, we urge you to complete the application process and be ready to join our school volunteer team when the time is right for you.

For more information or questions, please contact Judy Parker – 770-229-3700 or judy.parker@gscs.org

SEARCH AND SEIZURE POLICY

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any time described as unauthorized in school rules available beforehand to the student. A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

NOTICE: Any item confiscated by school personnel must be retrieved by a parent within 30 days. Items may be donated to charity or disposed of after 30 days.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion that the student is in possession of illegal or unauthorized materials. If a pat-down search of the student's person is conducted, it will be conducted in private by a school official of the same sex, with an adult witness of the same sex present.

If the school official has reasonable suspicion to believe that the student has on his or her person an item imminently dangerous to the student or to others, a more intrusive search of the student's person may be conducted. A school official of the same sex may only conduct such a search in private with an adult witness of the same sex present.

SCHOOL PROPERTY SEARCHES, INCLUDING LOCKER SEARCHES

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Students who vandalize or 'peg' their lockers are subject to being fined and loss of locker privilege. Students are to use only the locker assigned to them. Students may not share lockers. Periodic general inspection of lockers may be conducted under supervision of school authorities for any reason at any time without notice, without student consent, and without a search warrant. This will include classroom or school-wide searches using electronic devices, or other means as warranted.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exterior of student automobiles on school property; the interior of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings must be turned over to proper legal authorities for ultimate disposition.

SEXUAL HARASSMENT

It is the policy of the Board of Education to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any member of the district staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or any school employee through conduct or communications of a sexual nature as defined below.

Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student or system employee constitutes sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education.
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual.
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

- Verbal harassment or abuse
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Unwelcome touching

Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning ones' grades, job, etc. Any person who alleges sexual harassment by a staff member or student in the school district may complain directly to a Principal, Assistant Principal, Guidance Counselor or other individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or job assignments.

**STUDENT SUPPORT TEAMS/SECTION 504/
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT/
SPECIAL EDUCATION SERVICES**

The **Student Support Team (SST)** is a problem-solving process in every Georgia school. Its purpose is to find ways to remove roadblocks to success for any student referred to the process. Response to Intervention (RTI) is a component to SST. For additional information, please contact your school's Principal and/or visit: www.spalding.k12.ga.us under the Special Education tab.

The Griffin-Spalding County Schools comply with federal laws concerning **Section 504 of the Rehabilitation Act of 1973**. If a parent or guardian has any concerns regarding 504 plans, the Principal of the school should be contacted. The district 504 Coordinator, Shelia Mincey, can be contacted at 770-229-3700. More guidance, including parent rights and procedural safeguards, can be found at www.spalding.k12.ga.us.

The Griffin-Spalding County School System also participates in **Positive Behavior Intervention and Support (PBIS)**. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety, and support improved academic outcomes. More than 10,000 U.S. schools are implementing PBIS and are saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, recognizing and rewarding of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety, and learning. Please contact the Principal at your school for additional information or the District's Special Education Department at 770-229-3700. Information about PBIS is also available on our website at: <http://www.spalding.k12.ga.us> under the Special Education tab.

Special Education Services - If a student has a current Individualized Education Plan (IEP) or in the referral process for special education services, please contact the principal of the school or the Special Education department at 770-229-3700.



**GRIFFIN-SPALDING COUNTY SCHOOLS
SYSTEM-WIDE TESTING SCHEDULE
2014-2015**



ELEMENTARY SCHOOL

August 6 - 20	SPI/SRI Assessment (2 weeks)
August 18 - 22	Common Assessments #1/SLO's
August 19 - May 8	GKIDS Window (Mid-year Data Point- January 10)
August 25 - 29	Universal Screener
September 2 - March 27	GAA Window
September 29 - October 3	Interim Assessment #1
September 15 - 19	Behavior Universal Screener
December 9 - 13	Interim Assessment #2
January 12 - 16	SPI/SRI/SMI Assessment #2
January 20 - 27	Universal Screener
January 21 - March 3	Access for ELLS
February 9 - 13	Common Assessment #2
March 4	Grade 5 Writing Assessment (Make-up March 5)
March 16 - 27	Grade 3 Writing Evaluation
April 6 - 16	CRCT (Make-up April 16/Return April 17)
May 8	GKIDS End of Year Data Due
May 18 - 22	Common Assessment #3/SLO's
May 11 - 22	SPI/SR/SMI Assessment #3
Week of May 18	CRCT Retest

MIDDLE SCHOOL

August 6 - 20	SPI/SRI/SMI Assessment (2 weeks)
August 25 - 29	Universal Screener
August 18 - 22	Common Assessment #1/SLO's
September 20 - March 27	GAA Window
September 29 - October 3	Interim Assessment #1
September 15 - 19	Behavior Universal Screener
December 8 - 12	Interim Assessment #2
January 12 - 16	SPI/SRI/SMI Assessment #2
January 20 - 27	Universal Screener
January 20 - March 3	Assess for ELLs
January 21	Grade 8 Writing Assessment (Make-up January 22)
February 9 - 13	Common Assessment #2
April 6 - 16	CRCT (Make-up April 16/Return April 17)
May 19 - 20	End of Course Test • Coordinate Algebra • Physical Science • Ninth Grade Literature
May 18 - 22	Common Assessment #3/SLO's
Week of May 18	CRCT Retest
May 11 - 22	SPI/SRI/SMI Assessment #3

HIGH SCHOOL

July 14 - 18	GHS GT Summer Administration
July 16	GHS WT Summer Retest (Return July 18)
August 6 - 20	SPI/SRI/SMI Assessment (2 weeks)
August 18 - 22	Common Assessment #1/SLO's
August 18 - 22	EOCT Mid-Month Retest Administration
September 2 – March 27	GAA Window
September 8 - 12	GHS GT Fall Administration
September 24	GHS WT Fall Administration (Make-up September 26)
September 29 – October 3	Interim Assessment #1
October 20 - 24	EOCT Mid-Month Retest Administration
October 15	PSAT Administration
November 10 - 14	GHS GT Winter Administration
November 17 - 21	EOCT Mid-Month/Retest Administration
December 1 - 5	EOCT Winter Administration
December 8 - 12	Interim Assessment #2
December 9 – 13 & January 13 - 17	Geo/Civics SLO's
December 17 - 19	High School Final Exams
January 12 - 16	SPI/SRI/SMI Assessment #2
January 20 – March 3	Access for ELLs (Including Alternate ACCESS for ELLs)
February 9 - 13	Common Assessment #2
February 25	GHS WT Retest (Make-up February 26)
March 23 – March 27	GHS GT Spring Administration (Make-up March 27)
April 1 – 17	End of Pathways Assessment
May 4 - 15	AP Exams
May 11 – 22	SRI/SPI/SMI Assessment #3
May 18 - 22	End of Course Test <ul style="list-style-type: none"> • May 18 – Economics and US History • May 19 – Ninth Grade Literature and American Literature • May 20 – Coordinate Algebra/Analytic Algebra • May 21 – Physical Science and Biology • May 22 – Make-up and Return
May 18 – 22	Common Assessment #3/SLO's
May 26 – 29	Semester Final Exams
June 17 – July 19	EOCT Summer Administration and Retest

VISITORS

Parents and other visitors on school business are always welcome in the Griffin-Spalding County Schools. All visitors should report to the front office, office of the principal. Social visits are prohibited during the instructional day. This is to ensure that classes are not disrupted and because of our concern for the safety and welfare of our students. Former students and others who wish to visit with staff members should arrange an after school appointment through the office of the principal.

**GSCSS - SCHOOL DISCIPLINE BOARD POLICY JCDA
– AUGUST 12, 2013**

ADMINISTRATIVE REGULATION CODES; JCDA-R(0), JCDA-R(1), JCDA-R(2), JCDA-R(3)

REGULATIONS OF THE GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM GOVERNING STUDENT CONDUCT AND DISCIPLINE

It is the purpose of the Griffin Spalding County Schools to operate each school in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy which requires all schools to adopt codes of conduct which require students to conduct themselves at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board, and to obey student behavior rules established at each school within the district. The following discipline procedures are outlined to ensure that all students are aware of the actions which violate school rules, **the school's Code of Conduct**, and the consequences of such actions. These rules apply to the middle and high school grades (6 – 12). It should be pointed out, however, that this list is not all-inclusive. A student committing an act of misconduct not listed will be subject to the discretionary authority of the principal. Principals shall have wide latitude of discretion in determining the degree of student involvement in disciplinary matters. Parent involvement through conferences is the most desirable avenue for correcting behavioral problems and will be used when possible. **Students under Chronic Discipline Plans must have parent or guardian involvement in order to successfully change their behavior.** Disciplinary actions may include any or all of the following: conferences, detention, in-school suspension, corporal punishment, Saturday work program, assignment to the in-school suspension program, out-of-school suspension, referral to the Disciplinary Hearing Officer or Panel (**JCEB**), and referral to the appropriate authorities. Any student who accumulates 15 or more days of suspension (in-school or out-of-school) for disciplinary reasons within one school year may be recommended to the Disciplinary Hearing Officer or Panel for possible long-term suspension or expulsion. Once a student has appeared before a Disciplinary Hearing Officer or Panel, the principal is authorized to request another hearing at any future time during the student's educational career in the school system. The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct.

STUDENT CODE OF CONDUCT

Students shall:

Respect constituted authority, including teachers, administrators, bus drivers, and other school employees. This shall include compliance with school rules and regulations and applicable provisions of law.

Attend school daily, except when excused, and be on time to all classes and other school day functions. Early dismissal from school should be limited to valid excuses. Forms explaining attendance guidelines and consequences, resulting from failure to comply, are included near the end of this document. Pursue and attempt to complete the course of study prescribed by the state and the school district. Protect and take care of the school's property and the property of others.

Dress and groom to meet fair standards of safety, health, and common standards of decency. Avoid the use of indecent or obscene language, both written and oral. Express ideas in a manner that will not demean or slander others.

CODE OF CONDUCT (JCDA) APPLICATION

The Code of Conduct is effective during the following times and the following places:

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

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

AUTHORITY OF THE PRINCIPAL

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 this Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a **progressive discipline process**. The degree of discipline to be imposed by **each teacher** and school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student, and other relevant factors.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program. Some violations of the Code of Conduct are considered so serious that the student may be referred to a Disciplinary Hearing for possible suspensions and/or expulsion for the first offense. The following disciplinary actions may be imposed for any violation of this Code of Conduct:

- Warning and/or Counseling with a School Administrator or Counselor
- Loss of Privileges
- Isolation or Time Out
- Temporary Removal from Class or Activity
- Notification of Parents
- Parent Conference
- Corporal Punishment (**JDA**)
- Detention/Saturday School
- Assignment to In-School Suspension (**ISS**)
- Temporary Placement in an Alternative Education Program (**JCDA-R(3)**)
- Short-term Suspension
- Referral to a Tribunal for Long-term Suspension or Expulsion (**JCEB**)
- Suspension or Expulsion from the School Bus
- Referral to Law Enforcement or Juvenile Court Officials: Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The School will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate. The maximum punishments for an offense include long-term suspension or expulsion, including permanent expulsion; but those punishments will be determined only by a disciplinary tribunal as outlined in the Griffin-Spalding County Board of Education policies (**JCEB**). Pursuant to O.C.G.A. Section 20-2-751.6 of the 2002 Georgia Legislature any student who is alleged to have committed an act of physical violence against a teacher, school bus driver, or other school official or employee shall be referred to a hearing before a disciplinary tribunal pursuant to the provisions of O.C.G.A. Section 20-2-754; any student so accused shall be suspended pending the hearing. The disciplinary hearing officer, panel, or tribunal composed of school officials appointed by the Griffin-Spalding County Board of Education shall conduct the hearing (JCEB). The decision of disciplinary hearing officer, panel, or tribunal may be appealed to the Griffin-Spalding County Board of Education pursuant to O.C.G.A. Section 20-2-754. The Griffin-Spalding County School Board may impose penalties not recommended by the disciplinary hearing officer, panel, or tribunal. As used in this policy, consistent with the provisions O.C.G.A. Section 20-2-751.6 of the 2002 Georgia Legislature, the term "physical violence" means:
 - (1) Intentionally making physical contact of an insulting or provoking nature with the person of another; or
 - (2) Intentionally making physical contact with another which causes physical harm to another unless such physical contacts or physical harms were in defense of self as provided in O.C.G.A. Section 16-3-21. A student found guilty by a tribunal of committing an act of physical violence which causes physical harm to a teacher, school bus driver, school official or school employee shall be expelled from the public school system for the remainder of the period of the student's eligibility to attend public school pursuant to the provisions of OCGA Section 20-2-150. The Griffin-Spalding County Board of Education, in its discretion, may permit the student to attend an alternative education program for the period of the student's expulsion. If the student who commits the act of physical violence which causes physical harm to a teacher, school bus driver, school official, or school employee is in kindergarten through the 8th grade, then the Griffin-Spalding County Board of Education at its discretion and on recommendation of the tribunal may permit such student to re-enroll in the regular public school program for grades 9-12. If the Griffin-Spalding County Board of Education does not operate an alternative educational program for students in kindergarten through 6th grade, the Griffin-Spalding County Board of Education may, in its discretion, permit such student in grades kindergarten through 6th grade to re-enroll in the public school system. Further, any student who is found by a tribunal to have committed an act of physical violence which causes physical harm to a teacher, school bus driver, school official or school employee shall be referred to a juvenile court or other appropriate law enforcement official for prosecution. Any student found to have committed an act of physical violence against a teacher, bus driver, school official, or school employee which act did not result in physical harm to the victim may be, in the discretion of the Griffin-Spalding County Board of Education, disciplined by expulsion, long term suspension, or short term suspension. Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriate discipline, and in such cases, an agreement may be negotiated which would include the parents or students waiving a right to a hearing before a disciplinary tribunal. Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow

the student to explain his or her behavior. **If the student is suspended, the student's parents will be notified if possible.** School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported. School officials or law enforcement officers assisting a school official may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus, student book bags, school lockers, desks, and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. Students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function, including activities which occur outside normal school hours or off the school campus at the discretion of administrators.

DISCIPLINARY ACTIONS DEFINITION OF TERMS

Bus Suspension – The student is suspended from the bus for a specified period of time by the local school administrator. The student is expected to attend school, but the parents are responsible for providing transportation to school. (See Bus Rules and Discipline Section)

Chronic Disciplinary Plan – Discipline and behavioral correction plan.

Detention – Student attends a work/study session outside of regular school hours. Student makes arrangements for transportation. **Students reporting to before or after school detention must provide their own transportation. Students and parents shall be afforded 24 hours notice prior to the student serving detention.**

Disciplinary Probation – A student found guilty of certain offenses may be placed on probation by the local school and/or the Student Disciplinary Panel or Hearing Officer. Probation is a trial period during which a student violating school and/or school system rules is subject to further disciplinary action.

Due Process – A student is afforded oral or written notice of the charges against him/her and is given an opportunity for a review, hearing or other procedural rights in accordance with state and federal laws.

In-School Suspension – The student is removed from regular classes for a specified period of time at the local school. In programs supervised by a paraprofessional the classroom teacher shall provide lesson plans and materials for in-house students. Students who fail to behave while in the ISS program are subject to out-of-school suspension or **provisions outlined in their Chronic Behavior Plan**. A third suspension from the ISS program results in referral to the Disciplinary Hearing Officer or Panel. Students must actually attend all school days assigned before being released from the program.

Long-Term Suspension – The student is suspended out-of-school for more than ten (10) days.

During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event.

Parent Conference - In instances where violations of the Student Discipline Code occur, a parent conference may be required by the local school administration before a student is allowed to return to school.

Permanent Expulsion – The student is removed from all public school property and activities or events for an indefinite period of time. This action may be taken by the Board of Education or its designee. Schoolwork may not be made up or credit given.

