

COOK HIGH SCHOOL STUDENT HANDBOOK

2021-2022

VERSION 11-6-21

TABLE OF CONTENTS					
General Information		Dual Enrollment Courses	17	Search and Seizure	38
Welcome,	1	Transcripts	18	Tardy Violations	39
Alma Mater	2	Late Policy/Make up Work	18	Unauthorized Area	39
School Calendar	3	Online Options	18	Use of Automobiles	39
Bell Schedule	4	Student Support Services		Discipline Plan	40
CHS Directory	5	Guidance	18	Discipline Matrix	41
Automated Phone System	6	Clinic	19	Definitions	51
Lockers	6	Medication	19	Regulations Regarding Bus Conduct	52
School Hours, Arrival, and Dismissal	6	Media Center	19	Bully Policy	59
School Website	6	Resource Officer	19	Parent Notification Letter	61
Student ID Card Policy	6	Emergency Drills	20	FERPA Rights	62
Telephone Calls	7	Security & Theft	20	504 Rights	64
Transportation	7	College, Technical, & Military Representatives	20	Vaping Policy	65
Visitors	7	College Visitations	20	Nondiscrimination Statement	68
Attendance		Food & Nutrition	20	Title IX Information	68
Enrollment	7	Lost Articles	21	Cook County MTSS	70
Attendance	8	Tutoring	21	Meningococcal Conjugate V ac.	78
Excused/Unexcused Absence	8	Student Activities		Signature Page	79
School-Related Absences	8	Calendar of Events	21		
Absence Notes	8	Volunteer Service Learning	21		
Notification of Absence	9	Athletic Requirements	21		
Notice of Non-credit for Class	9	Eligibility	24		
Check in to School	9	Gender Equity	24		
Check out of School	10	Fund-Raising	24		
Tardies	10	Homecoming	25		
Truancy	10	Prom	25		
Withdrawing from School	10	Student Organizations	26		
Participation in Extracurricular Activities	11	Student Code of Conduct & Behavior Expectations			
Perfect Attendance	11	Authority of the Principal	34		
Promotion & Retention	11	Parental Responsibility	34		
Grading Scale	11	13 Teacher Authority	34		
Weighted Grades	11	Assembly Expectations	35		
Grade Reporting	12	Book Bags	35		
Schedule Changes	12	Cell Phone / electronic Devices	35		
Parent Conferences	12	Courtesy	36		
Textbooks	12	Debt Obligations /Financial	36		
Requirements for Graduation	12	Dress Code	36		
Graduation Dates	13	Hall Passes	37		
Examinations	14	Internet Policy	38		
Exemptions	14	Off Campus Behavior	38		
Academic Awards and Honors	14	Pep Rally Expectations	38		
Advanced Placement Courses (AP)	16	Restrooms	38		

Cook County Board of Education

Superintendent of Schools, Dr. Tim Dixon

Jeff Taylor, Chairman

Corkey Taylor, Vice Chairman

Sharon Locklear

Brenda Moore

Chad Sumner

Welcome to the 2021-2022 school year. We are extremely excited about the upcoming school year. To help ensure student success, it is important that parents and students understand school policies and procedures, as well as academic and behavioral expectations.

Everyone associated with the Cook County School system is dedicated to providing a safe, orderly, productive learning environment for students. We ask that you carefully read and discuss the information contained in the Student Handbook with your child, particularly the *Attendance Policy, Academic Information, and Expectations of Students*. The student handbook is an effective communication tool and is located on the Cook High School website for your convenience.

Parents/Guardians and students are also asked to read and sign the **“Cook County Signature Page”** and return it to school. This form is kept on file and will ensure your child is provided access to district computer resources, as long as he/she complies with appropriate use.

In compliance with state requirements, parents/guardians are also asked to complete and sign the **“School-Sponsored Club Participation Permission Form”** and return it to school. All participants of extracurricular activities are subject to random drug testing.

Thank you in advance for reviewing this important document with your child and for returning the following: **“Student Network/Internet User Agreement and Parent Permission Form,” and the “School-Sponsored Club Participation Permission Form”**.

COOK HIGH SCHOOL

Main Office - (229) 896-2213

Fax - (229) 896-3423

**9900 Hwy 37
Adel, GA 31620**

Alma Mater

***To Cook High we'll ere be faithful; Thy ideals uphold. Ere be true and loyal
lovers Of the Black and Gold. Hail, oh hail, our Alma Mater; Dearest ever
known. We will hail thee; never fail thee, Our dear high school home.***



School Colors - Black & Gold

School Mascot – Hornet

Vision

Enroll, Enlist, Employ

COOK HIGH SCHOOL 2021-2022 CALENDAR

SEMESTER 1

- Pre-Planning July 26- August 3
- First Day of School August 4
- Junior Ring Breakfast August 13 (9:00)
- September Holiday September 6
- In-Service for Teachers September 7
- Senior Cap and Gown Assembly September 8
- Senior Product Ordering (Last Names A-L) September 15 (Lunches)
- Senior Product Ordering (Last Names M-Z)
- September 16 (Lunches)
- Fall Break for Students October 8, 11,12
- In-Service for Teachers October 12
- Thanksgiving Holidays November 22, 23, 24, 25, & 26
- End of Semester for Students December 17 (½ day) Teachers All Day
- Christmas Holidays for Students December 20– January 4

SEMESTER 2

- Teachers Return/In-Service January 3 & 4
- Students Return January 5
- January Holiday January 17
- Winter Break February 18 & 21
- Sophomore Ring Assembly February 22 (9:30)
- Sophomore Ring Ordering February 28 (Lunches)
- Cap & Gown / Senior Product Delivery March 7 (Lunches)
- FINAL Sophomore Ring Order March 7 (Lunches)
- March Holiday Students March 12 & 15
- In-Service for Teachers March 12
- March Holiday for Teachers March 15
- Spring Break April 4 - 8
- Last Day of School/Graduation May 20 (½ day) Full Day for Teachers
- Post Planning May 23, 24 May Holiday May 30



2021-2022 BELL SCHEDULE



1st Period 8:00-9:27

2nd Period 9:33-11:00

3rd Period 11:06-1:27

1st lunch 11:00-11:27

2nd lunch 11:31-11:56

3rd lunch 12:01-12:26

4th lunch 12:31-12:56

5th lunch 1:02-1:27

4th Period 1:40-3:00

2021-2022 Cook High School Directory

ADMINISTRATION

Principal Assistant Principal Assistant Principal CTAE Director/Assistant Principal Boy's Athletic Director Girl's Athletic Director	Dr. Eric McFee Mr. Paul Dobson Dr. Joi Williams Mr. Richard Herrin Mr. Cleve Edwards Mrs. Paula Simmons
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GUIDANCE/STUDENT SERVICES

Guidance Counselor Guidance Counselor Instructional Coach School Social Worker School Nurse Media Specialist ISS Specialist Reading Specialist Special Ed Coordinator	Mrs. Brittney Allen Mrs. Lisa Heard Mr. Kip McLeod Mrs. Shari Breeden Mrs. Allison Edwards Mrs. Allison Tolman Mr. Cornelius Brown Mrs. Pamela Taylor Mrs. Jodi Robbins
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OFFICE STAFF

Bookkeeper Administrative Assistant Administrative Assistant Administrative Assistant Athletic Admin. Assistant Registrar/Dual Enrollment Coordinator	Mrs. Katrina Bostic Mrs. Samona Durr Mrs. Chris Harris Mrs. Lauren Spire Mrs. Sonja Thomas Mrs. Braye Walker
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FACULTY

<u>English Dept.</u> *Shelli Phillips Tetyana Ard Melissa Calkins Maria Studdebaker-Coppage Tonya Gregory Phillip Walker	<u>Social Studies Dept.</u> *Laura Howard Zach Folsom Mary Garcia Marie Joiner Eve Lawhorn Chris May	<u>Math Dept.</u> *Becky Futch Jessi Beale Thalia Elliott Kimberly McCann Kelsie Mitchell Rhonda Reynolds Tracy Bledsoe	<u>Science Dept</u> *Heather Lindsey Bill Durrance Tabitha Jenkins Debbie Kelley Michael Novack Britt Wall
<u>Physical Education</u> *Paula Simmons Rusty Beale Phillip Brown Cleve Edwards Clemmie Foster Josh Jacobson Clifford Pettiford Jamie Rodgers	<u>CTAE Dept.</u> *Abbie Halbig *Marsha Tillman Lori Carter Ren Hester Matt Holley Ty McDowell Jenny Pitts Constance Thomas Hope Weaver Brandon White	<u>Fine Arts/For. Lang</u> *Sandra Sawyer Cesar Garcia Heather Morris Jacob Fortner Elizabeth Powell Ruthanna Wickham <u>ESOL</u> Carrie Parker	<u>Special Education</u> *Kelly Taylor Justin Clutter Julie Hoffman Carolyn Kaiser Dustin Larkin Jacki Swanson Jace Walker Tammy Walker Will Wilson

PARAPROFESSIONALS

Yessenia Bautista Randi Bruner	Hester Brooks Emily Holton	Kay Leverett Ollie McKinnon	Beth Willis
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***Department Chairs**

Amendments

During the school year it may become necessary to change or add to the policies, rules, and regulations found in this handbook. The principal, the superintendent, and the board of education, or their designee reserve the right to amend or modify the policies, rules, and regulations at any time.

If situations occur which are not covered in this handbook, the principal will make decisions based on the merits of the individual situation. The primary purpose of these policies, rules, and regulations is to foster a safe atmosphere conducive to learning and to increase student responsibility at Cook High School.

Automated Phone System

Cook High School is equipped with an automated phone system that can call all contacts in the database simultaneously. This system is an extremely effective way to communicate with the community after hours for reminders of events, school cancellations for weather, etc. The system will be used in the event of an actual emergency which involves the school or its students. **IT IS IMPORTANT THAT PARENTS KEEP ALL PHONE NUMBERS CURRENT IN ORDER FOR THIS SYSTEM TO WORK EFFECTIVELY.**

Lockers

Lockers may be rented for a fee of \$10.00 per year. Our lockers are much larger and are an excellent place to secure books and valuables. Please see Mrs. Durr in the Front Office. Lockers will be issued on a "first come" basis. **Lockers are not to be shared.**

School Hours, Arrival, and Dismissal

The school day begins at 8:00 a.m. Students not in class at the 8:00 a.m. bell will be marked tardy. Students may begin entering the building at 7:30 a.m. Grab & Go breakfast will be provided at all entry points. Upon arrival, students are to report directly to their first period classroom. School is dismissed at 3:00 p.m. All students must leave campus by 3:20 p.m. unless they are involved in a school-sponsored activity under the direct supervision of a teacher, coach, or administrator. The CHS office is open from 7:30 a.m. to 3:00 p.m. Our phone number is (229) 896-2213. The building will be locked at 3:30 p.m. each day.

School Website

The official school website is <http://chs.cook.k12.ga.us>. A variety of parent resources can be accessed via the school website. Parents can follow links to view student grades using PowerSchool Parent. Username and password information will be sent home.

Student ID Card Policy

To provide safety and security in the school, all students and staff are issued picture ID cards. These cards are required for participation in multiple school activities, therefore must be in student's possession at all times and must be produced upon request. It is a violation of school policy to be in possession of someone else's ID, to lend an ID to another student, to alter an ID, or to duplicate an ID.

Procedural details for students

- All lost and found IDs should be turned in to the main office.
- The ID computer and printer will be located in the Media Center and IDs will be made there during the school day.

- All students will receive a financial obligation of \$5.00 for each replacement ID.

Telephone Calls

Students and teachers will not be called to the phone unless there is a dire emergency. **Office personnel will make the determination as to what constitutes an emergency.** Messages will not be delivered from businesses or employers to students. Students and parents should make arrangements for transportation prior to leaving home in the morning. Students should not call home when they are sent to the office. Administrators will investigate and call if necessary.

- **In the case of illness, emergency, etc., see an administrative assistant in the Front Office, and they will place the call for the student.**

Transportation

The school district provides free transportation to and from school for students living in Cook County. Once a student boards the bus, he/she becomes the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day. All students using bus transportation must abide by the rules which are established to ensure the safety of all passengers.

Visitors

All visitors are required to report directly to the Main Office. Visitors are not to accompany a student to class. Parents/Guardians may visit a classroom with advanced permission from an administrator only.

ATTENDANCE

Cook High School believes that regular and punctual school attendance is crucial for a student's academic success. All students are required to attend school every day of the school year. Parents are responsible for their child's daily school attendance.

Enrollment

The school must have current phone numbers on hand at all times where parents and guardians may be reached during school hours. If your child should become ill or injured while at school, office personnel must have a way to contact you. Parents must notify the school immediately of a change in address, telephone number, place of employment, or daycare. It is vital that the school always have an emergency contact number on file. If there are any special circumstances that affect your child, such as legal documentation, custody arrangements, etc. be sure to notify the school office.

Students attending Cook High School must meet one or more of the following requirements:

- Live with parents or guardians who are residents of Cook County.
- Be placed by an authorized agency into a foster home within Cook County.
- Be enrolled as a student under either of the first two categories at the beginning of the school term during which the parents or guardian move to another school system. Under this category, the student may request a waiver to complete the present school year, only as long as the student maintains exemplary attendance and behavior.

- Any out-of-system student must be eligible to attend school in his or her home system at the time of application to Cook High School.
- Students transferring to CHS who meet the above enrollment requirements will begin classes when necessary records have been received to appropriately schedule the student.

Attendance

Students shall be counted in attendance if they are actually present at school at the time the attendance is taken, or are away from school on a school day and engaged in an educational activity that constitutes a part of the school-approved instructional program for the student. (Rule 160-5-1-.10).

Excused/Unexcused Absences

Excused absences from school are granted under the following circumstances:

- Personal illness
 - It is not an excused absence when attendance at school is not possible for reasons that endanger a student's health or the health of others (quarantine, Covid-19 watch, and At-Home distance learning choice). Home-Stay will not constitute a release from daily participation and submission of requisite assignments.
 - A serious illness or death in a student's family necessitating absence from school.
 - A court order or an order by a governmental agency, including pre-induction physical examinations for service in the armed forces, mandating absence from school.
 - Celebrating religious holidays necessitating absence from school.
 - Conditions rendering attendance impossible or hazardous to student health or safety.
 - A period not to exceed one day is allowed, for registering to vote or voting in a public election.
 - Absences are **unexcused** for all other reasons, including but not limited to: missing the bus, oversleeping, power outage, vacations, trips, family visits, car trouble, baby-sitting, and running errands.

School-Related Absence

Students will be allowed no more than five (5) days absence per term for school-sponsored non-instructional activities, with the exception of absences required due to state and/or national competitions approved by the Cook County Board of Education. It is the student's responsibility to request, through the principal, that the Board of Education approve school related absences in excess of five.

Students must make prior arrangements to make up all work that will be missed. Students must have prior approval from all of their teachers to be absent from classes for these activities. Non-approval may only be given if the student has had in excess of 5 days absence for school-sponsored non-instructional activities. Students should have all teachers complete a gold slip prior to having their parent/guardian sign the slip. Gold slips will be used to document a school-related absence. All gold slips are to be returned to the teacher/sponsor, not to the front office.

Absence Notes

Documentation is required when a student returns from an absence. The fact that attendance was impractical or inadvisable must be attested to by a written statement from the student's parent/guardian or

a licensed physician within five (5) days of the student's return. These written statements must be turned in to the Attendance Office or the absence will be documented as unexcused. If an absence was due to a court appearance, a copy of the subpoena or other court document must be provided. **Documentation for each day of absence (parent notes, medical excuses, etc.) must be on file within five school days following the student's return from an absence.**

Notification of Absence

- An automated notification will be sent out daily at the end of the first block if your child is not in class.
- After the third (3rd) unexcused absence of a student, a letter will be mailed to the parent/legal guardian. This letter will include the number of days missed, express the school's concern about the number of unexcused absences, and request a parent conference.
- Any student who has three (3) unexcused absences from a class will be referred to the school system's social worker and the attendance officer.
- After the fifth (5th) unexcused absence in a class during a term, the student shall have a letter of non-credit mailed to his/her parents/legal guardians from the school.
- Failure to receive these written notices in no manner absolves the parents/legal guardians of the responsibility in complying with all system/school attendance policies.
- In the event of prolonged absences due to extenuating circumstances, students and/or parents/legal guardians have the right to request a conference with the Attendance Administrator to discuss attendance and/or non-credit issues.
- If a student has a serious medical or legal problem, the student's parent/guardian should notify an administrator and the student's counselor. In the event of prolonged illness, the services of the homebound teacher should be requested.
 - *Students who miss more than 20 minutes of a class period will be counted absent for that class.*

Notice of Non-Credit for a Class:

Students in grades 9-12 who have accumulated more than five (5) unexcused absences, may not receive credit for that class. Absence appeal forms are available in the attendance office. Any student that falls within these parameters must fill out a form and both parent/guardian and student must be present for the appeals process. These appeals will be considered on a case by case basis. Documentation for all absences should be submitted. This does not include absences due to school-related non-instructional activities.

- **A student can only appeal to the committee once per year. There are no exceptions for seniors in this process.**

Checking in To School

Any student who arrives on campus after **8:00** a.m. must sign in with the front office. Failure to follow the proper procedure will be considered disregard of directions. Any student who is on school property but is not in his or her assigned classroom or other authorized area following the bell will be considered tardy to school. Students with chronic tardiness to school will be referred to school social worker and/or an administrator for appropriate action and/or discipline.

Checking Out of School

Once a student arrives on campus he/she is not permitted to leave campus at any time during the school day without permission from the school office. Checkouts will be made in the office. **Failure to follow the proper procedure will be considered truancy/AWOL.**

- **Excused:** Early checkouts for emergency, illness, or other reasons that the Principal deems necessary or reasonable. Documentation is required to excuse an early dismissal. Any checkout prior to 3:00 is considered an early checkout. Records will be kept at each school to document the number of days a student misses due to early checkouts.
- **Unexcused:** Early checkouts for reasons other than those approved by the Principal. Excessive incidents of unexcused early checkout may result in disciplinary action or referral to the SST as the Principal deems necessary. Any checkout prior to 3:00 is considered an early checkout.

Checkout will be by:

- Parent, guardian, or person designated on Authorization Card. I.D. is required to check-out a Cook High School student.
 - **(If an Authorization Card is not turned in to the office, only the parent or guardian will be allowed to check a student out of school).**
- Doctor/Dental appointment card.
- School-related functions will be handled by the faculty advisor.

