



BIBB COUNTY SCHOOL DISTRICT

STRENGTH OF CHARACTER AND COLLEGE OR CAREER READY

STUDENT CODE OF CONDUCT

Student Rights, Responsibilities and Character Development



VISION

Each student will demonstrate strength of character and will be college or career ready.

MISSION

The Bibb County School District develops a highly trained staff and an engaged community dedicated to educating each student for a 21st century global society.



2020-2021



BIBB COUNTY SCHOOL DISTRICT
GET HELP IN YOUR LANGUAGE!

<p>English</p>	<p>Get help in your language. You have the right to get information and help in your language for free. Call (478) 779-4386 or text (478) 508-9417 to request an interpreter.</p>
<p>Arabic عربى</p>	<p>احصل علي المساعدة بلغتك لومات الواردة في هذا الدليل مهمة لك وطفلك لديك الحق في الحصول علي هذه المعلومات والمساعدة بلغتك مجاناً اتصل بالرقم ٤٣٨٦-٧٧٩(٤٧٨) او لنص (٤٧٨)٥٠٨-٩٤١٧ لطلب مترجم</p>
<p>Chinese 中文</p>	<p>获得您使用的语言的帮助。 您有权获得这些信息并得到免费的 翻译帮助。如需要中文翻译，请致电 478-779-4386 或发短信到 478-508-9417。</p>
<p>Gujarati ગુજરાતી</p>	<p>તમારી ભાષામાં સહાય મેળવો. તમને માહિતી અને મદદ તમારી ભાષામાં અને મફતમાં મેળવવાનો અધિકાર છે. અનુવાદક માટે વેબનાંતી કરવા માટે કોલ (478) 779-4386 અથવા ટેક્સ્ટ (478) 508-9417 કરો.</p>
<p>Japanese 日本語</p>	<p>あなたの言語で情報得ることができます。 あなたにはこの情報得る権利があり、且つ無料であなたの言語による情報を得る 権利があります。通訳を要請するには、電話 (478) 779-4386 又はテキスト (478) 508-9417 にてご連絡下さい。</p>
<p>Korean 한국어</p>	<p>한국어 서비스를 받을 수 있습니다. 당신은 이것을 알 권리가 있으며, 무료로 한국어 서비스를 받을 수 있습니다. (478)779-4386 로 전화 하시거나 (478)508-9417 로 문자를 하셔서 통역을 요청하십시오.</p>
<p>Spanish Español</p>	<p>Obtenga ayuda en su idioma. Tiene derecho a obtener información y ayuda en su idioma de forma gratuita. Llame al (478) 779-4386 o envíe un mensaje de texto (478) 508-9417 para solicitar un intérprete.</p>
<p>Vietnamese Tiếng Việt</p>	<p>Nhận trợ giúp bằng ngôn ngữ của bạn. Phụ huynh có quyền nhận thông tin và trợ giúp bằng ngôn ngữ của quý vị miễn phí. Xin vui lòng gọi (478) 779-4386 hoặc nhắn tin đến (478) 508-9417 để yêu cầu thông dịch viên.</p>



Dear Students and Parents:

Welcome to the 2020-21 school year!

It is my belief that every student deserves to benefit from the numerous and diverse educational opportunities offered by the Bibb County School District in a safe learning environment. As you read through this Code of Conduct, you will see evidence the District is committed to fostering a healthy, safe and supportive learning environment conducive to the growth and development of every student. From a focus on safety and security in our District's Strategic Plan, to the implementation of initiatives such as Positive Behavioral Interventions and Supports (PBIS) that support strength of character, our District is striving to ensure positive learning experiences are occurring in each of our schools.



The District's Code of Conduct provides the guidelines that foster the development of our students into successful members of our communities. It provides our learning community with the expectations students are obligated to meet. In addition, the Code of Conduct identifies behavioral expectations, interventions, as well as consequences that shall and may be imposed upon a finding of misconduct. Furthermore, you will find information about the rights of students regarding equal educational opportunities, freedom from harassment and bullying, and access to student records.

Students who become aware of student misconduct and situations that threaten to disrupt the educational process and/or threaten the safety of students and staff are required to immediately inform their teacher(s) and/or the school principal about the potential danger. Every student, staff member and school administrator is responsible for maintaining a safe and orderly school. Your adherence to the District Code of Conduct's directives is critical to the maintenance and successful management of a safe and positive learning environment in each classroom and every school.

As your Superintendent, I assure you that school safety is a priority, and it is my goal to improve overall student behavior. I look forward to partnering with each of you in our effort to ensure that we maintain a safe and highly productive learning environment in each of our schools.

Sincerely,

Curtis L. Jones, Jr. Ed.D.
Superintendent

The Bibb County School District's 2020-2021 Code of Conduct

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I. INTRODUCTION

It is our goal to provide a safe and supportive school culture and climate that is conducive to learning. We believe that every student and staff member deserves this environment. We encourage appropriate behaviors by teaching and modeling Leadership, Scholarship and Citizenship at all times.

The BCSD's *Code of Conduct* has been developed to provide students and others with an outline of how the BCSD anticipates each student will conduct him or herself while on any BCSD property, while school is in session or not, at school bus stops, on school buses and at BCSD sponsored events (on or off-BCSD property). It is intended to inform students of expectations for behavior which will result in a school atmosphere that promotes excellence in teaching and learning.

Equally important to sharing what is expected of students is that school and district policies and practices support character development, the development of self-control and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home and community organizations and agencies.

The emphasis of the *Code of Conduct* is to guide student behavior, to connect interventions to improve student behavior and to inform others which will support school staff in building safe and orderly environments. The expectations outlined have been established to ensure that a combination of consistent, fair, proactive, corrective and instructive strategies will be implemented in every classroom and every school, and opportunities for teachers to teach and students to learn will be achieved. As a result, students, staff, parents and the community benefit. To promote schools that are safe, courteous and respectful learning environments and enable appropriate student conduct and behavior, the Board has adopted the Student Code of Conduct.

Additional details regarding student discipline and notification procedures are found at:

www.bcsdk12.net

II. PURPOSE AND OBJECTIVES

The Code of Conduct strives to: (1) create a consistent set of positive expectations for the behavior of all students; (2) reinforce positive behavior and provide students with opportunities to develop appropriate behavioral skills; and (3) outline the interventions and consequences for students who engage in inappropriate behavior.

The Code of Conduct addresses two facets of developing a positive learning environment: (1) proactively guiding students to positive behavior, and (2) correcting, redirecting and applying consequences, as needed, to respond to misconduct.

III. BEHAVIORAL EXPECTATIONS

School Staff shall:

- **INTENTIONALLY** describe and teach students the appropriate behaviors expected of them
- **PROACTIVELY** redirect student behavior
- **UTILIZE** minor acts of discipline as an opportunity to reteach or practice expected behaviors
- **FOLLOW** district discipline policies and procedures

Students shall:

- **REPORT** to school and to each class regularly and on time;
- **REMAIN** in class until excused or dismissed;
- **FOLLOW** all campus and classroom rules;
- **PAY ATTENTION** to and **PARTICIPATE** in instruction;
- **COMPLETE ASSIGNMENTS** to the best of the **STUDENT'S** ability;
- **ASK FOR HELP** when needed;
- **ENGAGE IN APPROPRIATE BEHAVIOR**, which does not interfere with the **STUDENT'S** own or other students' learning;
- **BE WELL-GROOMED**, according to the **DRESS CODE**
- **TAKE CARE** of books and other instructional materials;
- **WORK COOPERATIVELY**;
- **REPORT POTENTIALLY DANGEROUS SITUATIONS** to teachers or administrators
- **ACCEPT RESPONSIBILITY** and the **APPROPRIATE CONSEQUENCES** for their actions and behavior;
- **DEMONSTRATE COURTESY AND RESPECT** for other students, BCS D's teachers, administrators, clerical staff, custodians and others.
- Follow Teachers' and Administrators' Directions
- Use Acceptable language
- Avoid being rude and disruptive
- Follow BCS D's school rules and procedures

Students do not have an expectation of privacy on school property or in any items they bring onto school property or in their lockers. School Administrators and/or their designated representatives have the authority to conduct a reasonable search of students and their possessions. Lockers, desks, personal effects (e.g., purse, book bag, etc.) and vehicles while on school property, or at any school function or activity, may be searched at any time and illegal items or contraband seized.