Saturday Morning Work Program - Students in grades 6 – 12 may be assigned to the Saturday Morning Work Program in lieu of short-term suspension (1-3 days). Students assigned to the program work one (1) Saturday morning (8:00 – 12:00) in lieu of a day of suspension. The program is supervised by a certified teacher. Students assigned to the program must report to the front entrance of the designated high school no later than 8:00 a.m. of the day assigned and must be picked up by 12:00 noon. Students assigned to this work program will be expected to follow the directives of the supervisor and will be subject to serve assigned days on suspension for failure to show up without prior notification. Serious violations of the discipline policy would not warrant the use of this alternative.

Short-Term Suspension – The student is suspended out of school up to ten (10) days by the local school administrator. The student may be suspended for an accumulation of offenses, as well as a major offense. Suspended students shall make up those tests and assignments that the teacher determines will have impact on the student's final grade and mastery of course content. Assignments that the teacher does not require to be made up will not count towards a student's final grade. **Students have two days for every day suspended to make up work. Students must contact teachers and make arrangements.** During the term of suspension the student is not allowed on the school campus or at any school activity or school-sponsored event. The superintendent, assistant superintendent, principal, assistant principal, or other official in charge of a school or related institution may suspend a student for a period not exceeding ten (10) school days for violation of (a) any of these rules, (b) any state or federal law, (c) any other rule or regulation of the Board of Education or school, or (d) any other act constituting misconduct similar to that enumerated in these rules. Where the conduct constituting grounds for suspension hereunder did not occur in the presence of the person ordering such suspension, the school official shall conduct such informal investigation as is practical under the circumstances, but in any event shall afford the student an opportunity to present any defensive matter in his behalf as may be reasonably available. School officials shall endeavor to notify the parents of the student of such suspension and detain the student, pending their arrival when practical.

Student Disciplinary Hearing Officer, Panel, or Tribunal – Up to a three-member panel composed of administrators, teacher, counselor, social worker, central office staff member(s), or other school official. The hearing officer, panel, or tribunal hears evidence presented by the school system, the student, and parents when a student is referred by the local school principal or his/her designee. The hearing officer, panel, or tribunal has the authority to make decisions ranging from returning the student to the local school to recommending to the Board of Education for permanent expulsion of the student (**JCEB**).

Transmission – Any substance, article, or weapon passed to another person.

Waiver of Right to Attend Student Disciplinary Panel – Parents may sign a waiver if they cannot attend or do not elect to attend the hearing. In the event a parent or student does not attend the hearing, it will proceed as scheduled.

Zero Tolerance – There will be consequences for serious drug, weapon, and youth gang/hate group offenses on school property or at a school activity, function or event. The school system will be proactive. Each individual case will be reviewed.

METHODS OF DISCIPLINE LONG: TERM SUSPENSION

Except as hereinafter provided in Paragraph H of JCEB, a student shall be subject to expulsion or suspension for any period in excess of ten (10) school days, for any violation of student disciplinary code only by action of the Board of Education or disciplinary hearing officer, panel, or tribunal after the student has been afforded notice, opportunity for hearing and the other procedural rights hereinafter prescribed prior to such expulsion or suspension becoming effective. Such expulsion or suspension may be administered by the Board of Education or disciplinary hearing officer, panel, or tribunal notwithstanding that the student was previously suspended by the superintendent or other official under Short Term Suspension Process hereof.

A student who is in a special education program cannot be suspended/expelled for long term suspension from school until an “Impartial Review Panel” has met and discussed the facts and circumstances of the case in order to determine if there is a relationship between the student’s misconduct and his handicap. A student shall be subject to expulsion or long-term suspension for any period of ten (10) school days, for any violation of student disciplinary code only by action of the Board of Education or disciplinary hearing officer, panel, or tribunal after the student has been afforded notice, opportunity for hearing, and the other procedural rights hereinafter prescribed prior to such expulsion or suspension becoming effective. Such expulsion or suspension may be administered by the Board of Education or disciplinary hearing officer, panel, or tribunal notwithstanding that the student was previously suspended by the superintendent or other official under Short Term Suspension Process hereof. Where expulsion or suspension under this Rule is proposed to be administered, the Board of Education or its superintendent or other authorized official shall cause a notice to be given to the student and at least one of his parents (or other person standing *in loco parentis*), either in person or by United States mail directed to their last known address, which notice shall include:

- (A) A general description of the acts or conduct of the student and the school rule or regulations alleged to have been violated by the student.
- (b) The names of the witnesses expected to be used in support of the charges or alleged violations.
- (c) The time and place of the hearing.
- (d) Any other data deemed appropriate by the Superintendent of Schools or Board of Education or disciplinary hearing officer or panel to advise the student of his/her rights.

CONDUCT OF HEARING (JCEB)

- (a) The Board of Education or disciplinary hearing officer, panel, or tribunal shall provide and arrange for the recording or transcription of the evidence and proceedings at any hearing. The Board of Education shall not be required to obtain the preparation of a written transcript unless otherwise provided by law.
- (b) Members of the Board, the principal, the school system’s attorney, the student, the parents or legal representative of the student, may question witnesses, including the student, about matters logically relevant to the charge or charges against the student and the proper disposition of the matter. The chairperson of the Board, the presiding member of the Board in the absence of the chairperson, the disciplinary hearing officer, or the chairperson of the panel or tribunal shall have authority to limit unproductively long or irrelevant questioning by non-board members.
- (c) Objections to the sufficiency of the notice and all other procedural and other objections shall be waived unless written notice thereof is filed with the Superintendent at least 24 hours prior to the time that the hearing is scheduled to begin. The hearing may be postponed until all such defects have been cured or removed.

GROUP HEARING

When two or more students are charged with violating the same rule, and have acted in concert, and the facts are basically the same for all such students, a single hearing may be conducted for them if the Superintendent of Schools, chairperson of the Board, the presiding member of the Board in the absence of the chairperson, the disciplinary hearing officer, or chairperson of the panel, or tribunal believes that the following conditions exist:

- (a) A single hearing will not likely result in confusion, and
- (b) No student will have his/her interest substantially prejudiced by a group hearing. If during the hearing the chairperson of the Board, the presiding member of the Board in the absence of the chairperson, the disciplinary hearing officer, or the chairperson of the panel or tribunal finds that a student’s interests will be substantially prejudiced by a group hearing, he/she may order a separate hearing for the student.

PUNISHMENT SHORT OF SUSPENSION OR EXPULSION

Teachers and principals have the authority to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision.

Such measures may include the use of reasonable force, in the exercise of lawful authority to restrain or correct pupils and maintain order. Reasonable discipline may include the administration of corporal punishment to a student, subject to the following requirements (JDA):

- (1) The corporal punishment shall not be excessive or unduly severe.
- (2) Corporal punishment shall never be used as a first line of punishment for misbehavior unless the student was informed beforehand that specific misbehavior could occasion its use; provided, however, that corporal punishment may be employed as a first line of punishment for those acts of misconduct which are so anti-social or disruptive in nature as to shock the conscience.
- (3) Corporal punishment must be administered in the presence of a principal or his/her designee, who must be informed beforehand and in the presence of the pupil the reason for the punishment.
- (4) The principal or teacher who administered corporal punishment must provide the child’s parent, upon request, a written explanation of the reasons for the punishment and the name of the principal or his/her designee who was present.
- (5) Corporal punishment shall not be administered to a child whose parents or legal guardian have upon the day of enrollment of the pupil filed with the principal of the school a statement from a medical doctor licensed in Georgia stating that it is detrimental to the child’s mental or emotional stability.

PROCEDURES FOR DISCIPLINARY HEARING OFFICER OR PANELS

Refer to Policy JCEB

BOARD POLICY JCDA RULES

RULE 1. DISRUPTION AND INTERFERENCE WITH SCHOOL

No student shall:

- A. Occupy any school building, gymnasium, school grounds, properties or part thereof with intent to deprive others of its use, or where the effect thereof is to deprive others of its use.
- B. Block the entrance or exit of any school building or property or corridor or room thereof so as to deprive others of access thereto.
- C. Set fire to or otherwise damage any school building or property.
- D. Falsely activate any alarm system, including but not limited to fire and security systems, while on any school facility.
- E. Make any bomb threats or terroristic threats that may cause the discontinuance or interruption of school, school activity, function, or event.
- F. Possess, discharge, display or otherwise threateningly use any firearms, explosives or other weapons on school premises.
- G. Prevent or attempt to prevent the convening or continued functioning of any school, class, activity or lawful meeting or assembly on the school campus.
- H. Prevent students from attending a class or school activity.
- I. Except under the direct instruction of the principal, block normal pedestrian or vehicular traffic on a school campus or adjacent grounds.
- J. Continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher’s ability to conduct his/her class.
- K. In any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, cause or attempt to cause the disruption of any lawful mission, process or function of the school, or engage in any such conduct for the purpose of causing the disruption or obstruction of any such lawful mission, process of function.
- L. Refuse to identify himself/herself or give false information upon request of any teacher, principal, superintendent, school bus driver, or other authorized school personnel.
- M. Urge, encourage, or counsel other students to violate any provision of the **Student Code of Conduct**.

RULE 2. DAMAGING OR ATTEMPTING TO DAMAGE PROPERTY

- A. A student on school premises shall not intentionally cause damage to property belonging to a teacher, other school official, employee or student.
- B. A student shall not cause or attempt to cause damage, steal or attempt to steal, mark, or deface school property.

- C. 1. A student shall not cause or attempt to cause damage, steal or attempt to steal, mark, or deface the private property of another person either on the school grounds or during a school activity, function or event off school grounds, or while in, on or upon school motor vehicles or buses or while loading, unloading, boarding, alighting from or dismounting school motor vehicles or buses and while at school bus stop or loading zones or areas.
- C. 2. Unlawful taking of the property of another without threat or use of violence or bodily harm in such a manner as to deprive the lawful owner of the use and enjoyment of said property. Included are pocket-picking, purse or backpack-snatching if left unattended, theft from a building, theft from a motor vehicle, theft from a coin-operated machine, theft by deception, theft by conversion, and all other types of thefts which are accomplished without use of force or threats of force.
- C. 3. The taking, or attempting to take, anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. An essential difference between robbery and larceny is that a threat or battery is involved in a robbery. Examples include extortion of lunch money.

NOTE: Referral to JCEB for certain conditions.

NOTE: Students in grades 6 – 12 only. Any student charged with violating this rule may be subject not only to disposition under this rule but also punishment under 11(g) and 11(h) of the Griffin-Spalding County Discipline Procedures.

RULE 3. ASSAULT OR BATTERY BY A STUDENT

- A. A student shall not commit an assault or battery upon another student.
- B. A student shall not commit an assault or a battery upon any teacher, other school official or employee.

NOTE: Referral to JCEB for certain conditions

NOTE: Students in grades 6 – 12 only. A student violating this rule for fighting may be subject not only to disposition under this rule but also punishment under 11(g) and 11(h) of the Griffin-Spalding County Discipline Procedures. See also the provisions of Rule 4 related to acts of physical violence against school bus drivers, teachers, school officials or school employees.

RULE 4. PHYSICAL INJURY CAUSED, THREATENED OR ATTEMPTED TO BE CAUSED BY STUDENT TO SCHOOL PERSONNEL

A student shall not cause, or threaten or attempt to cause, physical injury, or behave in such a manner as could reasonably be apprehended to cause an assault, battery or physical injury, to a teacher, other school official or school employee:

NOTE: Referral to JCEB for certain conditions

NOTE: Students in grades 6 – 12 only: A student violating this rule for fighting may be subject not only to disposition under this rule but also punishment under 11(g) and 11(h) of the Griffin-Spalding County Discipline Procedures. Pursuant to O.C.G.A. Section 20-2-751.6 of the 2002 Georgia Legislature any student who is alleged to have committed an act of physical violence against a teacher, school bus driver, or other school official or employee shall be referred to a hearing before a disciplinary tribunal pursuant to the provisions of O.C.G.A. Section 20-2-754; any student so accused shall be suspended pending the hearing. The disciplinary hearing officer, panel, or tribunal composed of school officials appointed by the Griffin-Spalding County Board of Education shall conduct the hearing (JCEB). The decision of disciplinary hearing officer, panel, or tribunal may be appealed to the Griffin-Spalding County Board of Education pursuant to O.C.G.A. Section 20-2-754. The Griffin-Spalding County School Board may impose penalties not recommended by the disciplinary hearing officer, panel, or tribunal. As used in this policy, consistent with the provisions O.C.G.A. Section 20-2-751.6 of the 2002 Georgia Legislature, the term “physical violence” means:

- A. Intentionally making physical contact of an insulting or provoking nature with the person of another; or
- B. Intentionally making physical contact with another which causes physical harm to another unless such physical contacts or physical harms were in defense of self as provided in O.C.G.A. Section 16-3-21. A Student found guilty by a tribunal of committing an act of physical violence which causes physical harm to a teacher, school bus driver, school official or school employee shall be expelled from the public school system for the remainder of the period of the student’s eligibility to attend public school pursuant to the provisions of OCGA Section 20-2-150. The Griffin-Spalding County Board of Education, in its discretion, may permit the student to attend an alternative education program for the period of the student’s expulsion. If the student who commits the act of physical violence which causes physical harm to a teacher, school bus driver, school official, or school employee is in kindergarten through the 8th grade, then the Griffin-Spalding County Board of Education at its discretion and on recommendation of the tribunal may permit such student to re-enroll in the regular public school program for grades 9-12. If the Griffin-Spalding County Board of Education does not operate an alternative educational program for students in kindergarten through 6th grade, the Griffin-Spalding County Board of Education may, in its discretion, permit such student in grades kindergarten through 6th grade to re-enroll in the public school system. Further, any student who is found by a tribunal to have committed an act of physical violence which causes physical harm to a teacher, school bus driver, school official or school employee shall be referred to a juvenile court or other appropriate law enforcement official for prosecution. Any student found to have committed an act of physical violence against a teacher, bus driver, school official, or school employee which act did not result in physical harm to the victim may be, in the discretion of the Griffin-Spalding County Board of Education, disciplined by expulsion, long term suspension, or short term suspension. Any student threatening, striking, or causing bodily harm to a teacher or other school personnel shall have his or her driver’s license suspended pursuant to O.C.G.A. Section 40-5-22.

RULE 5. PHYSICAL INJURY CAUSED, THREATENED OR ATTEMPTED TO BE CAUSED, BY STUDENT TO ANOTHER STUDENT OR ANY OTHER PERSON:

- A. A student shall not cause, or threaten or attempt to cause, physical injury, or behave in such a manner as could reasonably be apprehended to cause an assault, battery or physical injury, to another student or any other person.
- B. No student shall be a willing participant in a fight involving physical violence. This is conduct that is defined in the criminal code as “affray”.

NOTE: Referral to JCEB for certain conditions.

NOTE: Students in grades 6-12 only: A student violating this rule may be subject not only to disposition under this rule but also punishment under 11 (g) and 11 (h) of the Griffin-Spalding County Discipline Procedures.

RULE 6. WEAPONS, FIREARMS AND HAZARDOUS OBJECT (JCDAE)

A student shall not possess, handle, or distribute any weapon or firearm which includes, but not limited to: pistol, revolver, pellet gun, BB gun or any weapon designed or intended to propel a missile of any kind, loaded cane, sword cane, any explosives, explosive compounds or hazardous object which includes, but not limited to: dirk, bowie knife, switchblade, knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, ice pick, machete, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or a flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be considered a nun chahka, nun chuck, nunchake, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser.

NOTE: Referral to JCDAE for certain conditions.

NOTE: Students in grades 6-12 only: A student violating this rule may be subject not only to disposition under this rule but also punishment under 11 (g) and 11 (h) of the Griffin-Spalding County Discipline Procedures.

