

Elizabeth Andrews High School Parent/Student Handbook

**ELIZABETH
ANDREWS
HIGH
SCHOOL**

**Parent/Student
Handbook**



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MISSION STATEMENT

To raise standards and increase academic achievement for all students through a rigorous educational curriculum supported by collaborative stakeholders' efforts

SCHOOL BELIEFS

1. The chief priority and primary focus of the school should be providing educational opportunities for all students who desire an education.
2. Schools should seek the input of parents, students, teachers and the community when possible because we must operate as a unit to be a school of excellence.
3. Learning should be achieved through meaningful instruction that addresses different learning styles, such as hands-on activities and field trips, so that students will be excited about learning and teachers will be excited about teaching.
4. EL students and special education students, including gifted and talented students, should be provided with the necessary accommodations, services, and resources to be successful as learners.
5. We believe in providing a safe and drug-free environment that is nurturing and demonstrates genuine concern for the self-esteem and physical and emotional well-being of all students.
6. Teachers, administrators, staff, students, and parents deserve respect, and their opinions and concerns should be heard and considered as part of our effort to build character and model appropriate behavior.
7. Expectations should be raised and clearly communicated such that each student, staff member and parent understand his or her role in helping Elizabeth Andrews' students achieve success.
8. We believe in embracing a diverse population in this changing world and in the notion of freedom and equality of the races and the sexes.
9. We believe that Elizabeth Andrews provides a second chance opportunity for all and that we embrace the idea of excellence without excuses.
10. We believe in motivating students and developing their skills according to their needs and interests, while making ourselves available to encourage positive attitudes and set appropriate parameters such that all students are held accountable for their role in making Elizabeth Andrews a place where student success is likely.

**Elizabeth Andrews High School
Important Staff Information**

2024-2025

Administrators

Dr. Angelia Major, Principal
Angelia_major@dekalbschoolsga.org
678-676-2646

Dr. Sharon Edwards, Assistant Principal
sharon_edwards@dekalbschoolsga.org
678-874-2082

Ms. Tunya Turner, Assistant Principal
tunya_s_turner@dekalbschoolsga.org

Vivian Bonner
Principal Secretary
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678-676-2603

Ms. Ealey
Assistant Principal Secretary (Dr. Edwards)
antricia_ealey@dekalbschoolsga.org
678-676-2606

Doretha Jackson
Assistant Principal Secretary (Ms. Turner)
doretha_c_jackson@dekalbschoolsga.org

Counselors

Capricia Kegler, Lead Counselor
678-676-2628

Ashley Smith, Counselor
678-676-2627

Registrar

Antricia Ealey, Registrar
antricia_ealey@dekalbschoolsga.org
678-676-2606

Student Laptops

Shirley Jackson
shirley_jackson@dekalbschoolsga.org
678-676-2602

MTSS Support

Dr. Wilma Toney-Drayton (Reading)
wilma_toney@dekalbschoolsga.org
Mrs. Sherry Canion-Wright (Math)
sherry_canion-wright@dekalbschoolsga.org
678-676-2602

ELIZABETH ANDREWS HIGH SCHOOL

2024-2025 School Year

Every Wednesday will be early release for students. (bell schedule #4)

SEMESTER 1, TERM 1:

July 26 – July 30	Teacher Workdays/Pre-Planning
August 2	School Begins (44 day semester)
August 16 - 20	GA Milestones EOC (makeup)
August 30	Midterms for 1 st and 3 rd
August 31	Midterms for 2 nd and 4 th
September 3	Progress Reports
September 6	Labor Day – Schools closed
September 7	Open House/Parent/Teacher Conference Night (3:30 PM – 5:30 PM)
September 13 - 17	GA Milestones EOC (makeup & test-out)
September 30	Final Exams for 1 & 2 period classes
October 1	Final Exams for 3 & 4 period classes: Semester 1, Term 1 ends

SEMESTER 1, TERM 2:

October 4	Semester 1, Term 2 begins (46 day semester)
October 7 - 8	Fall Break – Schools closed (Oct 7 & 8 – Inclement Weather Day 1 and 2)
October 11	Columbus Day – Schools closed (Inclement Weather Day 3)
October 13	PSAT
October 18 - 22	GA Milestones EOC (for Sem 1/Term 1 & makeup)
November 2	Teacher Workday/PL Day – Inclement Weather Day 4
November 8	Midterms for 1 st and 3 rd
November 9	Midterms for 2 nd and 4 th
November 12	Progress Reports
November 15 - 19	GA Milestones EOC (makeup)
November 16	Parent/Teacher Conferences (3:30 PM – 5:30 PM)
November 22 – 26	Thanksgiving Holidays -Schools closed (Nov 22-Inclement Weather Day 4)
December 6 - 14	GA Milestones EOC (for Sem 1/Term 2 & makeup)
December 16	Final Exams for 1st & 2nd period classes
December 17	Final Exams for 3rd & 4th period classes: Sem. 1, Term 2 Ends
December 20 – January 2	Winter Holidays

Unexcused Absences and/or Truancy

Students will attend school unless their absence is explicitly excused and will not participate in truancy. Excused absences are defined by District Policy JB which also requires submission of appropriate documentation. Georgia law allows absences to be excused as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.

- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service.
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

Elizabeth Andrews courses are 9 weeks (about 2 months) long. It is imperative students are present and remain engaged in their studies. Students absent more than 2 consecutive days must bring in legal documentation for absence to make-up their assignments. Students who fail to bring in documentation will not be permitted to make-up assignments.

Students who miss **more than 3 days in a nine-week term** must provide legal documentation for absences. Students who do not provide legal documentation will not be permitted to do make-up assignments and may **risk failing the course**.

Make-Up Opportunities

MISSION: To ensure that students who are legally absent from school are given opportunities to learn the lessons offered during absences.

When students are absent because of legal reasons as defined by Georgia law or when absences are apparently beyond their control, they shall be given opportunities to earn grades for those days absent.

Example of legal absences

- Court
- Hospitalization
- Death

Elizabeth Andrews courses are 9 weeks (about 2 months) long. It is imperative students are present and remain engaged in their studies. Students absent more than 2 consecutive days must bring in legal documentation for absence to make-up their assignments. Students who fail to bring in documentation will not be permitted to make-up assignments.

Students who miss **more than 3 days in a nine-week term** must provide legal documentation for absences. Students who do not provide legal documentation will not be permitted to do make-up assignments and may **risk failing the course**.

Safe Schools

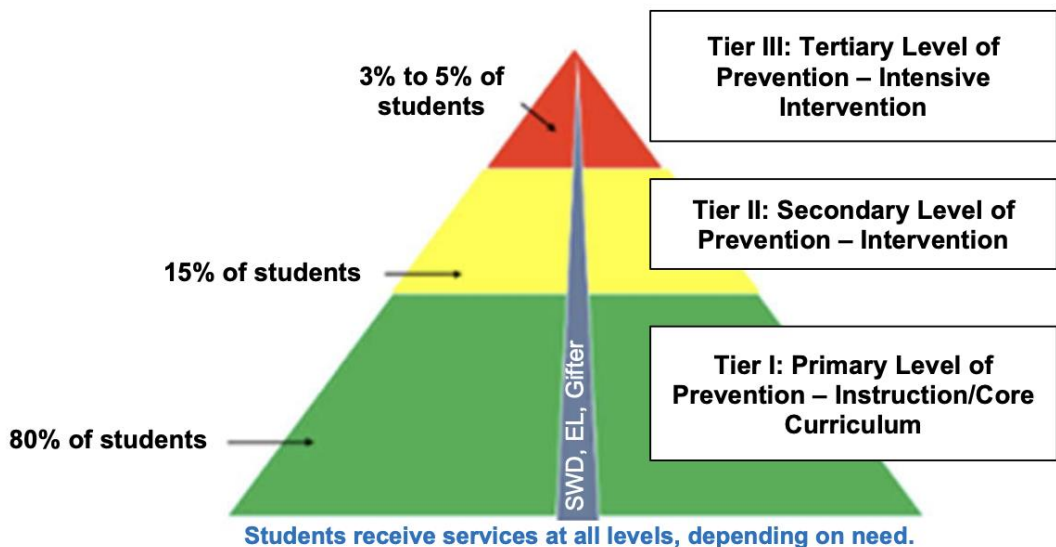
Our top priority in DeKalb County School District is keeping our students and staff safe. A bold new step in that direction has been taken by installing CENTEGIX® CrisisAlert™ throughout our schools to create safer spaces by delivering precise alert location, immediate audio, and visual incident notifications. CrisisAlert™ covers the entire school campus while enabling staff and security professionals to request assistance and implement emergency protocols from anywhere on campus. CrisisAlert™ solution empowers teachers and administrators to act and respond with confidence during emergency and non-emergency situations. When educators and children feel safe and secure, they can get back to focusing on their goals: learning and academic achievement.