IV. MULTI-TIERED SYSTEMS OF SUPPORTS (MTSS) AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The Bibb County School District offers a Multi-Tiered System of Supports (MTSS) for all students related to both academic and behavioral needs. The MTSS, Response to Intervention or RtI, is a three-tiered model that utilizes preventative instructional practices and interventions to support both universal and individual student needs. Behavioral supports are provided at a universal level intended to effectively address the needs of all students in a school (referred to as Tier 1 and/or PBIS). A major initiative in Bibb County Public schools is Positive Behavior Intervention and Supports (PBIS) which includes proactive strategies for defining, supporting and teaching appropriate behaviors to create positive, safe learning environments. Attention is focused on sustaining a Multi-Tiered System of Support to increase student learning. School staff recognizes that maintaining and changing student behaviors involve a continuum of acknowledgments, supports, interventions, and remediation. RtI provides a tiered approach dedicated to the following: preventing inappropriate conduct and reinforcing appropriate behaviors, providing interventions so students can acquire necessary social/emotional/behavioral skills, and individualized supports to remediate inappropriate behavioral patterns.

RtI behavioral support is a systematic process for providing a series of intensifying, evidence-based behavioral interventions and supports matched to student need. Student need is determined by inadequate response to an evidence-based, behavioral intervention implemented with fidelity.

RtI behavioral support relies on the repeated collection of objective data (progress monitoring) to make decisions

about whether the student is responding adequately or inadequately to the support (s) currently being provided.

Upon identifying a student as a Chronic Disciplinary Problem Student, as described in the Student Code of Conduct, a teacher **must** provide behavioral support for all students needing support by utilizing the MTSS, Response to Intervention (RtI).

According to O.C.G.A. § 20-2-741.3b, local boards of education are encouraged to implement PBIS and RtI programs and initiatives in their schools, particularly in high needs schools. BCSD has determined that RtI and PBIS will be implemented in all public schools within the district.

Tier 1: Standards Based Classroom

Learning Focus: All Students

- General curriculum and instructional best practices, enhanced by acknowledgements of positive behaviors, and clearly stated expectations that are applied to all students.

Tier 2: Needs-Based Learning

Focus: Students identified as at-risk for poor behavioral outcomes

- **Includes** students who are not performing successfully with school-wide positive behavior intervention supports
- **Students with Disabilities (SWD)** should receive Tier 2 needs-based learning in addition to the services outlined in their Individualized Education Plan (IEP) as needed.

Tier 3: SST (Student Support Team) Driven Learning

Focus: Students who have not responded to Tier 1 and Tier 2 level interventions

- Includes students who are not performing successfully in response to school-wide positive behavior intervention supports (Tier 1) and the additional re-teaching of expectations coupled with behavioral interventions (Tier 2)
- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the student’s social skills and functioning
- Interventions involving Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) based on thorough data collection and analysis
- Continuous Progress Monitoring and analysis of data to determine student response to the individualized interventions provided
- **Students with Disabilities (SWD)** should receive Tier 3 supports, in addition to the services outlined in their Individualized Education Plan (IEP) as needed. **Administrative Prevention and Early Intervention**

Prior to a student receiving a suspension, it is the administrator’s responsibility to ensure that the student has had interventions that address the student’s misbehavior. These interventions must be **DOCUMENTED**. Exceptions to this are offenses, which are most serious in nature and have occurred with no prior opportunity to provide early interventions.

CORRECTIVE STRATEGIES	DESCRIPTION
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident.
Community Service	Donated service or activity that is performed by student for the benefit of the public or its institutions.

Conference with Parent(s)	Administrator and teacher communicate with student's parent(s) by phone, email, written notes, or person to person about the problem.
Conference with Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Disciplinary action consisting of the assignment of students to a certain area of the school, outside of regular school hours (before school, after school, on a non- school day) for two or more school days or the equivalent hours
Loss of Privileges (during school hours)	The loss of privilege(s) during school hours, assemblies, field trips, and incentive activities.
Mentoring	An agreed upon adult or student who provides consistent support, guidance and concrete help to a student who is in need of a positive role model.
Olweus Bullying Prevention Program (pronounced Ol-VAY-us)	The Olweus Program is a comprehensive approach to bullying proven to reduce and prevent bullying problems among school children and to improve peer relations at school. The program is focused on long-term change that creates a safe and positive school climate.
Parent/Guardian Attends Class with Child	Parent/Guardian agrees to shadow child and /or attend class with their child at school for an agreed upon time during the child's school day.
Plan Meeting (IEP, LEP, 504)	Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.
Referral to Behavioral Specialist	A referral to the Behavioral Specialist occurs when schools are in need of additional behavioral support for students.
Referral to School Counselor	Counseling of the student by guidance counselor in order to assist the student in developing or utilizing the necessary skills to address the stated incident.
Referral to Social Services	Social services provided by the school social worker to assist and enhance students achievement in the classroom by developing strategies and interventions to improve their academic, social and behavioral performance.
Restorative Justice	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Schedule Change (change of regular classes)	A permanent change in the student's regular class schedule.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up.
Silent Lunch/Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance, such as sweeping, wiping tables, and/or assisting with other clean-up activities.
Temporary Classroom Change (short-term)	The temporary removal of a student from the regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.
Temporary Removal from Classroom	The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time.

Voluntary Restitution/Self-Designed Action(s)	Student makes amends for negative actions, takes responsibility to correct the problem through a written or verbal apology.
Behavioral Social Emotional Program	The Behavior Social Emotional Learning (BSEL) program implements a curriculum that applies social skills to help students manage their emotions, show empathy and create and maintain positive relationships with their peers. The implementation of Social Emotional Learning (SEL) curriculum decreases inappropriate behavior within a classroom while also decreasing mental health problems.
Early Learning PBIS Aligned Model	The aligned model is designed to provide Pre-K through 3 rd grade early learners with a positive school climate and promote reading proficiency, through embedding tier one PBIS system supports and providing professional development in the area of Social Emotional Learning.
School Justice Partnership (SJP)	An agreement amongst school, government and community partners to divert students who commit certain misdemeanors at school away from the juvenile system through written warning and/or required programs, services and support.

Any writing assignment or communication to home must be in a language that students and parents can understand.

LEVELS OF INTERVENTIONS AND CONSEQUENCES

The Offenses and Interventions/Consequences listed below establish the School District’s expectation that students will behave themselves in such a way so as to facilitate a positive learning environment for themselves and other students, respect each other and school employees, obey student behavior rules established by their schools and refrain from engaging in the offenses listed below. These expectations apply to student behavior during school hours, at school-related functions, on school buses and at school bus stops.

Reasonable attempts to notify parents of misbehaviors will be made by the school. Such attempts include, but are not limited to: office discipline referrals, phone calls, meetings, notes, letters, email, or other written/electronic means. Regardless of the method of communication, any perceived failure to contact the parent does not negate the need for appropriate disciplinary measures to be taken when it is necessary.

The Bibb County School District uses a wide range of factors in deciding upon the appropriate consequences for a student who engages in misconduct and ultimately school administration has the authority to assign or recommend consequences they believe to be appropriate. Progressive discipline is followed in order that the degree of discipline will be in proportion to the severity of the behavior. Additionally, the student’s discipline history and any other relevant factors will be taken into account. All due process procedures required by federal and state law will be followed. (O.C.G.A. § 20-2-735)

The *Levels* guide administrators to ensure that students will receive appropriate interventions prior to removal from school in an effort to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this Student Code of Conduct, the consequence may be expulsion from the Bibb County Public Schools. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Guiding Principles

- Each incident of inappropriate behavior is unique in terms of situational variables. Similarly, disciplinary action will reflect consideration of a number of factors specific to the student involved in the misbehavior.

- This model strives for a safe and orderly student learning environment through a systematic process of behavioral correction. "Inappropriate behaviors are followed by consequences. Inappropriate behaviors are substituted with those that are consistent with the character traits identified in District PBIS expectations and character education programs.
- Parents are viewed as integral partners when addressing students' misbehavior.
- Students who engage in continual minor acts of misconduct, as well as those who engage in even a single act of more serious misconduct, are considered candidates for the school's Multi-tiered Systems of Support Processes.

Repeated chronic or cumulative offenses may require higher levels of interventions & consequences. For serious violations, interventions/consequences may begin at a higher level. All progressive discipline components noted in this section are minimum requirements. Additional components may be set forth by the local board of education.

TYPES OF MISCONDUCT AND AN EXPLANATION OF LEVELS OF MISCONDUCT USED IN THE BIBB COUNTY SCHOOL DISTRICT

Misconduct - is conduct which interferes with the maintenance of order and discipline in the schools, on school buses and at school-sponsored activities and negatively affects the morale and good conduct of students.