Tardies

Definition of Terms

- **Tardy to School:** Any student arriving at school following the ringing bell, chime, or other audible signal established by the Principal and intended to indicate the start of the school day. Any student who is on school property but is not in his or her assigned classroom or other authorized area following the bell, chime, or other audible signal will be considered tardy to school.
- **Tardy to Class:** A student is “tardy to class” when he/she arrives to class following the ringing bell, chime or other audible signal indicating the beginning of instructional time.
- **Behavior Support Team (BAT):** An interdisciplinary group that uses a systematic process to address learning, behavior, and/or attendance problems of K-12 students in a school.

Truant Students

Definition of Terms

- **Truant:** Any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.
- **Exception for Suspension:** School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy.

Withdrawing from School

Keeping students in high school through graduation is an important national educational goal. Young adults who fail to complete high school place themselves in a precarious economic position, facing a

bleak economic and social future. Specific procedures must be followed by students between the ages of 16-18 who wish to dropout of Cook High School. The student and a parent/guardian must meet with the school principal or his designee to participate in a student withdrawal exit conference and each must sign a “Notice of Intent to Terminate School Enrollment” form. Only by following these procedures will a student be permitted to drop-out of school. It is our goal to encourage students to reconsider such a decision, and instead to continue working to earn their high school diploma. Students transferring to another school should report to the Counseling Center with their parent/guardian to obtain a withdrawal form and instructions. All textbooks must be returned to teachers and all obligations must be paid before a withdrawal from Cook High School is issued.

Participation in Extracurricular Activities

To participate in any extracurricular activities, a student must be present a minimum of half the school day (two periods), with an excused note for the other half of the day. Students with an unexcused absence from school are not permitted to participate in extracurricular activities that same day. Friday absences will preclude activity participation all weekend.

Perfect Attendance

Any student who misses half a day is considered absent for calculation of perfect attendance.

ACADEMICS

Promotion & Retention

Promotion is based on the number of units for which a student has earned credit toward graduation

Grading Scale

A= 90-100

B= 80-89

C= 70-79

F= 69 and below

Weighted Grades *(Updated 1/14/2020)*

The efforts of students taking our most rigorous courses are acknowledged by more weight being given to honors level, Dual Enrollment, and Advanced Placement courses. Only Courses listed in the Georgia Futures Rigor Course List and taken at the Advanced Placement, Dual Enrollment, or honors level, qualify for weighted credit. Any dual enrollment course not listed in the Georgia Futures Rigor Course List that has a final grade below 70 will not receive high school credit. The following point system will be applied for these grades:

- Grades for honors level classes will be increased by 3 points at the end of the course.
- Grades for Dual Enrollment courses will be increased by 4 points at the end of the course.
- Grades for Advanced Placement courses will be increased by 5 points at the end of the course.

Grade caps are as follows:

- Non-Advanced classes - 100
- Honors - 103
- Dual Enrollment - 104

- Advanced Placement - 105

Grade Reporting

Report cards and progress reports will be sent out via student to parents. This information is also accessible on PowerSchool. Using PowerSchool, parents may view their student's progress with their personal login and password. Contact the guidance office for assistance. Parents should consult the school calendar and to see the report card/progress report dates. Please call the school for a conference as needed.

Schedule Changes

All schedule changes will be made by a counselor with the principal's permission. **Schedule changes will not be made after the first three days.** If there is a problem with a student's schedule, concerns should be directed to the counselor responsible for the grade level. No changes will be made without a valid reason.

Parent Conferences

A student's progress at Cook High School is very important to faculty and staff. Teachers, counselors and administrators are available for parent conferences. Conferences during a planning block or after school may be arranged by contacting teachers, via phone or email. Teachers may also telephone parents to arrange a conference, when they feel it is necessary.

Textbooks

Textbooks are provided by the State of Georgia and the Cook County Board of Education. Textbooks are very expensive and are expected to be used from five (5) to seven (7) years. Teachers are required to keep a textbook inventory. **Students who damage or lose textbooks are required to pay for a replacement. The student assumes responsibility for textbooks at the time of issuance. Cook County Schools are not responsible for lost or stolen textbooks.**

Requirements for Graduation

To receive a General Diploma, students must meet diploma requirements in two areas: *Courses, and Credits.*

- **Courses:** students must complete specific course requirements as outlined by the graduation rule and local requirements.
- **Credits:** students must earn 24 units as a minimum requirement.
 - The Essentials of Healthcare course has embedded standards for Human Anatomy. Students who earn credit in Essentials of Healthcare will also earn a credit for Human Anatomy. Prerequisite courses for all CTAE Science courses still apply.

AREAS OF STUDY	Units Required
English/Language Arts	4
Mathematics	4
Science	4
Social Studies	4
CTAE and/or Foreign Language and/or Fine Arts	3
Health and Personal Fitness	1
Electives	4
TOTAL UNITS	24

General Local Graduation Policies

- A student will be placed in regular, advanced, and support courses beginning in the ninth grade based upon standardized, criterion-referenced, and formative assessment data; grades; achievement; other evidence of mastery of the Georgia Performance Standards; **and teacher/guidance recommendations.**
- **Students must be enrolled a minimum of seven (7) semesters during the regular school terms** to be considered a candidate for graduation.
- **To be eligible for participation in graduation ceremonies, students must have completed all requirements for a General or Special Education diploma.**
- Beginning with the class of 2022 all students must complete a Pathway. A pathway is three focused courses in either CTAE, Fine Arts, Foreign language, or Advanced Academics.
- Students that are in Alternative School settings due to disciplinary reasons will not be allowed to participate in the graduation ceremony. Also, any student graduating early from an alternative setting is not allowed to participate in graduation ceremonies.
- Special Education students and their parents will need to meet with the specific case manager to discuss diploma options during the first semester of the student's senior year.

Graduation:

Graduation will be Friday, May 20, 2022 at 8:00 p.m.

- **To participate in the graduation exercise, a student must qualify for a General or Special Education Diploma and meet all graduation, attendance and all state assessment requirements.**
 - Seniors are required to wear caps and gowns to participate in the graduation exercise. If you have a financial problem, please see the principal.
 - Graduation invitations and other graduation items may be purchased through Herff Jones. The Herff Jones representative will be present on campus several times during the school year. The school is not responsible for the selling, buying, delivery, quality, etc. of these

items. The school will assist a student in resolving any problems which may occur, but the school is not responsible for any aspect of the transaction.

Graduation practice

- Thursday, May 19, 2021

Examinations

End of Course Exams, and classroom final exams are scheduled on the school calendar. These are set to prevent students from having too many exams in one day. Students are to remain in the testing period the entire time. **Testing periods will not be interrupted for check-outs.**

- **Term Exam Dates**
 - First Term Finals Dec. 15-16, 2021
 - Makeup on Dec. 17 Grades 9-12
 - Second Term Finals May 18-19, 2022
 - Makeups on May 20 Grades 9-12

Exemptions

All students are expected to take all EOC's.

- **“Testing Out” to Receive Course Credit Using the End of Course Tests (EOC)** Under the provisions of the amended rule and guidelines published by the Georgia Department of Education's (GaDOE), local boards of education shall award course credit to students who reach the performance level of Exceeds on an EOC taken prior to taking the course. For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the performance level of Exceeds, the local board of education shall award the student the Biology course credit. A student may test-out of any course that has an associated EOC. Students may earn no more than three units of credit by demonstrating subject area competency in this fashion. For any questions please consult with the guidance office. Rule 160-5-1-.15
 - *Cook High School will be charged for students who **fail** to achieve the Exceeds performance level. This charge will be the responsibility of the parent/guardian of the student testing. The established fee is currently \$50.00 per test.*

Academic Awards and Honors

Valedictorian and Salutatorian: To be eligible for valedictorian or salutatorian honors a student must enroll no later than the first day of school of the senior year (12th grade) and must meet all graduation requirements for a General Diploma.

- The **valedictorian** shall be the senior student who has taken courses that qualify for superior honor graduate status and has earned the highest core academic grade average in the class.
- The **salutatorian** shall be the senior student who has taken courses that qualify for honor graduate or higher status and has earned the second highest core academic grade average in the class.
- The **third honor** graduate shall be the senior student who has taken courses that qualify for honor graduate or higher status and has earned the third highest core academic grade average in the class.
 - **The valedictorian, salutatorian and third honor graduate will be determined on the last day of the third nine week grading period. The cutoff for computing final averages will be at 10:00 A.M. on that morning. NO GRADES may be entered after**

10:00 A.M. on this day for computing final averages.

- If two or more students earn identical core academic grade averages, valedictorian or salutatorian honors will be determined based on the following criteria:
 - Rigor of classes accumulated during the student's high school career.
 - The efforts of students taking our most rigorous courses are acknowledged by more weight being given to honors level and Advanced Placement courses. The point system below is used for weighting purposes:
 - Grades for honors level classes will be increased by **3 points** each nine weeks.
 - Grades for Dual Enrollment (will be Georgia Futures classes only) classes will be increased by **4 points** each nine weeks.
 - Grades for Advanced Placement courses will be increased by **5 points** each nine weeks. • Highest weighted cumulative average.

Honor Roll

The student has no grade less than 80 for the semester grading period and has an overall average of 90 or above.

Honor Graduates

Honor graduate - Any senior who has met local and state graduation requirements and has maintained a cumulative average of 90 or above for the four years of high school, has satisfied the GPA requirement for Honor Graduate recognition.

- In computing the numerical average for academic standing, grades received in those courses which are remedial or taken at the Access level will not be included.
- Honor Graduate averages must be maintained for the remainder of the year to retain Honor Graduate Status.

Superior Honor Graduates - Any senior who has met local and state graduation requirements, has maintained a cumulative average of 95 or above for the four years of high school, and completes at least one Advanced Academic Pathway as outlined in the High School College and Career Ready Performance Index, will be recognized as a Superior Honor Graduate.

- Superior Honor Graduate averages must be maintained for the remainder of the year to retain Superior Honor Graduate Status.
- **Advanced Academic Pathway** Requirements can be found at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/advanced_academics.aspx and click on the subject area under the Advanced Academics Plan of Study Documents' link.
 - **Honor graduate and Superior Honor Graduate status will be determined on the last day of the third nine week grading period in March. The cutoff for computing final averages will be at 10:00 A.M. on that morning. NO GRADES may be entered after 10:00 A.M. on this day for computing final averages.**
 - *Students will be selected, according to this set of criteria. The principal reserves the right to make final judgments as needed.*

Top Ten Criteria

- Top Ten Criteria is based upon the grading period of the current scholastic school year. It is not cumulative.
- A minimum of ten (10) students per grade will be recognized, regardless of averages.
 - Where there is a tie (dead even) for tenth place in a grade, the number of students tied will be named.
- Students in grade 12 must be enrolled in eight (8) courses. Of these eight (8) courses, a minimum of four (4) must be academic courses.
 - Exceptions: A Work Based Learning (WBL) student must have three (3) academic courses per year.
- Students in grades 9-11 must be enrolled in eight (8) courses per year. Of these eight (8) courses, a minimum of four (4) must be academic courses.
- A student must be enrolled at CHS at least three (3) consecutive grading periods prior to selection of award winners.
- Selection of participants will be determined by the first three (3) nine weeks' grading periods and the semester exams.
- More than one (1) P.E. per semester will result in the highest average only being used in overall average, provided all other standards are met.
- Cook High School defines an academic course as a required **core** course as defined in the SBOE Rule 160-4-2-20. List of State Funded K-8 Subjects and 9-12 Courses for Students entering 9th grade in 2008 and Subsequent Years.

National Merit Program

Students are identified for this scholarship program by high scores on the PSAT test during October of their junior year only. No other test administration can qualify students for this program.

STAR Student

This award goes each year to one senior student based on the highest SAT score and a GPA average that is in the top 10% of the class. The school winner goes on to compete in district and possible state STAR student programs. The school winner selects a teacher who is awarded the STAR teacher title. Students interested in being considered for STAR student should have their SAT results sent to Cook High School.

Scholastic Jackets

Scholastic jackets are awarded to seniors who have a cumulative average of 90 or above through 1st semester of their senior year.

Advanced Placement Courses (AP)

Created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and **course** credit to students who obtain high scores on the examinations. Due to the rising costs of tests, students that are taking AP courses may be required to help pay for these tests (up to 50%).

Dual Enrollment Courses

Dual Enrollment is a program for students in grades 10-12 who qualify based on the guidelines set by the Georgia Student Finance Commission and the college of their choice. Students may enroll on a part-time or full-time basis (up to 15 total semester hours/12 quarter hours per institution) as a Dual Enrollment student and take college courses. Students will receive high school and college credits simultaneously when attempting and passing **approved** college courses.

College courses must be selected from the approved Dual Enrollment Course Directory list that can be found on the GSFC website. It is the student's and guardian's responsibility to be aware of Dual Enrollment deadlines (high school and postsecondary institution). In order to participate students must meet all dual requirements of the Dual Enrollment program, local system, GADOE, and the postsecondary institution.

The Dual Enrollment program is available for all three college terms for semester schedules, or four out of the five quarters for quarter schedules. The program provides assistance to cover all postsecondary tuition fees, mandatory fees, and book costs. In some cases, students may be charged or be expected to purchase course-related fees, supplies or equipment. Dual Enrollment courses do not count against any maximum hourly caps for the HOPE scholarships.

Students and guardians should schedule a HELP session with their high school Dual Enrollment coordinator prior to the high school's participation deadline.

Four additional points will be added to the final high school grade for all core courses taken through the off campus Dual Enrollment program. Four additional points will be added to each nine weeks average if the Dual Enrollment core course is taken at Cook High. This includes all courses beginning with a course number of 23, 27, 26, 45, or 60.

If a student chooses to withdraw from their college course they must immediately let the Dual Enrollment coordinator and the college's Dual Enrollment liaison know. The student will be awarded a "Z" grade at the high school for the withdrawn course. The student may be required to enroll in an online course or elective course at the high school to fulfill the credit requirement of the withdrawn course. If the student drops the class before the colleges drop/add date their College GPA will not be affected. If they drop a course after the drop/add date their College GPA can be negatively affected. It is the student's responsibility to know their colleges drop/add date.

H.E.L.P. (Hornet extended learning period)

The purpose of the Hornet Extended Learning Period is to personalize the educational experience of students by creating an ongoing interaction between the advisor/advisee, and the parents/guardians. It is the intent of Cook High School to make HELP sessions profitable for everyone involved. As a parent or student, we encourage you to make the most of your opportunities to participate in this process. Students are encouraged to arrange guided study opportunities during HELP. Each student has an advisor to assist with academics, social issues, CTAE concerns, and preparation toward graduation.

Transcripts

Transcripts are mailed to schools and with scholarship applications upon request to the guidance secretary. Final transcripts are mailed when the final transcript request form is completed. Once a student graduates, a fee of \$5.00 is charged for subsequent copies to defray copying and mailing expenses.

Late Work Policy

The policy that will be followed by all classes at Cook High School for turning in late assignments will be as follows:

- A. Assignments turned in **one** day late will be reduced by *ten (10)* points.
- B. Assignments turned in **two** days late will be reduced by *twenty (20)* points.
- C. Assignments turned in **three** days late will be reduced by *thirty (30)* points.
 - a. After a three (3) day period, the teacher is allowed to give the student a Zero (0). If the teacher chooses to allow the student to turn in assignments beyond the three-day period, this is done so at the sole discretion of the individual teacher.
- D. Students in Advanced, Honors, and/or Accelerated classes have the opportunity to turn in work one day late with a twenty (20) point deduction. After this, the teacher may give a zero for the assignment.

Make up Work

Daily access to teacher instruction and assignments are housed in the Google Classroom. It is the student's responsibility to access the classroom and make-up work. **STUDENTS PRESENTING MEDICAL DOCUMENTATION FOR ABSENCE HAVE THE AMOUNT OF DAYS OF ABSENCE TO TURN IN MAKE UP WORK BEFORE IT IS CONSIDERED LATE (See late work policy).** If a student is suspended, it is his/her responsibility to stay current with any assignments, homework, class work, labs or tests given during the student's suspension.

Online Options

Senate Bill 289 allows students the opportunity to take online courses. House Bill 175 establishes a clearinghouse for stakeholders to find online courses and online course providers in the state of Georgia. For more information contact your counselor.

E3 Online Academy

Cook E 3 Online Academy offers a wide array of semester-long courses aligned to Georgia's academic standards. The Academy provides curriculum, assessments, collaboration opportunities, and student data to create a 21st century learning environment that helps prepare students for future success.

STUDENT SUPPORT SERVICES

Guidance and Counseling

The purpose of the Guidance Program at Cook High School is to help all students make the most of their abilities, interests and opportunities. Many problems concerning both school and personal life can be helped by talking to a trained person. CHS guidance counselors will be available to counsel with all students. Counselors are happy to consult with students or parents. Conferences with students receive first

priority and are scheduled when necessary. Counselors are available from 7:30 a.m. to 3:00 p.m. in the Counseling Center, across from the Main Office.

The primary areas with which counselors may assist students at school are:

1. "Four Year Plan"
2. Graduation criteria
3. Basic occupational information
4. Information concerning colleges, technical institutes and military
5. Testing - high school and entrance exams
6. Community resources
7. Extra-curricular activities
8. Personal problems
9. Dual Enrollment Program
10. Course selection

Clinic

The clinic is available to students who need to receive immediate minor medical treatment. ***All students must have an emergency information card on file in the clinic.*** Students who become ill during the day must report to the clinic with a pass from his/her teacher or administrator. The school nurse will contact a parent if the student needs to go home; otherwise, the student will be returned to class within 10 minutes. All calls regarding student illness must be initiated from the Clinic. Any medicine taken at school must be taken in the clinic. **All medication, including aspirin or other over-the-counter medicines, that must be taken at school must be left in the clinic with the appropriate authorization forms.** The clinic will only dispense medicine, prescribed or over-the-counter, with the appropriate forms on file. Passes for the elevator are issued through the clinic.

Medication

Any medication to be taken at school must be turned in prior to the school day to the school nurse in the clinic. All medication should be labeled and should be taken while in the clinic. **Having possession of medication on campus is against school policy.** Students who need to see the nurse must have a signed hall pass from their teacher.

Media Center

The media specialist can assist in selecting and using all types of media, searching for and locating materials, and photocopying materials within the limits of copyright laws. The media center is open from 7:30 to 3:00 for student use. All students visiting the media center must sign-in and are expected to conduct themselves in a quiet, studious manner.

Resource Officer

With cooperation between the Cook County Sheriff's Department and the Cook County Board of Education, Cook High School has the services of a full-time resource officer. The school resource officer is available to students to handle any legal matter. In addition, the officer works closely with teachers and staff in monitoring student behavior during the school day and at school-related events.