Please review DeKalb County School District Student Code of Conduct

Multi-Tiered System of Support (MTSS) and Response to Intervention (RTI)

What happens if a student needs help with learning and behavior?

Essential Component: Multi-Level Prevention System



General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

Introduction

Students sometimes need help with learning or behavior, beyond what is routinely offered by a teacher in a general education classroom. In Georgia, General Education includes system with three levels of academic and social-emotional-behavioral supports for students who may struggle with learning or behavior. Tier 1 describes the many ways that teachers support students' learning and development and includes core educational practices to support standards-based instruction. Tier 2 is the next level used if Tier 1 is not sufficient and provides moderate intensity support to help students develop and grow in specific skills. Tier 3 is used when Tier 2 is not sufficient and provides intensive support organized through Student Support Team (SST) process, focusing on helping students with specific skills. SST is a Federal and State initiative that is defined in Georgia Board Rule 160-4-2-.32. Tier 2 or Tier 3 support is provided in addition to Tier 1 core instruction and support.

Being enrolled in Tier 2-3 does not mean a student has a disability or is receiving special or exceptional education. These tiers provide prevention and intervention in a general education setting and are not the only way to support students' learning and behavior. In addition to General Education MTSS supports, Georgia schools also provide specialized educational services through education programs. Delivery models include Special Education, Gifted Programming, and/or English Language Learners Services. Those services are offered to students who meet the criteria for eligibility for each program. If eligible, students may receive support for learning or behavior through an Individual Education Plan (IEP) or 504 accommodation plan (see pages 85-88 for more information).

DeKalb County School District (DCSD) MTSS

MTSS is a required element of the continuous school improvement process. MTSS involves a alignment of appropriate assessment with purposeful instruction for all students. The DCSD MTSS framework supports both academic and behavioral development, teaching to mastery, maximizing the growth of every learner, and continuous school improvement. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil. A key element within the MTSS is ongoing data monitoring for student response to intervention (RTI) to inform intentional decision-making for instructional planning and support.

Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid. As students make progress, they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.

The key components in Georgia's MTSS-RTI process include:

Essential Components of the MTSS Framework

- SCREENING
- PROGRESS MONITORING
- DATA-BASED DECISION MAKING
- MULTI-LEVEL PREVENTION SYSTEM
- INFRASTRUCTURE

Supporting The Whole Child

- The three-tiered delivery model gives learning support that is matched to the student's need.
- Evidence-based instruction is the core of a teacher's classroom lesson plan.
- Evidence-based interventions that increase or decrease in intensity if the results of the progress monitoring show a change is needed.
- The use of a variety of ongoing assessment (test) data determines which students need support to meet academic and/or behavior expectations.
- Delivery of resources for learning interventions are based on student assessment data and classroom observation.

Parents: You can help with the MTSS-RTI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. You can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org, ask for ways you can help at home to improve your child's school performance, review and ask questions about your child's progress on assessments during parent conferences, become knowledgeable about the classroom intervention process in your school or district, and if your child is being supported with an intervention, request progress updates so you know if the intervention is working.

Student Medication

DeKalb County employees may not provide or administer any medication to a student, including over-the-counter medicine. According to the DeKalb County Discipline Brochure/ Rights and Responsibilities, any student required to take medication while at school will follow the procedures provided by the school administrator prior to possessing and using medication on school property or on a school bus. The "term" medication shall mean all legal substances, including, but not limited to prescription drugs, over-the-counter drugs, inhalants, pills, tablets, capsules, and all other legal drugs. In general, the administration of medication to students while in school should be avoided. Treatment schedules that allow doses to be given at times other than during school hours are preferred and encouraged. When a parent or physician directs, a medication be administered to a student during school hours, arrangements involving appropriate medical and school personnel and the parent must be completed,

NOTE: As per state law, students with asthma may carry and use their inhalers as needed, based upon school receipt of a doctor's prescription and parent's written permission. Students needing to take medication must report to the Attendance Office for more instructions. For a student to be administered medication, appropriate forms must be completed by the parent/guardian, the physician and returned to the Attendance Office.