Acts of misconduct include, but are not limited to:

- Violation of the Student Code of Conduct
- Violation of the Attendance Policy
- Violation of the Dress Code
- Violation of the State of Georgia Criminal Laws

THE ACTS OF MISCONDUCT AND INTERVENTIONS/CONSEQUENCES LISTED IN LEVELS I, II, III, IV AND V ARE NOT EXCLUSIVE. A STUDENT, WHO COMMITS AN ACT OF MISCONDUCT, WHICH MAY BE CLASSIFIED INTO ANY OF THE LEVELS WILL BE SUBJECT TO DISCIPLINARY ACTION. **THE PRINCIPAL HAS THE FINAL AUTHORITY IN DETERMINING THE DISCIPLINARY ASSIGNMENT, ACCORDING TO THE LEVELS, FOR A STUDENT'S MISCONDUCT.**

The exceptions to the principal's final authority are: Long-term suspension (more than 10 days), alternative education program placement or expulsion. When these assignments or recommendations occur, the administrator will follow the procedures that are outlined in this document.

What are the levels and what do they mean?

Level I	Level II	Level III	Level IV	Level V
Consequences for these violations are managed by the teacher	May be classroom managed; includes parent/guardian involvement	Office Referral May include 1-5 days suspension	Office Referral May include 6-10 days suspension	Office Referral Extended suspension or possible expulsion

LEVEL I

Level 1 intervention and consequences are used for minor acts of misconduct.

Teachers and other staff members will keep a written record of the violation and interventions implemented to address the behavior. Teachers should use their judgment and discretion in determining whether such minor infractions constitute a violation of the Code for purposes of the reporting requirement in O.C.G.A. 20-2-737 (a). Certain Level 1 violations may be elevated to Level II violations or higher, based on the severity or context of

the misconduct.

Level I violations include such behaviors, but are not limited to:

- Minor Classroom Disturbance/violation of school rules
- District Dress code policy (consequences are to be followed, as outlined in Code of Conduct pg. 21- 22)
- Running and/or making excessive noise in the classroom and/or school building
- Refusing to participate in classroom activities
- Failure to bring classroom materials and/or assignments to class
- Possessing and/or using items of annoyance
- Eating or drinking in an undesignated area
- Leaving assigned area in classroom without permission
- Lunchroom or restroom misconduct
- Refusing to complete assigned work
- Inappropriate language between peers
- Any other act that impedes the orderly classroom procedure or interrupts the orderly operation of the classroom

LEVEL II

Appropriate when Level I interventions/consequences have been ineffective.

Level II violations include those infractions which are more severe in nature than in Level I and interfere with classroom instruction and/or the orderly operation on the bus or at the school. These acts include, but are not limited to: repeated acts of minor misconduct and misbehaviors directed against persons or property, but DO NOT seriously endanger the health, safety or wellbeing of others. Consideration of necessary interventions and Positive Behavior Supports will be given through the RTI process, if not already provided. Based on the severity or context of the misconduct, certain Level II violations may be elevated to Level III violations or higher.

Level II violations include such behaviors, but are not limited to:

- Any repeated violation cited in previous level
- Willful disobedience-refusal to follow classroom/school/bus rules
- Refusal to carry out instructions
- District dress code policy (consequences as outlined in Code of Conduct pg. 20-21)
- Academic dishonesty
- Absence Related Violation (less than 3)
- Truancy (less than 4 occurrences)
- Altering school assignments or signing another person's name on school assignments
- Electronic communication device misuse (iPods, mp3 players etc.)
- Loitering in authorized areas
- Cell phone misuse (follow consequences for electronic devices, as outlined in Code of Conduct pg. 21)
- Classroom computer misuse
- Inappropriate language between peers
- Leaving the classroom without permission
- Verbal aggression

- Violating the medication policy

Level III

Level III violations include those infractions which are more severe in nature than in Level II and interfere with the orderly operation of the classroom, the bus and/or the school. These acts include, but are not limited to: repeated, but unrelated acts of minor misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety or well-being of others. Consideration of necessary interventions and Positive Behavior Supports will be given through the RTI process, if not already provided.

Based on the severity or context of the misconduct, certain Level III violations may be elevated to Level IV violations or higher.

Level III violations include such behaviors, but are not limited to:

- Any pattern of/or repeated violations cited in previous level
- Repeated (more than 3) cutting of class or other scheduled activities
- Truancy (more than 5)
- Failure to accept disciplinary action
- Violation of District medication policy
- Unwanted touching of others
- Bullying, Cyber-bullying, Harassing, or Intimidation, as defined by the code of conduct and in accordance with O.C.G.A. § 20-2-751.4
- Selling or soliciting for sale any merchandise on the school campus, without the authorization of the building principal or school official
- Throwing objects which cause bodily injury or damage to property
- Physical attack without injury/fighting or physical violence towards another student that causes no injury or only a minor injury- Simple battery
- Verbal intent to cause harm or threat- Simple assault
- Being disrespectful toward school personnel or school visitors
- Using profane, obscene, indecent remarks or racially or ethnically offensive language and/or gestures directed toward others
- Destruction of school property
- Making false accusations, reports or allegations
- Fourth or subsequent violation of District dress code policy (follow consequences as outlined in Code of Conduct pg. 20-21)
- Misuse of District technology, including but not limited to the Internet, the District Network, or District-owned equipment or software, as described below:
 - Deliberate search or keying of a URL, domain name or website in attempts to access inappropriate material
 - Attempt to login to computers or software applications as anyone other than yourself
 - Providing electronically, personal information about yourself, your family or others
 - Misrepresentation (forgery) of information
 - Plagiarism
 - Misuse of computers for non-school related activities, including gambling, shopping, online banking, personal transactions and downloading of files (including but not limited to data, music, video and games)
 - Downloading and/or installation of freeware, shareware, or software by students

- Attempts to disable, impede or circumvent district protective measures (IE Internet filter) to gain access to blocked or filtered content
- Using technology in a manner to cause damage to the equipment, defacing, vandalism or negligent care resulting in damage
- Theft of computer and computer related equipment
- Using an electronic personal communication device to photograph, videotape or record another student or staff member while on school system premises, without the express prior permission of the student or staff member. **This provision provides notice to students that they are not allowed to secretly tape or record School District classrooms.**

Level IV

Level IV Misconduct include serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety or property. Level V Misconduct is of a serious and aggravated nature such that the student shall be removed from class and be subject to a long-term suspension, placement in an alternative education program or expulsion. It is mandatory that Level IV violations be immediately reported to an administrator. The BCSD Police Department and other outside law enforcement agencies may investigate Level IV violations, which may result in state criminal proceedings being initiated against the student accused of a Level IV Violation.

Level IV violations include such behaviors, but are not limited to:

- Any pattern of repeated conduct listed in Level III violations;
- Failing to comply with the Dress Code on five, documented occasions;
- Any action that interferes with the work of school authorities or with school operations, programs or instruction;
- Boycotts, sit-ins or trespassing;
- Verbal assault, including threatened violence of other students, school personnel or individuals attending a school-related function;
- Second act of bullying, harassment, cyber-bullying or intimidation, as defined by the School District's Bullying Policy and in accordance with O.C.G.A. § 20-2-2751.4;
- Falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by any school employee toward a student; and
- Committing perjury during a school investigation
- Engaging in disorderly conduct, as defined by O.C.G.A. § 16-11-39; and
- Refusing to comply with assigned disciplinary consequences
- Failure to report any item or event to a teacher or administrator which could cause harm to self or others
- Possessing obscene or pornographic material
- Possessing any bullets or shells
- Violation of the sexual harassment policy
- Disseminating, taking, transferring, sharing or sending lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs whether by electronic data transfer or otherwise (commonly called e-mailing, texting, and "sexting")
- Failure to report the receipt of unsolicited lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs to School District officials

- Hazing or any behavior or activity such as defined by O.C.G.A. 16-5-61
- Violations of the Computer Use Policy
- Unauthorized distribution of copyrighted software, inappropriate material (including games, music videos, or pornography) or material of a defamatory, obscene, abusive, offensive, profane, threatening or hateful nature
- Sabotage or deliberate destruction/alteration of software applications, operating systems, or computer files
- Gang-related behavior or activity or gang membership
- Possessing any drug paraphernalia
- Possession, use or distribution of any substance represented to be a drug or alcohol (i.e., imitation or otherwise)
- Violation of the tobacco/smoking policy (vapes, vaporizers, e-cigarette devices, or similar products)
- Possession of material which promotes or could be used to promote, advocate or carry out criminal activity
- Using racially or ethnically offensive language and/or gestures toward other

Level V

Level V violations are of a serious and aggravated nature such that the student will be removed from class and will be subject to long term suspension, placement in an alternative education program or expulsion.