Emergency Drills

Teachers will instruct classes concerning proper procedures and routes. An evacuation map is posted by each classroom door. **Please treat each drill as a true emergency; your safety may depend on it.**

Security and Thefts

Unfortunately, thefts of money, clothes, books and other personal belongings will happen in school. What is most unfortunate is that most of these thefts could be prevented if students safeguarded their personal property.

- Remember, lockers do not guarantee security. However, locks help prevent theft, if students do not give their locker combinations to others. Lockers are not to be shared.
- Students should bring only the amount of money that is absolutely needed for the day.
 - Wallets, purses, jewelry, watches (or any other valuables) should not be left in lockers, dressing rooms, classrooms, or in any other unguarded location.

College, Technical College, and Military Representatives

College, technical college, and military representatives will be permitted to meet with students in the Counseling Center. These visits will be scheduled during HELP, electives, and at lunch. Students should not stay past these periods and miss class time.

Homebound Services

Homebound services are available to students who have a non-communicable illness and are expected to be absent for an extended period of time. Please contact the guidance secretary (896-2213) for information concerning these services.

College Visitation

All college campus visits (3 per year) and testing should be arranged through the senior counselor. Verification will be required upon returning to school. This will count as a school-related absence.

Food & Nutrition

- Grab & Go Breakfast is served from **7:30 a.m. to 8:05 a.m.** daily.
- There will be no skipping, breaking, or changing of lines. Respect should be shown to workers. Tables should be cleared, and garbage disposed of properly. No food is to be taken from the lunchroom.
- Cook County School District (CCSD) will no longer allow parents or students to bring, drop-off or deliver food and beverage that originates from outside eating establishments due to a USDA non-competition regulation. This regulation protects school cafeterias from the competition of outside food establishments, and since food services in our CCSD system is completely self-supported through sales within our schools, allowing outside items serve as direct competition for their business. Students may continue to bring lunches prepared from home.

Prices of meals:			
Student Meals	No charge	Adult/Visitor Meals	\$1.80 Breakfast \$3.50 Lunch

Lost Articles

Lost articles should be turned in to the main office. Your property is your responsibility. Please do not leave purses, jackets, books, etc., unattended.

- **Cook High School is not responsible for securing personal valuables. It is the responsibility of the student to secure his/her possessions.** *Students do not need and should not carry large amounts of money, cell phones, technology items, expensive jewelry, or other valuables at school.*
- **The faculty, staff, and administration of Cook High School assume no responsibility for the above items if stolen.** Thefts that do not fall into this category may be investigated by the administration if deemed appropriate.

Tutoring

Teachers are available before and after school to tutor students. Peer tutoring may also be available after school. Call our counselors to discuss peer tutoring and additional assistance.

STUDENT ACTIVITIES

Calendar of Events

A calendar of events is maintained on the school website and in the main office by CHS administration. (Please consult this calendar before planning activities.)

Volunteer Service Learning (updated 6/17/20)

Students seeking involvement in our school and community are encouraged to participate in the many clubs and sports available to them at Cook High School. These organizations provide services to the community and school. A student may earn volunteer service hours which count toward a Volunteer Service Seal on their diplomas upon graduation. Current seniors must accumulate 120 hours to earn the seal. If you are not involved in an organization, and desire to serve others, please see your counselor.

Athletic Requirements

All Cook County athletes and coaches are expected to demonstrate behavior that reflects pride and excellence in the athletic program at Cook High School. We are proud of the winning tradition, which demands the best of everyone connected with athletics. Appearance, coupled with attitude and actions, reflect the student as an individual and as a representative of the school. Students should strive to be the best in their own eyes, thereby strengthening the championship tradition that exists at Cook High School.

- All athletes will follow the school conduct rules and will strive to be model students and good examples. It will be the responsibility of the entire coaching staff to make all athletes aware of their expectations and to see that rules are enforced and adhered to consistently.
- In order to participate in any athletic activity, each student must meet all current Georgia High School Association eligibility requirements.
- The coach of each respective sport will have the right and responsibility of selecting and

supervising his/her athletes. All athletes will adhere to general rules set by the athletic department.

- If an athlete violates a school rule or breaks the law, the team coach, athletic director, and principal will decide the proper action to be taken in regard to the athlete's participation in our athletic program. All athletes who are referred to the office for disciplinary action will be treated on the same basis as a non-athlete.
- An athlete who elects to "quit" a team or is dismissed from a team during that particular season will be required to "sit-out" the remainder of that regular season before he/she can begin participation in any other sport. All cases will be reviewed by the administration and the coach. Athletes must see that all equipment issued by the school is returned immediately upon his/her quitting.
- An athlete who consistently does not attend practice or is dismissed from the team by the coach is considered quitting.
- Athletes will be expected to be neat in appearance during the school year. Hair must be neat and well-groomed year-round. Athletes in violation of this rule will be suspended from participation until in compliance.
- Athletes will be transported to out-of-town events by transportation provided by the school. If an athlete travels to an athletic event on a school bus, he/she will return on the bus unless the coach releases the athlete to a parent or legal guardian in writing. **Athletes will be released only to parents/guardians and no one else without prior written permission and only to an adult over the age of 21, with the exception of an immediate family member.**
- Good sportsmanship conduct will be expected at all times from all athletes. Athletes are expected to exhibit good manners and good behavior at all times.
- All athletic uniforms must be worn as they were designed to be worn. The coach will decide all uniform policies for his/her sport.
- Missing practice is a serious violation of athletic conduct. Unexcused absences will not be tolerated. If there is a need to be absent from school athletic practice, it is the responsibility of the athlete to clear this with his/her coach. Each coach will outline the rules for practice requirements.
- All students participating in athletics, including practice sessions must be properly insured against accidents. Proof of insurance is required to participate. School insurance is available for purchase if needed. The Cook County Board of Education **DOES NOT** provide insurance coverage for athletic competition.

An athlete who is caught at "anytime" in violation of the rules below will be subject to proper disciplinary action as outlined in the Student Conduct Rules of the student handbook. All cases will be reviewed by the coach and administration.

- **Tobacco/Alcohol/Drugs**
 - If any athlete is caught on, or off campus at any time with illicit drugs, alcohol, or tobacco on his/her person, in his/her possession, or under the influence of any drug, alcohol, will result in immediate suspension from the athletic program pending an investigation from the athletic program on the issue. Appropriate disciplinary action will be taken as warranted. Failure to complete the assessed punishment in any of the athletic

rules within the given time limit will result in 180 consecutive days suspension from athletic participation. Re-entry into the athletic program will be determined by a hearing involving the athlete, his/her parents/guardians, athletic director, respective coach, and principal.

- **Illegal Drugs (Positive drug test)**
 - **1st Offense:**
 - The athlete will be suspended immediately from all athletic participation for a period of 4 weeks or 4 games, whichever is greater. If the student athlete successfully enrolls in a drug-counseling program, the suspension will be reduced by 50%. Should the athlete fail to successfully complete the drug-counseling program, he/she will be subject to additional disciplinary action. Prior to readmission to participate, the athlete, parents/guardians, athletic director, respective coach, and principal will meet to evaluate readmission into the athletic program.
 - **2nd Offense:**
 - The athlete will be barred from all athletic participation for 20 weeks or 20 games, whichever is greater. If the student athlete successfully enrolls in a drug-counseling program, the suspension will be reduced by 50%. Prior to readmission to participate, the athlete, parents/guardians, athletic director, respective coach, and principal will meet to evaluate readmission into the athletic program.
 - **3rd Offense:**
 - The athlete will be barred permanently from all athletic participation at Cook High School. If a student elects not to seek full reinstatement into an athletic team after a violation, or the season concludes prior to the expiration of the suspension, the student is still required to serve the unexpired portion of the suspension before the student is eligible for participation with another athletic team. A student serving a suspension for one sport may try out for a second sport, but must serve the unexpired suspension before being permitted to compete.

All students are encouraged to participate in as many extracurricular activities as desired. Students wishing to participate in activities, whose seasons coincide, must have written permission from the head coach of each respective sport as well as the athletic director in order to participate.

- Before a player can be removed from the athletic program, the principal and the athletic director must approve the action.
- Physical examinations are required by state law. Cook High School sets up one appointment during the spring of the school year for physicals. These are free of charge to the athletes and cheerleaders. Any other examination or referrals to specialists are the responsibility of the parents/guardians of the athlete or cheerleader and will not be paid for by Cook High School. All physicals taken after April 1st are valid until the end of the next school year.

Cook High School Athletics follows Georgia High School's mandated heat policy as well as our school athletic emergency action plan. These policies are in place to ensure the safety of all student-athletes. These policies can be found on the school website.

Athletics – Team Sports Available at Cook High School					
FALL		WINTER		SPRING	
Cross Country (Boys & Girls)	Jonathan McDaniel	Boys Basketball	Jeremy Brown	Baseball	Rusty Beale
Football	Jamie Rodgers	Girls Basketball	Clemmie Foster	Golf	Dustin Larkin
Softball	Rusty Beale	Cheerleading	Samona Durr	Boys Soccer	Luis Tyson
Cheerleading	Carrie Parker	Wrestling	Cleve Edwards	Girls Soccer	Taylor Hendrix
Volleyball	John Smith			Tennis (Boys & Girls)	John Smith
Fishing	Corey Green			Track (Boys & Girls)	Josh Jacobson

Eligibility

Eligibility requirements for students in any GHSA activity are:

- 5 credits beginning of 2nd year
- 11 credits beginning of 3rd year
- 17 credits beginning of 4th year

To be eligible, a student must pass three (3) courses during the previous semester to participate in an activity.

Athletics - Gender Equity in Sports

State law prohibits discrimination based on gender in athletic programs of local school systems (Equity in Sports Act, O.C.G.A. 20-2-315). Students are hereby notified that Cook High School does not discriminate on the basis of gender in its athletic programs. Inquiries or complaints concerning sports equity in this school may be submitted to the sports equity coordinator. The sports equity coordinator for Cook High School is **Paula Simmons, 9900 Hwy 37, Adel, Georgia 31620**. She may be contacted by phone at 229-896-2213.

Fundraising

All fundraising activities and projects must be approved by the Cook County Board of Education. Activities and projects for fundraising should be turned into The Athletic Administrative Assistant by club advisors, coaches and sponsors in August. Students are not permitted to bring fundraisers for outside groups on campus to sell. **Nothing is to be sold on campus without approval from an administrator.**

Homecoming

CHS teachers are not responsible for homecoming float decorations and/or the supervision of these activities. The planning, designing and decorating of homecoming floats are the responsibility of parents, as well as the supervision of students involved in these activities.

Cook High School administrators encourage all students to be cognizant that all school rules apply as normal during homecoming week. Any student that is found in violation of school rules will be punished according to the school Code of Conduct and may lose the privilege of attending any homecoming activities. Athletes should pay close attention to these warnings as their athletic status may be affected as well.

Prom Attendance

In regard to prom, **no students or guests over the age of 20 may attend the prom (dance)**. However, permission may be granted from the principal allowing guests over 20 to have prom photos taken on the CHS campus. Guests participating in the Senior Walk may be over the age of 20. Participants in the Senior Walk cannot hold small babies and the number of guests allowed in the Senior Walk is two (2), excluding the student.

- Special exceptions may be made by the principal in regard to SPED students that are over the age of 20 but attend Cook High School currently. Parents/guardians of handicapped students may also be allowed to assist their children in prom activities due to safety concerns.
 - A. Students may be asked to take a breathalyzer test at any time during prom activities.
 - B. Students that are asked to leave the prom for inappropriate behavior of any kind must leave the campus immediately and no refund will be given.

CHS SCHOOL-SPONSORED CLUBS

Cook High School offers a wide variety of extracurricular clubs for students to participate in. Below are the club names, the sponsor(s), the mission statement and/or purpose and a brief listing of some of the activities of the club:

Anchor Club

Sponsors: Heather Morris

Mission statement: The Anchor Club mission is to improve ourselves, our homes, our school and our community by promoting awareness of health and safety and providing community service throughout Cook County.

Purpose: Anchor club is a service organization for sophomores, juniors, and seniors who maintain a 90-grade point average or higher.

Activities: Members are involved in a variety of service projects including an annual Christmas party for underprivileged Primary School students, voter registration, and assistance with Jacki Swanson's class, along with other service projects.

Affiliation: Pilot International

Dues: Yes

Art Club

Sponsor: Sandra Sawyer

Mission Statement: Our mission is to provide our art club members an opportunity to express individuality through the creation of artwork. These artworks are created in unique ways for our community, school and self. The art club is open to any Cook High student. We meet every 2nd and 4th Tuesday of the month for Open Studio, in which students create artwork with their choice of materials, methods and themes.

Activities: Pumpkin Carving, Face Painting, Window decorating, Cards for soldiers, volunteering at Community events, The Annual Cook High Art Exhibition.

Affiliation: Independent

Dues: Yes

Chess Club

Sponsor – Kelsie Mitchell

Mission Statement: To promote increased knowledge and understanding of the game of chess for its own sake as an art and intellectual sport. The Cook High Chess Club seeks to foster the development of its members as chess players and enhance the appreciation of “The Royal Game”.

Purposes: To bring together chess players in the Cook County School Statement and the community who would like to share their hobby and interest in chess with each other. To provide an organized chess tournament venue for competitive-minded club members and persons in the Cook County community. Membership of the Cook High Chess Club is open to any person with an interest in chess, regardless of his/her experience or playing ability.

Activities: To put on two tournaments during the school year. One during the Fall/Winter semester and the other during the Winter/Spring semester.
Affiliation: Independent
Dues: Yes
FBLA - Future Business Leaders of America
Sponsors: Lori Carter, Marsha Tillman
Mission: Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.
Purpose: To develop character and strengthen the confidence of students; to encourage interest in American business enterprise and leadership; to encourage scholarship and promote school loyalty; prepare for useful citizenship.
Activities: Community and school service; region, state, and national competition; Fall Rally; Fall Leadership Conference; Region, State, and National Leadership Conferences.
Affiliation: National
Dues: Yes
FCA (Fellowship of Christian Athletes)
Sponsors: Paul Dobson, Becky Futch, Jenny Pitts,
Mission/Purpose: To present to coaches and athletes, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the fellowship of the church.
Activities: Weekly Meetings, Thursday mornings at 7:30 in the Media Center - Game Days - See You at the Pole - Fields of Faith
Affiliation: National
Dues: Yes
FCCLA (Family, Career, Community Leaders of America)
Sponsor: Constance Thomas
Mission/purpose: To promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through: character development, creative and critical thinking; interpersonal communication; practical knowledge; and career preparation.
Activities: Cook High FCCLA is planning to serve the community through assisting with Cook Toys for Tots, holding a Book drive for the Cook county preschool, offering service hours to teachers at all school at tutors and helping with bulletin boards, etc. as well as attending the state FCCLA spring conference.
Affiliation: National

Dues: Yes
FFA (Future Farmers of America)
Sponsors: Brandon White, Abbie Halbig, Ren Hester
Mission/Purpose: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. FFA membership today consists of 610,240 student members in grades seven through 12 who belong to one of 7,665 local FFA chapters throughout the United States, Puerto Rico and the U.S. Virgin Islands.
Activities: Peanut Boil, Sunbelt Expo Field Trip, Catfish and Karaoke, Ag Olympics
Affiliation: National
Dues: Yes
HOSA
Sponsor: Hope Weaver
Mission: The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health science technology education students, therefore, helping students to meet the needs of the health care community.
Purpose: HOSA operates as an integral component of the health science education curriculum. HOSA is a very active CTSO that provides opportunities at the local, state and national level for participation in community service and state competitions. HOSA provides powerful instructional tools, recognition, leadership, networking, and connections to the healthcare industry for its members.
Activities: HOSA has community service projects every month. HOSA sponsors all of the school blood drives, the Halloween Parade/ Fall Frolic and Easter Egg Hunt for special needs students and The Sting school dance (with TSA). HOSA members participate in Toys for Cook Kids and the Food Drive. Members also participate in fundraisers and HOSA socials. Cook High HOSA is involved!
Affiliation: National
Dues: Yes
Junior Civitan Club
Sponsor: Kimberly McCann
Mission: Junior Civitan is a service club for young people tailored specifically for training young people to become “Builders of Good Citizenship” in the home, school, community and nation. We focus on the intellectually disabled.
Purpose: To encourage young people to value and advance good citizenship through service to community and school.
Activities: We provide breakfast throughout the year for the special education inclusion students several times a year. We are planning on helping with the Halloween Carnival headed up by the HOSA club and also at the end of the school year Luau.
Affiliation: National

Dues: Yes
Key Club
Sponsors: Tabitha Jenkins, Shelli Phillips
Mission: Key Club is an international student-led organization which provides its members with opportunities to provide service, build character and develop leadership.
Purpose: We are caring and competent servant leaders transforming communities worldwide. The core values of Key Club International are leadership, character building, caring and inclusiveness.
Description: In key club, our goals are: 1) to develop initiative and leadership, 2) to provide experience in living and working together, 3) to serve the school and community, 4) to cooperate with the school principal, 5) to prepare for useful citizenship, 5) to give primacy to the human and spiritual, rather than to the material values of life, 6) to encourage the daily living of the Golden Rule in all human relationships, 7) to promote the adoption and application of higher standards in scholarship, sportsmanship and social contacts, 8) to develop, by precept and example, a more intelligent, aggressive, and serviceable citizenship, 9) to provide a practical means to form enduring friendships, to render unselfish service and to build better communities, and 10) to cooperate in creating and maintaining that sound public opinion and high idealism which makes possible the increase of righteousness, justice, patriotism and good will.
Activities: Last year our Key Club participated in the following major activities: monthly BINGO at Sparks Retirement Home, CPS Fall Festival, Socktober (donations of socks and other clothing for the needy in our community), UNICEF Trick or Treat, Toys for Cook Kids, Kiwanis 5K Fun Run, and Relay for Life. We have even more special service projects planned to add to the calendar this year.
Affiliation: Kiwanis International
Dues: Yes
Quiz Bowl
Sponsors: Becky Futch, Britt Wall
Mission: Knowledge opens doors; we accept that without an ever-expanding intellect we are doomed to be forever boring, bored, and trapped in whatever our current intellect allows. Quiz Bowl will expand horizons by giving students access to a broad swath of information to which they might not otherwise have had exposure. Futures are built upon decisions made by our past and current selves: We cannot change the past, but we can always work to improve the current.
Purpose: Quiz Bowl is a place for students that love to learn and show it off. Students will build teams that will compete in academic trivia competitions, both locally and in surrounding counties. These students will compete against each other during HELP in tests of mathematical, scientific, literary, and historical prowess, and those local competitions will help build teams that will be taken to surrounding counties for regional Quiz Bowl competitions. If you are fast on the buzzer, quick of mind, love to brag, or just want an academic extracurricular to pad a resume, then this is the place for you.
Activities: Competitions during HELP and after-school regional competitions.
Affiliation:
Dues: Yes
Student Council