Parking and Traffic Violations

Students will adhere to all traffic and parking rules and will not violate parking and traffic guidelines if they drive a vehicle to school. The parking lot is monitored by live 24-hour cameras. All students must park along the back fence. Students must comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a license or with an expired license, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the DCSD Code of Student Conduct. Students can be issued citations by DeKalb County Schools Police Officers.

Investigation Of Misconduct

Minor misconduct is often correctable with immediate feedback from the teacher or other personnel. When a more severe violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to investigate. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance will be reviewed and secured.

However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. Furthermore, if the incident involves a threat to safety or intervention of law enforcement is otherwise determined to be appropriate, appropriate authorities shall be contacted and the school investigation will proceed to the extent possible while avoiding interference with any law enforcement investigation or detention. The determination of whether a student has violated the DCSD Code of Student Conduct will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? For short term suspensions (10 days (about 1 and a half weeks) of suspension or less) there is no formal appeal process. If the parents/guardians or student disagree with the decision, they may petition the school principal. If they disagree with the principal's decision, they may petition in writing to the regional superintendent. Please refer to the Discipline Due Process flowchart in the DCSD Code of Student Conduct for a summary of the district's discipline process. If a referral for District due process hearing is made, the student will be provided with the opportunity to participate in a disciplinary hearing and appeals process, as described herein.

Repeated Violations/Chronic Misbehavior

Students will address any misconduct by working to improve their behavior and will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the DCSD Code of Student Conduct. A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around them, and which are likely to recur. This may be demonstrated by repeated violations of the DCSD Code of Student Conduct but may also be shown by other behaviors of the student. Before a student may be charged with such a violation, the student must be warned of possible consequences and have three documented referrals including, but not limited to a school counselor, school social worker, and/or other appropriate resource personnel. In addition, the parents/guardian must be contacted about misbehavior, be given an opportunity to observe their child in school and be given an opportunity to participate in developing a student discipline correction plan.

When a student is identified with a Chronic Disciplinary Problem:

- The principal shall notify the student's parent or guardian of the discipline problem by telephone AND by certified or first-class mail or statutory overnight delivery; AND
- The parent or guardian shall be invited to observe the student in a classroom setting; AND
- At least one of the parents or guardians shall be requested to attend a conference with the principal or their designee to devise a disciplinary and corrective action plan/probation contract; AND
- Before a student may be charged with a violation of this section the school must further document that the student has been warned of possible consequences of their chronic behavior, that a disciplinary and corrective action plan/probation contract had been implemented prior to the violation (or documentation

that the parent or guardian did not co-operate in the process), and support provided to the student by at least three separate referrals to three different resources: school counselors, social workers, mentors, MTSS/RTI, Positive Behavioral Supports, Restorative Practices, GRIP, or other interventions in the student's behavior plan; AND

- Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call and by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the principal or designee to devise a disciplinary and behavioral correction plan/probation contract. At the discretion of the principal or designee, a teacher, counselor, or other person may attend the conference. The principal will note the conference in the student's permanent file. Failure of the parent or guardian to attend such a conference shall not preclude the student from being readmitted to the school.

Grading Policy

The DeKalb County School District (DCSD) Grading Protocol is to ensure that all students' grades are based upon grade-appropriate and standards-based assignments. DCSD reports student progress in **4.5-week intervals each** semester. The purpose of the grade reporting is to communicate the student's current level of performance and progress on assignments based upon the four components of the grading protocol. Students' grades are expected to reflect an appropriate number of assessments. There should be a balance of grades in each category based on the units of study. Students should be encouraged to complete work through a variety of school-wide and classroom interventions. For grades and grading practices to be effective, they should be accurate, consistent, and meaningful. The Grading Protocol reflects formative and summative assessments.

Grade Scale

Students in grades 8 – 12 will have grades displayed numerically. The grading scale for the DeKalb County School District will be as follows:

A	90 – 100	Excellent
B	80 - 89	Good
C	71 – 79	Fair
D	70	Passing
F	Below 70	Failing

Grade Point Average:

Grade point averages in the DeKalb County School District will be computed on a 4.0 scale except for College Board Advanced Placement Courses so designated by the Division of Instruction in the curriculum guides. These Advance Placement courses will be computed on a 5.0 scale.