These violations **MUST** be immediately reported to an administrator. They are serious and may require the use of outside agencies and/or the Bibb School District Police Department. Also, such acts may result in criminal penalties being imposed. Any misconduct that threatens the safety, health or well-being of others may result in immediate suspension from school and/or school activities, pending disciplinary investigation. Student and parent/guardian participation in a conference with an administrator is a required element of all discipline actions in this category, even if such a conference has previously been held. Necessary behavior interventions and positive behavior supports will be initiated through the RTI process, if not already provided.

A student will, at a minimum, be removed from class and subject to long-term suspension, placement in an alternative education program or expulsion, if the student commits the following on a school bus, on school property or while attending a school-sponsored or school-related activity on or off school property.

Level V violations include such behaviors, but are not limited to:

- Engages in repeated violations cited in previous levels
- Engages in three or more Level IV offenses within the current school year and the school year immediately preceding
- Fighting/Physical attack which causes serious physical injury
- Engages in any type of conduct that is punishable as a felony or a delinquent act, which would be a felony, if committed by an adult
- Engages in a third act of bullying within a school year
 - This includes cyber-bullying, i.e. Email, social media, instant messaging, chat room exchanges, Web site posts, or digital messages or images sent to a cellular phone or personal digital assistant.
- Engages in conduct containing the elements of the offense of terroristic threats
- Sells, gives or delivers to another person, possesses, uses or is under the influence of marijuana, a

- controlled substance or a dangerous drug (See Behavior Support Process)
- Sells, gives or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol or possesses, uses an alcoholic beverage or admits to the use of alcohol prior to attending school or a school-related school activity (See Behavior Support Process)
- Engages in conduct which contains the elements of an offense relating to the abuse of glue or aerosol paint or relating to volatile chemicals (See Behavior Support Process)
- Engages in conduct that contains the elements of the offense of public lewdness
- Engages in conduct that contains the elements of indecent exposure
- Engages in sexual conduct on campus or at a school sponsored event
- The student engages in conduct that contains the elements of the offense of criminal damage to property in the first or second degree, either on or off campus
- Stealing, extortion, gambling, theft or possession of stolen property
- Battery
- Uses, exhibits or possesses a firearm, item or toy that resembles a firearm
- Uses, exhibits or possesses another weapon or item or toy that resembles a weapon (See glossary for definition)
- Uses, exhibits or possesses explosives of any kind. This includes fireworks, bullets and gunpowder.
- Computer violations as follows:
 - Distribution of copyrighted software (software piracy is a federal offense punishable by fine or imprisonment)
 - Vandalism, including any malicious attempt to erase, modify or destroy the data of another user and the creation or uploading/downloading of computer viruses
 - Sabotage or deliberate destruction/alteration of software applications, operating systems or computer files
 - Electronic distribution of inappropriate material, including games, music video or Pornography
 - Electronic distribution of inappropriate material of a defamatory, obscene, abusive, offensive, profane, threatening or hateful nature
 - Engaging electronically, in any illegal activity
 - Theft of any computer or printer
- Discharging or participation in discharging a fire extinguisher
- Discharging or participation in discharging a fire alarm within a Bibb County School
- The student engages in serious and persistent misbehavior, as specified in the Code of Conduct while the student is under the jurisdiction of the school district. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom or the school or with any school- related activity. Persistent is defined as chronic or repeated instances of misconduct. Chronic is defined as a pattern of behavioral characteristics which interfere with his/her own learning process or that of students around him or her, and which are likely to recur.
- Disseminating, taking, transferring, sharing, or sending lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called e-mailing, texting, and sexting).
- Anyone receiving unsolicited lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs has the responsibility to immediately report the receipt of such images or photographs to School District officials. Any student who does not immediately report the receipt of such images or photographs will be in violation of this provision, also.

Teachers and administrators, in the course of initiating interventions, will include Positive Behavior Interventions Support (PBIS) through the Multi-tiered Systems of Support (MTSS) process, if not already provided. Students displaying behaviors designated in the Behavior Matrix will be provided tiered interventions in accordance with Behavior Interventions Matrix.

BEHAVIOR INTERVENTIONS & CONSEQUENCES MATRIX

As stated above, school administrators will exercise informed judgment regarding a student's actions constitute a violation of the Board policy and/or the Code of Conduct. The levels, shown below are to guide administrators to use progressive interventions to change student behavior. The interventions and consequences are **not** limited to the following:

Level	Disciplinary Options		
1	Classroom Level Interventions/consequences		
	<i>Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.</i>		
	Build relationships that support academic achievement Written or Verbal Warning Review PBIS/school-wide Expectations Teach Behavioral Expectations Use of Student Problem-Solving worksheet	Seat change Parent Contact Letter of apology Teacher conference with student Mentoring In-class time-out Time out in another classroom/location	Reinforcement of appropriate behaviors De-escalation strategies Written reflection about incident Before or after school detention Behavior contract Loss of privileges Restorative Practices *
2	Appropriate when Level 1 intervention/consequence has been ineffective		
	<i>Teachers use the following interventions to help the students change behavior in the classroom. In some cases, referral to the school administrator may be necessary depending on circumstances.</i>		
	Continue to build relationships that support academic achievement Parent/guardian involvement Mandatory teacher detention Reinforce and Reteach PBIS/school-wide expectations Use of Student Problem-Solving worksheet Peer mediation Restorative Practice *	Phone call/letter to parent or guardian Supervised time-out outside of Classroom Conference with parent or guardian Confiscation of item Counselor referral Parent contract Token economy/Reward system Temporary Removal from class	Teacher and/or administrator conference with student and/or parent Character Education lessons Parent or guardian accompany student to school or classes Suspension of computer privileges Teach conflict-resolution skills Teach social skills
3	Appropriate when Level 2 intervention/consequence has been ineffective		
	Office referral required Parent/guardian notification required		
	Suspension (1-5 days) per occurrence Administrative detention Campus clean-up/restorative justice * Behavior Intervention Plan Social Skills training	In-school suspension Alternative "school-based" program * Decision-making room * Learning Lab Class or schedule change Counselor referral Alternative Programs Anger Management group session	Social worker referral Community Service (voluntary) Saturday School Mentoring Check In-Check Out Daily behavior report Self-monitoring RTI referral Second Step *
4	Appropriate when Level 3 intervention/consequence has been ineffective		
	Office referral required Parent/guardian notification required		
	Restricted activity Modified school day Functional Behavior Assessment RTI referral/RTI team meeting	Alternative "school-based" program Referral to Alternative Ed. Program Suspension of computer privileges Behavior Intervention Plan Mental Health Services	Loss of parking/driving privileges on campus In-school suspension Suspension (6-10 days) per occurrence Request that law enforcement investigate alleged violation (criminal)
5	Appropriate when Level 4 intervention/consequence has been ineffective		
	Office referral required Parent/guardian notification required		
	RTI referral	Extended Suspension (10+ days) Referral to Alternative Education Program	Expulsion (to be considered only in the most extreme case)

In addition to any of the above consequences, restitution for loss or damage will be required.