<i>Sponsor:</i> Becky Futch
<i>Mission:</i> To coordinate and encourage all student activities; To work with the administration in all matters affecting the welfare of the student body; To stimulate and develop good citizenship and democracy among students; To encourage social development through participation in campus life; and to encourage leadership through service.
<i>Purpose:</i> Student Council is comprised of 16 outstanding Juniors and Seniors who represent the student body of CHS. SC provides the main forum for discussing student concerns and ideas. Students are given the opportunity to interact with faculty, staff and administrators. The Cook High Student Council is responsible for representing and serving the needs of the student body through coordinating student activities/fundraisers and holding monthly meetings.
<i>Activities:</i> Student Council sponsors Red Ribbon Week in October, as well as College and Career Week in March.
<i>Affiliation:</i> State
<i>Dues:</i> Yes
Theatre Wing & Thespian Troupe 7229
<i>Sponsor:</i> Elizabeth Powell
<i>Mission:</i> The Cook High School Theatre Wing's mission is to develop confident, well-rounded young people who are knowledgeable about all aspects of the theatre through the production of entertaining and thought-provoking plays that appeal to teenage audiences.
<i>Activities:</i> The Theatre Wing performs up to three plays every year, and travels around the state for competitions. All shows are open to any eligible CHS student, and rehearsals take place after school.
The International Thespian Society is a theatre honor society. Students may be invited to ITS after completing 100 hours of quality work in the theatre. CHS's troupe attends Georgia Thespian Conference each February and hosts CHS Theatre's year-end awards show.
<i>Affiliation:</i> Independent
<i>Dues:</i> Yes
TSA (Technology Student Association)
<i>Sponsor:</i> Matt Holley
<i>Mission:</i> The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs.
<i>Purpose:</i> The CHS TSA chapter will take the study of STEM (science, technology, engineering, and mathematics) beyond the classroom and give students the chance to pursue academic challenges among friends with similar goals and interests. Together, chapter members work on competitive events, attend conferences on the state and national levels and have a good time raising funds to get there. Chapter organization develops club leadership, as members may become officers within their state and then run nationally. Our chapter is committed to a national service project and is among the most service-oriented groups in the community.
<i>Activities:</i> Sept: CORE. TSA Chapter Officer Retreat for Excellence, TSA Raffle Oct: TSA Tech Day at the Perry National Fair, CPS Trunk r Treat sponsored by CHS TSA Nov: TSA Fall Leadership Conference on Jekyll Island, March: TSA State Conference in Athens GA, June/July: TSA National Conference in Nashville TN

General Activities: Football Season: Host tailgate events to support CHS athletics, TSA Sting Dance, TSA/HOSA sponsored PBIS (Positive Behavior Intervention Strategies) such as movie days and prizes for grade levels, VEX Robotics Tournaments.
Affiliation: National
Dues: Yes
Y-Club
Sponsors: Eve Lawhorn, Jenny Pitts
Mission: “Our mission is to provide programs and opportunities for teens which will promote self-esteem, leadership skills and moral and civic responsibility, ”Y” Club is the vehicle through which this mission is accomplished.”*
Purpose: “The ”Y” Club program provides thousands of middle and high school students with a school based structured environment to develop leadership skills, understand the importance of civic responsibility, and enhance community through monthly school and community service projects.”
Activities: Youth Assembly (Model State Gov’t), Model United Nations, several leadership conference opportunities
Affiliation: State YMCA
Dues: Yes
4-H Club
Sponsor: Mrs. Katrina Searcy
Mission: To extend lifelong learning to Georgia citizens through unbiased, research-based education in agriculture, the environment, communities, youth and families.
Purpose: "To assist youth in acquiring knowledge, developing life skills and forming attitudes that will enable them to become self-directing, productive and contributing citizens."
Affiliation: National
Dues: Yes

Club Schedule 2021-2022

Group A	Group B	Group C
FCCLA - Room 403 Thomas 	4 H Club – Media Center Katrina Laurel 	Art Club - Room 304 Sawyer 
FFA - Room 407 Halbig, Hester, White 	TSA - Room 302 Holley 	Chess Club - Room 201 Mitchell 
Junior Civitan – Room 208 McCann 	BETA Club - Room 105 Lawhorn 	Hosa - Room 411 Weaver 
Key Club - Rooms 116, 219 Phillips, Jenkins 	FBLA - Cafeteria Carter, Tillman 	Student Council Room 117 - Futch 
Skills USA – Room 110 McDowell 	Spanish Club - Room 120 Morris 	Y Club – Room 105 Lawhorn, Pitts 
Thespian Troupe 7229-Room 307 Powell 	Quiz Bowl - Room 205 Futch, Wall 	Anchor Club - Cafeteria Morris 

****FCA Meets every Thursday in the media center @ 7:30. Everyone is Welcome!!**

Cook High School

Student
Code of Conduct

&

Behavior Expectations



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 disorderly, disruptive, or dangerous conduct not covered in the Student Code of Conduct, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and school, provided that any such action does not violate school board policy or procedures.

Parental Responsibilities

The school anticipates the support of parents in dealing with behavioral problems which may arise. Parents' cooperation needs to be apparent to the student/school. Students are expected to show respect for authority and follow school rules, regulations, and procedures at all times. Cook High School strongly encourages parents and guardians to inform children of the consequences of misbehavior at school, including criminal penalties, for violent behavior, underage sexual conduct and crimes for which a minor can be tried as an adult.

Teacher Authority

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

Each teacher shall comply with the provisions of O.C.G.A. § 20-2-737 which requires the filing of a report by a teacher who has knowledge that a student has exhibited behavior that repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in his or her class or with the ability of such student's classmates to learn, where such behavior is in violation of the student code of conduct. Such report shall be filed with the principal or designee on the school day of the most recent occurrence of such behavior, shall not exceed one page, and shall describe the behavior. The principal or designee shall, within one school day after receiving such a report from a teacher, send to the student's parents or guardian a copy of the report and information regarding how the student's parents or guardians may contact the principal or designee.

The principal or designee shall notify in writing the teacher and the student's parents or guardian of the discipline or student support services which has occurred as a result of the teacher's report within one school day from the imposition of discipline or the utilization of the support services. The principal or designee shall make a reasonable attempt to confirm that the student's parents or guardian has received the written notification, including information as to how the parents or guardian may contact the principal or designee.

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. The maximum punishments for an offense include long-term suspension or expulsion, including permanent expulsion; however, only a disciplinary tribunal as outlined in the COOK County Board of Education policies will determine those punishments.

In the event that a student is referred to a disciplinary tribunal, parents or the student may elect not to contest whether the 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 student waiving a right to a hearing before a disciplinary tribunal. Also, the tribunal facilitator from the superintendent's office must approve such an agreement or waiver.

SEARCH AND SEIZURE

Students and parents are hereby notified that school officials 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 the school or at any school function, including activities which occur outside normal school hours or off the school campus at the discretion of administrators. A student's failure to permit search and seizure will be considered grounds for disciplinary action.

Assembly Behavior

Students are expected to behave appropriately during assemblies. They should remain seated until the program is completed even if the bell rings. Provisions will be made for them to return to class without a tardy. Cat calls and unnecessary noises are not appropriate. Sleeping and talking are not appropriate. Students not behaving appropriately will be disciplined, and he/she will not be allowed to attend future assemblies.

Book Bags

Students are encouraged to buy a locker to store valuables and book bags. In classrooms, teachers may develop specific policies regarding book bags. On school buses, book bags should always be held securely or placed under the student's seat. All book bags, backpacks, gym bags, etc. should be clearly marked with the student's name so the owner of the item can be identified immediately. Students should never carry large amounts of money to school, and they should not place anything of value in the exterior pockets of book bags or backpacks or in bags that open at the top. Student property, including but not limited to backpacks, book bags, athletic bags, and purses, may be searched by school administrators when reasonable suspicion exists. Any search of a student shall be conducted in a manner designed to preserve the privacy and dignity of the student to the extent possible according to the circumstances of the situation.

Cell Phone & Electronic Device Policy

The regulations of electronic devices include the following:

- a. **Cell phones and all electronic devices and accessories must be turned off, out of sight and**

cannot be used during class time, unless permission is given by the teacher.

- b. When traveling in hallways, students must be able to hear directives from school officials. Music is NEVER to be played aloud in any school building and the volume in earbuds must be low enough to hear school officials.
- c. Students may only wear the small earbuds, **and only in one ear**. NO beat type headsets or large headphones are allowed. Violations such as these may be treated as cell phone violations.
 - a. It is recommended that students driving a vehicle to school keep cell phones and electronic devices in their vehicle.
 - b. Cook High School is not responsible for any lost, stolen or damaged electronic items or accessories and school officials will not investigate these matters.
 - c. Emergency phone calls can always be made in the main office; so, cell phones are not needed during school hours. **If parents must contact their child, they should call the school office.** The school office staff is excellent at relaying emergency messages from parents to students.

Courtesy

When students enter Cook High School, they are a part of the school and reflect upon the school's reputation. As Cook High School wishes to maintain its good reputation, it is important for all students to be polite to fellow students and to treat each other with respect. Faculty, staff members, and adults are to be treated with respect.

Debt Obligations/Financial Responsibility

Students are responsible for any debts incurred while attending CHS. These debts may include but are not limited to monies owed to the office, library, athletic department, teachers, or school board. Additional monies owed may include damage assessments, fundraisers, or settlements. Students must clear debts before receiving a locker, parking permit, report card, or diploma. Students having outstanding debt will not be allowed to participate in extracurricular activities, including graduation, until all debts have been cleared.

Dress Code

Conventional dress worn in a traditional manner is the norm for approved dress at Cook High School. It is the student's responsibility to come to school fully clothed and to wear clothes that are not dangerous to health or safety, do not disrupt the learning process, and stay within the school dress code. Extremes in dress and grooming are not permitted. ***Hats and sunglasses are not permitted inside the building during school. IF SEEN, these items will be confiscated.***

Clothing should be fitted so there is no midriff or underwear showing when standing, bending, seated, or moving. All pants must be worn at the natural waistline. **Sagging pants** (worn below the waistline) are not permitted. If belts are worn, they must be buckled. Zippers must be zipped, and fasteners must be fastened.

The following items of clothing are **NOT PERMITTED**:

- Outer clothing which resembles sleepwear or underwear, pajama-type pants or bedroom shoes or slippers
- Tank tops or shirts with shoulder straps narrower than two (2) inches, (Females). Midriff tops, low-cut tops and one-shoulder tops, **see-through blouses covering bras/tube tops** • Pants should be worn at the same length on both legs. Pants may not be tucked into socks
- Sleeveless shirts for males
- Miniskirts and short shorts – Shorts and skirts must be longer than mid-thigh length.
- No tight or sagging sweatpants or wind suits. They are to be worn appropriately.
- **NO HEAD COVERINGS (male or female) unless documented religious apparel**
- **Females may only wear hair “bands” ½ inch in width or less. Large bows are not permitted.**
- **NO BANDANAS OF ANY COLOR.**
- Towels, hand cloths, curlers, combs, sunglasses and metal chains
- Bike pants, or other apparel that is extremely tight fitting
- Leggings, or any skin-tight pants, must be covered with long loose tops approaching the mid-thigh length.
- Clothing/jewelry with profanity, vulgarities, or other offensive language, references to alcohol or drug use, gangs, social clubs, weapons, or sexually suggestive items
- Clothing/jewelry that could be used as a weapon. No piercings with sharp points. • Cut-out jeans with holes above mid-thigh. No skin can show.
- Any clothing with group, club, or organization names on them, unless the group(s) are approved as school related or school sponsored
- Non-prescription glasses or glasses with no lens

Note: Administrator discretion applies to all the above.

- **Dress code discipline will be enforced by both teachers and administrators. Discipline will be assigned and, if necessary, students will be loaned shirts or scrubs to wear or a parent/guardian will be called to bring a change of clothes. Students will not be allowed to remain in the classroom with inappropriate clothing.**

Dress Code Violations Consequences

- | | | |
|---------------------------|---|---------------------------|
| • 1st Violation | - | Warning |
| • 2nd Violation | - | 2 days morning detention |
| • 3rd Violation | - | 5 days morning detention |
| • 4th Violation | - | 10 days morning detention |
| • 5th Violation | - | 1 period Time Out Room |
| • 6th Violation and above | - | 1-day ISS |

Hall Passes

Students are expected to stay in class. They should not be in the halls unless they are changing class or have an authorized hall pass **with a legitimate excuse**. Any student, who is in a hall, restroom, etc., should have a **visible authorized pass**. Hall passes are provided for each student and must be used whenever a student requests permission to leave a classroom. Medical excuses for restroom breaks will be

required of students with temporary or chronic conditions necessitating more frequent restroom visits.

Internet Policy – Student Use

Cook County Board of Education policy requires students and parents to sign a Student Network/Internet User Agreement and Parent Permission Form. Any person who is accessing the Internet with school equipment and services accepts responsibility to abide by the Network/Internet User Agreement. Not accepting these responsibilities, or any infraction which shows non-compliance, will lead to restrictions or severance of access to services, as well as other possible disciplinary actions.

Off-Campus Behavior

Notification from law enforcement, the Department of Juvenile Justice, the court system, or any other social media that a Cook High School student has been taken into custody or charged with a felony or a delinquent act that would be a felony if committed by an adult, will prompt the school principal to collect pertinent information and to make a determination whether the student's continued presence at school presents a potential danger to persons or property at the school or may substantially disrupt the educational process. If such a determination is made, the principal may recommend a suspension or expulsion of longer than ten (10) days. A tribunal of school officials will hold a disciplinary hearing to consider and make final decisions on such recommendations.

If a student is adjudicated, or found guilty of a felony offense, the principal will make an immediate recommendation of expulsion or assignment to an off-site program. A tribunal of school officials will hold a disciplinary hearing to consider and make final decisions on such recommendations.

Any student transferring to Cook High School from a juvenile YDC or other disciplinary state facility will be placed in alternative school for a length of time to be determined by the principal. Some misdemeanors (especially of a sexual nature) may result in a student not being allowed to attend school also.

Pep Rally Behavior

Any student who is not scheduled to be a part of a pep rally and is on the floor without permission will be disciplined and prohibited from attending future pep rallies.

Restrooms

Students and employees of Cook High School expect and deserve to have clean and sanitary restrooms. Please help keep restrooms clean by flushing toilets and urinals after use. Be courteous by keeping trash off floors. Please report any writing on walls, broken equipment or other problems to a teacher or the front office, so repairs may be requested before further damage or vandalism occurs. Students must use gender specific restrooms and only one student per stall.

- **The only restrooms available for student use during lunch are in the cafeteria.**

SEARCH AND SEIZURE

Students and parents are hereby notified that school officials 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 the school or at any school function, including activities which occur outside normal school hours or off the school campus at the discretion of administrators. A student's failure to permit search and seizure will be considered grounds for disciplinary action.

Tardies

- **Tardy to School:** Any student arriving at school following the ringing bell, chime, or other audible signal established by the Principal and intended to indicate the start of the school day.
- **Tardy to Class:** A student is "tardy to class" when he/she arrives to class following the ringing bell, chime or other audible signal indicating the beginning of instructional time.

Tardy Violation Consequences

- | | | |
|---------------------|---|--|
| ● 1st Tardy | - | Warning |
| ● 2nd Tardy | - | Warning |
| ● 3rd Tardy | - | 1 Day of Morning Detention (7:35 in Lunchroom) |
| ● 4th Tardy | - | 1 Day of Morning Detention (7:35 in Lunchroom) |
| ● 5th Tardy | - | 1 Day of Morning Detention (7:35 in Lunchroom) |
| ● 6th Tardy | - | 5 Days of Morning Detention (7:35 in Lunchroom) |
| ● 7th Tardy | - | 5 Days of Morning Detention (7:35 in Lunchroom) |
| ● 8th Tardy | - | 10 Days of Morning Detention (7:35 in Lunchroom) |
| ● 9th Tardy | - | 10 Days of Morning Detention (7:35 in Lunchroom) |
| ● 10th Tardy and Up | - | 1 Full Day of ISS |

Unauthorized Areas

- All parking areas during the school day.
- All hallways before school, at lunch, and after school (unless authorized by a teacher or admin).
 - Students must remain inside the building at all times unless accompanied by a faculty or staff member.

Use of Automobiles

Students who park on campus must follow parking regulations. Failure to follow rules and regulations will result in parking privileges being revoked.

- Only students with current valid driver's license and proof of insurance will be allowed to park on campus.
- A parent/guardian must sign the application prior to a parking permit being issued.
- No student may loan or give a parking permit to another student.
- **No ninth graders may park on school property.**
- Students are to leave their cars upon arrival to school, and they are not to return to a parked vehicle without permission from a school administrator.
- All cars must be parked in designated paved areas. No cars should be parked on the grass.
- ***A student's parking permit may be suspended or revoked for 2 weeks if his/her vehicle is used to transport any student off campus without permission.***
- Cook High School is not responsible for any damage to vehicles or the theft or loss of any articles inside the vehicle.