4.0 Scale	5.0 Scale
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0

DCSD Grading Protocol			
Four Components with Sub-Categories			
Formative Assessments Prior to Learning and Assessments of Learning	Assessments During Learning	Guided, Independent, or Group Practice	Summative Assessments Assessments of Learning
0%	25%	45%	30%
Examples: <ul style="list-style-type: none"> Unit Pre-Assessment and Post-Assessment 	Examples: <ul style="list-style-type: none"> Skills Assessment (Warm-Up) Quiz Projects Unit Performance Assessment Tasks 	Examples: <ul style="list-style-type: none"> Classwork Project or Performance Homework 	Examples: <ul style="list-style-type: none"> Benchmarks Tests Culminating Project or Performance Final or Culminating Exam

NOTE: If the course requires an End-of-Course assessment (EOC), the EOC will weigh 20 % of the student's final grade. The remaining 80% of the student's grade is determined by the final average in the course.

Formative Assessment is an ongoing assessment that provides information to guide instruction. Formative assessments can either be formal or informal. Formative assessment:

- Provides students with timely feedback

- Provides information to teachers to differentiate instruction
- Provides information about students' strengths and weaknesses
- Provides curricular information as students move toward meeting the expectations of the learning targets and success criteria

Summative Assessment is a culminating result using assessment information based upon meeting established learning targets. A summative assessment is typically used to arrive at a conclusion of what a student knows and can do.

Summative assessment:

- Designed to provide students with an opportunity to be reassessed if they were not proficient on their first attempt
- Designed with clear and descriptive success criteria
- Administered after students have been exposed to feedback from formative assessments during the teaching and learning process
- Administered after opportunities to learn the content and skills have occurred with support from the teacher(s)
- Administered at the end of the learning unit

Cheating

The development of a sense of personal integrity and responsibility in our students is an important goal of our teaching efforts. While it is vital to discourage classroom dishonesty, it is imperative to reward academic performance and improvement. Promotion of healthy classroom attitudes about honesty, properly reinforced, encourages positive behavior that enhances our educational objectives. It is essential that each teacher perform the responsibilities of conscientious supervision during testing.

CHEATING POLICY --- *The following actions are cheating:*

- Using or possessing unauthorized materials in a test or quiz situation (notes, textbook, cheat sheets, etc.)
- Receiving unauthorized information during a test or quiz situation.
- Knowingly giving or sharing information on a test, quiz, or homework assignment.
- Passing on definite answers to test questions to someone who has not taken the test.
- Turning in the original or copied work of another student for credit. (This includes, but is not limited to, information from the internet/AI.)
- Plagiarism of any sort, as defined and explained in the Elizabeth Andrews High School plagiarism policy. Students are expected to follow the correct procedures outlined in the plagiarism policy and taught in their academic classes to avoid plagiarism or the appearance of such.
- Sharing or copying information from another student's computer disk or from typewriter memory.

The following guidelines should be followed when a violation occurs:

- The teacher will inform the student's parents, the Assistant Principal of Instruction and the Assistant Principal of Discipline (with a disciplinary referral written)
- The student will receive a "0" for the test, quiz or assignment. The zero will be recorded in student's Smart Web accounting of grades
- The student will receive a "U" in conduct for the course.

Homework

Homework assignments should be reasonable, relevant and designed to enrich classroom instruction. Homework is the personal property of the student and belongs to the student.

Student Conferences

Each student will meet with his/her counselor a minimum once per semester. During this conference requirements for graduation and the anticipated date of graduation will be discussed.

Student Dress Code

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to DeKalb School District dress code requirements. Students who fail to comply with the DeKalb School District dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation.

- Students are expected to follow all school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing or jewelry that disrupts the educational process or endangers the health or safety of other students, staff or visitors is prohibited.
- The wearing of clothing, insignia, symbols, or adornments worn or carried on or about a student which promote gangs, the use of controlled substances, drugs, alcohol, or tobacco is prohibited.
- Low rider or hip hugger jeans which reveal midriffs

- Any shirt or top which reveals midriffs (front or back)
- The wearing of clothing which shows offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.
- Sunglasses, bonnets, hats, hoods, scarves, headdress or any other such items

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited. Undergarments worn as outer garments, torn clothes that expose private areas or too close to those areas (holes below knee), Pajamas, Chains, pointed rings, dog collars, bullet belts, Tube tops, or any garment administration deems offensive or inappropriate.

Note: Students/Parents are urged to review local school handbooks for any additional requirements related to student dress.

Students failing to abide by the dress code will be required to change into appropriate attire or sent home. Clothing or accessories considered disruptive or detrimental to education at Elizabeth Andrews will not be allowed. Certain items will be confiscated.