* if available

CONSEQUENCES FOR STUDENTS MATRIX

		Levels of Consequence					Major Incident Report	School will contact:
Offense/Violation		1	2	3	4	5		
Absence (unlawful) <i>Excessive absences may result in recommendation for retention</i>		●	●	●				
Alcohol and Other Drugs – Violation of laws prohibiting the manufacture, sale, purchase, transportation, Possession □ Consumption, or Possession w/intent to distribute Alcohol 1- Unintentional possession; Alcohol 2- Under influence without possession; Alcohol 3- Sale, purchase, transportation, possession, consumption of alcohol				●	●	●	√	Campus Police School Justice Partnership
Ammunition					●	●	√	Campus Police
Arson/Fire- Unlawful use and intentional damage or attempted damage to any real or personal property by fire or incendiary devices Arson 1- NA Arson 2- Arson without property damage Arson 3- Arson with property damage						●	√	Campus Police
Battery. . . <i>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.)</i>	Battery 1 (intentional physical attack with no injuries) <i>Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other intentional physical confrontations</i>			●	●			School Justice Partnership
	Battery 2 (intentional physical attack with mild or moderate injuries) <i>Includes but not limited to pushing, hitting, kicking, shoving, pinching, slapping, and other physical confrontations that result in mild or moderate injuries</i>			●	●	●		Campus Police School Justice Partnership
	Battery 3 (intentional physical attack with severe injuries; three or more offenses in same school year) <i>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</i>				●	●		Campus Police
Bomb Threat						●		Campus Police
Bullying, Harassment, Intimidation <i>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 To include Cyber-bullying</i>	First Offense of bullying as defined in Georgia Code Section 20-2-751.4 Second incident of bullying as defined in Georgia Code Section 20-2-751.4 Third/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.			●	●			
Cell Phone Misuse (see also Electronic Device Misuse)		●	●	●				
Cheating		●	●					

Computer Trespass: <i>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</i>	Level 3- <i>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. Includes but not limited to hacking.</i>				●	●		√	Campus Police
	Level 2- <i>Unauthorized use of school computer for anything other than instructional purposes</i>	●	●	●					

Destruction of Property/Vandalism			●	●	●				
Disrespect Toward Others- (please also see Student Incivility)		●	●	●					
Disorderly Conduct- <i>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)</i>	Level 1- <i>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</i>			●					School Justice Partnership
	Level 2- <i>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</i> Level 3- <i>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</i>				●	●		√	
Dress Code (refer to page 20-22)		●	●	●					
Electronic Device Misuse (see also Cell Phone Misuse)		●	●	●					
Extortion						●		√	Campus Police
False Fire Alarm				●	●	●			
False Information/Accusations		●	●	●				√	
Fighting: Physical <i>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.)</i>	1st Offense: <i>1-3 days suspension</i> Fighting 1- NO injuries Fighting 2- Minor or Moderate Injuries			●	●				School Justice Partnership (1,2, 3)
	2nd Offense: <i>4-6 days suspension</i> Fighting 1- NO injuries Fighting 2- Minor or Moderate Injuries			●	●	●		√	
	3rd Offense- <i>7-10 days of suspension</i> Fighting 1- NO injuries Fighting 2- Minor or Moderate Injuries Fighting 3- Severe injuries; three or more fights in the same school year			●	●	●		Severe injuries	
Verbal Confrontation			●	●					
Fireworks/Explosives						●		√	Campus Police
Forgery/Counterfeit Currency			●	●	●				
Gambling				●	●	●			
Gang-Related Activity: <i>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</i>					●	●		√	Campus Police
Hazing				●	●	●			Campus Police
Inappropriate Language (Students/Adults)		●	●	●					

Swearing at or in Response to Adults			●	●	●			
Leaving an Area and /or Leaving Class and/or School Grounds w/o Permission			●	●	●			
Sexual Activity						●	√	Campus Police
Sexual Harassment					●	●	√	
Stealing and/or Theft			●	●	●	●		
Student Incivility: <i>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</i>		Level 1: Failure to comply with instructions or the inadvertent use of inappropriate language Level 2: Blatant insubordination or the use of inappropriate language directed towards school staff or peers; intentional misrepresentation of the truth Level 3: Blatant and repeated insubordination or intentional misrepresentation of the truth; <u>Level 3 should be used for students who display a pattern of violating the school policy related to student incivility (pattern= 3 or more times during the school year)</u>	●	●		●		
Tardiness/Excessive Tardiness			●	●	●			
Tobacco: <i>Possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, and on transportation to and from school</i>	First Offense	<i>Up to 3 days suspension</i>			●			School Justice Partnership
	Second Offense	<i>Up to 5 days suspension</i>			●	●		School Counselor School Justice Partnership
	Further Offenses	<i>Up to 10 days suspension Consider after the third offense</i>			●	●		School Justice Partnership
Weapons (including look-a-like guns) <i>Possession of: Firearm</i>							√	Campus Police
Other Weapon (includes knives and look-a-like guns)					●	●	√	
<i>Used to Cause or Attempt to Cause Bodily Harm/Injury</i>						●	√	Campus Police
Willful Disobedience/Defiance			●	●	●	●		

V. STUDENT DISCIPLINARY ACTION

A Student Disciplinary Action (SDA) is used to correct and/or to eliminate student misbehavior, to encourage every student to follow the Student Code of Conduct, to promote the positive emotional, mental, social and physical health needs of each student and to encourage each student to be an excellent citizen of the BCSD community.

SDAs shall be administered fairly and based on a careful assessment of the circumstances of each case and in conformity with the applicable laws.

If a student is found guilty of violating the Student Code of Conduct, the student and parent(s) should expect to receive a sanction(s). The sanction(s) may be as minimal as a verbal warning or may result in an Evidentiary Hearing, which may result in expulsion from school.

The BCSD will impose appropriate sanctions for all incidents of Student misbehavior. The BCSD's administrators and teachers will endeavor to use the lowest level of SDA, as required on a case-by-case basis. The acts of misconduct and the associated interventions/consequences listed below are not exclusive. The BCSD shall impose appropriate sanctions in response to Student misbehavior. Consideration of necessary interventions and Positive Behavior Supports will be given through the Multi-Tiered Systems of Support (MTSS) process, if they have not already been provided.

VI. AUTHORITY OF SCHOOL LEADERSHIP

The Principal is the designated leader of the school and, with the staff, is charged by the Superintendent with the safe and orderly operation of the school. In case of disciplinary violations not covered by this handbook, the Principal may impose corrective measures which he or she believes to be in the best interest of the student(s) involved and the school.

The Code of Conduct Matrix is a guideline for school leaders to use when they are providing interventions and consequences for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose interventions and consequences ranked higher on the matrix than indicated for each behavior.

VII. SPECIFIC PROVISIONS

(A) Attendance

The Official Code of Georgia Annotated (O.C.G.A) statute section 20-2-690.1, entitled Compulsory School Attendance Law," mandates, under the penalty of criminal punishment, that all children ages 6th through their 16th birthday attend school daily. School success is defined as the ability of all students to perform at high levels of proficiency, graduate from high school and obtain post-secondary education and training. The amount of time spent in the classroom is a good indicator of ultimate student success. Every time a student is tardy or absent, the student loses an opportunity to learn. The BCSD expects students to be in school and on time every day, except when illness, injury or some serious situation beyond their control prevents attendance. Student absences are categorized into excused and unexcused absences. Unexcused absences will result in the following consequences:

1. K-8 students with **ten-plus (10+)** unexcused absences per school year will be considered for retention and /or not promoted to the next grade level.
2. 9-12 student with five-plus (5+) unexcused absences in a half credit course will not receive credit for the course. 9-12 students who take year-long classes w/ten (10+) unexcused absences will not receive credit for the course.
3. A student with **three (3) unexcused absences**, results in the BCSD notifying the student’s parent(s) or guardian explaining the penalties and consequences of additional absences.
4. A student with **seven (7) unexcused absences**, results in the BCSD’s Office of School Social Services sending a certified letter informing the student and parents that three (3) days remain before the BCSD will take action.
5. Students who demonstrate a **pattern of unexcused absences and tardiness** will be referred to the Office of Student Support Services for appropriate intervention that may include a charge of truancy being filed against a parent and/or student.
6. **Court-related Consequences:** Court-related penalties for excessive unexcused absences may include subjecting the parent(s), guardian(s), or other person(s) to criminal misdemeanor charges. Upon conviction thereof, parent(s), guardian(s), or other person(s) may be subject to a fine not to exceed \$100.00 or imprisonment not to exceed 30 days, or both, at the discretion of the court having jurisdiction.
7. The BCSD will withdraw students who have missed more than ten **(10) consecutive days due to unexcused absences** and who are not subject to compulsory attendance laws, who have not responded to efforts to get them to return to school, and who are not receiving instructional services from the local school system through homebound instruction or instructional services required by the federal Individuals with Disabilities Act (i.e., IDEA).

The District will only accept three handwritten notes per semester as an excused absence. If an absences spans more than three days, a doctor’s excuse will be required.

(B) Truancy

When a child is absent, parents, guardians or other persons who have control of a child enrolled in the District should comply with district’s policies and school guidelines to report reasons for absences. Georgia law requires that after any student who accrues five (5) days of unexcused absences in a given school year, the parent, guardian or other person who has control or charge of that child shall be in violation of O.C.G.A. § 20-2- 690.1(b). Any child who is subject to compulsory attendance who, during the school calendar year, has more than five (5) days of unexcused absences is considered truant. The law states the following: “Any parent, guardian or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day’s absence from school in violation of this part after the child’s school notifies the parent, guardian or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense.” Schools will notify parents/guardians when a student has accumulated three (3) unexcused absences. The BCSD’s Office of School Social Services will also notify parents/guardians of students when the student has accumulated seven (7) unexcused absences during the school year by sending a certified letter. Student and family may be required to go before the Truancy Task Force. Also, possible consequences may include disposition for unruly children in accordance with O.C.G.A.