Guns:

Any student bringing a gun (including a firearm as defined by Policy JCDAE) onto school property shall be referred to a disciplinary hearing officer, panel, or tribunal. If the disciplinary hearing officer, panel, or tribunal determines that the student did possess a gun on school grounds, the student shall be suspended for not less than one calendar year. The disciplinary hearing officer, panel, or tribunal may, in its discretion, impose a more lengthy suspension. In appropriate circumstances, or as the law requires, the Board of Education may, in its discretion, modify the mandatory minimum one calendar year suspension. Any student who brings a firearm or weapon to school shall be referred to the appropriate criminal justice or juvenile delinquency authorities. The term weapon as used in this policy shall include any weapon as defined in O.C.G.A. § 16-11-127.1.

RULE 7. ALCOHOLIC BEVERAGES, NARCOTICS, STIMULANT DRUGS, AND CONTROLLED SUBSTANCES (JCDAC)

- A. A student shall not possess, sell, use, distribute or be under the influence of any alcoholic beverage of any kind or any substance set out or controlled under and by virtue of the Georgia Controlled Substances Act or the Georgia Dangerous Drug Act.
 - 1. A student suspected of drinking alcohol at school related events or on school property may be asked to submit to a breath test to determine if alcohol has been consumed. A parent or guardian of a student suspected of drinking alcohol will be notified and offered the opportunity to give their consent for the test to be administered. Students who are eighteen years of age or older may give their own consent for the test to be administered.
 - 2. Parent/guardians may select another method to determine if alcohol has been consumed.

Failure of the student to submit to testing as requested by the school official may result in an unfavorable inference and appropriate punishment may be given the student if the school official believes that there is sufficient evidence to indicate use, possession, or distribution of any alcoholic beverage or controlled substance.

NOTE: A student violating this rule may be subject not only to disposition under this rule but also punishment under 11(g) and 11(h) of the Griffin-Spalding County Discipline Procedure.

- B. A student shall not possess, sell, purchase, use, distribute, transport, be in possession of equipment or devices used for preparing or using drugs or narcotics or being under the influence of any intoxicant, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, or marijuana of any kind or any substance set out or controlled under and by virtue of the Georgia Controlled Substances Act or the Georgia Dangerous Drug Act.

NOTE: A student violating this rule may be subject not only to disposition under this rule but also punishment under 11(g) and 11(h) of the Griffin-Spalding County Discipline Procedure.

- C. A student shall not possess, sell, use, or distribute any substance under the pretense that it is a controlled substance or dangerous drug.

- D. A student shall not use, possess or distribute any over-the-counter drug in any manner other than directed on the original container of the over-the-counter drug or by a physician, or for the purpose of becoming intoxicated or for a mood altering purpose, or any substance under the pretense that it is a controlled substance. Use of a drug authorized by a medical prescription from a registered pharmacist or licensed medical doctor shall not be considered a violation of this rule, provided it is used by the person named in the prescription in the manner directed in the prescription.
- E. A student shall not use inhalants. "Inhalant" means any substance that the fumes or vapors of which are intentionally smelled or inhaled for the purpose of causing a condition of intoxication, stupefaction, euphoria, excitement, exhilaration, or dulling of the senses or nervous system. Expressly excepted from this rule shall be any prescription medication which is designed to be inhaled and which has been prescribed for the student using it. Any student suspended for possession or sale of drugs or alcohol shall have his or her driver's license suspended pursuant to O.C.G.A. Section 40-5-22. NOTE: In addition to any other punishment or corrective measures which the administration or superintendent may deem appropriate, students violating Rule 7 may be referred to Student Support Team (**SST**).

RULE 8. DISREGARD OF DIRECTIONS OR COMMANDS DISRESPECTFUL CONDUCT

A student shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, principals, school bus drivers, or other authorized school personnel. A student shall not act in a disrespectful manner toward teachers, administrators, or other school personnel. (SBOE Rule 160-4-8-.15) NOTE: A student violating this rule will be subject only to disposition under this rule but also punishment under 11(g) and 11(h) of the Griffin-Spalding County Discipline Procedures.

RULE 9. UNEXCUSED ABSENCES (JBD)

A student shall not be absent from school or from any class or other required school function during required school hours except for illness or other providential cause, except with written permission of the teacher, principal, or other duly authorized school official, nor shall any student encourage, urge or counsel other students to violate this rule.

Chronic Student Absenteeism/Tuancy (SBOE Rule 160-5-1-.10 [JB])

Chronic student absenteeism is unacceptable within the Griffin-Spalding County School System therefore is shall be the ultimate responsibility of the student's school of attendance to document and track absenteeism for their respective students. Any child subject to compulsory attendance who during the school calendar year has more than five (5) days of unexcused absences is considered truant. For the purpose of determining student truancy, school days missed as a result of an out of school suspension shall not be counted as unexcused. (JBA)

RULE 10. DRESS AND GROOMING (JCDB)

Each student shall conform to the dress code as specified by principals at the beginning of school each year. A student shall not dress, groom, or wear or use emblems, insignias, badges or other symbols where the effect thereof is to distract unreasonably the attention of other students, or which may identify them as members of any particular gang, or otherwise cause disruption or interference with the operation of the school. The principal or other duly authorized school official shall determine whether any particular mode of dress, apparel, grooming or use of emblems, insignias, badges, or other symbols results in such interference or disruption as to violate this rule.

RULE 11. ADDITIONAL REGULATIONS

- A. A student shall not use tobacco, expressly including cigarettes, cigars and pipes, but not excluding any other forms of tobacco on any school grounds or property (including school buses and motor vehicles) of this school system or at any school activity, function or event (whether on or off school grounds) (**JCDAA**).
- B. Additionally, the Board of Education has an obligation to provide a safe and healthy atmosphere for students, therefore, due to smoking presenting itself as a potential fire hazard to students and buildings, minor children being influenced by students who might use tobacco in any form, and the determination by the Surgeon General that cigarette smoking and other use of tobacco are hazardous to one's health, students in grades K through 12 inclusive shall not possess during the school day, tobacco, expressly cigarettes, cigars and pipes, but not excluding any other forms of tobacco on any school grounds or property (including school buses and motor vehicles) of this school system or at any school activity, function or event (whether on or off school grounds) (**JCDAA**).
- C. A student shall not use, speak, utter or write profane, vulgar, opprobrious, or inflammatory words or language on any school grounds or property (including school buses and motor vehicles) of this school system or at any school activity, function or event (whether on or off school grounds).
- D. A student shall not cause, or threaten or attempt to cause deliberate, repeated, and unsolicited physical actions, gestures, or verbal or written comments of a sexual nature, when such conduct has the purpose or effect of interfering with a student's academic performance or creating an intimidating, hostile, or offensive learning environment. This type conduct otherwise known as "sexual harassment" shall not take place on any school grounds or property (including school buses or motor vehicles) of this school system or at any school activity, function or event (whether on or off school grounds). Examples include behaviors such as leering, pinching, grabbing, suggestive comments, suggestive jokes, or pressure to engage in sexual activity.
- E. A student shall not possess, sell, use or transmit pornographic materials or literature on any school grounds or property (including school buses and motor vehicles) of this school system or at any school activity, function or event (whether on or off of school grounds).

- F. A student shall not commit any crime (felony or misdemeanor) as defined by the laws of Georgia, or violate any State or Federal law while such student is on any school grounds or property (including school buses and motor vehicles) of this school system or at any school activity, function or event (whether on or off school grounds).

NOTE: Administrator authorized to file criminal charges.

- G. A student shall not violate any ordinance of the City of Griffin while such student is within the city limits on any school grounds or property (including school buses and motor vehicles) of this school system or while attending a school activity, function or event within the corporate limits of the City of Griffin.

NOTE: Administrator authorized to file criminal charges.

- H. A student shall not engage in or encourage others to engage in any kind of sexual activity on any school grounds or property (including school buses and motor vehicles) of this school system or at any school activity, function or event (whether on or off school grounds). Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult. O.C.G.A. 20-2-735(e)

- I. It is the intent of the Board of Education to discipline students who have engaged in off campus misconduct at anytime during the year, including summer or other occasions when students are not attending class, based on the following circumstances:

1. A student who has committed or allegedly committed any act off-campus which is prohibited by the Georgia criminal code whether same be defined as a felony or misdemeanor, (regardless of whether the student is arrested, charged, or convicted with violating that act pursuant to the criminal laws of this state or charged with a delinquent act pursuant to the juvenile code), and whose presence at school is likely to endanger other students or staff or cause disruption to the educational climate may be disciplined or excluded from school.
2. Students who attend or participate in any activity conducted for the benefit of students, whether school sponsored or supported by private organizations such as booster clubs, sports organizations, or similar groups, with prior approval of the superintendent, and without regard to whether the event takes place on school property, are subject to the student discipline code during the activity or while traveling to and from the activity.

RULE 12. POCKET PAGER OR ELECTRONIC COMMUNICATOR

No student shall use a pocket pager, beeper, laser pointer, telephone/cell phone or other electronic communication device during any school activity except for health or other unusual reasons approved in writing by the principal or his/her designee. O.C.G.A. 20-2-1183

RULE 13. ELECTRONIC COMMUNICATIONS SYSTEM

A student shall not use the school system electronic communications system (e-mail, internet, America Online or the like) for any purpose other than educational and research consistent with the educational objectives of the Griffin-Spalding County School System. Such prohibited use includes, but is not limited to, transmission of any material in violation of any law of the United States or of the State of Georgia or of any school system regulation or policy or the transmission of copyrighted material, threatening or obscene material, or material protected as a trade secret.

Use for commercial activities, product advertisement, or political lobbying is also prohibited.

RULE 14. BULLYING (JCDAG)

RULE 15. GAMBLING

Students shall not play any game of skill or chance for money or anything of value.

RULE 16. LOITERING/TRESPASSING

Student shall not enter any school property or school facility without proper authority (includes student entry during a period of suspension or expulsion).

RULE 17. OFFICE REFERRALS

Students sent to the office for the fourth violation of the Student Discipline Code may be subject to a ten (10) day out-of-school suspension and/or recommended to the disciplinary hearing officer or panel for possible long-term suspension or expulsion.

RULE 18. SUSPENSION ACCUMULATION

Students who accumulate 15 or more days of suspension (in-school or out-of-school) for disciplinary reasons within one school year may be recommended to the disciplinary hearing officer.

RULE 19. FALSIFYING REPORTS OF ALLEGED INAPPROPRIATE BEHAVIOR BY TEACHER/SCHOOL PERSONNEL

Students shall not falsify, misrepresent, omit or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee toward a student **O.C.G.A. 20-2-751.5. ***

Note:

- (a) Any student (*or parent or friend of a student*) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
- (b) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*
- (c) Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney. Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.

“**Sexual abuse**” means a person’s employing, using, persuading, inducing, enticing, or coercing any minor who is not that person’s spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

“**Sexual misconduct**” includes behavior by an educator that is directed at a student and intended to sexually arouse or titillate the educator or the child. Educator sexual misconduct by an educator may include, but is not limited to, the following behavior:

1. Made sexual comments, jokes, or gestures.
2. Showed or displayed sexual pictures, photographs, illustrations, or messages.
3. Wrote sexual messages/graffiti on notes or the internet.
4. Spread sexual rumors (i.e. said a student was gay or a lesbian).
5. Spied on students as they dressed, showered or used the restroom at school.
6. Flashed or “mooned” students.
7. Touched, excessively hugged, or grabbed students in a sexual way.
8. Forced a student to kiss him/her or do something else of a sexual nature.
9. Talked or asked about a student’s developing body, sexuality, dating habits, *etc.*
10. Talked repeatedly about sexual activities or sexual fantasies.
11. Made fun of your body parts.
12. Called students sexual names.

**20-2-751.7.(a) The Professional Standards Commission shall establish a state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.

RULE 20. SECRET SOCIETIES (GANGS)

Other Requirements and Considerations:

- A.** Students serving out-of-school suspension, in-school suspension (long-term), or expulsion are not permitted to attend or participate in any school functions.
- B.** A student on his/her way to or from school, whether or not the student is using their own or school system transportation, or while being provided school system transportation to/from any school function or activity, or any school-related activity, or at any school event held away from the school, under the jurisdiction of school authorities is subject to the rules and regulations as stated in this Student Discipline Code. This shall include bus stops used by the school system’s transportation to load and deliver students.
- C.** All disciplinary problems affecting special education students shall be in strict compliance with the law.
- D.** A student’s past disciplinary record will be considered in assessing a discipline penalty.
- E.** The principal, or his designee, has the discretion to recommend long-term suspension or expulsion, based on the seriousness of the offense. Long-term suspension or expulsion recommendations are heard by the disciplinary hearing officer, panel, or tribunal unless the superintendent directs it to be heard by the Board of Education first.
- F.** School administrators are authorized to file criminal charges in their official capacity as an administrator for the school system.
- G.** Administrators have wide discretionary authority in determining disciplinary actions.

RULE 21. OFFENSES INVOLVING FALSE INFORMATION

False Statement

- A.** A student to whom a request has been made by a school official to provide information regarding any school related matter commits the offense of furnishing a false statement when he/she, knowingly and willfully, makes a false statement, whether orally or in writing.

Perjury

- B.** A student to whom a lawful oath or affirmation has been administered commits the offense of perjury when, in a student disciplinary proceeding, he/she knowingly and willfully makes a false statement material to the issue or point in question.

Forgery

- C.** A student commits the offense of forgery when he/she knowingly makes, alters, or possesses any school related writing, record, or document in a fictitious name or in such manner that the writing, record, or document as made or altered purports to have been made by another person, or at another time with different provisions, or by authority of one who did not give such authority.

RULE 22. INFLUENCING WITNESSES

A student shall not with intent to deter a witness from testifying freely, fully, and truthfully to any matter pending in any disciplinary or in any administrative proceeding, communicate directly or indirectly, to such witness any threat of injury or damage to the person, property or employment of any relative of the witness or who offers or delivers any benefit, reward, or consideration to such witness or to a relative of the witness.

RULE 23. FAILURE TO OBEY SUBPOENA

A student who is served with a lawfully issued subpoena compelling his, or her, attendance at a student disciplinary tribunal, personnel hearing or any other proceeding before a tribunal panel, hearing officer or the Griffin-Spalding County Board of Education commits a violation of this Rule if student fails to obey subpoena and may be subject to discipline pursuant to the provisions of the Griffin-Spalding County School System Behavior Code and Discipline Policy.

STUDENT SUPPORT PROCESSES (IGB)

The Board of Education provides a variety of resources which are available at every school within the district to help address student behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems. These resources include school counselors, student support teams, chronic disciplinary problem student plans, etc.

PARENTAL INVOLVEMENT

This Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contacts are extremely valuable; therefore, they provide information to parents and well as on-going opportunities for school personnel to hear parents’ concerns and comments. Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct. The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a school staff member’s request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior. Georgia law mandates that any time a teacher or principal identifies a student as a **chronic disciplinary problem student**, the principal shall notify by telephone call and by mail the student’s parent or guardian of the disciplinary problem, invite the parent or guardian to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference to devise a disciplinary and behavioral correction plan. **Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.** The law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, 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 under this law.

PARENTAL CONSENT FOR PARTICIPATION IN SCHOOL SPONSORED CLUBS 20-2-705

Georgia law (Code Section 20-2-705) requires that students and parents receive information on school clubs and organizations at the beginning of each school year. The information must include the name of the club or organization, mission or purpose, name of club’s faculty advisor, and a description of past or planned activities. On a form there must be an area for a parent or guardian to decline permission for his or her student to participate in a club or organization designated by him or her. For clubs or organizations started during the school year, the school is required to get written permission from a parent or guardian prior to a student’s participation.

PROGRESSIVE LEVELS OF DISCIPLINE

The appropriate level of discipline for misconduct is determined by the following:

- The severity of the violation;
- The circumstances of the violation;
- The discipline history of the student.

LEVEL I DISCIPLINE

Level I discipline is used for minor acts of misconduct which interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or a student's own learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal.

LEVEL II DISCIPLINE

Level II discipline offenses are intermediate acts of misconduct that require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehavior directed against persons or property, but which do not seriously endanger the health, safety or well being of others. Consideration of necessary behavior support services should be given, if not already provided (IGB).

