

2023-24



BIBB COUNTY SCHOOL DISTRICT

STUDENT

CODE OF CONDUCT

STUDENT RIGHTS, RESPONSIBILITIES AND CHARACTER DEVELOPMENT



MISSION

The BCSD maximizes student achievement and social-emotional well-being by building a sense of community in safe, equitable learning environments.) and Vision (Students are empowered to learn, lead, innovate, and serve as productive and caring citizens within their chosen paths of success



<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 عربي</p>	<p>احصل علي المساعدة بلغتك المعلومات الواردة في هذا الدليل مهمة لك وطفلك لديك الحق في الحصول على هذه المعلومات والمساعدة بلغتك مجاناً اتصل بالرقم ٤٣٨٦-٧٧٩(٤٧٨) او لنص ٩٤١٧-٥٠٨(٤٧٨) 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 વિનંતી કરવા માટે કૉલ (478) 779-4386 અથવા ટેક્સ્ટ (478) 508-9417 કરો.</p>
<p>Japanese 日本語</p>	<p>あなたの言語でお手伝いができます。 あなたにはあなたの言語で情報及び手助けを無料で得る権利があります。 通訳を要請するには、電話(478)779-4386及びテキスト(478)508-9417にてご連絡ください。</p>
<p>Korean 한국어</p>	<p>한국어 서비스를 받으세요. 여러분은 정보를 알 권리가 있고 무료로 통역서비스를 받을 수 있습니다. (478)779-4386 으로 전화를 하시거나 (478)508-9417 로 문자 하셔서 통역을 요청하세요.</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>Swahili Kiswahili</p>	<p>Pata msaada katika lugha yako. Unahaki ya kupata taarifa na msaada kwa lugha yako kwa bure. Piga (478) 779-4386 au tuma ujumbe (478) 508-9417 kwa ombi la mkalimani wa lugha yako.</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>

Bibb County Families,

We continue to see a downward trend in our discipline data. While we celebrate this, I cannot help but think about the true intent of this Code of Conduct. We publish this year after year with the hopes that students will be informed and REMINDED of how to conduct themselves while in a place with hundreds of other students. *School is a community where everyone relies on everyone to be successful.* Following established rules is necessary to make sure everybody wins.

I believe when most students violate a rule in our Code of Conduct, they already know it is wrong. This book is not intended to tell you what you already know. This book should serve as a strong reminder that you do not have to violate rules. Fighting, cheating, vaping, bullying, not following directions, threats, and everything else like these issues have the same thing in common; **THEY ARE NOT NECESSARY AND DO NOT HELP US TO WIN.**

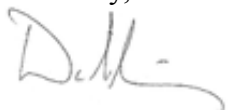


I hope all of you remember that we can all do better. With that in mind, I want you to work hard to be the best representation of yourself – every day. For those of you who received referrals last year, commit to doing better by not getting a referral for the same issue again. For those of you who never have received a referral, don't be influenced by the negative behaviors of others.

We are trying to change lives every day. Your behavior either helps us do that or hurts our efforts. In the end, you will either win or lose based on how you decide to SHOW UP to school. I'm hopeful you all dig deep and focus on being your best every day. Don't let this Code of Conduct dictate your school experience. Let it only remind you of how consequences are not necessary if you act right and if you stay focused on why you were brought into this world.

I love all of you and hope we can work together better as families and a district to change behaviors so that student dreams can come true without the distractions of poor decisions.

Sincerely,



Dan A. Sims, Ed.D.
Superintendent
#Built4Bibb

THE BIBB COUNTY SCHOOL DISTRICT'S 2023-2024 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, BCSD's teachers, administrators, clerical staff, custodians and others.
- ❑ Follow Teachers' and Administrators' Directions
- ❑ Use Acceptable language
- ❑ Avoid being rude and disruptive
- ❑ Follow BSCD'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. This is a state-reportable action.
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.
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.