§ 15-11-67.

(C) Bullying

“Bullying is when someone repeatedly, and on purpose says or does mean or hurtful things to another person who has a hard time defending themselves. Cyber-bullying is bullying through email, social media, instant messaging, chat room exchanges, Web site posts, or digital messages or images sent to a cellular phone or personal digital assistant. Cyber-bullying, like traditional bullying, involves an imbalance of power, aggression, and a negative action that is often repeated.” (OLWEUS Bullying Prevention Program, 2014) The BCSD prohibits bullying or cyber-bullying of a student by another student. In the event a student has committed the offense of bullying or been the victim of bullying, the school will notify the parent(s), guardian(s) or other person(s) having control or charge of such student. Upon a finding that a student has committed his/her first or second offense of bullying, said student will be subject to the penalties and consequences of Level III or IV discipline listed above. Upon finding that a student in grades 6-12 has committed the offense of bullying for a third time in a school year, the student will be subject to Level V consequences and may be assigned to an alternative school setting. For further information on the BCSD’s Bullying Policy, see the BCSD website.

(D) Dress Code

BCSD’s students are required to attend school dressed in appropriate attire which does not disrupt or have the likelihood of disrupting the teaching or learning of others and/or which does not violate the School District’s dress code. We believe that students who are neatly and cleanly dressed often behave better and display a more serious attitude toward the important business of teaching and learning; therefore, all students enrolled in the Bibb County School District shall abide by the following dress code.

All middle schools and some elementary schools are covered by a unified dress code. High School dress code can be found on the BCSD’s website. Information on the specific dress requirements is available at each middle/high school and each applicable elementary school. The following rules apply to all items not addressed by unified dress codes.

General Guidelines for ALL attire

- All clothing must be appropriately sized (not sagging) and worn with the appropriate undergarments, which cannot be seen through the garment.
- All clothing must cover the body, with no openings, slits or holes that expose skin or undergarments, cleavage, the mid-section, bare back or other parts of the torso.
- Clothing that is too short or too tight is not allowed.

NOT PERMITTED CLOTHING ITEMS: This is not intended as a comprehensive list of non-permitted clothing items. *The School District* may prohibit additional clothing items throughout the school year. Notice regarding additional prohibited clothing items will be posted in office of each school.

The following items are NOT PERMITTED:

- Bib overalls/jumpsuits
- Sunglasses
- Non-jewelry items (ex: dog-collar type chains, belt-chains)
- Any clothing, attire or personal belongings associated with gang activity or behavior. Clothing, attire or personal belongings that are associated with a gang may be established by evidence of a common name or common identifying signs, symbols, insignias, tattoos, graffiti or other distinguishing characteristics.
- Any article of clothing, which advertises alcohol, drugs, sex or which contains inflammatory, vulgar, lewd or suggestive writing, pictures, emblems or promotion of aggression or violence. Any clothing, which advertises or advocates the use of a product, is prohibited on school premises. Any clothing which disrupts the learning process is prohibited on school premises.

- Hats, caps, hoods, scarves, bandannas, “do rags,” combs, picks, roach clips and curlers are not allowed. Possession of metal picks is prohibited on school property.
- Any accessory, object or ornament that is distracting or capable of being used as a weapon or in the use of drugs or alcohol is not allowed. This includes, but is not limited to, artificial nails, jewelry, etc. Schools reserve the right to ban any clothing items/accessories which may present a danger or distraction to the school community.
- Removable, Ornamental Tooth Caps/Grills
- All other items which, in the judgment of the principal (designee), disrupt or distract from the teaching and learning process, such as dice, playing cards, laser pointers, games, toys or electronic devices.
- Big shirts, jerseys or other oversized shirts *NOTE: (School athletes can wear school jerseys and uniforms on occasions as addressed in school handbook) Appropriate length shorts and pants must be worn underneath athletic skirts (tennis, cheerleading etc.) Schools have a specified dress code for athletes on game days.

STUDENT DRESS CODE VIOLATIONS

1st Offense = Written Warning/Teacher contacts parent/May be removed from the learning environment, if clothing is a distraction and cannot be corrected.

2nd Offense = Teacher/Student Conference/Teacher contacts parent/May be removed from the learning environment, if clothing is a distraction and cannot be corrected

3rd Offense = Teacher/Student Conference/Teacher contacts parent/May be removed from the learning environment, if clothing is a distraction and cannot be corrected – Teacher completes a referral to the counselor

4th Offense – Teacher contacts parent and completes office referral; Student may receive up to 2 days ISS

5th Offense & Subsequent- Teacher contacts parents and completes an office referral; if the dress code violation issue becomes a disruption or repetitious problem, subsequent consequences may escalate to in-school suspension of 3-5 days per occurrence.

Compliance Measures: The intent of these requirements is to promote an environment consistent with the business of teaching and learning. To this end, students who are not properly attired will be subject to progressive disciplinary actions, as outlined by District policies and determined by the principal or designee. A student shall be considered **to be in compliance** with this policy in the following instances:

- When a student wears a button, armband, or other accouterment to exercise the right to freedom of expression, unless the button, armband or other accouterment is in violation of the prohibitions contained in this Code;
- When a student wears the uniform of a nationally recognized youth organization, such as the Boy Scouts or the Girl Scouts on regular meeting days and ROTC;
- When student is wearing (or not wearing) the required attire violates a student's sincerely held religious beliefs;
- When an authorized school activity requires different attire, but only upon the direction of the principal (designee); or,
- When pregnant and wearing maternity attire.

(E) Electronic Devices

It is the discretion of school administration to allow students to bring electronic devices to enhance student learning in the practice of BYOD. The acronym “BYOD” stands for Bring Your Own Device. As students utilize their personal technology devices in school, they can learn new ways to use them for collaborating and interacting with their teachers and each other to research information, solve problems, create original products, and publish their work. Some of the technology tools that schools may opt to allow students to bring may include the following: laptop computers, tablet computers, e-readers, netbook computers, iPads, gaming devices and smartphones.

To promote proper Electronic Etiquette and an academic environment, the use of these devices will be restricted during the following times and situations: Use of electronic devices during the instructional school day is prohibited, UNLESS authorized by school staff and signed parental permission. Students may not use electronic communication devices during instruction time or on school buses. (O.C.G.A. § 20-2-1183) unless it is for the sole purpose of academic instruction and authorized by school staff. Students must adhere to the school’s established Cell Phone Protocol, as directed. They must be completely powered down, turned off and kept out of sight, unless being utilized for instructional purposes and authorized by school staff. Students are not to utilize communication devices for personal calls, texting or personal social media postings. The use of audio recording or camera functions of electronic devices by students is strictly prohibited on school premises at all times, unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses or intimidates school-related individuals, including student, employees and visitors, or violates local, state or federal law.

Students may only have electronic devices for the exceptions below. Otherwise school district policy prohibits the possession or use of the following electronic devices on the school campus or on the school bus: cell phones, pagers/beepers, iPods, walk-mans, radios, CD/DVD players, digital cameras, electronic games and toys, laser pointers or any other electronic devices.

Exception for Personal Communication Devices:

- Students are allowed to bring communication devices to school for the sole purpose of student safety and communication with parents and guardians before and after the school day. All devices must be out of sight and turned off during the official school day, unless they are being used for instructional purposes (BYOD) and authorized by school staff.
- Students are allowed to BYOD for the sole purpose of academic instruction. BYOD devices must be authorized by school staff and parental permission provided through the District Technology Use Agreement.
- Cell phones or any other personal communication devices that are visible, ring or make sounds during the instructional day will be considered contraband items and a violation of this policy. Parents must submit a note authorizing students to have a cellphone at school.
- Electronic devices may not be used during any students' assessments unless specifically allowed by law, student IEP, or teacher directions.

Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary action. No student shall photograph, videotape, record or reproduce, via any audio or video means, another student or staff member while on school system premises, without the expressed prior permission of the student or staff member.

First Offense: Should a student receive or send a phone call or text message during school or make personal posts on social media the device shall be confiscated by a certified or classified staff member and given to

an administrator. The student may pick up the device at the end of the day in the Administrative Office.
Second Offense: A second infraction shall result in the device being confiscated, and the student will be required to participate in disciplinary action assigned by the administrator as outlined in the “Student Consequence Matrix.”