LEVEL III DISCIPLINE

Level III discipline offenses are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, serious disruptions of the school environment, threats to health, safety, or property and other acts of serious misconduct. These offenses must be reported to the principal. Offenses that threaten the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days pending disciplinary investigation of the allegations. **Student and parent/guardian participation in a conference with the principal is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided (IGB).** Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the 1997 Individuals with Disabilities Education Act.

LEVEL IV DISCIPLINE

Level IV discipline offenses are the most serious acts of misconduct. These offenses must be immediately reported to the principal. These violations are so serious that they may require use of outside agencies and/or law enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the health, safety, or well-being of others may result in immediate suspension of the student from the school and/or school-sponsored activities for up to three school days, pending disciplinary investigation of the allegations. Student and parent/guardian participation in a conference with the principal is a required element of all discipline actions in this category, even if such a conference has previously occurred. Initiation of necessary behavior support services should be given, if not already provided. Due process procedures required by federal and state law will be followed. These may include such procedures as the school disciplinary tribunal and/or procedural safeguards provided by the 1997 Individuals with Disabilities Education Act. Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of State Board of Education Rule 160-4-.16 Unsafe School Choice Option.

The guidelines for the Student Attendance/Tuancy Administrative Procedure are as follows:

1. The parent, guardian, or other person who has control or charge of a child or children shall sign a statement indicating receipt of a written statement (Exhibit) of possible consequences and penalties for failing to comply with the Georgia Compulsory Attendance Statute. (O.C.G.A. § 20-2-690)
2. Students who are age ten years or older by September 1, shall sign a statement indicating receipt of a written statement of possible consequences and penalties for failing to comply with Georgia Compulsory Attendance Statute. (O.C.G.A. § 20-2-690) After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance if it sends a copy of the statement, via first class mail, to such parent, guardian, or other person who has control or charge of the child, or children. The school principal shall retain signed copies of statements through the end of the school year.
3. **After Five Unexcused Absences:** Documentation will be sent from a school administrator/designee to the parent/guardian regarding the number of days absent and the consequences of excessive absences. After two reasonable attempts to notify the parent or guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by first class mail. The parents, guardian, or other person who has control or charge of a child having five unexcused days of absence, shall be given a written summary of possible consequences and penalties for failing to comply with the Georgia Compulsory Attendance Statute. (O.C.G.A. § 20-2-690)
4. **After Seven Unexcused Absences:** A copy of this documentation shall be sent to the School Social Worker. A referral shall be made to the School Social Worker using the social work form. An administrator must sign the form and all relevant correspondence and documentation must be attached. The Social Worker shall involve appropriate agencies and services such as mental health, social service agencies, school nurse, student, and parent groups as required. Notification, via first-class mail, shall be sent to a student 14 years of age or older who has only three absences remaining prior to missing ten school days of unexcused absences notifying the student that this would result in the revocation or suspension of a learner's permit or driver's license.

5. **After Ten Unexcused Absences:** If previous interventions have been unsuccessful, a referral should be made to the Attendance Task Force. In accordance with O.C.G. A. § 15-11-67, a possible consequence for students shall include possible dispositions for unruly children in Juvenile Court and/or possible denial or suspension of a driver's license. Pursuant to the Georgia Compulsory Attendance Statute, O.C.G.A. § 20-2-690, *et seq.*, "Any parent, guardian, or other person residing in the state who has control or charge of a child or children and who shall violate this Code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. **Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense.** After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by first class mail. Certified mail, return receipt requested, still must be used to notify parents prior to any action to begin judicial proceedings for violations of the compulsory attendance law. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for children and their parents, guardians, or other persons having control or charge of children. The parent, guardian, or other person who has control or charge of a child or children shall sign a statement indicating receipt of such written statement of possible consequences and penalties; children who are age ten years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties. After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, first class mail, to such parent, guardian, other person who has control or charge of a child, or children. Public schools shall retain signed copies of statements through the end of the school year."

6. Tardies or Early Dismissals:

- A. At 5 unexcused tardies or early dismissals, or any combination totaling 5 tardies and/or early dismissals, the principal or his/her designee will send a copy of the Compulsory School Attendance Law Principal's Letter to the parent(s) and refer the child and parent(s) to the school counselor.
- B. Upon the 10th unexcused tardy, early dismissal, or any combination totaling 10 tardies and early dismissals, a referral is made to the School Social Worker, who will, if necessary, refer the student and parent(s) to the Griffin-Spalding County Attendance Task Force Committee.

BUS RULES AND DISCIPLINE RULES AND REGULATIONS FOR STUDENTS TRANSPORTED BY THE GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM

Students being transported are under the authority of the bus driver and are expected to obey the following rules:

1. Be at your assigned bus stop on time. Students and accompanying parents should arrive at the scheduled stop location at least 5 minutes before scheduled pick up time.
2. Wait patiently for the bus to arrive. Students should remain 12 to 15 feet from the roadway. Students required to cross the street should never approach the bus before the driver signals them to do so. Students who are not required to cross the street should never approach the bus until the driver opens the door. When entering or exiting a bus, students should remove headphones of any type and secure any loose items on clothing or book bags. If something is dropped, never return to the bus. Instead, move quickly to the 12 foot safety zone and wait for the driver's signal.
3. Use the steps and handrail when entering or exiting the bus.
4. Take seats quietly and quickly without crowding or pushing.
5. Remain seated while the bus is in motion with hands, heads, arms or objects safely inside the windows. At no time should a student be up on his/her knees facing the rear of the bus or crawling on the floor of the bus.
6. Never throw anything inside the bus or from the bus window.
7. Food, drinks, candy, or chewing gum are not allowed on bus except in a closed lunch container or bag. Schools should refrain from handing out the described items immediately prior to dismissal.
8. Tobacco/tobacco products are not allowed at school, on the school grounds, or the school bus.
9. No glass containers are allowed on the school bus.
10. Observe the appropriate school dress code.
11. Students should only utilize their assigned bus and their assigned bus stop. The school may approve a temporary bus pass if needed. This request must be submitted by the parent before 9 AM if approved the student may use an alternate bus, but service will only be provided to an existing bus stop location. Bus passes cannot be used to establish a new bus stop location or to alter an existing route schedule. A bus pass can be denied by the Transportation Department if it compromises the current capacity of the bus in question.

12. Do not use loud or screaming voice while entering the bus, on the bus, or exiting the bus.
13. Do not use vulgar, abusive, or rude language or act in an obscene manner, including obscene hand gestures to other students, bus drivers, and other personnel.
14. Respectful conduct toward the school bus drivers and other persons is required.
15. Keep books, book bags, feet and legs out of the aisle. Do not have pencils, pens and other objects out of book bags while on the bus.
16. Be courteous to the bus driver, fellow students, passers-by, and other motorists.
17. Fighting or possession of weapons on the bus are not allowed and will result in suspension from the bus.
18. Do not talk to the bus driver while the bus is in motion unless there is an emergency situation.
19. Face the front of the bus and use the front entrance to exit the bus, except in cases of emergency. Do not jump down the steps when exiting the bus.
20. Any object brought on a school bus must fit safely under the passenger's seat or be held in their lap. If held in the lap, the object cannot extend any higher than the passenger's abdomen (below the chest). No items can block the aisle or emergency exit. This includes but is not limited to: large band instruments, science projects, athletic equipment, and any field trip supplies. If students are on board, no exit or aisles can be blocked regardless of the need. Do not bring any type of live animals on the bus (this includes insects and reptiles).
21. Avoid displaying affection while on the bus.
22. The 12 foot zone around the bus is the danger zone. All students must move outside the danger zone as quickly as possible. At no time should students enter this zone unless the bus is stopped and the driver signals the student it is safe to approach the bus. If it is necessary to cross the highway after leaving the bus, follow these rules: Make certain the bus is stationary and the door is still open. Wait for the bus driver to give a signal to cross, look both ways, stay out of the line of traffic until the roadway is free of danger, then, proceed across the highway after the bus driver signals you to cross.
23. Students should never use emergency exits unless a drill or actual emergency is taking place.
24. Students shall not use mirrors, lasers, flash cameras or any lights or reflective devices or otherwise act in a manner which might interfere with the school bus driver's operation of the bus.
25. Students shall not commit, or threaten to commit, an act of violence upon another student, any teacher, bus driver, or school official or employee while riding a school bus or while waiting to board a school bus. (See Rule 3 of the Student Disciplinary/Conduct Code).
26. Students shall not cause or threaten to attempt to cause physical injury or behave in such a manner as could reasonably be interpreted to cause an assault, battery or physical injury to a teacher, bus driver, or other school employee while riding a school bus or waiting to board a school bus (**Code 20-2-751.6**). In addition, if a student is found to have engaged in acts of physical violence on a school bus, as defined in Rule 4 of the Student Disciplinary/Conduct Code, the student shall be disciplined according to the provisions of Rule 4.
27. Students shall refrain from acts of bullying other students while riding a school bus or waiting to board a school bus. (See Rule 14 of the Student Disciplinary/Conduct Code). If a student is found to have engaged in bullying or to have committed a physical assault or battery of another student on the school bus or at the bus stop, in addition to other punishment provided under the Student Disciplinary/Conduct Code, it shall be required that the student and a parent/guardian for the student meet with the appropriate school official to develop a school bus behavior contract for the student as required by O.C.G.A. § 20-2-751.5(2).
28. Students shall refrain from acts of vandalism, graffiti, or defacing property.
29. Students shall refrain from other bus misconduct which includes, but is not limited to, misconduct that involves drugs or alcohol.

A bus stop location will be assigned to each student once they are enrolled in their school and have registered for transportation services. Assigned bus stop locations are based on the stops proximity to a student's primary address in the student information system (Infinite Campus). Communal Bus Stops (stops that serve multiple students and multiple addresses) will be utilized whenever possible. Door to door stops will be eliminated where possible. Students residing on roadways deemed "walk hazards" by the Transportation Department will have stops placed as close to their residence as possible. Bus stops may be placed on these roadways, but student foot travel will be minimized and eliminated, if possible. General education students will not be allowed to utilize multiple addresses, buses, or bus stops according to the time of day or given day of the week. Each student must utilize one bus and one bus stop (see Rule #11 for exceptions).

Parents and guardians are responsible for ensuring the safe travel of their students to and from the student's assigned location. Parents, guardians or their designees (must be 15 years of age or older) are expected to both escort and meet students 8 years old and younger at their assigned bus stop location. Students 9 years of age and older will be allowed to exit the bus without a parent or guardian present. Parents of all students should however recognize their child's individual abilities and ensure that all needed supervision is provided regardless of the student's age. **Student safety remains our primary concern**, and we view parents and guardians as partners in this effort to ensure that all students are kept in the safest atmosphere as possible. If a parent or guardian has concerns about an existing bus stop location or the safety conditions around an existing bus stop location, they should go to the district's transportation web site: http://www.spalding.k12.ga.us/pages/GSCS_District-Central/Departments/Transportation2 to view the stop placement criteria and the available methods of communicating their concerns.

RIDING THE BUS IS A PRIVILEGE! STUDENTS RIDING THE BUS MUST COMPLY WITH THE REQUEST OF THE DRIVER AND ALL BUS REGULATIONS OF THE GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM. STUDENTS WHO REFUSE TO OBEY ALL BUS REGULATIONS MAY FORFEIT THEIR PRIVILEGE TO RIDE.

These regulations will be amended as the need arises.

BUS DISCIPLINE GUIDELINES

- The school bus will be treated as an extension of the classroom.
- In cases of extreme student misbehavior while being transported to and from school or school related activities, appropriate law enforcement officials may be called to remove the student(s) from the bus. In this event, the Transportation Department or the police will notify the parent or legal guardian that the student has been removed from the bus and inform them as to where the law officer has transported the student. The bus driver will turn in video evidence and a discipline conduct form as soon as possible. In addition to removal by the appropriate law enforcement official, the student shall be subject to suspension from the school bus for the remainder of the school year.
- Fighting on a school bus is a serious offence. Students who fight endanger themselves and everyone riding the bus by causing the bus driver's attention to be diverted. Fighting on a school bus by elementary, middle, or high school students shall result in immediate suspension from the bus. No prior warning or prior disciplinary action is necessary to suspend students for fighting. **Bullying to start a fight will result in immediate suspension from the bus.**

CONSEQUENCES FOR VIOLATING SCHOOL BUS RULES AND REGULATIONS

A **Bus Discipline Matrix** has been developed by the Griffin-Spalding County School System to address all school bus infractions. Positive Behavior Intervention and Support (PBIS) is also being implementing to assist bus drivers in reducing misbehavior and promote a climate of improved safety of students while on the school bus.

Bus behavior is a serious safety issue. Therefore, bus drivers have complete charge of students while riding the bus. Drivers are responsible for the students' conduct, safety, and transportation. Bus drivers and school principals or principal's designees will follow the Griffin-Spalding County School Bus Discipline Matrix when dealing with student misbehavior on the school bus. By implementing PBIS, bus drivers will have the opportunity to provide interventions on minor misbehavior as directed by the Bus Discipline Matrix. In compliance with the Bus Discipline Matrix, bus drivers will refer continuous or serious misbehaviors directly to the principal or principal's designee. The principal or the principal's designee will conduct an investigation with or without video evidence to determine disciplinary actions or warnings. Principals shall have wide latitude and discretion in determining the degree of student involvement in disciplinary matters. The principal or principal's designee will refer to the Bus Discipline Matrix to determine appropriate action to be taken to address misconduct.

Disciplinary Action may include, but is not limited to: PBIS interventions; phone call to parent by bus driver or bus department, warnings and re-teaching the bus expectations, moving or assigning seat on the bus, note to parent from bus driver, bus suspensions from one to ten days; bus suspension for up to 180 days; restitution; and disciplinary tribunal hearing. Parents will receive notice if the student's bus riding privilege has been suspended.

NOTE: No student shall be allowed to ride any Griffin-Spalding County school bus if the student's riding privilege has been suspended.

NOTE: If the school year ends and the student has not served his/her entire bus suspension, the student shall finish the bus suspension at the beginning of the next school year.

NOTE: Administrators will follow procedures listed in the Griffin-Spalding County Board of Education Policy Manual and/or the Griffin-Spalding County School System Bus Discipline Matrix and/or the Griffin-Spalding County Discipline Matrix for all major infractions that result in automatic administrative referral (i.e. drugs, alcohol, fighting, and any and all infractions that require referral.)

Please contact the School Principal to review a copy of the Bus Disciplinary Matrix or review a copy of the Bus Discipline Matrix on the school system web site.

GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM 2014-2015 TITLE I INFORMATION

WHAT IS THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)?

The Elementary and Secondary Education Act (ESEA) of 1965 is a law that significantly raises expectations for states, school districts and schools. These expectations include:

- (1) Academics: ESEA states that all students will meet or exceed state standards in reading and mathematics by 2014. Schools and school districts must move toward this goal by achieving Adequate Yearly Progress with all students. States are required to establish state academic standards and a state assessment system. The ESEA act holds the state, the school district and the individual school accountable for every student's academic success.
- (2) Highly Qualified Staff: The law also states that teachers and paraprofessionals must be highly qualified in the subjects they teach.
- (3) Parental Involvement: Additionally, the law has a strong focus on parental notification and involvement.

In 2011, Georgia applied for the ESEA Flexibility Waiver. This waiver allows our state to identify and support schools where students continue to struggle based on student achievement growth or student subgroup performance issues, unify federal law with Georgia's accountability system focused on college and career readiness and exercise greater flexibility with federal funding. Under Georgia's own statewide accountability system, stakeholders will be able to share a common understanding of school and district performance. This waiver will be in effect beginning with the 2012-2013 school year and remain in place for three years. For more information regarding the ESEA Flexibility Waiver, visit www.gadoe.org, keyword: ESEA Flexibility Waiver.