Level I Behaviors						
Level I Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.					Addressing level I behaviors may include several possible interventions and corrective actions as listed either from Plan 1, Plan 2, or Plan 3.	
Level II Behaviors						
Level II Behaviors are more serious behaviors and require more formal interventions and corrective actions.					Addressing level II behaviors may include several possible interventions and corrective actions as listed from Plan 3, or Plan 4.	
Level III Behaviors						
Level III Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.					Addressing level III behaviors may include several possible interventions and corrective actions as listed from Plan 4, or Plan 5.	
DISCIPLINE PLANS						
PLAN 1	<ul style="list-style-type: none">Teacher-student conferencePARENT/GUARDIAN contact by teacherIn-class disciplinary action					Each teacher will develop his/her own class discipline plan. Plans will vary. Each plan will be on file in the school office. Teachers will distribute plans to students at the beginning of the school year.
PLAN 2	1st	2nd	3rd	4th	5th	ALTERNATE/ADDITIONAL ADMINISTRATIVE OPTIONS Warning Saturday School Restitution After/Before school detention Adjustment of student's program/change of schedule Extra-curricular suspension Intervention Room Reverse Suspension Referral to Law Enforcement Require Daily/Weekly Progress Reports Referral to Law Enforcement Revoke Driving Privileges
	<ul style="list-style-type: none">Detention (3-5) DaysStudent Conference	<ul style="list-style-type: none">Time-Out Room - 1 PeriodParent Contact	<ul style="list-style-type: none">Time-Out Room -2 PeriodsParent Contact	<ul style="list-style-type: none">ISS 1 DayParent Contact	<ul style="list-style-type: none">ISS 2 DaysParent ContactBAT Referral	
PLAN 3	1st	2nd	3rd			
	<ul style="list-style-type: none">ISS 2 DaysParent Contact	<ul style="list-style-type: none">OSS 3 DaysParent ContactBAT Referral	<ul style="list-style-type: none">OSS 5 DaysParent Contact			
PLAN 4	1st	2nd	3rd			
	<ul style="list-style-type: none">OSS 3 DaysParent Contact	<ul style="list-style-type: none">OSS 5 DaysParent Contact	<ul style="list-style-type: none">OSS 10 DaysParent Contact			
PLAN 5	<ul style="list-style-type: none">OSS 10 DaysParent ContactStudents who commit a Level III offense may be recommended for placement at the Alternative School or recommended for expulsionSuccessful completion of the Alternative School will be determined by the school principal and receiving school.Referral to Law Enforcement					

SR Incident Type	General NCES / Federal Definition	Level	Example	Consequence
(01) Alcohol	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, beverages or substances represented as alcohol. Students under the/or consumption of intoxicating alcoholic influence of alcohol may be included if it results in disciplinary action.	1	Unintentional possession of alcohol	Plan 3
		2	Under the influence of alcohol without possession	Plan 4 or 5
		3	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of alcoholic beverages or substances represented as alcohol	Plan 5
(02) Arson	Unlawful and intentional damage or attempted damage to any real or personal property by fire or incendiary devices. (Note: Possession of fireworks or incendiary devices must be reported as "Possession of Unapproved Items". Use of such items should be reported as Arson.)	2	Lighters or incendiary devices at school; includes but not limited to the use of fireworks includes, but is not limited to trash can fires without damage to school property	Plan 4 or 5
		3	Related activity or the use of an incendiary device includes but not limited to setting fires to school property	Plan 5
(03) Battery	Intentional touching or striking of another person to intentionally cause bodily harm. (Note: The key difference between battery and fighting is that fighting involves mutual participation.)	1	Intentional physical attack with the intent to cause bodily harm resulting in no bodily injuries Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations	Plan 3
		2	Intentional physical attack with the intent to cause bodily harm resulting in mild or moderate bodily injuries Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries	Plan 4
		3	Intentional physical attack with the intent to cause bodily harm resulting in severe injuries or any physical attack on school personnel; Level 3 may be used for students that violate the school policy on battery three or more times during the same school year. Includes but not limited to choking, pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations resulting in severe injuries; Includes any physical attack on school personnel; includes incidents serious enough to warrant calling the police or security policy on battery three or more times during the same school year.	Plan 5

(04) Breaking & Entering – Burglary	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft). (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.).	3	Unlawful or unauthorized forceful entry into a school building or vehicle (with or without intent to commit theft)	Plan 5
(05) Computer Trespass	Use of a school computer for anything other than instructional purposes or unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, or in any way causing the malfunction of the computer, network, program(s) or data	2	Unauthorized use of school computer for anything other than instructional purposes. Includes but not limited to computer misuse, using computer to view or send inappropriate material, and violation of school computer	Plan 3
		3	Unauthorized use of a computer or computer network with the intention of deleting, obstructing, interrupting, altering, damaging, obtaining confidential information or in any way causing the malfunction of the computer, network, program(s) or data; includes disclosure of a number, code, password, or other means of access to school computers or the school system computer network without proper authorization use policy. Includes but not limited to hacking.	Plan 4
(06) Disorderly Conduct	Any act that substantially disrupts the orderly conduct of a school function, substantially disrupts the orderly learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others. (Includes disruptive behaviors on school buses)	1	Creating or contributing to a moderate disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others Includes but not limited to general bus misbehavior, spitting on property or persons, encouraging disruptive behavior	Plan 1-3
		2	Creating or contributing to a severe disturbance that substantially disrupts the normal operation of the school environment but doesn't pose a threat to the health or safety of others; may represent a repeat action Includes but not limited to general bus misbehavior, spitting on property or persons encouraging disruptive behavior	Plan 4
		3	Creating or contributing to a severe disturbance that substantially disrupts the school environment or poses a threat to the health and safety of others. Level 3 may be used for students that violate the school policy on disorderly conduct three or more times during the same school year Includes but not limited to disruptive behavior on school bus, misbehavior during a fire drill or other safety exercise	Plan 5
(07) Drugs, Except Alcohol and	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics; or	1	Unintentional possession of prescribed or over the counter medication. Does not include the possession of narcotics or any illegal drugs See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	Plan 2

Tobacco	any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school	2	Any medication prescribed to a student or purchased over-the-counter and not brought to the office upon arrival to school See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	Plan 3
		3	Unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or equipment or devices used for preparing or using drugs or narcotics See above. Does not include auto-injectable epinephrine as properly administered pursuant to O.C.G.A. 20-2-776	Plan 4-5
(08) Fighting	Mutual participation in a fight involving physical violence where there is no one main offender and intent to harm (Note: The key difference between fighting and battery is that fighting involves mutual participation.	1	A physical confrontation between two or more students with the intent to harm resulting in no bodily injuries	Plan 4
		2	A physical confrontation between two or more students with the intent to harm resulting in mild or moderate bodily injuries Mild or moderate Injuries may include but are not limited to scratches, bloody noses, bruises, black eyes, and other marks on the body	Plan 4-5
		3	A physical confrontation between two or more students with the intent to harm resulting in severe bodily injuries. Level 3 may be used for students that violate the school policy on fighting three or more times during the same school year. Repeated physical confrontations resulting in severe injuries that require medical attention	Plan 5
(09) Homicide	Killing of one human being by another	3	Killing of a human being Includes but is not limited to shooting, stabbing, choking, bludgeoning, etc.	Plan 5
(10) Kidnapping	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will	3	The unlawful and forceful abduction, transportation, and/or detention of a person against his/her will.	Plan 5
(11) Larceny / Theft	The unlawful taking of property belonging to another person or entity (e.g., school) without threat, violence or bodily harm. (Note: The key difference between larceny/theft and robbery is that the threat of physical harm or actual physical harm is involved in a robbery.)	2	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$25 and \$100. Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Plan 4
		3	The unlawful taking of property belonging to another person or entity that does not belong to the student with a value between \$100 and \$250. Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception/ The unlawful taking of property belonging to another person or entity that does not belong to the student with a value exceeding \$250. Level 3 may be used for students that violate the school policy on larceny/theft three or more times during the same school year Includes but not limited to theft by taking, theft by receiving stolen property, and theft by deception	Plan 4-5

(12) Motor Vehicle Theft	Theft or attempted theft of any motor vehicle	3	Theft or attempted theft of any motor vehicle Includes but not limited to cars, trucks, ATVs, golf carts, etc.	Plan 5
(13) Robbery	The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. (Note: The key difference between robbery and larceny/theft is that the threat of physical harm or actual physical harm is involved in a robbery)	2	Robbery without the use of a weapon. Taking something by force or threat of force	Plan4-5
		3	Robbery with the use of a weapon. Weapons may include, but are not limited to guns, knives, clubs, razor blades, etc.	Plan 5
(14) Sexual Battery	Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent	3	Oral, anal, or vaginal penetration against the person's will or where the victim did not or is incapable of giving consent; touching of private body parts of another person either through human contact or using an object forcibly or against the person's will or where the victim did not or is incapable of giving consent Includes but is not limited to rape, fondling, child molestation, indecent liberties and sodomy	Plan 5
(15) Sexual Harassment	Non-physical and unwelcome sexual advances, lewd gestures or verbal conduct or communication of a sexual nature; requests for sexual favors; gender-based harassment that creates an intimidating, hostile, or offensive educational or work environment	1	Comments that perpetuate gender stereotypes or suggestive jokes that are not directed towards specific individuals Includes but not limited to insensitive or sexually suggestive comments or jokes	Plan 1 - 2
		2	Comments that perpetuate gender stereotypes, suggestive jokes or lewd gestures that are directed towards specific individuals or group of individuals Includes but not limited to insensitive or sexually suggestive comments or jokes; leering	Plan 3-4
		3	Physical or non-physical sexual advances; requests for sexual favors; Level 3 may be used for students that violate the school policy on sexual harassment three or more times during the same school year.	Plan 4-5
(16) Sex Offenses	Unlawful sexual behavior, sexual contact without force or threat of force, or possession of sexually explicit images; can be consensual	1	Inappropriate sexually-based physical contact including but not limited to public groping, inappropriate bodily contact, or any other sexual contact not covered in levels 2 or 3.	Plan 3-4
		2	Inappropriate sexually-based behavior including but not limited to sexting, lewd behavior, possession of pornographic materials; simulated sex acts Sexting; lewd behavior, possession of pornographic materials; simulated sex acts	Plan 4-5
		3	Engaging in sexual activities on school grounds or during school activities Oral, anal or vaginal penetration; pimping; prostitution; indecent exposure of private body parts	Plan 5

(17) Threat / Intimidation	Any threat through written or verbal language or act which creates a fear of harm and/or conveys a serious expression of intent to harm or violence without displaying a weapon and without subjecting the victim to actual physical attack	2	Physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack Physical, verbal or electronic threats	Plan 3-4
		3	School-wide physical, verbal or electronic threat which creates fear of harm without displaying a weapon or subjecting victims to physical attack; <i>Note: Students that display a pattern of behavior that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student's education, threatening the educational environment, or causing substantial physical harm, threat of harm or visibly bodily harm</i> Includes but not limited to bomb threats or unauthorized pulling of the fire alarm <i>may be coded as bullying.</i>	Plan 5
(18) Tobacco	Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school	1	Unintentional possession of tobacco products Unintentional possession of tobacco products on school property	Plan 2
		2	Use of or knowledgeable possession of tobacco products. Intentional use or possession of tobacco products on school property	Plan 2-3
		3	Distribution and/or selling of tobacco products; Level 3 may be used for students that violate the school policy on tobacco three or more times during the same school year. Distribution and/or selling of tobacco products on school property	Plan 4
(19) Trespassing	Entering or remaining on a public-school campus or school board facility without authorization or invitation and with no lawful purpose for entry. (Note: The key difference between Trespassing and Breaking & Entering-Burglary is that Trespassing does not include forceful entry into the school building.)	2	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose	Plan 3-4
		3	Entering or remaining on school grounds or facilities without authorization and with no lawful purpose. Refusing to leave school grounds after a request from school personnel; Level 3 may be used for students that violate the school policy on trespassing three or more times during the same school year.	Plan 4-5
(20) Vandalism	The willful and/or malicious destruction, damage, or defacement of public or private property without consent	2	Participating in the minor destruction, damage or defacement of school property or private property without permission	Plan 3
		3	Participation in the willful/malicious destruction, damage or defacement of school property or private property without permission; Level 3 may be used for students that violate the school policy on vandalism three or more times during the same school year.	Plan 4-5
(22)	The possession, use, or intention to use any type of knife	1	Unintentional possession of a knife or knife-like item without intent to harm or intimidate.	Plan 3

Weapons – Knife		2	Intentional possession of a knife or knife-like item without intent to harm or intimidate.	Plan 3-4
		3	Intentional possession, use or intention to use a knife or knife-like item with the intent to harm or intimidate.	Plan 5
(23) Weapons – Other	The possession, use, or intention to use any instrument or object that is used or intended to be used in a manner that may inflict bodily harm (does not include knives or firearms)	2	Unintentional possession of a weapon, other than a knife or firearm, or simile of a weapon that could produce bodily harm or fear of harm Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns	Plan 3-4
		3	Intentional possession and use of any weapon, other than a knife or firearm, in a manner that could produce bodily harm or fear of harm tasers, etc., Includes but is not limited to razor blades, straight-edge razors, brass knuckles, blackjacks, bats, clubs, nun chucks, throwing stars, stun guns, tasers, etc.	Plan 5
(24) Other Incident for a State Reported Discipline Action	Any other discipline incident for which a student is administered corporal punishment, detention, in-school or out-of-school suspension, expelled, suspended for riding the bus, assigned to an alternative school, referred to court or juvenile system authorities, or removed from class at the teacher's request (pursuant to O.C.G.A. 20-2-738)	2	Level 2 should be used for students who display a pattern of violating local school policies not listed among the state incident types. Includes but is not limited to parking violations, etc.	Plan 3-5
(25) Weapons - Handgun	<p>Possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand; and any combination of parts from which a firearm described above can be assembled.</p> <p>(NOTE): This definition does not apply to items such as toy guns, cap guns, bb guns and pellet gun [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]</p>	3	Intentional or unintentional possession or use of a handgun in a manner that could produce bodily harm or fear of harm pistols or revolvers	Plan 5
(26) Weapons – Rifle/Shotgun	The term "rifle" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire only a single projectile through a rifled bore for each single pull of the trigger. The term "shotgun" means a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of balls shot or a single projectile for each single pull of the trigger. [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	3	Intentional or unintentional possession or use of a rifle or shotgun in a manner that could produce bodily harm or fear of harm rifles, shotguns	Plan 5

(27) Serious Bodily Injury	The term “serious bodily injury” means bodily injury that involves a substantial risk of death, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.	3	Infliction of "bodily harm" that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death Any behavior that dismembers, disfigures, causes permanent loss of a limb or function of an organ and causes substantial risk of death	Plan 5
(28) Other Firearms	Firearms other than handguns, rifles, or shotguns as defined in 18 USC 921. Includes any weapon (including started gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	3	Intentional or unintentional possession or use of any firearms other than rifle, shotgun, or handguns (including starter pistols) and any other destructive device which includes explosives Includes any weapon (including starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes any explosive, incendiary, or poison gas (i.e. bomb, grenade, rocket having a propellant charge more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or similar device); any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than ½ inch in diameter; any combination or parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled. (NOTE: This does not include toy guns, cap guns, bb guns, pellet guns, or Class-C common fireworks). [Pursuant to Gun-Free Schools Act - Public Law 107-110, Section 4141]	Plan 5
(29) Bullying	A pattern of behavior, which may include written, verbal, physical acts, or through a computer, computer system, computer network, or other electronic technology occurring on school property, on school vehicles, at designated school bus stops, or at school related functions that is so severe, persistent, or pervasive so as to have the effect of substantially interfering with a student’s education, threatening the educational environment, or causing substantial physical harm or visibly bodily harm	1	First Offense of bullying as defined in Georgia Code Section 20-2-751.4 Includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods gossip, stalking, or using any type of electronic means to harass or intimidate	Plan 3
		2	Includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate	Plan 4
		3	Repeated acts, as defined in Georgia Code Section 20-2-751.4, occurring on school property or school possession that is a willful attempt or threat to inflict injury, or apparent means to do so, any display of force that puts victim at fear of harm, any written, verbal or physical act that threatens, harasses, or intimidates; causes another person physical harm; interferes with a student's education; so severe and pervasive intimidated or threatens educational environment. Includes but is not limited to a pattern of unwanted teasing, threats, name-calling, intimidation, harassment, humiliation, hazing, physical attacks, extortion, social exclusion, coercion, spreading of rumors or falsehoods, gossip, stalking, or the use of electronic equipment on school property or using school equipment to harass or intimidate	Plan 5

(30) Other - Attendance Related	Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions	1	Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions. Repeated or excessive unexcused absences or tardiness; including failure to report to class, skipping class, leaving school without authorization, or failure to comply with disciplinary sanctions.	Plan 3
(31) Other – Dress Code Violation	Violation of school dress code that includes standards for appropriate school attire	1	Pursuant to local dress codes, dress code violations for Level 1 may Include but are not limited to bare feet; trousers, slacks, shorts worn below waist level; no belt; clothing that is excessively baggy or tight; skirts or shorts that are shorter than mid-thigh; sunglasses worn inside the building; hats, caps, hoods, sweatbands and bandanas or other head wear worn inside school building. Full dress code guidelines are listed in the handbook.	Plan 1-2
		2	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Pursuant to local dress codes, dress code violations for Level 2 may include but are not limited to depiction of profanity, vulgarity, obscenity or violence; promote the use or abuse of tobacco, alcohol or drugs; creates a threat to the health and safety of other students; creates a significant risk of disruption to the school environment; clothing worn in such a manner so as to reveal underwear, cleavage or bare skin; spaghetti straps, strapless tops, halter tops, see-through or mesh garments or other clothing that is physically revealing, provocative or contains sexually suggestive comments	Plan 2-3
		3	Invasive or suggestive clothing, jewelry, book bags or other articles of personal appearance. Level 3 may be used for students that violate the school dress code policy three or more times during the same school year.	Plan 3-4
(32) Academic Dishonesty	Receiving or providing unauthorized assistance on classroom projects, assignments or exams	1	Intentional receiving or providing of unauthorized assistance on classroom projects, assessments and assignments May include but is not limited to failure to cite sources	Plan 1-2
		2	Intentional plagiarism or cheating on a minor classroom assignment or project Includes but is not limited to Intentional dishonesty on minor classroom projects, assignments, homework, etc.	Plan 2-3.
		3	Intentional plagiarism or cheating on a major exam, statewide assessment or project or the falsification of school records (including forgery) Includes but is not limited to cheating on major exams, statewide assessments or other state mandated academic work; Includes the falsification of school records; forgery; Level 3 may be used for students that violate the school policy on academic dishonesty three or more times during the same school year.	Plan 3-4