Third Offense: A third infraction shall result in the device being confiscated and will remain in the possession of the administrator until a parent, guardian or parent designee comes to the school for a conference. In addition, disciplinary actions may be assigned as outlined in the Code of Conduct.

Students shall be personally and solely responsible for the security of their cellular telephones and/or other Personal Communication Devices (PCDs) or BYODs. The Bibb County School District shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other PCD or BYOD, nor does it assume responsibility for the unauthorized use of any device.

(F) Equal Opportunity and Non-Discrimination

It is the BCSD’s policy to provide equal opportunities without regard to race, color, gender, religion, national origin, handicapped condition, disability, genetic information or veteran status in its educational programs and activities. This includes, but is not limited to: admissions, educational services, access to facilities, financial aid and employment. Inquiries regarding the BCSD’s Equal Opportunity policies may be referred to the coordinators listed below. Also, further information is available on the BCSD’s Website.

Title VI, VII, IX, Georgia Equity in Sports, and EEO Coordinator:

Mr. Jamie Cassady
484 Mulberry Street, P.O. Box 6157
Macon, Georgia 31208
(478) 765-8504

Section 504/ADA Coordinator:
Leslie Widner
484 Mulberry Street
P.O. Box 6157
Macon, Georgia 31208
(478) 765-8638

The Office of Civil Rights U.S.
Department of Education
61 Forsyth Street S.W.,
Suite 19T70
Atlanta, Georgia 30303
(404) 562-6350

(G) School Buses

All students are required to abide by the requirements for student behavior listed throughout this document. In accordance with the law, students are specifically prohibited from:

- Engaging in any acts of physical violence, bullying, physical assault or battery, verbal assault, disrespectful conduct toward the school bus driver or other persons on the school bus or any other unruly behavior;
- Use of electronic devices during the operation of the school bus including, but not limited to cell phones, pagers, audible radios, tape or compact disc players without headphones or any other electronic device which might interfere with the school bus communication equipment or the school bus driver’s operation of the school bus; and
- Use of mirrors, lasers, flash cameras or any other lights or reflective devices in a manner that might interfere with the school bus driver’s operation of the school bus.

Further information relating to the transportation of students and the discipline requirements for students riding school buses can be found on the BCSD’s website.

(H) School Clubs

Information on school clubs varies by school; therefore, each school will provide a list of school clubs and organizations available at that school, including the name of the club, mission or purpose, name of the faculty advisor and a description of activities.

(I) Sexual Harassment

BCSD's policy is to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy BCSD employee to harass a student, or for any student to harass another student or

school employee through conduct or communication of a sexual nature. The BCSD's complete Sexual Harassment policy is located on the BCSD's website. For additional information on sexual harassment/Title IX, please refer to School District's website on Title IX.

(J) State Mandated Process for student reporting of acts of sexual abuse or sexual misconduct

Any student who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school. Also, parents or friends of victimized students who have knowledge of sexual abuse or sexual misconduct by a teacher, administrator or other school system employee are urged to make an oral or written report of the act to any teacher, counselor or administrator at the school.

- Any teacher, counselor or administrator who receives a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*
- Any school principal or principal's designee who receives a report of sexual abuse, as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report, if requested, to a child welfare agency, which provides protective services, as designated by the Department of Human Resources or in the absence of such agency, to an appropriate police authority or district attorney.
- Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.
- Pursuant to Bibb County procedures, upon receipt of a report under this policy, the principal shall immediately contact the Office of Student Support, which will initiate an investigation into the allegations.
- When it is determined that reports should be made to various outside agencies, the Office of Student Support will contact appropriate police authorities, will coordinate with the Office of School Social Services to make a report to the appropriate child welfare agencies and will coordinate with the Department of Human Resources to make a report to the Professional Standards Commission.
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(K) Student Records

The Family Education Rights and Privacy Act (FERPA) requires that student records be maintained confidentially and provides parents and students various rights with respect to student records. In addition, FERPA allows certain types of personally identifiable information, known as “Directory Information” to be released by the BCSD without the consent of a parent or student. Students and parents can review their rights under FERPA at the BCSD’s website found at: www.bcsdk12.net. Parents may request that the BCSD not release any directory information regarding his or her student by notifying Mr. Jamie Cassady, 484 Mulberry Street, P.O. Box 6157, Macon, Georgia 31208, in writing, **no later than October 4, 2020.**

(L) Violence Against Teachers, School Bus Drivers, or Other School Officials or Employees

Students shall not inflict violence on the BCSD’s teachers, school bus drivers or other school officials or employees. Physical violence shall include: 1) Category 1 - intentionally making physical contact of an insulting or provoking nature with the person of another; or 2) Category 2 - intentionally making physical contact which causes physical harm to another, unless such physical contact or physical harm was in defense of him or herself. In the event a student engages in such behavior, such student shall be suspended, pending a hearing pursuant to the Student Evidentiary Hearing Process. If a student engages in Category 1 physical violence, the student may be disciplined by expulsion, long-term suspension or short-term suspension. If a high school student engages in a Category 2, physical violence, the student shall be expelled from the BCSD for the remainder of the student’s eligibility to attend school and may be permitted to attend the alternative school (located at SOAR Academy) for the expulsion period. If a student commits such acts in grades K-5, the District may permit the student to re-enroll in the school system. If a student commits such acts in grades 6-8, the District may permit the student to reenroll for grades 9-12.

(M) Weapons

Students are prohibited from possessing firearms (as defined by O.C.G.A. 16-11-127.1), dangerous weapons (as defined by O.C.G.A. 16-11-127) or hazardous objects (as defined by H.B. 826), while on school property or at school functions.

Pursuant to BCSD’s policy (JCDAE), a student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon. "Weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straightedge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of Code Section 16-11-106. This paragraph excludes any of these instruments used for classroom work authorized by the teacher.

Also, hazardous object (according to H.B. 826 Section 1-3.) means any dirk, bowie knife, switchblade knife, ballistic knife, any other knife with a blade of two or more inches, straightedge razor, razor blade, spring stick, knuckles, whether made from metal, thermoplastic, wood, or other similar material, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck,

nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any instrument of like kind, any nonlethal air gun, and any stun gun or taser as defined in O.C.G.A. § 16-11- 106 or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

Any student who possesses weapons or any item or toy that resembles a weapon, on campus, shall be taken to a Tribunal Hearing, with the possibility of Expulsion and will be referred to law enforcement officials. The BCSD retains the authority to modify such expulsion requirement on a case-by-case basis, and the student may be permitted to attend alternative school for the suspension period. Further information regarding the BCSD’s weapon prohibition is available on the BCSD’s website found at: www.bcsdk12.net

Again, Bibb County School District will not tolerate weapons in school, and this includes toys like BB guns and throwing stars. Students who bring weapons or toys that look like weapons to school will be sent to a tribunal with the possibility of expulsion. Students in elementary school are no exception. If a student(s) witnesses another student(s) with any of these items, he/she should report it to a teacher or administrator immediately.

VIII. RESOURCES FOR FURTHER INFORMATION

On the BCSD Website, students and parents will find additional information regarding student expectations and conduct, as well as annual notices relating to students.

For those students and families without access to the Internet, each school has a full set of all disciplinary procedures and student notices available for your review at any time during school hours. A student and his/her family may obtain a written copy of the BCSD disciplinary procedures and student notices by contacting the Office of the Deputy Superintendent of Student Affairs at (478) 765-8504 between the hours of 7:30 AM through 4:30 PM.

Please find below a list of local mental health and suicide prevention resources.

Mental Health Resources

River Edge Behavioral Health	https://www.river-edge.org
Mental Health America of Georgia	https://www.mhageorgia.org
National Alliance on Mental Illness	https://nami.org
Substance Abuse and Mental Health Services Administration	https://www.samhsa.gov
Centers for Disease Control and Prevention	https://www.cdc.gov
Georgia Department of Education	https://www.gadoe.org/schoolsafetyclimate/Pages/Suicide-Prevention.aspx

Suicide Prevention Resources

Georgia Crisis & Access Line (GCAL)	1-800-715-4225
https://www.georgiacollaborative.com/providers/georgia-crisis-and-access-line-gcal/	
Suicide Prevention Resource Center	https://www.sprc.org/states/georgia
National Suicide Prevention Lifeline	1-800-273-8255; https://suicidepreventionlifeline.org
Georgia Department of Behavioral Health & Developmental Disabilities	https://dbhdd.georgia.gov
Georgia Suicide Hotlines	https://suicide.org
https://www.gadoe.org/schoolsafetyclimate/Pages/Suicide-Prevention.aspx	

Thank you in advance for doing your part to make the 2020-2021 school year a healthy, safe and positive learning experience for all students.