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

V. 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
- [Off-Campus Student Misconduct](#)

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 (All other items which, in the judgment of the principal or designee, disrupt or distract from the teaching and learning process, such as dice, playing cards, laser pointers, games, toys or electronic devices.)
- 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 (See Policy JCDAF)
- Loitering in authorized areas
- Computer misuse – minor (See Technology Do's and Don'ts)
- 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:
 - o Deliberate search or keying of a URL, domain name or website in attempts to access inappropriate material
 - o Attempt to login as anyone other than yourself
 - o Providing electronically, personal information about yourself, your family or others
 - o Misrepresentation (forgery) of information
 - o Plagiarism. Students are responsible for their own work. This means the use of an artificial intelligence (AI) tool to generate a response to an assignment and claim it as their own is considered plagiarism.
 - o Misuse of computers for non-school related activities, including gambling, shopping,

- o online banking, personal transactions and downloading of files (including but not limited to data, music, video and games)
 - o Downloading and/or installation of freeware, shareware, or software by students
 - o Attempts to disable, impede or circumvent district protective security measures to gain access to blocked or filtered content
 - o Using technology in a negligent manner that yields damage to the device
- Using an electronic personal communication device to photograph, videotape or record another student or staff member while on school system premises. **This provision provides notice to students that they are not allowed to secretly tape or record School District classrooms.**
 - o From Policy JCDAF: Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without receiving prior permission from a teacher and/or administrator. The distribution of any unauthorized media may result in disciplinary action including but not limited to suspension, criminal charges, and expulsion.

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/or Macon-Bibb County Sherriff's Department 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, written threats, or social media posted threats containing intimidating language towards the school, other students, school personnel or individuals attending a school-related **function**. No student shall threaten or intimidate any student, teacher, school employee, or other school related individuals.”
- 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
- Major violations of technology related BCSD policies
- 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 (including, but not limited to, edibles, THC vapes, lean, or any other substance, 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
 - o 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:
 - o Distribution of copyrighted software (software piracy is a federal offense punishable by fine or imprisonment)
 - o Vandalism, including any malicious attempt to erase, modify or destroy the data of another user and the creation or uploading/downloading of computer viruses
 - o Sabotage or deliberate destruction/alteration of software applications, operating systems or computer files
 - o Electronic distribution of inappropriate material, including games, music video or pornography
 - o Electronic distribution of inappropriate material of a defamatory, obscene, abusive, offensive, profane, threatening or hateful nature
 - o Engaging electronically, in any illegal activity
 - o Theft of any computer or computer related equipment

- 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.
- Disseminating or participating in the dissemination of a threat (including but not limited to bomb threats, shooting threats, or acts of violence) within or against a Bibb County School.