(33) Other – Student Incivility	Insubordination or disrespect to staff members or other students; includes but is not limited to refusal to follow school staff member instructions, use of vulgar or inappropriate language, and misrepresentation of the truth	1	Failure to comply with instructions or the inadvertent use of inappropriate language. May include but is not limited to general disrespect for school staff or students; profanity; failure to follow instructions use of inappropriate language.	Plan 1-3
		2	Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth Profanity or obscene language directed towards school staff; issuing false reports on other students; insubordination	Plan 3-4
		3	Blatant and repeated insubordination or intentional misrepresentation of the truth; Issuing false reports on school staff; Level 3 may be used for students that violate the school policy on student incivility three or more times during the same school year	Plan 3-5
(34) Other - Possession of Unapproved Items	The use or possession of any unauthorized item disruptive to the school environment. (Note: The use of fireworks or incendiary devices must be coded as Arson.)	1	Includes but is not limited to possession of toys, mobile devices, gadgets, personal items, gum, candy, etc., includes possession of pepper spray	Plan 2-3
		2	The use of the any unauthorized item (i.e. toys, mobile devices, or gadgets). Does not include the possession of fireworks, matches, toy weapons, or other items that can be construed as dangerous Includes but is not limited to use of toys, mobile devices, gadgets, personal items, etc., includes the use of pepper spray without injury	Plan 3-4
		3	The use or possession of unauthorized items including but not limited to toy guns or other items that can be construed as dangerous or harmful to the learning environment; includes the possession of matches, lighters, incendiary devices or fireworks. The use of matches, lighters, incendiary devices or fireworks should be coded as Arson; Level 3 should be used for students who display a pattern of violating the school policy related to unapproved items. Includes but are not limited to matches, lighters, or the possession of fireworks, bullets, stink bombs, CO2 cartridges; includes the use of pepper spray with injury	Plan 3-5
(35) Gang-Related	Any group of three or more students with a common name or common identifying signs, symbols, tattoos, graffiti, or attire which engage in criminal gang activity (O.C.G.A. § 16-15-3)	2	Wearing or possessing gang-related apparel; communicating either verbally or non-verbally to convey membership or affiliation with a gang. Possession or wearing of gang-related clothing, jewelry, emblems, badges, symbols, signs, or using colors to convey gang membership or affiliation; gestures, handshakes, slogans, drawings, etc. to convey gang membership or affiliation; committing any other illegal act or other violation of school policies in connection with gang- related activity	Plan 4

		3	<p>The solicitation of others for gang- membership, the defacing of school or personal property with gang-related symbols or slogans, threatening or intimidating on behalf of a gang, the requirement or payment for protection or insurance through a gang.</p> <p>Level 3 should be used for students who display a pattern of violating Soliciting students for gang membership; tagging or defacing school or personal property with symbols or slogans intended to convey or promote membership or affiliation in any gang; requiring payment for protection, insurance, otherwise intimidating or threatening any person related to gang activity; inciting other students to intimidate or to act with physical violence upon any other person related to gang activity the school policy related to gang activity.</p>	Plan 5
(36) Repeated Offenses	Collection of offenses not previously assigned a state reportable action that occurs on a single or across multiple school days that leads to a state reportable disciplinary action.	1	Collection of minor incidents	Plan 2-3
		2	Collection of moderate incidents	Plan 3-4
		3	Collection of severe incidents	Plan 4-5
(42) Vaping	See Page		The use, attempt to possess, or the possession individually or in connection with others of vape juice containing nicotine or CBD oil in or out of a vape.	
			The use, attempt to possess, or the possession individually or in connection with others of vape juice containing nicotine or CBD oil in or out of a vape. The second or subsequent use, or attempt to possess or possession of a vape in any given school year.	
			The use, attempt to possess, or the possession individually or in connection with others or the distribution of vape juice containing low-THC oil or THC oil in or out of a vape.	

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

In-School Suspension: is an alternative school setting for students who have committed offenses which require isolation or separation from the regular student body. The In-School Suspension center assures a continued effort to provide learning for violators of the behavior code. Only an administrator can assign a student to the ISS center. Assignment may be the result of an accumulation of offenses; however, it may also be the result of a first offense which is serious **enough to warrant assignment.**

The ISS center is under the full control of the ISS Director. Any student that has been placed in ISS for ten (10) full days will attend a meeting to determine a plan of corrective action for the student. This plan may include ISS, OSS, or a tribunal. When in ISS; a student is expected to follow all school rules.

After the ISS director or his designee has given a student a warning for minor rule violations, the student will be sent to the office upon commission of a second violation. Should the violation be serious, a student will be sent immediately to the office, even though a warning has not been issued. In either case, the student will be suspended out of school for the remainder of the day.

Upon the student's return to school, he/she will return to ISS to begin the previous day's ISS assignment again (in its entirety). When a student returns to ISS, following an out of school suspension for ISS rule violations, if he/she is sent to the office again for rule violations, he/she will be suspended out of school for the remainder of the original ISS assignment plus one additional day out of school.

Before School Detention / After School Detention: is a vital part of the discipline process at Cook High School. Tardiness or failure to report will result in additional consequences. Any student who is assigned detention will be expected to adhere to the following schedule and rules:

- Report to the designated room by the assigned time.
- Any student arriving late will not be allowed in.
- The detention administrator will organize students in a proper seating arrangement.
- No sleeping or talking/communicating with other students at any time.
- Students who choose to sit improperly will stand for the remainder of the time.
- Students must bring academic assignments to work on during detention. This should be treated as a study hall. **ONLY ACADEMIC MATERIALS ARE ALLOWED!** No newspapers, magazines, games, etc.

Saturday School: Saturday School is an alternative to suspensions. Students assigned to Saturday school must be dropped off between 8:45 a.m. and 9:00 a.m. Late arrivals will not be allowed entry and will forgo alternative for suspension. Students assigned to Saturday School must be picked up promptly between 12:00 and 12:15 p.m.

Suspension may be used where offenses have been repeated and for serious violations of any rule. **SUSPENSION PROHIBITS EXEMPTION FROM EXAMS and students suspended from school are not allowed to attend school functions occurring during that suspension.**

*******Any student who is directed to go to the office by a school staff member but does not report will be assigned out-of-school suspension (OSS). If the student is already on an OSS step, one additional day of OSS will be given.***

Cook County School District Bus Rider's Safety Management Plan Handbook

Dear Parent:

The CCSD provides transportation to and from school as a courtesy for eligible students residing in the district. The State of Georgia prescribes the conditions governing school bus operations and funds the service by allowing the District a given amount for eligible students transported.

Eligible students are defined by State statute as those residing in the District at least two miles from the school they should attend, as measured by the nearest practical route. The nearest practical route is the nearest traveled public road which may or may not be the road used by the school bus. However, in Cook County, we transport all students regardless of the distance that they may live from the school. Address eligibility is continually audited year-round so that we may determine whether a student is riding the proper bus. CCSD does not run buses on private roads.

In order to meet the conditions outlined by the State and provide safe, prompt movement of students, the School district has adopted standard regulations and procedures and has provided restrictive measures for violations of the rules. For your information, these guidelines and regulations are outlined in this handbook.

The School District is pleased to provide transportation for its eligible students and solicits your assistance in helping create a safe and healthy operation. You may do so by reading this handbook and acknowledge receipt by completing a consent form provided by the bus driver and return this form within three days to the bus driver. We ask your cooperation with school personnel in developing proper behavior for those who ride buses.

If you should need information concerning bus routes, call the Transportation office.

Thank You

Transportation Office
(229) 549-6556

Parents and Bus Riders

The goal of this Bus Rider's Handbook is to help provide a safe and enjoyable experience for children and adults who ride school buses. Parents should take time to read and discuss the materials in this handbook with their children. Riding a school bus is a privilege provided by the district and should be treated as such.

General Safety Rules

- Obey the instructions of the bus driver. At no time will a student act toward, or address comments to a bus driver in a disrespectful manner, or refuse to cooperate with the driver.
- Board and leave the bus at designated stops only. Designated stops are established by the transportation department – bus routes do not go door-to-door.
- Only students who are eligible to ride may be transported and must ride their assigned bus established by address on record at campus – the only exception is delivery to grandparents' house only if they live in the same attendance zone. 4. ***Do not ask to ride home on another bus with a friend.***
- It is the responsibility of the parent to provide transportation to school if a child misses the bus. 6. Students will abide by the individual school's rules and regulations concerning bus students, including conduct and dress code.
- Students who lose this privilege for disciplinary reasons are responsible for their own transportation. **Bus Schedule**

Buses will run as close as possible to the bus schedule. However, the first several weeks of school are a period of adjustment. Routes will not run early, but may occasionally run late until revisions are made. Please keep this in mind when arranging personal schedules.

Parents should discuss with their children a plan of action if the morning bus is missed. Students should know if their parents expect them to return home, go to a neighbor, walk to school, etc. (When mechanical or other problems cause a bus to run late, the schools will be notified, and the bus will make every stop, regardless of how late it is.)

Procedures for Waiting for the Bus

- Be at your bus stop ten minutes before the scheduled pick up time. Drivers will not wait or honk. 2. Stand on the sidewalk or back from the roadway while waiting for the bus.
- When the bus approaches, form a line and be prepared to load immediately.
- Stand clear of the bus until it comes to a complete stop and the door is opened.
- Students might be required to walk up to 1/2 mile to their assigned bus stop.

Loading the Bus

- Do not push or shove.
- Use the handrail and steps.
- Walk to your seat. The bus will not move until all students are seated and secured by seat belt (if bus is equipped) **State Law – NO EXCEPTIONS**
- Students will be assigned seats as determined by the bus driver. The bus driver may change seat assignments at any time.

- Once the bus door is closed in preparation for departure, no students will be allowed to board or leave the bus.
- Backpacks must be worn with both straps on both arms. Backpacks must be put in lap while riding the bus.

Conduct on the Bus

- Remain seated while the bus is moving.
- Do not change seats.
- A student shall not refuse to sit in an assigned seat or deny another student a place to sit.
- Each student will be expected to remain seated for the duration of the trip, and remain seated until the bus door opens.
- Loud noises may distract the driver and create an unsafe condition. Some conditions may constitute no talking at all. The bus driver will determine this.
- Scuffling, fighting, and the use of obscene, vulgar, or profane language and gestures are forbidden. 7. Do not throw any object inside or out of the bus.
- Do not mark, cut, or scratch any part of the bus. The person who is responsible will pay vandalism costs.
- Pupils should use the emergency door and exit controls only during supervised drills or actual emergencies. ***Do not touch!***
- Students shall never attempt to operate the passenger door or other driver controls except in cases of extreme emergency.
- Students shall face forward with their backs against the back of the seat with their feet on the floor in front of them and out of the bus aisle for the duration of the trip.
- Video recordings are made of student activity on the bus for disciplinary and training purposes.
- Going to sleep and missing your bus stop will not be tolerated.

Getting off the Bus

- Stay seated until the bus is completely stopped and the door is open.
- Use the handrail and take one step at a time when leaving the bus
- Wait for your turn to leave the bus: pushing and crowding will only slow exiting and may cause an accident.
- You must have a note from your parents/guardian with a valid telephone number to confirm permission for getting off the bus. Your principal must sign this note.
- Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. 6. If any article drops or rolls near or under the bus, do not go after it. Go to the door of the bus and ask the driver for help.

Crossing the Street or Highway

- All students living on the left side of the roadway shall exit the bus and move to a point 15 feet in front of the right bumper and wait for the driver to signal you that it is safe to cross.
- Check in both directions and walk directly across the road.
- **NEVER** cross the road behind the bus.
- **CAUTION!** Be alert for the vehicles that do not stop when the bus is loading or unloading students.
- Cross all the streets at intersections. Obey all traffic signals and signs on your way home.

Prohibited Items

- Tobacco
- Live animals or insects
- Glass containers
- Alcoholic beverages
- Weapons, explosive devices, harmful drugs or chemicals
- Objects that do not fit in the student's lap or on the floor between the knees without extending above chin level.
- Matches or cigarette lighters
- Food or drinks (eating or drinking on the bus is not permitted.)
- All electronic equipment including cell phones must be turned off (unless bus driver approves)
- Any balls not in backpacks (footballs, soccer, basketballs, tennis, etc.)
- Backpacks with wheels and handles
- Aerosol sprays of any kind
- Cosmetics out on bus (perfume, lipstick, fingernail polish, etc.)

Accidents or Emergencies

- Follow the driver's instructions.
- If you must leave the bus, stay in a group.
- The following procedures will be used for evacuation in an emergency situation:
 - The student nearest door will open the door and hold it open.
 - Leave the bus in a single file as quickly and quietly as possible.
 - Evacuation will start with the seat closest to the door.
 - Once outside the bus, follow the driver's instructions completely.

Extra-Curricular Trips

- Bus rider rules apply to all school-sponsored events.
- Discipline will be the responsibility of the building principal and the trip sponsor.
- The bus must be returned clean upon completion of a trip.
- The sponsor will be responsible to see that the bus is clean after each trip.
- The bus driver is in charge of the bus and safety of the students on the bus.
- The bus driver is authorized to return to the school campus, should trip sponsor be unable to maintain control of the students' behavior.

STUDENTS WILL BE PICKED UP AND DELIVERED TO PRIMARY RESIDENCE ONLY

***Students cannot be listed on two (2) bus rosters**

General bus changes must be in WRITING. i.e. Student going home with another student needs a note from the sending parent AND the receiving parent and signed by principal.

School Bus Discipline PREK THROUGH TWELFTH GRADE

The school bus is a continuation of the school day and all rules that apply to the regular school day still apply plus special rules that are set for school bus riders. These special rules cover instances not covered by general rules. All School Board policies that apply to student conduct and other student related activities apply to the school bus. The Principal/Designee will administer all discipline with assistance from the principal or his/her designee.

BUS DISCIPLINE REFERRAL PROCEDURES

Safety is a department priority; therefore, proper conduct on school buses by all transported students is required. Transportation is a privilege granted to students contingent upon the exhibition of proper behavior, therefore, the CCSD has established transportation student behavior guidelines which apply to all students. Each student and their parent/guardian are responsible for the behavior of the student before, after & while on school provided transportation.

A student's privilege to ride the school bus or in school provided transportation may be suspended or revoked. Revocation of a student's bus riding privilege is not considered an exclusion, expulsion, or suspension from school. The district does not provide alternative transportation for a student that has lost his/her riding privilege. Decisions regarding special education students will consider their IEP needs/requirements.

Parents are also responsible for their child's behavior while they are at their designated bus stop. These riding rules apply there as well as in line up at school.

These bus rules have been established for all students to follow to insure a safe ride for all.

1. Respect the bus driver, other students, property and themselves.
2. Obey the bus driver's instructions/directions the first time given.
3. Keep hands and feet off other people and their property.
4. Sit while the bus is in motion.
5. Speak only to those around them in conversational (inside) voices using respectful words.
6. Communicate any problems or conflicts with the bus driver.

Please note - bus driver will give your child(ren) a Consent Form/Receipt of Handbook form that must be completed, signed and returned to the bus driver within 3 days

To ensure the safety of all students, the following guidelines have been established to respond to students that interfere with the safety of others on CCSD provided transportation.

LEVEL 1

- Failure to follow driver's directions
- Standing, not facing forward, while bus is moving
- Boarding/exiting at other than assigned stop
- Excessive noise or misbehavior
- Horseplay (i.e. Playing corners, throwing snow, chanting loudly)
- Food or drink on bus outside of driver & state standards
- Other forms of misbehavior that, in the view of the bus driver, create a safety concern.

Consequences:

Driver will contact parent & transportation supervisor to alert them of continued issue on bus before a written warning is issued.

- **1st Violation: A documented warning from the Principal or Designee. Parent contacted and**

documented. Disciplinary action will be at the principal's discretion.

- **2nd Violation: Bus suspension for PK – 3 and Elementary (Loss of School Privilege) Middle School two (2) days. High School three (3) days**
- **3th Violation: Bus suspension for PK – 3 and Elementary one (1) day, Middle School three (3) days. High School five (5) days**
- **4th Violation: Considered Level 2**

LEVEL 2

- Threatening comments
- Disrespecting others
- Possession or use of anything that may be considered a weapon
- Running beside a moving bus
- Distracting the driver
- Use of obscene or profane actions / language
- Extending any body parts out of the window while bus is moving
- Throwing or shooting objects
- Vandalism of school or student property
- Inappropriate use of electronic devices

Consequences:

Driver will contact parent & transportation supervisor to alert them of continued issue on bus

- **1st Violation: Bus suspension for PK – 3 and Elementary three (3) day, Middle School five (5) days. High School seven (7) days**
- **2nd Violation: Bus suspension for PK – 3 and Elementary five (5) day, Middle School seven (7) days. High School ten (10) days**
- **3rd Violation: Bus suspension for PK – 3 and Elementary seven (7) day, Middle School ten (10) days. High School, A disciplinary hearing will be called. Students are prohibited from riding the bus pending their disciplinary hearing.**
- **4th Violation: Considered Level 3**

LEVEL 3

- Possession of tobacco (including e-cigs), alcohol or illegal drugs (Vaping Policy will apply)
- Possession of a weapon (including look a likes & toys), ammunition, or fire
- Assault, violence toward bus driver or student(s)
- Confirmed case of bullying
- Flagrant disregard for safety

Consequences:

Driver will contact parent & transportation supervisor to alert them of continued issue on bus

- **First Offense: Minimum ten-day (10) bus suspension up to suspension of bus riding privilege for the remainder of the school year and referral to school office for additional disciplinary action. A disciplinary hearing will be called. Students are prohibited from riding the bus pending their disciplinary hearing.**

This information serves as notice to parents that safety is of the highest priority of CCSD Transportation Department. These steps are in place to respond to behaviors that create a hazard to safe transportation. Parents are urged to review this information with their children, establish their own expectations for safe behavior while on school provided transportation, and ensure that students are aware of the CCSD expectations for student behavior as stated above.

Please note - bus driver will give your child(ren) a Consent Form/Receipt of Handbook form that must be completed, signed and returned to the bus driver within 3 days.

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

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

Student Busing Request Forms may be obtained at your school's front office, or at the Transportation Office.

For any question regarding transportation please contact
Lana Siska, Transportation Director
(229) 896-2294 * lanasiska@cook.k12.ga.us

Warning do not disrupt school bus by attempting to get on bus, threatening bus Driver/students or any act that may be considered disruptive to the transporting of students. Violators will be charged with disruption of a public school.

Disrupting a Public School in Georgia

In its current iteration, the Disruption of a Public-School statute reads:

“It shall be unlawful for any person to knowingly, intentionally, or recklessly disrupt or interfere with the operation of any public school, public school bus, or public-school bus stop as designated by local boards of education. Except as provided in subsection (b) of this Code section, a person convicted of violating this Code section shall be guilty of a misdemeanor of a high and aggravated nature.” O.C.G.A. § 20-2-118

Bullying Policy

The Cook County School District believes that all students have a right to a safe and healthy school environment. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully, harass, or intimidate another student. Such behavior includes but is not limited to: direct physical contact such as hitting or shoving; verbal assaults such as physical threats or intimidation, the use of electronic methods to harass, threaten or humiliate, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying shall be subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment and intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school or a school-sponsored activity and during a school-sponsored activity.