News Media Clearance and Opting Out for Students

At various times throughout the school year, members of the Bibb County School District Communications Department and/or approved members of the news media may be taking photographs or video at schools or at district/school-sponsored events. These photographs and videos also may appear on social media. If a parent/guardian does not wish for his/her child to be included in any such photographs or videos, he/she must submit a “Media Opt-Out Form” to the school within two weeks of the student’s start date. These forms may be requested in the front office of each school. A copy of the form is also located on the district’s website under the Department listing for Communications.

Acknowledgment of Receipt of Student Code of Conduct

The undersigned hereby acknowledges receipt of a copy of the Bibb County School District's Student Code of Conduct. We have received, read and discussed the Student Code of Conduct with our child, and we agree to fully abide by the same.

We understand that additional information affecting students is posted on the School District's website, and that it is our responsibility to review and abide by that information. We understand the options available to us, if we do not have internet access at our homes.

We have been provided with information regarding possible consequences and penalties for failure to comply with the compulsory attendance law.

Signature of Parent

Date

Signature of Student

Date

School: _____

Grade: _____

Teacher: _____

Participation in Clubs and Organizations

I have been provided with information on the clubs and organizations that are offered at my child's school. I choose that my child, _____, not participate in the following clubs or organizations. _____

Signed _____

Date _____

Please complete and return this page to the school within 5 days of receipt of this Code of Conduct

*** THIS FORM MUST BE RETURNED FOR YOUR STUDENT TO USE COMPUTERS ***

Please complete, remove, and return to school.

Elementary Student Technology Acceptable Use Agreement

My parents and I have discussed the Code of Conduct information related to technology use, and I, (*print student name*) _____, agree to the following:

- I will only use computers, digital devices, networks and software for educational purposes and with adult supervision at school.
- I understand that I am expected to return any and all electronic devices belonging to BCSD when requested by the school administrator.
- I know that misuse of computers, digital devices, networks and software could lead to serious consequences, such as suspension or expulsion.
- I will not share any of my personal information such as name, address, or phone number or that of my parents, classmates, teachers or anyone else over the internet, unless my teacher has given me permission to do so.
- I will not give my user name or password to any other student or use another student's user name or password.
- I understand that my parents will have to pay for any BCSD's property damaged, misplaced or lost by me.
- I understand I will need to return the technology on the due date as required.

Student's Signature _____ Dated _____

Parent/Guardian Consent Form

In Bibb County Schools, your child has access to computers, the Internet, and other electronic resources. It is important that you and your child read and discuss the rules and regulations in the Code of Conduct together. Additional information can be accessed by clicking on the policy IFBG link on the BCSD Board of Education eBoard policies page. Inappropriate use of the Internet, computers, or other technology related resources will result in the loss of computer and/or Internet privileges.

I, (*print name*) _____, the parent/guardian of the above student, agree to accept all legal and financial obligations that may result from my son/daughter's use of the Bibb County School District's computers, network, and Internet resources. Also, I understand that I am liable for any damages incurred from theft or defacing of school property.

As the parent or guardian of this student, I have read the Student Code of Conduct. I understand that access to the Internet and other technology resources is a privilege and is designed for educational purposes. I also understand that the Bibb County School District has taken all available precautions to eliminate controversial materials. I will not hold the school system responsible for inappropriate materials acquired through the Internet. Furthermore, I accept full responsibility for the actions of my child. I agree to return the technology to the Bibb County School District as required (upon the due date, or earlier if my child leaves the district).

Please indicate Yes or No by placing a checkmark in the appropriate boxes below.

I grant permission for my child to use computers, digital technology resources and the Internet, as provided by the District.

Yes No

I grant permission for my child to use electronic communications at school for instructional purposes only.

Yes No

I grant permission for the publication my child's creative work on the Internet at the school's website. No home address or telephone number will appear with such work. His/her first name may be published with the work.

Yes No

Parent/Guardian's Signature _____ Date _____

*** THIS FORM MUST BE RETURNED FOR YOUR STUDENT TO USE COMPUTERS ***

*** THIS FORM MUST BE RETURNED FOR YOUR STUDENT TO USE COMPUTERS ***

Secondary Student Technology Acceptable Use Agreement

My parents and I have discussed the Code of Conduct information related to technology use in the Bibb County School District and I, (*print student name*) _____, agree to the following:

- I will abide by all computer, technology and Internet rules and regulations stated in the Code of Conduct.
- I understand that I am expected to return any and all electronic devices belonging to BCSD when requested by the school administrator.
- I accept that inappropriate use may lead to penalties, including but not limited to, revocation of accounts, disciplinary action or legal action.
- I will not provide any of my personal information such as name, address or phone number or that of my parents, students, teachers, or anyone else over the Internet unless directed to do so by a teacher.
- I will not give my account name or password to any other student or use another student's login.
- I understand that my parents will have to pay for any BCSD's property damaged, misplaced or lost by me.
- I understand I will need to return the technology on the due date as required.

I release the Bibb County School District from any liability or damages that may result from my use of the Internet, computers, or other technology related resource, either financially or legally. I acknowledge that safe guards are in place to limit my access to inappropriate Internet resources.

Signed _____ Dated _____

Parent/Guardian Consent Form

In Bibb County schools, your student has access to computers, the Internet and other electronic resources. It is important that you and your child read and discuss the rules and regulations in the Code of Conduct together. Additional information can be accessed by clicking on the policy IFBG link on the BCSD Board of Education eBoard policies page. Inappropriate use of the Internet, computers or other technology related resources will result in the loss of computer and/or Internet privileges.

I, (*print*) _____, the parent/guardian of the above student, agree to accept all legal and financial obligations which may result from my son/daughter's use of Bibb County School District's computers, network, technology related resources or the Internet. Also, I understand that I am liable for any damages incurred from theft or defacing of school property. I agree not to hold the School District or any of its employees or any of the institutions or networks providing access to networks responsible for the performance of the system or the content of any material accessed through it. I agree to return the technology to the Bibb County School District as required (upon the due date, or earlier if my child leaves the district).

As the parent or guardian of this student, I have read the Code of Conduct. I understand that this access is a privilege and is for educational purposes. I understand that the School District has taken all available precautions to eliminate controversial materials. I will not hold the school system responsible for inappropriate materials acquired through the Internet. Further, I accept full responsibility for the actions of my child.

I grant permission for my child to use computers as provided by the School District. Yes No

I grant permission for my child to use the Internet as provided by the School District. Yes No

I grant permission for my child to use an e-mail account at school for instructional purposes only. Yes No

I understand that my child's creative work may be published on the Internet on the school's website and no home address or telephone number will appear with such work. His/her name may be published with the work. I grant permission for the publication of any work of my student. Yes No

I certify that the information contained on this form is correct.

Parent/Guardian's Signature _____ Dated _____

Please complete, remove, and return to school.



2020-2021

JULY 2020							AUGUST 2020							SEPTEMBER 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

OCTOBER 2020							NOVEMBER 2020							DECEMBER 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

JANUARY 2021							FEBRUARY 2021							MARCH 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
					1	2		1	2	3	4	5	6		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

APRIL 2021							MAY 2021							JUNE 2021						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

August 6 – Sept. 4, 2020
 September 7
 September 8
 November 11
 November 25 - 27
 December 23 – Jan. 4
 January 5, 2021

 January 6
 January 15
 January 18
 January 19

 January 20

Pre-Planning
 Labor Day Holiday
 First Day of School
 Veterans Day
 Thanksgiving Break
 Holiday Break
 Professional Learning (No Students)
 Students Return from Holiday
 First Semester Ends
 Dr. Martin Luther King, Jr. Day
 Professional Learning (No Students)
 Inclement Weather Make-up
 Second Semester Begins

February 15 - 16

 February 17

 March 22 - 26
 May 26

 May 26 - 28
 May 27 - 28
 May 31

Winter Break
 Inclement Weather Make-up
 Professional Learning (No Students)
 Inclement Weather Make-up
 Spring Break
 Last Day of School (½ Day for Students)
 High School Graduation
 Post-Planning
 Memorial Day

First and Last Day of the Semester
Holidays
Pre/Post-Planning and Professional Learning