Please Note: The No Child Left Behind Act (NCLB) expired in 2007. While many of its policies remain in effect, the law is now referred to by its original name, the Elementary and Secondary Act (ESEA) of 1965.

The Elementary and Secondary Education Act can be found on the U.S. Department of Education website at: <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

WHAT IS TITLE I?

Title I is a part of ESEA. This act provides money to public schools with high numbers of children from low-income families. Title I is designed to ensure that all children have the opportunity to obtain a high quality education and reach grade-level proficiency. Title I programs must be focused on improving student achievement and include strategies to support parental involvement. Additionally, ESEA requires school districts to set-aside Title I funds to serve homeless and neglected students who do not attend schools participating in Title I. These services are comparable to services provided to children attending a Title I school.

WHAT IS A TITLE I SCHOOL?

Title I schools are the schools that are given funding from ESEA. Schools are given funding based on the number of children who qualify for free or reduced priced lunch. All schools in the Griffin-Spalding County School System are designated as Title I for the 2014-2015 school year.

WHAT ARE TARGETED ASSISTANCE SCHOOLS?

A targeted assistance school is a school that must use Title I funds to focus on helping the students most at risk of failure on state assessments. Funding is used to help participating children meet state standards and ensure students are taught by highly qualified staff.

WHAT ARE SCHOOLWIDE SCHOOLS?

A schoolwide school is a school in which children from low-income families make up at least 40% of enrollment. In schoolwide programs, Title I funds are used to serve all of the children in the school. The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The core elements of a schoolwide program are (1) needs assessment, (2) plan and (3) evaluation. All schools in the Griffin-Spalding County School System are designated as Title I Schoolwide Schools for the 2014-2015 School Year.

FLEXIBLE LEARNING PROGRAM (FLP)

Under Georgia's new ESEA Flexibility Waiver, schools that have been identified as a Focus or Priority School due to having an achievement gap between subgroups are required to develop a school turnaround plan in order to close this achievement gap. Schools identified as a Focus or Priority School will create a Flexible Learning Program (FLP). The schools identified as a Focus School for the 2014-2015 school year are Carver Road Middle School and Cowan Road Middle School.

ADDITIONAL INFORMATION

Additional information regarding Title I can be found on the:

- (1) GA Department of Education website: <http://www.gadoe.org/>
- (2) US Department of Education website: <http://www.ed.gov/>

PARENT INVOLVEMENT INFORMATION

PARENT INVOLVEMENT

Parent Involvement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. The purpose is to ensure that parents play an integral role in their child's learning and are active in their child's education at school.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

Some opportunities for parental involvement include parent workshops, parent advisory committees, school council, PTO/PTA, parent volunteers, school planning meetings and parent-teacher conferences.

PARENT LIAISONS

Each school has a parent liaison that coordinates parent activities. For more information, contact your child's school. If you have any comments or suggestions, always feel free to contact your parent liaison. Your liaison will take your feedback to the leadership team of the school and will provide helpful tips to school staff.

SCHOOL-PARENT COMPACT

Every year, students, parents and school staff sign a compact or agreement. This compact outlines how parents, the entire school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. This compact is revised with parent input at the end of each school year and then distributed to all parents to be signed at the beginning of the next school year.

PARENTAL INVOLVEMENT POLICY

The purpose of the school parental involvement policy is to ensure that strong strategies are in place to build the capacity to involve parents in an effective partnership with the school and share and support high student academic achievement. The school and parents must jointly develop and agree on the policy. It is revised every year to meet the changing needs of parents. Finally, the policy is distributed to parents in multiple ways.

The school district also has a district parental involvement policy. It is revised every year and a copy of this document is also distributed to parents in multiple ways.

PARENT SURVEY

At the beginning and end of the school year, schools distribute a parent questionnaire. The results of this survey are used to review the effectiveness of parent activities. Feedback from these surveys is very important. The school parental involvement policy and school activities are developed from feedback parents give on these surveys.

PARENT RESOURCE CENTERS

There are two parent resource centers available for your use to support you and the education of your children. The goal of all of the parent resource centers is to share the benefits of parental involvement and take advantage of available services that lead to the academic success of children.

• School Parent Resource Centers

Each Title I school has a parent resource room or area where you can obtain valuable resources on how to support your child's academic efforts in math, science, social studies, reading and English Language Arts.

- Contact: Your school or Parent Liaison
- Hours: School hours

• District Family Resource Center

The district family resource center has computers available for parent use as well as DVDs, books and audio CDs available for parent checkout. You will also find valuable information on supporting your student academically.

- Location: Room B112, Parent Services Center at 234 E. Taylor Street, Griffin (Old Taylor St. Middle School)
- Contact: Jessica Layfield, 770-229-3710, ext. 363, jessica.layfield@gscs.org
- Hours: 7:30 a.m. - 4:30 p.m. or by appointment

ACADEMIC STANDARDS INFORMATION

NATIONAL EDUCATION GOALS

The National Education goals are the focus for education reform and describe how educational systems can be measured. Congress approved the goals and they are:

- (1) School Readiness - all children in America will start school ready to learn.
- (2) School Completion - high school graduation rate will increase to at least 90 percent.
- (3) Student Achievement and Citizenship - students will leave grades 4, 8, and 12 having demonstrated competency in academic subjects so they may be prepared for responsible citizenship.
- (4) Teacher Education and Professional Development - educators will have access to programs for the continued improvement of their professional skills.
- (5) Mathematics and Science - students will be first in the world in mathematics and science achievement.
- (6) Adult Literacy and Lifelong Learning - every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- (7) Safe, Disciplined and Alcohol and Drug-Free Schools - every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol.
- (8) Parental Participation - every school will promote partnerships that will increase parental involvement and participation in promoting growth of children.

GEORGIA STUDENT ASSESSMENTS

The Griffin-Spalding County School System administers all state mandated assessments. The purpose of the assessment program is to measure student achievement on state required curriculum and content mastery. The primary assessments are: Criterion Referenced Competency Tests (CRCT) in grades 3-8, End of Course Test (EOCT) grades 9-12, Georgia Kindergarten Inventory of Developing Skills (GKIDS) in Kindergarten, Georgia Alternate Assessment (GAA) in grades 3-8 and 11 and Georgia Writing Assessment programs 3, 5, 8 and 11. Other assessments include ACCESS for ELL students, National Assessment of Educational Progress (NAEP) and the Student Learning Objectives (SLO) for non-tested grades. Students are also offered opportunities to participate in the PSAT, Advanced Placement (AP), Scholastic Assessment Test (SAT) and American College Testing (ACT). In addition to these assessments, the Griffin-Spalding County School System administers district-wide common assessments. Schools also develop their own additional assessments to indicate student mastery of content.

CURRICULUM

The Griffin-Spalding County School System follows the Common Core Georgia Performance Standards in K-12 English Language Arts and K-12 Mathematics. We follow the Georgia Performance Standards in K-12 Science and K-12 Social Studies. Additional grade and content specific information on the standards that outlines exactly what students are expected to know and be able to do can be found at <https://www.georgiastandards.org/Pages/default.aspx>.

COMMON CORE GEORGIA PERFORMANCE STANDARDS

The Common Core Georgia Performance Standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards provide relevant content and application of knowledge through higher-order skills.

GEORGIA PERFORMANCE STANDARDS

Georgia Performance Standards are both content and performance standards. The standards are definitive in what a student should know and be able to do.

COLLEGE AND CAREER READINESS INDEX (CCRPI)

Under the Georgia ESEA Flexibility Waiver, Georgia's new accountability index is the College and Career Readiness Index (CCRPI). Adequate Yearly Progress (AYP) will no longer be used. It is designated to rate school performance. The new reporting is calculated with appropriate indicators for elementary, middle and high schools, and will yield an in-depth analysis of students' college and career readiness. It will measure the extent to which a school, school district and the state are successfully making progress in a number of key areas, such as content mastery, student attendance and the next level of preparation. Stakeholders will now have a complete and comprehensive picture of where a school or district is meeting performance expectations and where it is not. Beginning in December 2012, every school in the state will receive a numerical index score out of 100 points called the College and Career Readiness Performance Index (CCRPI) number. Using 2010-2011 school year assessment and graduation rate data, a percentage of Title I schools will be identified as Reward, Priority, Focus or Alert Schools. These new school designations provide a deeper understanding of what resources schools need in order to be successful in their efforts to prepare students to be college and career ready.

- **Reward School:** highest-performing (top 5% of Title I: highest performance of all students for 3 years or highest graduation rates) or high progress (Top 10% of Title I: highest progress in performance of all students for 3 years or highest progress in increasing graduation rates).
- **Priority School:** a school among the lowest 5% of Title I Schools in the state based on specific achievement factors.

- **Focus School:** accounts for 10% of Title I Schools with a large gap between their highest-achieving subgroup and their lowest-achieving subgroup or schools that have had a graduation rate lower than 60% for two years in a row.
- **Alert School:** these can be both Title I and non-Title I schools that have low graduation rates, low achievement in a particular student subgroup or low achievement in a particular content subject.

REFERENCES:

Information obtained from the following websites:

GA DOE Website: <http://www.gadoe.org/>

US DOE Website: <http://www.ed.gov/>

THE GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM 2013-2014 DISTRICT PARENTAL INVOLVEMENT POLICY

Revision Date: 5/20/2013

In support of strengthening student academic achievement, the Griffin-Spalding County School System (GSCS) shall develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act of 1965 (ESEA) (district parental involvement policy). The policy establishes GSCS's expectations for parental involvement, describes how it will implement a number of specific parental involvement activities, and it is incorporated into the GSCS plan submitted to the State educational agency (SEA).

GENERAL EXPECTATIONS

The Griffin-Spalding County School System agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA). These programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will incorporate this district parental involvement policy into its Local Education Agency (LEA) plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*
 - o *that parents play an integral role in assisting their child's learning;*
 - o *that parents are encouraged to be actively involved in their child's education at school;*
 - o *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - o *the carrying out of other activities, such as those described in section 1118 of the ESEA.*
- The school district will inform parents and parental organizations of the purpose and existence of the Parent Resource Center (PRC), as well as the PRC in each Title I school.

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Griffin-Spalding County School System will take the following actions to involve parents in the joint development of its district parental involvement plan under section 1112 of the ESEA:
 - Provide multiple opportunities on varying days and times each school year for all parents and community members to review/revise the district parental involvement plan.

- Seek input on the parental involvement plan from members of the Superintendent's Advisory Council during one of their monthly meetings.
 - Notify parents and the public of all meetings to review and revise the district parental involvement plan in multiple ways including: school system website, flyers, ParentLink, social media, newsletters, and/or press releases.
2. The Griffin-Spalding County School System will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Each Title I school will invite all parents to provide input on the Schoolwide/School Improvement Plan annually. Invitations may be in the form of flyers, letters sent home, newsletters, ParentLink, school website, and/or social media.
 - Provide multiple opportunities on varying days and times, open to all parents, for the purpose of reviewing the Comprehensive LEA Improvement Plan.
 - Notify parents and the public of all meetings to review the Comprehensive LEA Improvement Plan in multiple ways including: school system website, flyers, ParentLink, social media, newsletters, and/or press releases.
 3. The Griffin-Spalding County School System will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Hold monthly technical assistance meetings for school-level Parent Liaisons, offered at varying dates and times.
 - Provide templates, samples, and other documents for schools to use in carrying out Title I Parent Involvement activities.
 - Facilitate and present on special topics at Title I schools per request from the school.
 4. The Griffin-Spalding County School System will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs, such as Head Start and State-operated preschool programs, by:
 - Coordinating with program directors to host a Pre-Kindergarten information session for the parents of all incoming Pre-Kindergarten students.
 - Providing programs and information to parents regarding preparing students for academic success.
 5. The Griffin-Spalding County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The District Parent and Community Engagement Coordinator will be responsible for the evaluation of the parental involvement policy. This evaluation will take place in the Fall and Spring of each school year via survey.
 - The survey will be made available to all parents of Title I students via electronic and paper copies. The survey will be translated into Spanish and provided to limited-English proficient parents. Parents will be informed of the survey via a cover letter and paper copy sent home with students, at school events including Open House, on the school system website, school and district parent newsletters, paper copies in the district office, and the district Facebook page.
 - Parent input from the Fall Survey will be used to plan for the newly-started school year. Parent input from the Spring Survey will be used to determine if parents needs based on the Fall Survey were met. Fall and Spring survey responses will be compared and contrasted, determining strengths and weaknesses in the program.
 - Parents will be made aware of the results of the survey via the district parent newsletter and school system website.
 - The District Parent and Community Engagement Coordinator will conduct an annual review of the program based on surveys, meetings, observations, and parent involvement data.
 6. The Griffin-Spalding County School System will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Title I, Part A,
 - how to monitor their child's progress, and
 - how to work with educators:

- Title I schools will be provided with materials related to the listed topics to host parent workshops. All Title I schools will hold an Annual Title I meeting open to all parents and stakeholders for the purpose of reviewing the requirements of Title I, Part A. Student agendas will contain the current school year's Title I Information sheet, which all parents will be able to access. Parents will be informed of the school district's student information system, Infinite Campus, where they can create an account and monitor their students' grades, assignments, and absences. All parents will be provided with the opportunity to partake in parent-teacher conferences.
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Host a minimum of four Parent University events throughout the school year on varying topics
 - Provide schools with necessary materials to host parent workshops on enhancing parent involvement, literacy, technology, child development, understanding assessments, preparing for standardized tests, and other topics as requested by parents of schools.
 - C. Maintain a district Parent Resource Center containing a variety of materials in multiple languages for parents to utilize.
 - D. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Provide schools with materials to conduct staff trainings; each school will hold four staff trainings per year.
 - Incorporate parents as co-presenters in staff trainings.
 - Educate administrators and staff members on the most recent and relevant information regarding parental involvement in education including the benefits of parent engagement, Parent-Teacher Conferences, communication, and involving parents in homework.
 - Provide assistance regarding parent involvement to new teachers via New Teacher Orientation and/or induction.
 - E. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Coordinate with program directors to host a Pre-Kindergarten informational session for incoming parents.
 - Coordinate with the ESOL director to host events for parents of ESOL students.
 - Have important parent correspondence translated into Spanish. Documents which are not translated will contain a statement in Spanish indicating who to contact for translation assistance.
 - Maintain a district Parent Resource Center (PRC), housed in the Parent Services Center. The PRC will contain a variety of materials for parents to utilize and check-out including books, DVDs, CDs, computers, pamphlets, and others. Many materials will be available in Spanish.
 - Parents who do not have access to a computer or the internet will be able to use the designated computers in the PRC.
 - A translator will be able to facilitate Spanish-speaking parents
 - F. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, are sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - All correspondence to parents will be sent on GSCS letterhead or will have the GSCS logo visible.
 - The language will be kept simple, free of jargon, euphemisms, and slang. All acronyms and abbreviations will be defined.
 - Some documents will contain a statement in Spanish informing the parent that the document is important, should be translated, and who to call for assistance. Important documents will be translated into Spanish and provided to parents as needed.
 - All documents will contain contact information for parents who have questions or need further assistance.
 - G. The School District shall implement the following practices to meet the federal requirements under Title I, to provide for the representation of Spalding County students residing in neglected and delinquent institutions:
 - Parent involvement is recognized to be critical to the success of all students, including those students residing in neglected and delinquent facilities in Spalding County. In the absence of a parent or guardian, the representative of the neglected and delinquent facility should act in place of the parent in regards to parental involvement activities. The involvement of the representative should be geared to increase student attendance, student achievement and decrease delinquent behavior. If the representative of the facility is unable to act, instructional staff may act in the place of the facility representative.