Bullying, harassment or intimidation will not be tolerated. Disciplinary action will be taken after each incident of bullying and upon a finding of guilt. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- In-school suspension
- Out-of-school suspension
- Detention
- Expulsion (through appropriate due process hearing)
- Assignment to an alternative school (through appropriate due process hearing)

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other stakeholders may report incidents of bullying to an administrator, teacher, counselor or other staff member by using the school district's complaint procedures or by calling the Georgia Department of Education's 1-877 SAY-STOP (1-877-729-7867) School Safety Hotline. Please note: Any form of electronic bullying (cyberbullying) using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school shall keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- People witnessing or experiencing bullying are encouraged to report the incident to the school principal designee.

The following actions will be taken when bullying is reported:

- Investigate
 - Upon receipt of any report of bullying, schools will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s) and staff members and reviewing video surveillance if available. School police, school counselors, school social workers and/or other support staff should be utilized for their expertise as determined by the circumstances of the matter.
- Notify
 - At an appropriate time during or after the investigation, parents/guardians of the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.
- Discipline
 - Upon confirming that bullying has occurred, the accused student should be charged with bullying and given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.
 - Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.
 - Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.
- Follow Up
 - Follow up is important to the accused and the victim. Implement a planned method to provide after-care and follow up. Reiterate to all the previously stated prohibition on retaliation.

Cyberbullying

The new definition of bullying also applies to acts of cyberbullying which occur through the use of electronic communication, “whether or not such electronic act originated on school property or with school equipment, if the electronic communication (1) is directed specifically at students or school personnel, (2) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school, and (3) creates a reasonable fear of harm to the students’ or school personnel’s person or property or has a likelihood of succeeding in that purpose

Parent Notification Letter

Right to Know Professional Qualifications of Teachers and Paraprofessionals

Dear Parents,

In compliance with the requirements of Every Student Succeeds Act, the Cook County School System would like to inform you that you may request information about the professional qualifications of your student's teacher(s) and/or paraprofessional(s). The following information may be requested:

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

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the Federal Programs Director at 229-896-2294.

Sincerely,

Becky Ratts

Dr. Becky Ratts

Federal Programs Director

NOTICE TO PARENTS/GUARDIANS AND ELIGIBLE STUDENTS OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords parents and eligible students (over 18 years of age or attending a postsecondary institution) certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days after the school receives a request for access. Parents or eligible students should submit to the principal (or appropriate official) a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. To request amendment of a student record, parents or eligible students should submit to the school principal a written request, specifying the part of the record they want changed and why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights. If the school decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

(3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that disclosure without prior written consent is authorized by FERPA and its implementing regulations at 34 C.F.R. § 99.31. One exception that permits disclosure without consent is to school officials with legitimate educational interest. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including school nurses and school resource officers); a member of the school board; a person or company with whom the district has contracted to perform a specific task (such as attorney, auditor, medical consultant, therapist, or online educational services provider); a contractor, consultant, volunteer, or other party to whom the school district has out-sourced services, such as electronic data storage; or a parent or student serving on an official committee (such as a disciplinary or grievance committee) or assisting another school official in performing his or her tasks. The district allows school officials to access only student records in which they have a legitimate educational interest. School officials remain under the district's control with regard to the use and maintenance of PII, which may be used only for the purpose for which disclosure was made, and cannot be released to other parties without authorization.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks/intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) FERPA requires the school district, with certain exceptions, to obtain written consent prior to the disclosure of personally identifiable information from the student's education records. However, the district may disclose appropriate designated "directory information" without written consent, unless the parent or eligible student has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the school to include this type of information from the student's education records in certain school publications, such as the annual yearbook, graduation or sports activity programs, honor

roll or other recognition lists, or on websites or social media sites affiliated with the school or school district.

The School District has designated the following information as directory information:

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

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the public upon request. In addition, two federal laws require school districts receiving federal financial assistance to provide military recruiters, upon request, with students' names, addresses, and telephone numbers unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to refuse to allow it to be disclosed to the public upon request without your prior written consent. If you wish to exercise this right, you must notify the principal of the school at which the student is enrolled in writing within 10 business days after officially enrolling in school or within 10 business days of the date of the release of this notice.

(5) You are also notified that from time to time students may be photographed, videoed, or inter-viewed by the news media at school or at some school activity or event. The principal will take reasonable steps to control access to students by the media or other individuals not affiliated with the school or district. However, your submission of a written objection does not constitute a guarantee that your student will not be photographed, videoed, or interviewed, or that such information will not be posted on websites or social media sites not affiliated with the school or district, or in circumstances which are not within the knowledge or control of the principal.

(6) You have the right to file with the U. S. Department of Education a complaint concerning alleged failures by the school district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

(7) The Georgia Student Data Privacy, Accessibility, and Transparency Act affords parents and eligible students the right to file a complaint with the school district regarding a possible violation of rights under O.C.G.A. § 20-2-667 or under other federal or state student data privacy and security laws. Such complaints may be filed with:

Superintendent of Cook County Schools
1109 N. Parrish Ave.
Adel, GA 31620

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 your local system's Section 504 Coordinator at the following address:

Address 1
Address 2
City, GA Zip
Phone
Email

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. 34 CFR 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. 34 CFR 104.35. 6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 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. 34 CFR 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. 34 CFR 104.36.
16. You have the right to, at any time; file a complaint with the United States Department of Education's Office for Civil Rights.

Message to Parents: Vaping Policy

Dear Parents:

While CCSD's student discipline code already prohibits the possession or use of vaping devices and oils anywhere on campus, this new policy adds more serious repercussions.



There has been a rising number of students not only using these devices at school to inhale nicotine, but also marijuana-based CBD and THC oil and other oils with dangerous contents that often are unknown to the student due to lack of regulation of these products. Students are becoming ill, overdosing, having seizures, passing out and requiring 911 response and hospitalization due to vaping. Students are encouraging classmates to try their devices at school and are using devices in shared spaces such as restrooms... further expanding the number of students negatively impacted by vaping.

Any students found with vaping devices or oil will be treated as if they are in possession of felony-level marijuana CBD and THC oil. Punishments will include immediate external suspension from school, long-term reassignment to an alternative school and possible expulsion.

Students must prove that their devices and oils do not contain marijuana-derived CBD and THC oil in order to avoid the most serious punishments, but even if that is proved, students still will face discipline for possessing nicotine-based or other vaping products (if you are not aware, these products are not legal for children younger than 18 to purchase or possess anywhere in Georgia).

We agree there are many other negative issues that impact students, from bullying to academic stress to economic struggles, and all of those are a priority and addressed through different policies and practices. Vaping is a new and serious threat to our students that is not yet on the radar of all parents. We need you to join us in helping protect the health of students by talking with your children about the dangers of vaping.

Information about this discipline code policy is being shared with all middle and high school students during school today by their Principal, and that message is [online here](#). The U.S. Surgeon General website lists tips on how to talk with your child about vaping. If your child already is vaping and may be addicted to nicotine or THC, please seek assistance for them. For free help, visit smokefree.gov or call 1-800-QUIT-NOW.

ANTI-VAPING CODE

The Cook County School District is committed to the health, safety, and welfare of its students. The District has determined that the use of vapes, vaporizers, e-cigarettes, or other devices used to inhale vapor by means of an electronic device ("vaping") is harmful to the health of students and the good order of the School District. Vaping requires the use of a purpose-made or homemade device that vaporizes oil that may contain flavoring, nicotine, Cannabidiol ("CBD") oil of varying concentrations, tetrahydrocannabinol ("THC") oil of varying concentrations, or other substances that may or may not be legal to possess ("vape"). A vaping device is generally composed of a vaporizer, battery, reservoir for smoking oil, and a battery charger. By way of example and not as a limitation, vaping devices may be called vapes, Juuls, e-cigarettes, e-cigs, dab pens or other brand names.

It will be a violation of the Cook County Discipline Code to possess, use or transfer a vape as provided below. For purposes of this section, the following definitions will apply:

- **Cannabis.** Tetrahydrocannabinol (THC) and cannabidiol (CBD) are the two primary cannabinoids that occur naturally in the cannabis sativa plant.
- **CBD Oil.** CBD oil is derived from a cannabis plant called hemp. Hemp contains a very high concentration of CBD and less than .3% by volume of THC.
- **Low-THC Oil.** Low-THC oil is derived from the cannabis plant that produces marijuana. Low-THC oil contains no more than 5% by volume of THC and may only be possessed or used under a doctor's supervision with a prescription. Possession of Low-THC oil without a valid prescription is a **felony**.
- **THC Oil.** THC oil is derived from the cannabis plant and contains more than 5% by volume of THC. Some THC oil may contain up to 98% by volume of THC (3 - 5 times stronger than typical marijuana). Possession of THC oil is a felony.
- **Vape.** A vape is a purpose-made or homemade device that electronically vaporizes liquid to allow a user to inhale the vapor created in the lungs (i.e. vapes, juuls, e-cigarette, e-cig, dab pen, vape sticks, etc.) Vape will include individually or together vape battery(ies), reservoir(s), vaporizer(s), and/or vape charger(s).
- **Vape Juice.** Vape juice is a slang term for the liquid used by the vaporizer to create vapor. Vape juice may contain flavored juice, CBD oil, Low THC oil or THC oil.

At present, there is no proven technology to quickly, easily and accurately test vape juice to identify its composition as flavored juice, nicotine juice, CBD oil, Low-THC oil or THC oil. Because of the documented, extreme health effects associated with high concentration THC oil this code creates a rebuttable presumption that vapes and vape juice contain THC oil. Absent clear and convincing evidence to the contrary the possession and/or use of vape juice will be treated as a Level 5 violation of this code.

1. THE USE, ATTEMPT TO POSSESS, OR THE POSSESSION INDIVIDUALLY OR IN CONNECTION WITH OTHERS OF VAPE JUICE CONTAINING NICOTINE OR CBD OIL IN OR OUT OF A VAPE.

Disposition:

- Circumstances will determine which one or more of the following alternatives will be considered:
 - o Counseling with student, parents, and
 - o Use 5 Days OSS
 - o Attempt to Possess 3 Day Oss
 - o Possession Individually 5 Days Oss
 - o Connection with others 3 Days OSS
 - o If the offense occurs on a bus or at a bus stop, in addition to the school disposition, the student may be suspended from bus transportation, 10 school days.

REPORTING None

2. THE USE, ATTEMPT TO POSSESS, OR THE POSSESSION INDIVIDUALLY OR IN CONNECTION WITH OTHERS OF VAPE JUICE CONTAINING NICOTINE OR CBD OIL IN OR OUT OF A VAPE. THE SECOND OR SUBSEQUENT USE, OR ATTEMPT TO POSSESS OR POSSESSION OF A VAPE IN ANY GIVEN SCHOOL YEAR.

Disposition:

- An immediate external suspension for Ten days from school; and because of serious nature of the

infraction,

a Tribunal **may** be scheduled with a recommendation for long-term assignment to alternative school or expulsion.

- If the offense occurs on a bus or at a bus stop, in addition to the school disposition, the student may be suspended from bus transportation Remainder of school year but no less than 90 days.

REPORTING None

3. THE USE, ATTEMPT TO POSSESS, OR THE POSSESSION INDIVIDUALLY OR IN CONNECTION WITH OTHERS OR THE DISTRIBUTION OF VAPE JUICE CONTAINING LOW-THC OIL OR THC OIL IN OR OUT OF A VAPE.

Disposition:

- An immediate external suspension for Ten days from school; and because of the serious nature of the infraction,

a Tribunal will be scheduled with a recommendation for long-term assignment to alternative school or expulsion.

- If the offense occurs on a bus or at a bus stop, in addition to the school disposition, the student will be suspended from bus transportation 1 school calendar year from date of incident.
- Distribution a recommendation for a multi-year expulsion.

REPORTING CCSD Police

Non-Discrimination Statement

It is the policy of Cook County Public Schools not to discriminate on the basis of sex, age, race, color, disability, religion or national origin in any program or activity, employment, admission, service, treatment, admissions to facilities or access to any program or activity operated by the Board or in the employment practices of the Board. It is the express policy of the Board to comply with all appropriate laws and regulations relating to discrimination now in effect or hereafter enacted including Title VI and Title VII of the Civil Rights Act of 1964; Age Discrimination in Employment Act of 1967; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Americans with Disabilities Act of 1990; and Title II of the Genetic Information Nondiscrimination Act of 2008 and all accompanying regulations.

Title IX Information

The District does not discriminate on the basis of sex in its education program and activities, as required by Title IX of the Education Amendments of 1972 ("Title IX"). Such requirement to not discriminate extends to admission and employment.

Effective August 14, 2020, pursuant to federal regulations implementing Title IX published in 2020 scheduled to become effective on August 14, 2020, any complaint involving "sexual harassment" as defined by those federal regulations that occurs in a District education program or activity against a person in the United States shall be addressed pursuant to the District Title IX Grievance Procedure. Should such federal regulations not be implemented for any reason, all such complaints involving a student complainant shall continue to be addressed in the appropriate District policy.

Inquiries about the application of Title IX may be directed to the Assistant Secretary of the Office for Civil Rights, United States Department of Education, or to the following:

Henry Acree, Title IX Coordinator for Student Matters

Director of Student Services

1109 North Parrish Ave

Adel, GA 31620

Phone: 229-896-2294

henryacree@cook.k12.ga.us

Courtney Holley, Title IX Coordinator for Employee Matters

Director of Human Resources

1109 North Parrish Ave

Adel, GA 31620

Phone: 229-896-2294

courtneyholley@cook.k12.ga.us

Title IX Grievance Process

Equitable Complaint Processes: Under Title IX, both the accuser and accused have equal rights, such as the right to:

- Have an adviser of choice present during the process (this includes an attorney if allowed at all by schools) Present evidence or have witnesses speak on their behalf
- Have timely access to information that will be used at the hearing
- Be present at pre-hearing meetings that provide an opportunity to present their testimony
- Receive the final hearing decision in writing at the same time as the other party without being required to sign a non-disclosure agreement
- Have the right to appeal a final decision (The 2017 Interim Guidance states that a school may choose to allow appeals solely by the responding party or by both parties.

Title IX Forms:

Complaint Form: For employees or students to begin a Title IX sexual harassment complaint. Appeal Form: After a decision or dismissal of Title IX sexual complaint is issued, either party may appeal using this form. Informal Resolution Permission Form

Title IX Training Materials

Training for Non-Administrators

Training for Administrators

Training for Title IX Coordinators

Training for Investigators

Training for Decision Makers

Cook County School System's Multi-Tiered System of Support

Revised in 2019
Courtney Holley, Ed.D., NCSP

There is a substantial difference between a student with a Learning Disability and a student who Learns Differently.

Overview/Introduction:

This manual was compiled to guide teachers, administrators, and parents through the process of applying the federal mandate of the Multi-Tiered System of Supports (MTSS). MTSS is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources. A Multi-tiered System of Supports (MTSS) is a data-driven prevention framework that uses Assessment (Screening and Progress Monitoring) to identify and predict students who may be at risk for poor learning outcomes or who experience social/emotional needs, and/or behavioral concerns that impact learning.

In Cook County, all students participate in standards-based learning. Students requiring interventions to meet individual learning expectations will receive support through a systematic and purposeful process. The number of students requiring interventions will decrease as the level of intensity of the intervention increases.

In this manual, you will find the Cook County Multi-Tiered System of Supports, steps to implement the process and forms that should be used at each tier for documentation and interventions.

- To keep appropriate faculty and staff abreast of the MTSS process and any updates, bi-annual training will be conducted. In addition, building level MTSS coordinators will report to the District MTSS Director the need for any technical assistance to support compliant practices. If the proper procedures are not followed, administration will be informed and a Professional Development Plan may be put into place. In order to determine what interventions are appropriate for each school the District MTSS Director, Interventionists, and Administrators at each school collaborate to identify all interventions.

MTSS Vocabulary

- **Benchmarks**-Data points that show where students are performing.
- **Progress Monitoring**-Monitoring a child's progress and recording data that reflects progress over a period of time.
- **Probes/CBM/Curriculum Based Monitoring**-Quick assessments administered to show where a student is performing and how he/she is progressing.
- **Intervention**-Instruction/Program that is in addition to and different from what the student would normally receive.
- **Differentiation**- Planning instruction to meet the needs of learners who are performing at various levels.
- **Fidelity**-Instruction, interventions, and strategies performed as they were intended (standards-based classroom, scripted interventions).

Review of the Tier System

- Tier I: Primary Level of Prevention-Instruction/Core Curriculum (80% of students)
- Tier II: Secondary Level of Prevention-Intervention (15 % of students)
- Tier III: Tertiary Level of Prevention-Intensive Intervention (3-5% of students)

Tier I

Tier I include ALL students. Tier I instruction is effective, explicitly taught standards-based instruction. Differentiated instruction is essential. All students participate in universal screenings at least 3 times per year. Interventions implemented through Tier I are appropriate for all students within the class.

Tier I Team:

- Standing: Administrator
- Required: Grade level teachers

Tier I Process

- Prior to the start of school, “at risk” students are identified using the following:
- Georgia Milestones Beginner or Developing Learner (EOC & EOG)
- Entrance Rubric
- Lexile Scores
- Exact Path Diagnostics
- Universal screening for Reading and Math will be used in all grades 3 times per year. Team meetings will be held and screening data will be used to determine which students, by class, have not achieved the benchmark skills required for the specific grade and time of year.
- For behavior, school wide discipline data will be reviewed at least 3 times during the year.
- Teachers implement universal research-based strategies/interventions for nine weeks
- The teacher monitors the targeted students’ progress and compares individual progress to the class average. If the student is not progressing, the teacher should document Tier I research based strategies and recommend during a regular team meeting that the student move to Tier II.
- If a teacher suspects a student has a vision or hearing concern, this issue should be ruled out through a vision and hearing screening before moving to the next tier.

Tier I Key points

- Interventions are provided solely by the classroom teacher/paraprofessional.
- Student performance is monitored for 1 full grading period.
- Only when the teacher has data to show that they have not been successful with an individual student through class-wide strategies and differentiation should he/she proceed with a recommendation for Tier II.
- Team meetings should be held at minimum one time per grading period in order to review data.
- Problem areas in which less than 80% of the students in the class met the standard should be considered a delivery of instruction problem and not a student problem.

- In most cases, a minimum of two follow-up meetings with required documentation are needed before considering moving to the next Tier.

It is important to remember that even though instruction and interventions are universal and appropriate for all students at Tier I, it is still imperative that the teacher identify “at-risk” students based on universal screenings, document research-based strategies in the lesson plan, and monitor the “at-risk” students’ progress in Tier I, so that in the event that the student does need to progress to Tier II, there is documentation of Tier I instruction/interventions for those students.