Elizabeth Andrews High School

Bell Schedules

#1 Regular Schedule	
1st Period	7:45 – 8:30 8:35 – 9:20
2nd Period	9:25 – 10:15 10:20 – 11:05
3rd Period	
Read Theory	11:10-11:25
3A	11:25 – 12:05 class 12:10 – 12:40 lunch 12:45 – 1:20 class
3B	11:25 – 12:45 class 12:50 – 1:20 lunch
4th Period	1:25 – 2:10 2:15 – 3:00

#2 Homeroom Teacher Advisory Groups (TAG)	
1st Period	7:45 – 8:25 8:30 – 9:10 9:10 – 9:40 TAG
2nd Period	9:45 – 10:35 10:40 – 11:20
3rd Period	
Read Theory	11:25--11:40
3A	11:40 – 12:05 class 12:10 – 12:40 lunch 12:45-- 1:30 class
3B	11:40 – 12:55 class 1:00 – 1:30 lunch
4th Period	1:35 – 2:15 2:20 – 3:00

#3 Final Exams	
1st & 3rd Periods	7:45 – 9:55
2nd & 4th Periods	10:00 – 12:05
 LUNCH	 12:10 – 12:40
Classes will not have a break, thus any period missed will be a full absence (no halves).	

#4 Early Release/Wednesdays	
1st Period	7:45 – 8:45
2nd Period	8:50 – 9:55
3rd Period	10:00 – 11:00
4th Period	11:05 – 12:05
LUNCH	12:10 – 12:40
Classes will not have a break, thus any period missed will be a full absence (no halves).	

DEKALB COUNTY SCHOOL DISTRICT | 2024-2025 CALENDAR

(Approved by the Board of Education on January 8, 2024)

<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th colspan="7">JULY '24</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td style="background-color: yellow;">4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="margin-top: 10px;">4 Independence Day 29-31 Pre-Planning Days</p>	JULY '24							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th colspan="7">JANUARY '25</th></tr> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td style="background-color: yellow;">1</td><td style="background-color: yellow;">2</td><td style="background-color: orange;">3</td><td>4</td></tr> <tr><td>5</td><td style="background-color: orange;">6</td><td style="background-color: orange;">7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td style="background-color: yellow;">20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p style="margin-top: 10px;">1-2 Winter Break 3 Virtual Teachers' Workday 6 Post/Pre-Planning Day 7 First Day of 2nd Semester 20 Dr. M.L. King, Jr. Day</p> <p style="color: red; font-weight: bold;">18 Instructional Days</p>	JANUARY '25							S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31								
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Grade Reporting Calendar 2024 – 2025

Semester 1 – 08/05/2024 – 12/20/2024 |

Term 1 – 08/05/2024 – 10/04/2024

Term 2 – 10/07/2024 – 12/20/2024

	4.5 Week	9 Week	13.5 Week	18 Week
Start	08/05/2024	09/05/2024	10/07/2024	11/14/2024
End	09/04/2024	10/04/2024	11/13/2024	12/20/2024
Posting Window ~Seniors ONLY (1 st Sem Graduates)	08/28/2024 Thru 09/11/2024	09/27/2024 Thru 10/11/2024	10/30/2024 Thru 11/20/2024	~12/06/2024 12/13/2024 Thru 01/03/2025
Progress Reports *Report Cards	09/13/2024	10/25/2024	11/22/2024	*01/10/2025 All Grades Posted to Transcripts on This Date

FTE Count 1 – October 1, 2024

Semester 2 – 01/07/2025 – 05/29/2025

Term 3 – 01/07/2025 – 03/19/2025

Term 4 – 03/20/2025 – 05/29/2025

	4.5 Week	9 Week	13.5 Week	18 Week
Start	01/07/2025	02/10/2025	03/20/2025	04/28/2025
End	02/07/2025	03/19/2025	04/25/2025	05/29/2025
Posting Window ~Seniors ONLY (2 nd Sem Graduates)	01/31/2025 Thru 02/14/2025	03/12/2025 Thru 03/26/2025	04/18/2025 Thru 05/02/2025	~05/15/2025 05/22/2025 Thru 06/05/2025
Progress Reports *Report Cards	02/28/2025	03/28/2025	05/09/2025	*06/06/2025 All Grades Posted to Transcripts on This Date

FTE Count 3 – March 6, 2025