- The Griffin-Spalding County School System (GSCS) will collaborate with neglected and delinquent facility representatives for program ideas as well as invite them to participate in offered parent trainings and meetings regarding parent involvement. Various activities offered at the schools will be geared to assist the students after their release from the facility.
- GSCS will regularly communicate with neglected and delinquent institutions within their district. GSCS will provide appropriate school representatives, including the School Parent Involvement Coordinator, Title I Director and the Director of Student Services, information on students residing in these facilities to promote enhanced communication and assistance. GSCS will provide the neglected and delinquent institutions with contact information for GSCS officials that may assist them throughout the year.

DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

The Griffin-Spalding County School System may also provide additional services in order to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- Arranging school meetings at a variety of times in order to maximize parental involvement and participation in their children's education, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improve parental involvement;
- Maintaining a district Superintendent's Advisory Council with parent members to provide advice on all matters related to parental involvement in Title I, Part A programs;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM COMPLAINT PROCEDURE (POLICY KN)

It is the policy of the Griffin-Spalding County Board of Education that grievances and complaints relating to school matters are to be recognized and addressed in an orderly manner. Grievances and complaints shall be addressed from parents, students, staff, private schools and other concerned organizations or individuals in the general public. Grievances and complaints shall be handled and resolved, whenever possible, as close to their origin as possible. For the purposes of this policy, a grievance is defined as any claim by a member of the public that the action or operation of the school district or the Board of Education is in violation of the law or Board policy. Any claim that does not meet the definition of grievance will be considered a complaint and it will be handled through routine administrative procedures. Additional Griffin-Spalding County Board policies that address grievances are:

- Board Policy BCAC addresses grievances relating to matters of local controversy in reference to the construction or administration of the school law.
- Board Policy GAAA/JAA addresses grievances involving requirements of Title VI, Title IX, Non-discrimination, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
- Board Policy GAE addresses grievances relating to matters affecting employment relationships of certified personnel.
- Board Policy JCDA addresses grievances about disciplinary actions.

The Title VI Coordinator is Donna Parks, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 349.

The Title IX Coordinator is Jim Smith, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 357.

The Section 504 and American with Disabilities Act Coordinator is Shelia Mincey, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 333.

The Sports Equity Coordinator is Jim Smith, 216 S. 6th Street, Griffin, GA 30224, telephone number is 770-229-3700, ext. 357.

COMPULSORY ATTENDANCE LAW (ELEMENTARY)

The Griffin-Spalding County Board of Education's Policy JBA (www.spalding.k12.ga.us) requires that students miss no more than 15 days each school year. Absence for more than 15 days may result in retention.

The school attendance law for Georgia is as follows: "Section 20-2-690.1 (a) Every parent, guardian or other person residing within this state having control or charge of any child or children between their sixth and sixteenth birthdays shall enroll and send such child or children to a public school, a private school, or a home study program that meets the requirements for a public school, a private school, or a home student program under such penalty, for noncompliance with this subsection as is provided in chapter II of Title 15, unless the child's failure to enroll and attend is caused by the child's parent guardian, or other person, in which case the parent, guardian, or other person alone shall be responsible, (b) Any parent, guardian, or other person residing in the state who has control or charge of a child or children and shall violate this code section shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school shall send a notice to such parent, guardian, or other person by first class mail. Certified mail, return receipt requested, still must be used to notify parents prior to any action to begin judicial proceedings for violations of the compulsory attendance law. Any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences is considered truant.

SUMMARY The Compulsory Attendance Law (O.C.G.A. 20-2-690.1) requires that the parent, guardian, or other person who has control or charge of a child or children sign a statement indicating he/she has received a written statement of possible consequences and penalties. In addition, the law requires children, who are age ten years or older by September 1, to sign a statement indicating he/she has received a written statement of possible consequences and penalties. Pursuant to O.C.G.A. 20-2-690.1, the Griffin-Spalding County Board of Education, requires that notification be given to the parent, guardian, or other person having control or charge of each child enrolled in the Griffin-Spalding County School System of possible consequences and penalties for failing to comply with compulsory attendance under O.C.G. A. 20-2-690.1. These possible consequences and penalties are as follows:

- Guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00.
- Imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction.
- Each day's absence from school in violation of the Compulsory Attendance Law shall constitute a SEPARATE OFFENSE.

Administrative Regulation**Descriptor Code: JCDB-R(2)****STUDENT DRESS CODE**

The Griffin-Spalding County School System dress code requires students in elementary school to dress in a manner that is conducive to a good learning environment. Our behavior patterns are affected by what we wear. When students are wearing proper attire, they are more reserved in their behavior. Visitors and our community judge our schools by the appearance and deportment of our students. Impressions of the entire school are influenced by our students' dress.

One objective of a school is to assist students in preparing for life in the business and social worlds. Our schools, therefore, should help students learn to dress in a manner the public finds appropriate. Many fads in dress are not appropriate for school. Therefore, students' dress should reflect neatness, cleanliness and should not distract or cause disruption in the educational process of school.

The school administration reserves the right to determine if a student's dress, hairstyle, etc. are too casual, too revealing, or too distracting in the learning environment to be considered appropriate for school. The safety of all students will be taken into consideration when making decisions regarding appropriate/inappropriate attire including the tucking in of shirt tails.

It is not the intent of this regulation to create hardship or stress on any student or parent, but rather to provide a reasonable standard of dress. Recognizing the fact that no dress code is perfect and there may be some who will not agree on all points, we are requesting the cooperation of all students and their parents in adhering to this policy. The following restrictions, therefore, are imposed:

1. During school hours or at school activities, students should wear appropriate footwear. (Flip flops and bedroom shoes are not appropriate.)
2. During school hours or at school activities, students shall not wear clothing with slit(s) or hole(s). (Frayed areas and patched holes are not appropriate.)
3. During school hours or at school activities, students may wear skirts, shorts, skorts, or dresses that fall below fingertip length when arms are held loosely at the side.
4. During school hours or at school activities, students shall not wear halter tops, shirts or dresses with spaghetti straps. In addition, tops that expose cleavage or midriffs, strapless dresses or see-through clothing are not appropriate during school hours or at school activities.
5. During school hours or at school activities, tails of shirts shall be worn at wrist level or above. Shirts longer than this must be tucked in.
6. During school hours or at school activities, students shall wear pants belted at the natural waistline. There will be no "busting slack" or exposure of clothing designed and sold as undergarments during school hours.
7. During school hours or at school activities, students may not wear over-sized clothing, skin-tight pants, or form-fitting clothing. Students may wear leggings if a dress or top is worn over the leggings. The length of the dress or top worn over the leggings must fall below the fingertip length when arms are held loosely at the side.
8. During school hours or at school activities, students may not wear clothing in a manner inconsistent with the intended design. (Examples: bandanas used as belts, etc.)
9. During school hours or at school activities, students shall not wear clothing displaying obscene or suggestive slogans or shirts with pictures or patches displaying illegal substances for minors. (Examples: symbols of drugs, tobacco products or alcoholic beverages, etc.)
10. During school hours or at school activities, students shall not wear clothing which displays or implies profane, vulgar, obscene or racially offensive language, symbols, or sexual innuendo.
11. During school hours or at school activities, students shall not display emblems, insignias, writing graphics, pictures, badges, tattoos or other symbols where the effect is to cause disruption or interference with the operation of the school.
12. During school hours or at school activities, students shall not wear hats, sunglasses, caps, visors, sweatbands, skull caps, do rags, headbands or bandanas. (All hats and caps shall be properly stored during the school day)
13. During school hours and at school activities, students shall not wear large coats and hoods. Hoods on sweatshirts must not be pulled over the head.
14. During school hours or at school activities, students may not wear chains hanging from wallets or clothing.
15. During school hours or at school activities, students shall not display or wear any gang article, paraphernalia or clothing that can be construed as being gang-related. (Examples: bandanas sweat bands, head rags, T-shirts, jerseys, jackets, accessories, etc.)
16. During school hours or at school activities, students shall not wear jewelry that is offensive, studded, or pointed.
17. During school hours or at school activities, students shall not wear visible piercing type jewelry (other than ears) or paraphernalia where the effect is to cause disruption or interference with the operation of the school. Chains linking one piercing to another piercing are not allowed.

EXCEPTIONS:

1. School administrators may alter the dress code for special occasions or extracurricular activities.
2. Parents of students who require an exemption from the dress code for religious, cultural or short-term medical reasons may make application to the principal.

Refusal to comply with the dress code, repeated offenses, or violations of a severe nature may be subject to additional disciplinary procedures. The administration reserves the right to make the final decision relative to appropriate dress. School hours include the time students are transported to and from school on the school bus or any extra-curricular activity.

Receipt of Student Handbook shall serve as first notice of Dress Code Policy JCDB and Administrative Regulation JCDB-R(1) Middle and High Schools or JCDB-R(2) Elementary.

Board Policy**Descriptor Code:JC DAG****BULLYING**

The Griffin-Spalding County School System 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 which occurs 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, that is:

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

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. *Such consequences shall include, at a minimum and without limitation, disciplinary action or counseling, as appropriate under the circumstances.* 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.

SECTION 504 PROCEDURAL SAFEGUARDS

1. **Overview:** Any student or parent or 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:
 - a. The name of the student.
 - b. The address of the residence of the student.
 - c. The name of the school the student is attending.
 - d. The decision that is the subject of the hearing.

- e. The requested reasons for review.
- f. The proposed remedy sought by the grievant.
- g. The name and contact information of the grievant. Within 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 stayed 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 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- 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 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.
 - a. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. 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.
 - b. 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 pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
 - a. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
 - b. The hearing shall be closed to the public.
 - c. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
 - d. 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.
 - e. Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
 - f. Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.
 - g. 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 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.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. For more information regarding Section 504, or if you have questions or need additional assistance, please contact GSCS Section 504 Coordinator, Shelia Mincey at the following address: 216 South Sixth Street, Griffin, Georgia. 770-229-3700 shelia.mincey@gscs.org The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the Identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34CFR 104.36.
16. You have the right to, at any time to file a complaint with the United States Department of Education's Office for Civil Rights.

Board Policy

Descriptor Code: JHCAA

SECRET SOCIETIES (GANGS)

The Griffin-Spalding County Board of Education finds and declares that it is the right of every student in the Griffin-Spalding County School System to learn in a safe secure and protected learning

environment and that it is the right of teachers, administrators and other employees of the school district to work in a safe, secure and protected environment. The Griffin-Spalding County Board of Education further finds that the existence of criminal street gangs in schools of the Griffin-Spalding School System is a direct threat to a safe, secure and protected learning and working environment.

Criminal Street Gang means any organization, associated in fact, whether formal or informal, which engages in criminal gang activity as defined in OCGA § 16-15-3 (1). The existence of such organization, association, or group of individuals associated in fact may be established by evidence of a common name or common identifying signs, symbols, tattoos, graffiti, gestures or attire or other distinguishing characteristics, including, but not limited to, common activities, customs, or behaviors. Such term shall not include three or more persons, associated in fact, whether formal or informal who are not engaged in criminal gang activity.

1. Participation in any criminal gang activity as defined in OCGA § 16-15-3 (1) and or OCGA 16-15-4 (a) - (j) is prohibited.
2. Wearing of any insignia, and/or uniforms, or other means of any gang identification, or using or making any signs, signals, or other means of gang communication or identification by any student or non-student visiting on the premises of any school facility shall not be permitted.
3. Any attempt to gather or commingle on school premises, facilities, or property for any purpose by gang members shall be prohibited.
4. No student shall use, employ or rely upon his or her gang membership or affiliation to threaten, to intimidate, or to harass verbally or physically other students or employees of the Griffin-Spalding County School System.
5. All of the above prohibitions concerning gangs apply as well to any school functions or events conducted away from school facilities, property, or premises.

Any student who violates this policy or any subpart thereof shall be subject to discipline under the Griffin-Spalding County School System Behavior Code and Discipline Policy, including the sanction of expulsion, if warranted under the particular circumstances of a violation.

CLUBS AND ORGANIZATIONS

Clubs and organizations are defined as "clubs and organizations comprised of students who wish to organize and meet for common goals, objectives, or purposes and which are directly under the sponsorship, direction, and control of the school" (O.C.G.A. 20-2-705). Please refer to "Our Schools Link" on the Home Page of www.spalding.k12.ga.us for a complete listing of clubs, mission or purpose of the clubs, faculty advisor of the clubs, and a description of past or planned activities of clubs offered at your child's school.

**2014-2015
PARENTAL OPT-OUT OF CLUB PARTICIPATION**

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

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

Parent/Guardian Signature

Student Signature

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK/CODE OF CONDUCT

I hereby acknowledge receipt of the Student/Parent Handbook, which included the Student Code of Conduct. I have read the Handbook and understand the school's operational procedures and the rules that apply to students who attend the school

Parent/Guardian Signature

Student Signature

ACKNOWLEDGEMENT OF RECEIPT OF COMPULSORY ATTENDANCE LAW REQUIREMENTS

I hereby acknowledge receipt of the Compulsory Attendance Requirements, which included possible consequences and penalties for failure to follow the law. I have read and understand the Compulsory Attendance Law.

Parent/Guardian Signature

Student Signature

My signature acknowledges receipt of this written statement of possible consequences and penalties. I have read this summary and discussed it with my child, who is 10 years of age or older prior to September 1. His or her signature acknowledges receipt of this written statement of possible consequences and penalties:

Parent/Guardian Signature

Date

CALENDAR YEARS

2014

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September	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2016

January	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February	S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	March	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	June	S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	July	S M T W T F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	August	S M T W T F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October	S M T W T F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November	S M T W T F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	December	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

	MONDAY July 28	TUESDAY July 29	WEDNESDAY July 30
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-ician (specialist) – technician, musician, beautician, physician, statistician, clinician, electrician
Daily Events			

	THURSDAY July 31	FRIDAY Aug. 1	SATURDAY Aug. 2	SUNDAY Aug. 3
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		wary – very cautious. The old man grew wary of his daughter's motives.		
Daily Events				

JUNE 2014	JULY 2014	AUGUST 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5	1 2
8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
29 30	27 28 29 30 31	24 25 26 27 28 29 30
		31

Weekly Quote:
FRIENDSHIP is a bond shared between two people who enjoy each other's company.

Weekly Spelling List

- 1.
- 2.
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- 15.

	MONDAY Aug. 4	TUESDAY Aug. 5	WEDNESDAY Aug. 6
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-itis (infection) – appendicitis, tonsillitis, bursitis, arthritis, gastroenteritis, colitis
Daily Events			

	THURSDAY Aug. 7	FRIDAY Aug. 8	SATURDAY Aug. 9	SUNDAY Aug. 10
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		juxtapose – place side by side. Comparison will be easier if you juxtapose the two items.		
Daily Events				

JULY 2014	AUGUST 2014	SEPTEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30
	31	

Weekly Quote:
A new student seems to have trouble fitting in at school. What do you do?

Weekly Spelling List

1. _____
2. _____
3. _____
4. _____
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9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

	MONDAY Aug. 11	TUESDAY Aug. 12	WEDNESDAY Aug. 13
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-cise- (<i>cut</i>) – <i>excise, incisors, incision, incisive, precise, concise, decision</i>
Daily Events			

	THURSDAY Aug. 14	FRIDAY Aug. 15	SATURDAY Aug. 16	SUNDAY Aug. 17
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		obtuse – <i>lacking in intellect. Because he was so obtuse, he could not follow the teacher's reasoning.</i>		
Daily Events				

JULY 2014	AUGUST 2014	SEPTEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30
	31	

Weekly Quote:
"Friendship with oneself is all-important, because without it one cannot be friends with anyone else." – Eleanor Roosevelt

Weekly Spelling List

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- _____

	MONDAY Aug. 18	TUESDAY Aug. 19	WEDNESDAY Aug. 20
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-scrib- (write) – scribble, inscribe, scribe, describe, conscription, transcribe, subscribe, prescribe, manuscript
Daily Events			

	THURSDAY Aug. 21	FRIDAY Aug. 22	SATURDAY Aug. 23	SUNDAY Aug. 24
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		sedentary – inactive; characterized by too little exercise. She led a sedentary life filled with TV watching.		
Daily Events				

JULY 2014	AUGUST 2014	SEPTEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30	28 29 30
	31	

Weekly Quote:
A POLITE person has good manners and is courteous to others.