Tier II

The purpose of Tier II is to support individual students in the general education classroom who have not met benchmarks through the whole class model of Tier I. Tier II targets students who exhibit significant deviation from their grade-level peers in academic or behavioral issues and who are learning at a slower rate and falling behind.

Tier II Team:

- Standing: Administration/Academic Instructional Supervisors, Referring Teacher
- Required: Grade Level Teacher, MTSS team chair
- Optional: Nurse, ESOL Teacher, Early Intervention Program Teacher, School Psychologist, School Level MTSS representative, Counselor, other appropriate personnel
- Strongly Encouraged: Parent/Guardian

Tier II Progression Requirements

- There must be a severe discrepancy between the child’s present performances relative to the class.
- The child’s rate of progress must be severely below that of classroom peers.
- The teacher must have implemented Tier I research-based strategies with fidelity.
- These must be documented and supported by data. (Appendices B, D, and F2)
- In most cases, a minimum of 4-6 data points demonstrating lack of progress in the area of deficit are required before moving to the next Tier.
- For EL-Y students, a WAPT and at least 1 ACCESS or ELLIS scores are required before moving to the next Tier.

Tier II Process

- The grade level/subject area team, during regular meetings, will identify students who would benefit from Tier II small group instruction. This decision will be based on classroom performance, lack of progress at Tier I and student performance. The team will complete a Tier 2 Referral form. (See Appendix D1)
- Students receive additional instruction through differentiated instruction, scaffolding, or flexible groups for a minimum of two times per week. (See Appendices A1-A-4 for examples of Tier II instruction and Appendices D2-D5 and F2 for progress monitoring forms).
- For students with behavior concerns, a functional behavior assessment could be completed. (See Appendices B1 & B2)

- In most cases, tier II students will be progress monitored for academics a minimum of every 2 weeks per grading period.
- For behavior concerns, weekly behavior trackers will be utilized for progress monitoring with formal observations conducted every 2 weeks. (See Appendices B1 & B2)
- If after a minimum of 4-6 data points of progress monitoring data; regression or no progress is indicated, the MTSS school level team should meet to determine if more intensity in delivery, time, or instruction is required, or if a different strategy should be implemented. At least 2 different strategies should be used before student is moved to Tier III. (See Appendices D2-D5 for minutes sheet and other documentation forms)
- If after 2 separate Tier II interventions the student continues to struggle, Tier III support may be required.
- The team will set up a meeting to determine if Tier III is necessary. **A parent/Guardian and the school psychologist must be invited to this meeting.** (See Appendix E1 appropriate forms)

Tier II Key Points

- Homogeneity and flexibility to move from one group to another is crucial.
- It is recommended that Tier II intervention initiatives be standard intervention protocols available across the school. (See Appendices A1-A4)
- Additional instruction is provided to same-ability small groups of students **IN ADDITION** to core instruction and Tier I strategies.
- Functional behavior assessments could be completed for each change in strategy for students with behavior concerns. (See Appendices B1 & B2)

Remember: Tier II is flexible and fluid. Students can and will move into and out of Tiers I and II.

A Note on EL-M Students

The student should be considered an EL-M for the two-calendar year requirement. Remember that during the monitoring period if the student is struggling, then other appropriate instructional supports, including MTSS, should be implemented. If those additional instructional supports do not resolve the issue, the MTSS committee should review the documentation and if appropriate, implement more intensive, Tier 2 and 3 interventions. Following a documented period of Tier 3 MTSS support, if the issues continue and data support the belief that language proficiency is the root of the problem, the MTSS committee may determine that the student should be re-entered into the ESOL program. No re-screening is necessary to do so during the monitoring period.

Tier III

Tier III is designed for students with low-content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Interventions are intensive and targeted to specific deficiency areas. If students are not making the expected levels of progress in Tier II, they are referred to the school's Multi-Tiered Systems of Support (MTSS) which comprises Tier III. Prevention through intervention is stressed in all tiers. MTSS is a problem-solving process in every Georgia school. Its purpose is to find ways around roadblocks to success for any student referred to it. Alternative strategies for increasing the student's academic, social, and behavioral performance are identified, reviewed, and implemented. Interventions should remain in place during the referral and evaluation process while data continues to be collected.

Tier III Team:

- Standing: Administration/Academic Instructional Supervisors, Referring Teacher
- Required: **Parent/Guardian**, Grade level teacher, School level MTSS representative, School Psychologist and/or Speech Pathologist, Early Intervention Program Teacher
- Optional: Nurse, ESOL Teacher, and Counselor
- ***Note: Parent/Guardian must be invited, however, the meeting can still be held if the parent does not attend.**

Tier III Progression Requirements

- There must be a severe discrepancy between the child's present performances relative to the class.
- The child's rate of progress must be severely below that of classroom peers.
- The teacher must have implemented Tier II research-based strategies with fidelity and integrity.
- These must be documented and supported by data. (Appendices B, E, and F2)
- For EL-Y students, a WAPT and at least 2 ACCESS scores are required before moving to the next Tier.

Tier III Process

- The grade level/subject area team, during regular meetings, will identify students who would benefit from Tier III interventions. This decision will be based on classroom performance, lack of progress at Tier II and student performance.
- Once it is determined that Tier III is appropriate, the school level Tier III representative or school counselor will set up a Tier III meeting inviting the Parent/Guardian and School Psychologist and/or Speech Pathologist. (Appendix E3)
- A Tier III referral form and Work Sample Analysis form must be completed prior to the meeting. (See appendices E1 and F1).
- During a Tier III meeting that includes parent and school psychologist or speech pathologist, baseline and progress monitoring data from Tier 2 are analyzed to create specific goals for student improvement. The team will identify no more than 2 specific interventions in each area of deficit to utilize with the student. (See Appendix E3 for minutes page and goals sheet)
- The team develops a plan for implementation that includes a timeline detailing how long the intervention will be implemented and dates for progress monitoring. Who, what, when, where, and how the intervention will be implemented with fidelity will be discussed and determined. (See Appendices E3 and F2)
- The school psychologist or speech pathologist will also help determine the need for additional information on the student.
- The main difference between Tier II and Tier III is not the interventions, but the frequency, duration, and progress monitoring requirements. At Tier III, Interventions should be daily or as outlined by the research-based intervention program used. (See Appendices B, E, and F2) for progress monitoring forms)
- In most cases, Tier III students will be progress monitored through specific programs for academics and behavior trackers for behavior every week for 6 weeks or as outlined by the research-based intervention program used.
- Once Tier III interventions have been implemented for an appropriate amount of time as determined by the MTSS team, the team shall reconvene to determine the effectiveness of the intervention. If the student continues to show marked difficulties and continues to show a lack of response to interventions,

the team may determine that a referral for Section 504 or special education services is warranted. If after a minimum of 4 data points of progress monitoring data; regression or no progress is indicated, the MTSS school level team should meet to determine if more intensity in delivery, time, or instruction is required, or if a different strategy should be implemented before student is referred for a Section 504 or special education evaluation (See Appendices E1-E5 for minute's sheet and referral forms).

Tier III Key Points

- Tier III interventions are sustained, intensive, scientifically based interventions.
- Groups should be no more than 1-3 students per teacher unless otherwise specified by the research-based intervention program used.
- If a student is successful at Tier III but only with the supports provided, referral to special education should still be considered.

Referral for Student Evaluation:

Named case manager from the MTSS team shall complete a referral packet for either Section 504 or special education evaluation, which will be turned in to the school level MTSS representative. The school level MTSS representative shall review the packet to ensure its completion. Incomplete packets will be returned to the case manager. Completed packets will be forwarded to the school psychologist who will request additional data as needed. (See Appendix F4 for referral packet forms). Prior to a child being referred for Section 504 or Special Education, the student goes through various levels or tiers in the school's Multi-Tier Support System.

Prevention through intervention is stressed in all tiers. Documentation of Tier II and Tier III interventions will be included in the referral packet if a child is referred for a special education or Section 504 evaluation.

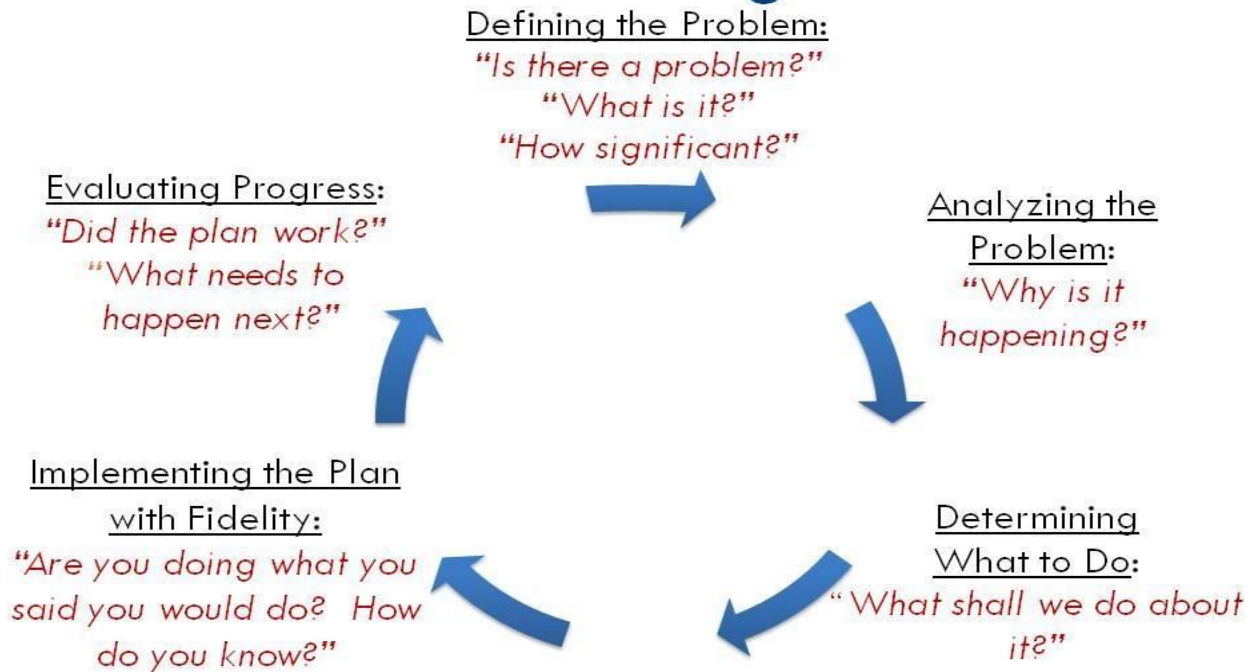
MTSS team should have attempted reasonable alternative strategies and interventions. If those strategies have not been successful and data supports the potential need for additional supports, MTSS team may make a referral for evaluation to determine if physical/emotional/academic problems may be interfering with a student's school progress. For information on the behavioral steps of MTSS please review the behavior team information for each school at the end of the manual.

CRISIS REFERRAL:

Consultation with the Special Education Director is required to consider a by-pass and crisis placement. This is a rare occurrence. _

1. Attempts to notify the parents during the school day should be made and documented by the classroom teacher and/or principal.
2. The Crisis intervention will be documented on an MTSS Minutes form. The student will remain in the school in which the child attends; the child should be supervised full time, in and out of the classroom; and the student should not be in this placement for longer than 30 days. This is intended for crises only.
3. Student should be immediately referred to the school's MTSS. In MTSS, a Functional Behavioral Assessment and Behavior Intervention Plan can be developed. The MTSS and Special Education Staff will assemble an abbreviated Initial Referral packet as well as notify the School Psychologist so that the evaluation can be expedited.

Problem Solving Method



Supervision/monitoring plan for MTSS:

Tier I:

Three times a year (September, January, and May) a data team (District MTSS Coordinator, School Administrators, Special Education Director, teachers, interventionists, and school level MTSS team members analyze the school data)

Tier II:

Every 6-8 weeks a school level data team (School Administrator, school level MTSS team members, interventionists, and referring teacher) invite each student's parent to meet to discuss each student being served in Tier 2 to go over the student's progress being monitored. Minutes and sign in sheets are completed at these meetings. Generally, at least 4 to 6 data points are collected before consideration to move to Tier III.

Tier III:

Every 4-6 weeks a school level data team (District MTSS Coordinator, School Administrator, school level MTSS team members, interventionists, and referring teacher) invite each student's parent to meet to discuss each student being served in Tier 3 to go over the student's progress being monitored. Minutes and sign in sheets are completed at these meetings. Generally, at least 4 to 6 data points are collected before a referral for Section 504 or special education evaluation is considered.

Behavior Plan for Cook High School:

Members:

Eric McFee
Brittney Allen
Lisa Heard
Tabitha Jenkins
Britt Wall
Chris May
Jacob Fortner
Rhonda Reynolds
Phillip Walker
Tammy Walker
Will Wilson

Process:

1. Teacher or faculty member comes to you with behavior concerns and let you know some of the interventions and strategies that have already been done and parent contact has been made
2. You inform the teacher that the MTSS Process will need to be initiated (S.Phillips has the referral forms but Kathryn Warren will set up behavior only meetings) and a Devereux screener will be completed by the teacher
3. Once the screener has been completed please let Dr. Holley know so we can score it
4. A MTSS meeting will be scheduled and the screener results will be discussed and appropriate interventions will be put into place (Brittney sets these up if it is only behavior...Nick and Shelli if it is both and they are in their HELP)
5. If there are concerns regarding emotional/behavioral issues versus conduct issues a secondary screener can be completed after the initial meeting
6. Data will be collected on the new intervention and if that intervention is not successful a Functional Behavioral Assessment will need to be completed to gather deeper information and data on the behavior that will be used to help complete a Behavior Intervention Plan

If a student is cognitively able to understand a behavioral contract, there will be a contract signed by the teachers and student that explains what positive rewards or negative consequences the student will be receiving if the contract is followed or broken.

Positive Rewards:

1. Free snack
2. Tea Pass
3. Use of their own technology (BYOD)
4. Positive contact to parents
5. Positive teacher mentor
6. Verbal Praise
7. Fun Friday HELP (gym time)
8. Tardy Pass

Interventions or Consequences:

1. Lose positive reward
2. Negative contact to parent
3. Refer student to parent coordinator or counselor
4. ISS
5. Lunch detention
6. Team conference with parent and student

Meningococcal Conjugate Vaccine (MCV4)

Effective July 1, 2021, children 16 years of age and older, who are entering the 11th grade (including new entrants), must have received one booster dose of the meningococcal conjugate vaccine (MCV4), unless their initial dose was administered on or after their 16th birthday.

As a reminder, meningococcal disease is a serious bacterial illness that affects the brain and the spinal cord in the form of meningitis, and the bloodstream in the form of septicemia. It can cause shock, coma, and death within hours of the first symptoms.

If students have not been vaccinated against meningococcal disease, we strongly recommend they visit their doctor or health care provider to get their MCV4 booster shot. Receiving the MCV4 booster now will not only help protect students against the ongoing threat of meningitis but will also meet the new school entry requirement.

We encourage you to talk with your healthcare provider or the local health department about meningococcal and other vaccines your child may need including:

- the human papillomavirus (HPV) vaccine series
- tetanus, diphtheria, pertussis vaccine (Tdap or Td booster)
- an annual flu vaccine
- catch-up immunizations, including varicella, MMR (measles, mumps, rubella), and hepatitis B

Parents of students without health insurance or those whose health plan does not cover these vaccines, may call their local health department and ask about getting no or low-cost vaccines. For more information, visit <http://dph.georgia.gov/vaccines-children> or call (800)-848-3868.

Dr. Tim Dixon, Superintendent

Mr. Leslie Folsom	Mr. Gabe Hammock	Mr. Rusty Meadows	Dr. Eric McFee
CPS Principal	CES Principal	CMS Principal	CHS Principal

Dear Parent/Guardian:

Your son or daughter has access to the Cook High School Student Handbook located on the Cook High School Website. If you are unable to access the handbook electronically, a hard copy can be provided in the front office. The handbook includes rules, procedures, attendance policies, promotion criteria, and other pertinent information about the school. It also has the school calendar listed with important dates for the school year. Specific information detailed in the handbook is noted below. We encourage you to review all the contents of this handbook with your child.

The Student Code of Conduct for the 2021-2022 school term is a major part of the handbook. Please review the Code of Conduct with your son or daughter, sign the acknowledgement below, and return this letter to the school. Failure to return this letter will not relieve a student or the parent/guardian from the responsibility to know the contents of the Cook County Code of Conduct and will not excuse the student's non-compliance with the Code of Conduct.

The Cook County School District (CCSD) believes in educating the 21st century students by allowing them to access technology through different means. The CCSD encourages and supports appropriate and responsible use of technology and will take reasonable measures to ensure that students are protected and that the technology aligns with educational objectives. A copy of the Cook Technology Acceptable Use and Internet Safety Policy can be viewed and/or obtained at all schools and at www.cook.k12.ga.us

Student Handbook and Code of Conduct

- I am aware of the contents of the Cook County School Handbook that includes the Parent's Right to Know, Student Code of Conduct, Bus Conduct, and Attendance and Promotion/Retention Policies. I have reviewed the contents with my child. If I have further questions or concerns, I will make an appointment for a parent conference and/or call the school for more information.

Permission to Publish

- I **understand** my child's name, photograph, video image, and student work for publication to acknowledge achievements and accomplishments will be in the newspaper, the yearbook, on our school website/social media pages, and on appropriate educational sites. ** If you do not want your child's information published, you must notify the school principal in a written letter.

PERMISSION TO USE THE COMPUTER NETWORK

- I **understand** my child will use the CCSD network in all of the following ways: Internet services, student e-mail, Google Apps for Education, and all other educational apps.

PERMISSION TO BRING YOUR OWN TECHNOLOGY (BYOT)

- I **understand** my child can bring his/her own portable, wireless device to school. (The school is not responsible for any damage, lost, or stolen items.)

PERMISSION TO PARTICIPATE IN SCHOOL CLUBS

- I am aware that all CHS clubs and activities are detailed in the Student Handbook. Within the provisions of O.C.G.A. § 20-2-705, if any parent/guardian does NOT wish for his or her student to participate in a club or organization, please signify those clubs or organizations in a written letter to the school principal.

****All permission given will remain in effect unless changed explicitly in writing by a parent/guardian. ****

Student's name (print clearly) _____

STUDENT'S SIGNATURE _____

PARENT/GUARDIAN NAME (print clearly) _____

PARENT/GUARDIAN SIGNATURE _____

Date _____