Weekly Spelling List

1. _____
2. _____
3. _____
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7. _____
8. _____
9. _____
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11. _____
12. _____
13. _____
14. _____
15. _____

	MONDAY Aug. 25	TUESDAY Aug. 26	WEDNESDAY Aug. 27
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-logy (<i>study, science</i>) – <i>biology, anthropology, geology, neurology, entomology, philology, mythology</i>
Daily Events			

	THURSDAY Aug. 28	FRIDAY Aug. 29	SATURDAY Aug. 30	SUNDAY Aug. 31
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		thwart – <i>prevent from taking place. He felt that everyone was trying to thwart his plans.</i>		
Daily Events				

JULY 2014	AUGUST 2014	SEPTEMBER 2014
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Weekly Quote:
A friend invites you to stay for dinner, but you don't like what's being served. What do you do?

Weekly Spelling List

- 1.
- 2.
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- 13.
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	MONDAY Sep. 1	TUESDAY Sep. 2	WEDNESDAY Sep. 3
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-dict- (say) – dictionary, predict, malediction, dictation, interdict, contradict, edict, verdict, benediction, abdicate
Daily Events	Labor Day		

	THURSDAY Sep. 4	FRIDAY Sep. 5	SATURDAY Sep. 6	SUNDAY Sep. 7
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		inundate – flood. The celebrity was inundated with requests for his autograph.		
Daily Events				

AUGUST 2014	SEPTEMBER 2014	OCTOBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
31		

Weekly Quote:
“One of the greatest victories you can gain over someone is to beat him at politeness.” – Josh Billings

Weekly Spelling List

- 1.
- 2.
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	MONDAY Sep. 8	TUESDAY Sep. 9	WEDNESDAY Sep. 10
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-neo- (new) – neologism, neophyte, Neolithic, neoclassic, neoPlatonist, neonatal
Daily Events			

	THURSDAY Sep. 11	FRIDAY Sep. 12	SATURDAY Sep. 13	SUNDAY Sep. 14
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		loquacious – talkative. He is very loquacious and spends hours on the telephone.		
Daily Events				

AUGUST 2014	SEPTEMBER 2014	OCTOBER 2014
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Weekly Quote:
TRUTHFULNESS is being honest and sincere with others.

Weekly Spelling List

- 1.
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- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

	MONDAY Sep. 15	TUESDAY Sep. 16	WEDNESDAY Sep. 17
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			ad- (to) – adhesive, adapt, addendum, addition, adherent, advent, advocate
Daily Events			

	THURSDAY Sep. 18	FRIDAY Sep. 19	SATURDAY Sep. 20	SUNDAY Sep. 21
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		repugnance – loathing. She looked at the criminal with repugnance.		
Daily Events				

AUGUST 2014	SEPTEMBER 2014	OCTOBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
31		

Weekly Quote:
Your younger sibling is punished for something you did wrong. What do you do?

Weekly Spelling List

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

	MONDAY Sep. 22	TUESDAY Sep. 23	WEDNESDAY Sep. 24
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-centri- (center) – centrifugal, centripetal, centrist, concentric, decentralize, eccentric
Daily Events		First Day of Autumn	Rosh Hashanah begins at sundown

	THURSDAY Sep. 25	FRIDAY Sep. 26	SATURDAY Sep. 27	SUNDAY Sep. 28
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		rescind – void. Because of public resentment, the legislature had to rescind the new law.		
Daily Events				

AUGUST 2014	SEPTEMBER 2014	OCTOBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2	1 2 3 4 5 6	1 2 3 4
3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
31		

Weekly Quote:
“Truth is a deep kindness that teaches us to be content in our everyday life and share with the people the same happiness.” – Kahlil Gibran

Weekly Spelling List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

	MONDAY Sep. 29	TUESDAY Sep. 30	WEDNESDAY Oct. 1
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-duc-, -duct- (lead) – induce, seduce, produce, reduce, conduct, ductile, abduct, product, reduction, reproduction
Daily Events			

	THURSDAY Oct. 2	FRIDAY Oct. 3	SATURDAY Oct. 4	SUNDAY Oct. 5
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		taut – tight. They pulled the rope taut for a firm hold.		
Daily Events		Eid al-Adha begins at sundown Yom Kippur begins at sundown		

SEPTEMBER 2014	OCTOBER 2014	NOVEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30

Weekly Quote:
A CONSCIENTIOUS person recognizes the difference between right and wrong and acts accordingly.

Weekly Spelling List

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- _____

	MONDAY Oct. 6	TUESDAY Oct. 7	WEDNESDAY Oct. 8
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-spir- (breath) – spirit, conspire, inspire, aspire, expire, perspire, respiration, aspirator
Daily Events			

	THURSDAY Oct. 9	FRIDAY Oct. 10	SATURDAY Oct. 11	SUNDAY Oct. 12
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		grandiose – imposing; pompous. The professor's grandiose manner overwhelmed his students.		
Daily Events				

<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>30</td></tr> </tbody> </table>	S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29							30
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Weekly Quote:
The clerk at the grocery store mistakenly gives you a \$10 bill instead of \$1. What do you do?

Weekly Spelling List

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- _____

	MONDAY Oct. 13	TUESDAY Oct. 14	WEDNESDAY Oct. 15
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-fer- (carry) – transfer, infer, refer, defer, ferry, confer, aquifer, auriferous
Daily Events	Columbus Day (Observed)		

	THURSDAY Oct. 16	FRIDAY Oct. 17	SATURDAY Oct. 18	SUNDAY Oct. 19
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		maniacal – insane; raving mad. His maniacal laughter frightened the children.		
Daily Events				

SEPTEMBER 2014	OCTOBER 2014	NOVEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3 4	1
7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8
14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15
21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29
		30

Weekly Quote:
“There is no witness so terrible and no accuser so powerful as conscience which dwells within us.” – Sophocles

Weekly Spelling List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

	MONDAY Oct. 20	TUESDAY Oct. 21	WEDNESDAY Oct. 22
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-pend- (hang) – pending, pendulum, pendant, impending, depend, pendulous, suspend, appendage, expenditure
Daily Events			

	THURSDAY Oct. 23	FRIDAY Oct. 24	SATURDAY Oct. 25	SUNDAY Oct. 26
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		expletive – profanity. The coach did not allow expletives to be used in the locker room.		
Daily Events		Muharram begins at sundown		

SEPTEMBER 2014 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	OCTOBER 2014 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOVEMBER 2014 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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Weekly Quote:
SELF-RESPECT is pride in yourself and your abilities.

Weekly Spelling List

- 1.
- 2.
- 3.
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	MONDAY Oct. 27	TUESDAY Oct. 28	WEDNESDAY Oct. 29
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-dom (quality, realm) – kingdom, freedom, wisdom, stardom, chiefdom
Daily Events			

	THURSDAY Oct. 30	FRIDAY Oct. 31	SATURDAY Nov. 1
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment		remiss – negligent. He is remiss in his obligation if he doesn't give a contribution.	
Daily Events		Halloween	

SUNDAY Nov. 2																									
Standard Time returns																									
<table border="1"> <thead> <tr> <th>SEPTEMBER 2014</th> <th>OCTOBER 2014</th> <th>NOVEMBER 2014</th> </tr> </thead> <tbody> <tr> <td>S M T W T F S</td> <td>S M T W T F S</td> <td>S M T W T F S</td> </tr> <tr> <td>1 2 3 4 5 6</td> <td>1 2 3 4</td> <td>1</td> </tr> <tr> <td>7 8 9 10 11 12 13</td> <td>5 6 7 8 9 10 11</td> <td>2 3 4 5 6 7 8</td> </tr> <tr> <td>14 15 16 17 18 19 20</td> <td>12 13 14 15 16 17 18</td> <td>9 10 11 12 13 14 15</td> </tr> <tr> <td>21 22 23 24 25 26 27</td> <td>19 20 21 22 23 24 25</td> <td>16 17 18 19 20 21 22</td> </tr> <tr> <td>28 29 30</td> <td>26 27 28 29 30 31</td> <td>23 24 25 26 27 28 29</td> </tr> <tr> <td></td> <td></td> <td>30</td> </tr> </tbody> </table>		SEPTEMBER 2014	OCTOBER 2014	NOVEMBER 2014	S M T W T F S	S M T W T F S	S M T W T F S	1 2 3 4 5 6	1 2 3 4	1	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29			30
SEPTEMBER 2014	OCTOBER 2014	NOVEMBER 2014																							
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21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22																							
28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29																							
		30																							
<p>Weekly Quote: <i>A teammate says, "You missed an easy basket. It's your fault we lost the game!" How do you react?</i></p>																									
Weekly Spelling List																									
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13.																									
14.																									
15.																									

	MONDAY Nov. 3	TUESDAY Nov. 4	WEDNESDAY Nov. 5
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-micro- (small) – micron, microscope, microwave, microfilm, microphone, microcosm, microorganism
Daily Events		Election Day	

	THURSDAY Nov. 6	FRIDAY Nov. 7	SATURDAY Nov. 8	SUNDAY Nov. 9
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		compatible – in harmony with. They were compatible neighbors, never arguing over anything.		
Daily Events				

OCTOBER 2014	NOVEMBER 2014	DECEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1 2 3 4 5 6
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
	30	

Weekly Quote:
“Character – the willingness to accept responsibility for one’s own life – is the source from which self-respect springs.” – Joan Didion

Weekly Spelling List

- 1.
- 2.
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- 10.
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- 12.
- 13.
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	MONDAY Nov. 10	TUESDAY Nov. 11	WEDNESDAY Nov. 12
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-hydro- (water) – hydroplane, hydroponics, hydraulic, dehydrate, hydrant, hydrogen, hydrophobia
Daily Events		Veterans Day	

	THURSDAY Nov. 13	FRIDAY Nov. 14	SATURDAY Nov. 15	SUNDAY Nov. 16
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		mesmerize – hypnotize. The music seems to mesmerize her into a trance.		
Daily Events				

OCTOBER 2014	NOVEMBER 2014	DECEMBER 2014
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Weekly Quote:
You demonstrate PATRIOTISM by showing love and respect for your country.

Weekly Spelling List

- 1.
- 2.
- 3.
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	MONDAY Nov. 17	TUESDAY Nov. 18	WEDNESDAY Nov. 19
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-photo- (light) – photograph, photometer, photon, photogenic, photosynthesis
Daily Events			

	THURSDAY Nov. 20	FRIDAY Nov. 21	SATURDAY Nov. 22	SUNDAY Nov. 23
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		genealogy – family tree; lineage. He was proud of his genealogy and referred to his ancestors often.		
Daily Events				

OCTOBER 2014	NOVEMBER 2014	DECEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1 2 3 4 5 6
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
	30	

Weekly Quote:
During an assembly, you notice kids around you who don't stand for the national anthem. What do you do?

Weekly Spelling List

- _____
- _____
- _____
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- _____

	MONDAY Nov. 24	TUESDAY Nov. 25	WEDNESDAY Nov. 26
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-pan- (all) – panorama, panoply, pandemic, pantheism, pantheon, pandemonium, Pan-American
Daily Events			

	THURSDAY Nov. 27	FRIDAY Nov. 28	SATURDAY Nov. 29	SUNDAY Nov. 30
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		equitable – impartial; just. I am seeking an equitable solution to this dispute.		
Daily Events	Thanksgiving			

OCTOBER 2014	NOVEMBER 2014	DECEMBER 2014
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1 2 3 4 5 6
5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
26 27 28 29 30 31	23 24 25 26 27 28 29	28 29 30 31
	30	

Weekly Quote:
“A man’s country is not a certain area of land, of mountains, rivers and woods, but it is a principle – and patriotism is loyalty to that principle.” – George William Curtis

Weekly Spelling List

- 1.
- 2.
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- 11.
- 12.
- 13.
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- 15.

	MONDAY Dec. 1	TUESDAY Dec. 2	WEDNESDAY Dec. 3
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			<i>-ess (female) – goddess, lioness, actress, princess, baroness, priestess, waitress</i>
Daily Events			

	THURSDAY Dec. 4	FRIDAY Dec. 5	SATURDAY Dec. 6	SUNDAY Dec. 7
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		<i>replica – copy. This is a replica of the original U.S. Constitution.</i>		
Daily Events				

NOVEMBER 2014	DECEMBER 2014	JANUARY 2015
S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5 6	1 2 3
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30 31
30		

Weekly Quote:
A COURTEOUS person is polite and respectful.

Weekly Spelling List

- 1.
- 2.
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- 9.
- 10.
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	MONDAY Dec. 8	TUESDAY Dec. 9	WEDNESDAY Dec. 10
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-penta- (five) – pentagram, pentagon, pentameter, pentathlon, pentarchy, pentahedron
Daily Events			

	THURSDAY Dec. 11	FRIDAY Dec. 12	SATURDAY Dec. 13	SUNDAY Dec. 14
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		affable – pleasant. Although our principal is firm, she is an affable individual.		
Daily Events				

NOVEMBER 2014	DECEMBER 2014	JANUARY 2015
S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5 6	1 2 3
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30 31
30		

Weekly Quote:
An elderly woman boards the bus and cannot find an open seat. What do you do?

Weekly Spelling List

- 1.
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	MONDAY Dec. 15	TUESDAY Dec. 16	WEDNESDAY Dec. 17
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-tele- (far) – telescope, telephone, telegraph, telegram, television, telecast, telekinesis, telepathy, teleology
Daily Events		Hanukkah begins at sundown	

	THURSDAY Dec. 18	FRIDAY Dec. 19	SATURDAY Dec. 20	SUNDAY Dec. 21
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		mores – customs, morals. Mores differ among social groups, depending on accepted traditions.		
Daily Events				

Weekly Quote:
“Life is not so short but that there is always time enough for courtesy.”
 – Ralph Waldo Emerson

Weekly Spelling List

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15. _____

	MONDAY Dec. 22	TUESDAY Dec. 23	WEDNESDAY Dec. 24
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-vid-, -vis- (see) – video, evident, provide, providence, vide, visible, revise, supervise, vista visit, vision
Daily Events			

	THURSDAY Dec. 25	FRIDAY Dec. 26	SATURDAY Dec. 27	SUNDAY Dec. 28
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		nebulous – cloudy; vague. Your theories are too nebulous; please clarify them.		
Daily Events	Christmas	Kwanzaa begins		

<table border="1"> <tr><th colspan="7">NOVEMBER 2014</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	NOVEMBER 2014							S	M	T	W	T	F	S						1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<table border="1"> <tr><th colspan="7">DECEMBER 2014</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	DECEMBER 2014							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<table border="1"> <tr><th colspan="7">JANUARY 2015</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	JANUARY 2015							S	M	T	W	T	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					
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30	31																																																																																																																																																																									

Weekly Quote:
Being ADVENTUROUS means you are willing to take the risk of doing something new.

Weekly Spelling List

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	MONDAY Dec. 29	TUESDAY Dec. 30	WEDNESDAY Dec. 31
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-poly- (many) – polyphony, polygon, polychrome, polytheist, polygamy, polyp
Daily Events			New Year's Eve

	THURSDAY Jan. 1	FRIDAY Jan. 2	SATURDAY Jan. 3	SUNDAY Jan. 4
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		burly – big and sturdy. He easily hoisted the logs atop his burly shoulder.		
Daily Events	New Year's Day	Mawlid al-Nabi begins at sundown		

NOVEMBER 2014	DECEMBER 2014	JANUARY 2015
S M T W T F S	S M T W T F S	S M T W T F S
1	1	1
2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10
9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17
16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24
23 24 25 26 27 28 29	28 29 30 31	25 26 27 28 29 30 31
30		

Weekly Quote:
While at camp, you have the opportunity to go rafting, something you've never done before. What do you do?

Weekly Spelling List

- _____
- _____
- _____
- _____
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	MONDAY Jan. 5	TUESDAY Jan. 6	WEDNESDAY Jan. 7
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			re- (back, again) – return, report, review, retract, regain, reiterate, retell, revive, revise, regenerate, regurgitate
Daily Events			

	THURSDAY Jan. 8	FRIDAY Jan. 9	SATURDAY Jan. 10	SUNDAY Jan. 11
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		crevice – crack; fissure. The mountain climbers found footholds in the tiny crevices in the mountainside.		
Daily Events				

DECEMBER 2014	JANUARY 2015	FEBRUARY 2015
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

Weekly Quote:
“Adventure is not outside man; it is within.” – David Grayson

Weekly Spelling List

- 1.
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- 15.

	MONDAY Jan. 12	TUESDAY Jan. 13	WEDNESDAY Jan. 14
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-ward (in the direction of) – westward, backward, toward, downward, leeward, landward
Daily Events			

	THURSDAY Jan. 15	FRIDAY Jan. 16	SATURDAY Jan. 17	SUNDAY Jan. 18
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		alleviate – relieve. Aspirin should alleviate the pain of your sore throat.		
Daily Events				

DECEMBER 2014 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
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Weekly Quote:
CHEERFULNESS is the quality of being happy and lively.

Weekly Spelling List

- 1.
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- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

	MONDAY Jan. 19	TUESDAY Jan. 20	WEDNESDAY Jan. 21
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			- hypo- (below, beneath) – hypodermic, hypocrite, hypotenuse, hypothermia, hypothesis
Daily Events	Martin Luther King, Jr. Day (Observed)		

	THURSDAY Jan. 22	FRIDAY Jan. 23	SATURDAY Jan. 24	SUNDAY Jan. 25
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		docile – teachable; obedient. As docile as he seems, the lion was once very ferocious.		
Daily Events				

DECEMBER 2014 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
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Weekly Quote:
A friend is going through a difficult time and seems sad lately. What do you do?

Weekly Spelling List

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	MONDAY Jan. 26	TUESDAY Jan. 27	WEDNESDAY Jan. 28
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			pseudo- (<i>false</i>) – <i>pseudonym, pseudopodia, pseudomorph, pseudoscience, pseudoevent</i>
Daily Events			

	THURSDAY Jan. 29	FRIDAY Jan. 30	SATURDAY Jan. 31
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment		dexterous – <i>skillful. The dexterous magician entertained the crowd with his sleight of hand.</i>	
Daily Events			

SUNDAY Feb. 1																																																																																																																																																					
<table border="1"> <tr><th colspan="7">DECEMBER 2014</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	DECEMBER 2014							S	M	T	W	T	F	S	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<table border="1"> <tr><th colspan="7">JANUARY 2015</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	JANUARY 2015							S	M	T	W	T	F	S				1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	<table border="1"> <tr><th colspan="7">FEBRUARY 2015</th></tr> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </table>	FEBRUARY 2015							S	M	T	W	T	F	S								1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
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<p>Weekly Quote: <i>“Cheerfulness is a very great help in fostering the virtue of charity. Cheerfulness itself is a virtue.” – Lawrence G. Lovasik</i></p>																																																																																																																																																					
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	MONDAY Feb. 2	TUESDAY Feb. 3	WEDNESDAY Feb. 4
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-hood (order, condition) – manhood, adulthood, parenthood, falsehood, sisterhood
Daily Events	Groundhog Day		

	THURSDAY Feb. 5	FRIDAY Feb. 6	SATURDAY Feb. 7	SUNDAY Feb. 8
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		winsome – charming. She was elected homecoming queen because of her winsome attitude.		
Daily Events				

JANUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MARCH 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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Weekly Quote:
A FLEXIBLE person is willing to alter plans when necessary.

Weekly Spelling List

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	MONDAY Feb. 9	TUESDAY Feb. 10	WEDNESDAY Feb. 11
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-neuro- (nerve) – neuron, neurosurgeon, neurosis, neurology, neuralgia, neurotomy
Daily Events			

	THURSDAY Feb. 12	FRIDAY Feb. 13	SATURDAY Feb. 14	SUNDAY Feb. 15
Language Arts			Valentine's Day	
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		savory – tasty. The family feasted on Aunt Helen's savory fried chicken.		
Daily Events	Lincoln's Birthday			

JANUARY 2015	FEBRUARY 2015	MARCH 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28
25 26 27 28 29 30 31		29 30 31

Weekly Quote:
You've been looking forward to playing soccer with your friends, but it rains all day and floods the field. What do you do?

Weekly Spelling List

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- 2.
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	MONDAY Feb. 16	TUESDAY Feb. 17	WEDNESDAY Feb. 18
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-tom-, -tomy- (cut) – atom, tonsillectomy, appendectomy, dichotomy, anatomy, lobotomy
Daily Events	Presidents' Day		Ash Wednesday

	THURSDAY Feb. 19	FRIDAY Feb. 20	SATURDAY Feb. 21	SUNDAY Feb. 22
Language Arts				
Math				Washington's Birthday
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		affinity – kinship. He felt a special affinity for anyone who struggled with foreign languages as he did.		
Daily Events	Chinese New Year			

JANUARY 2015	FEBRUARY 2015	MARCH 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28
25 26 27 28 29 30 31		29 30 31

Weekly Quote:
"Stay committed to your decisions, but stay flexible in your approach." – Tony Robbins

Weekly Spelling List

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	MONDAY Feb. 23	TUESDAY Feb. 24	WEDNESDAY Feb. 25
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-hema- (blood) – hematic, hematite, hematology, hematoma, hemal, hematosis
Daily Events			

	THURSDAY Feb. 26	FRIDAY Feb. 27	SATURDAY Feb. 28	SUNDAY Mar. 1
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		noxious – harmful. The building was evacuated because of the noxious gases.		
Daily Events				

JANUARY 2015	FEBRUARY 2015	MARCH 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28
25 26 27 28 29 30 31		29 30 31

Weekly Quote:
A MORAL person acts in ways that are honest and good.

Weekly Spelling List

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	MONDAY Mar. 2	TUESDAY Mar. 3	WEDNESDAY Mar. 4
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-proto- (first) – protoplasm, prototype, protocol, protagonist, protozoan, proton, protohuman, protomorphic
Daily Events			

	THURSDAY Mar. 5	FRIDAY Mar. 6	SATURDAY Mar. 7	SUNDAY Mar. 8
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		furtive – stealthy. The girl gave a furtive glance to the teacher's open grade book.		
Daily Events				

SUNDAY Mar. 8

Daylight-Saving Time begins

FEBRUARY 2015	MARCH 2015	APRIL 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4
8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10 11
15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18
22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25
	29 30 31	26 27 28 29 30

Weekly Quote:
You receive credit for another student's idea. What do you do?

Weekly Spelling List

- 1.
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	MONDAY Mar. 9	TUESDAY Mar. 10	WEDNESDAY Mar. 11
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-fid-, -fide-, -feder- (faith, trust) – confidante, fidelity, confident, infidel, federal, confederacy
Daily Events			

	THURSDAY Mar. 12	FRIDAY Mar. 13	SATURDAY Mar. 14	SUNDAY Mar. 15
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		shoddy – inferior. The carpenter went out of business due to his shoddy workmanship.		
Daily Events				

FEBRUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MARCH 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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Weekly Quote:
“If moral behavior were simply following rules, we could program a computer to be moral.” – Samuel P. Ginder

Weekly Spelling List

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	MONDAY Mar. 16	TUESDAY Mar. 17	WEDNESDAY Mar. 18
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-phon- (sound) – symphony, telephone, phonetic, phonograph, euphony, cacophony, telephone
Daily Events		St. Patrick's Day	

	THURSDAY Mar. 19	FRIDAY Mar. 20	SATURDAY Mar. 21	SUNDAY Mar. 22
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		clamor – noise; shout. It was difficult to hear over the clamor in the train station. The children clamor for more dessert.		
Daily Events		First Day of Spring		

FEBRUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MARCH 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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Weekly Quote:
CURIOSITY is a desire to investigate and seek understanding of your world.

Weekly Spelling List

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12. _____
13. _____
14. _____
15. _____

	MONDAY Mar. 23	TUESDAY Mar. 24	WEDNESDAY Mar. 25
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			<i>-ine (nature of) – masculine, genuine, medicine, opaline, Benedictine</i>
Daily Events			

	THURSDAY Mar. 26	FRIDAY Mar. 27	SATURDAY Mar. 28	SUNDAY Mar. 29
Language Arts				
Math				<i>Palm Sunday</i>
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		<i>sapient – wise. Grandmother was often consulted because she was sapient in her advice.</i>		
Daily Events				

FEBRUARY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MARCH 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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Weekly Quote:
You're assigned to research a country in Africa that you've never heard of before. What do you do?

Weekly Spelling List

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9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

	MONDAY Mar. 30	TUESDAY Mar. 31	WEDNESDAY Apr. 1
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			- plac- , - pac- (<i>please</i>) – <i>placid, placebo, placate, complacent, pacify</i>
Daily Events			April Fools' Day

	THURSDAY Apr. 2	FRIDAY Apr. 3	SATURDAY Apr. 4	SUNDAY Apr. 5
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		cajole – <i>coax. His friends tried to cajole him into participating in their prank.</i>		
Daily Events		Good Friday Passover begins at sundown		

MARCH 2015 <small>S M T W T F S</small> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31		APRIL 2015 <small>S M T W T F S</small> 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30		MAY 2015 <small>S M T W T F S</small> 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
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Weekly Quote:
“Curiosity is the wick in the candle of learning.” – William A. Ward

Weekly Spelling List

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	MONDAY Apr. 6	TUESDAY Apr. 7	WEDNESDAY Apr. 8
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-mono- (one) – monopoly, monologue, monorail, monotonous, monocular, monogamous, monolithic, monotone
Daily Events			

	THURSDAY Apr. 9	FRIDAY Apr. 10	SATURDAY Apr. 11	SUNDAY Apr. 12
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		quash – crush. Her dreams of medical school were quashed when she failed her entrance exams.		
Daily Events				

MARCH 2015	APRIL 2015	MAY 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
		31

Weekly Quote:
A PROACTIVE person initiates positive change.

Weekly Spelling List

- 1.
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	MONDAY Apr. 13	TUESDAY Apr. 14	WEDNESDAY Apr. 15
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-sed-, -sess-, -sid- (sit) – sediment, session, obsession, possess, preside, president, reside, subside
Daily Events			

	THURSDAY Apr. 16	FRIDAY Apr. 17	SATURDAY Apr. 18	SUNDAY Apr. 19
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		explicate – explain. The students were instructed to explicate their points of view.		
Daily Events				

MARCH 2015	APRIL 2015	MAY 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
		31

Weekly Quote:
The local food pantry anticipates an increase in demand over the next few months. What can you do?

Weekly Spelling List

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	MONDAY Apr. 20	TUESDAY Apr. 21	WEDNESDAY Apr. 22
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-tort- (twist) – torture, retort, extort, distort, contort
Daily Events			Earth Day

	THURSDAY Apr. 23	FRIDAY Apr. 24	SATURDAY Apr. 25	SUNDAY Apr. 26
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		umbrage – offense. He took umbrage that he was not cast as the lead role in the play.		
Daily Events				

MARCH 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
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Weekly Quote:
"We must look for ways to be an active force in our own lives. We must take charge of our own destinies." – Les Brown

Weekly Spelling List

1. _____
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	MONDAY Apr. 27	TUESDAY Apr. 28	WEDNESDAY Apr. 29
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-vale-, -vali-, -valu- (<i>strength, value</i>) – <i>equivalent, valiant, validity, evaluate, value, valor</i>
Daily Events			

	THURSDAY Apr. 30	FRIDAY May 1	SATURDAY May 2	SUNDAY May 3
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		quiescent – <i>quiet; still. The crowd grew quiescent during the death-defying trapeze act.</i>		
Daily Events				

MARCH 2015	APRIL 2015	MAY 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30
		31

Weekly Quote:
“Character is a stamp of good repute on a person.” – Euripides

Weekly Spelling List

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	MONDAY May 4	TUESDAY May 5	WEDNESDAY May 6
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			pre- (before) prelude, preposition, premonition, premature, predict, predecessor, preview, premier, precedent
Daily Events		Cinco de Mayo	

	THURSDAY May 7	FRIDAY May 8	SATURDAY May 9	SUNDAY May 10
Language Arts				
Math				Mother's Day
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		trepidation – apprehension; involuntary trembling. He entered the dimly lit cave with trepidation.		
Daily Events				

APRIL 2015	MAY 2015	JUNE 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2	1 2 3 4 5 6
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30
	31	

Weekly Quote:
HUMBLE people are not too proud and recognize their own faults.

Weekly Spelling List

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	MONDAY May 11	TUESDAY May 12	WEDNESDAY May 13
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			semi- (half) semitone, semicircle, semiweekly, semiannual, semiformal, semiconscious, semifinal
Daily Events			

	THURSDAY May 14	FRIDAY May 15	SATURDAY May 16	SUNDAY May 17
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		sultry – hot and humid. He could not adjust himself to the sultry climate of the tropics.		
Daily Events				

APRIL 2015	MAY 2015	JUNE 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2	1 2
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30
	31	

Weekly Quote:
You accuse your sibling of losing your CD, but then find it while cleaning your room. What do you do?

Weekly Spelling List

1. _____
2. _____
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13. _____
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15. _____

	MONDAY May 18	TUESDAY May 19	WEDNESDAY May 20
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-vol- (will) malevolent, benevolent, volunteer, volition
Daily Events			

	THURSDAY May 21	FRIDAY May 22	SATURDAY May 23	SUNDAY May 24
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		annotate – comment; make explanatory notes. The director chose to annotate the script for the benefit of the actors.		
Daily Events				

APRIL 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	MAY 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE 2015 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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Weekly Quote:
Be humble, for the worst thing in the world is of the same stuff as you; be confident, for the stars are of the same stuff as you. Nikolai Velimirovic

Weekly Spelling List	
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	MONDAY May 25	TUESDAY May 26	WEDNESDAY May 27
Language Arts			
Math			
Science			
Social Studies			
Other			
(blank)			
(blank)			
Parent/Teacher Comment			-fy (make) beautify, fortify, simplify, magnify, glorify, testify
Daily Events	Memorial Day (Observed)		

	THURSDAY May 28	FRIDAY May 29	SATURDAY May 30	SUNDAY May 31
Language Arts				
Math				
Science				
Social Studies				
Other				
(blank)				
(blank)				
Parent/Teacher Comment		scrupulous – conscientious; extremely thorough. I hired a scrupulous young woman for the position.		
Daily Events				

APRIL 2015	MAY 2015	JUNE 2015
S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2	1 2
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30
	31	

Weekly Quote:
An UNDERSTANDING person is patient and kind.

Weekly Spelling List

- 1.
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JUNE 2015

{MONDAY}	{TUESDAY}	{WEDNESDAY}
1	2	3
8	9	10
15	16	17
		Ramadan begins at sundown
22	23	24
29	30	

{THURSDAY}	{FRIDAY}	{SATURDAY & SUNDAY}
4	5	6
		7
11	12	13
		Flag Day
18	19	20
		Father's Day First Day of Summer
25	26	27
		28

JULY 2015

{MONDAY}	{TUESDAY}	{WEDNESDAY}
		1
6	7	8
13	14	15
20	21	22
27	28	29

{THURSDAY}	{FRIDAY}	{SATURDAY & SUNDAY}
2	3	4 Independence Day
		5
9	10	11
		12 Laylat al-Qadr begins at sundown
16	17	18
		19
23	24	25
		26
30	31	

AUGUST 2015

{MONDAY}	{TUESDAY}	{WEDNESDAY}
3	4	5
10	11	12
17	18	19
24	25	26
31		

{THURSDAY}	{FRIDAY}	{SATURDAY & SUNDAY}
		1
		2
6	7	8
		9
13	14	15
		16
20	21	22
		23
27	28	29
		30