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																												
	<p><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></p> <table border="0"> <tr> <td>Build relationships that support academic achievement</td> <td>Seat change</td> <td>Reinforcement of appropriate behaviors</td> </tr> <tr> <td>Written or Verbal Warning</td> <td>Parent Contact</td> <td>De-escalation strategies</td> </tr> <tr> <td>Review PBIS/school-wide Expectations</td> <td>Letter of apology</td> <td>Written reflection about incident</td> </tr> <tr> <td>Teach Behavioral Expectations</td> <td>Teacher conference with student</td> <td>Before or after school detention</td> </tr> <tr> <td>Use of Student Problem-Solving worksheet</td> <td>Mentoring</td> <td>Behavior contract</td> </tr> <tr> <td></td> <td>In-class time-out</td> <td>Loss of privileges</td> </tr> <tr> <td></td> <td>Time out in another classroom/location</td> <td>Restorative Practices *</td> </tr> </table>			Build relationships that support academic achievement	Seat change	Reinforcement of appropriate behaviors	Written or Verbal Warning	Parent Contact	De-escalation strategies	Review PBIS/school-wide Expectations	Letter of apology	Written reflection about incident	Teach Behavioral Expectations	Teacher conference with student	Before or after school detention	Use of Student Problem-Solving worksheet	Mentoring	Behavior contract		In-class time-out	Loss of privileges		Time out in another classroom/location	Restorative Practices *					
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	Time out in another classroom/location	Restorative Practices *																											
2	Appropriate when Level 1 intervention/consequence has been ineffective																												
	<p><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></p> <table border="0"> <tr> <td>Continue to build relationships that support academic achievement</td> <td>Phone call/letter to parent or guardian</td> <td>Teacher and/or administrator conference with student and/or parent</td> </tr> <tr> <td>Parent/guardian involvement</td> <td>Supervised time-out outside of Classroom</td> <td>Character Education lessons</td> </tr> <tr> <td>Mandatory teacher detention</td> <td></td> <td></td> </tr> <tr> <td>Reinforce and Reteach PBIS/school-wide expectations</td> <td>Conference with parent or guardian</td> <td>Parent or guardian accompany student to school or classes</td> </tr> <tr> <td>Use of Student Problem-Solving worksheet</td> <td>Confiscation of item</td> <td>Suspension of computer privileges</td> </tr> <tr> <td>Peer mediation</td> <td>Counselor referral</td> <td>Teach conflict-resolution skills</td> </tr> <tr> <td>Restorative Practice *</td> <td>Parent contract</td> <td>Teach social skills</td> </tr> <tr> <td></td> <td>Token economy/Reward system</td> <td></td> </tr> <tr> <td></td> <td>Temporary Removal from class</td> <td></td> </tr> </table>			Continue to build relationships that support academic achievement	Phone call/letter to parent or guardian	Teacher and/or administrator conference with student and/or parent	Parent/guardian involvement	Supervised time-out outside of Classroom	Character Education lessons	Mandatory teacher detention			Reinforce and Reteach PBIS/school-wide expectations	Conference with parent or guardian	Parent or guardian accompany student to school or classes	Use of Student Problem-Solving worksheet	Confiscation of item	Suspension of computer privileges	Peer mediation	Counselor referral	Teach conflict-resolution skills	Restorative Practice *	Parent contract	Teach social skills		Token economy/Reward system			Temporary Removal from class
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3	Appropriate when Level 2 intervention/consequence has been ineffective																												
	<p>Office referral required Parent/guardian notification required</p> <table border="0"> <tr> <td>Suspension (1-5 days) per occurrence</td> <td>In-school suspension</td> <td>Social worker referral</td> </tr> <tr> <td>Administrative detention</td> <td>Alternative "school-based" program *</td> <td>Community Service (voluntary)</td> </tr> <tr> <td>Campus clean-up/restorative justice *</td> <td>Decision-making room *</td> <td>Saturday School</td> </tr> <tr> <td>Behavior Intervention Plan</td> <td>Learning Lab</td> <td>Mentoring</td> </tr> <tr> <td>Social Skills training</td> <td>Class or schedule change</td> <td>Check In-Check Out</td> </tr> <tr> <td></td> <td>Counselor referral</td> <td>Daily behavior report</td> </tr> <tr> <td></td> <td>Alternative Programs</td> <td>Self-monitoring</td> </tr> <tr> <td></td> <td>Anger Management group session</td> <td>RTI referral</td> </tr> <tr> <td></td> <td></td> <td>Second Step *</td> </tr> </table>			Suspension (1-5 days) per occurrence	In-school suspension	Social worker referral	Administrative detention	Alternative "school-based" program *	Community Service (voluntary)	Campus clean-up/restorative justice *	Decision-making room *	Saturday School	Behavior Intervention Plan	Learning Lab	Mentoring	Social Skills training	Class or schedule change	Check In-Check Out		Counselor referral	Daily behavior report		Alternative Programs	Self-monitoring		Anger Management group session	RTI referral		
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	Alternative Programs	Self-monitoring																											
	Anger Management group session	RTI referral																											
		Second Step *																											
4	Appropriate when Level 3 intervention/consequence has been ineffective																												
	<p>Office referral required Parent/guardian notification required</p> <table border="0"> <tr> <td>Restricted activity</td> <td>Alternative "school-based" program</td> <td>Loss of parking/driving privileges on campus</td> </tr> <tr> <td>Modified school day</td> <td>Referral to Alternative Ed. Program</td> <td>In-school suspension</td> </tr> <tr> <td>Functional Behavior Assessment</td> <td>Suspension of computer privileges</td> <td>Suspension (6-10 days) per occurrence</td> </tr> <tr> <td>RTI referral/RTI team meeting</td> <td>Behavior Intervention Plan</td> <td>Request that law enforcement investigate alleged violation (criminal)</td> </tr> <tr> <td></td> <td>Mental Health Services</td> <td></td> </tr> </table>			Restricted activity	Alternative "school-based" program	Loss of parking/driving privileges on campus	Modified school day	Referral to Alternative Ed. Program	In-school suspension	Functional Behavior Assessment	Suspension of computer privileges	Suspension (6-10 days) per occurrence	RTI referral/RTI team meeting	Behavior Intervention Plan	Request that law enforcement investigate alleged violation (criminal)		Mental Health Services												
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RTI referral/RTI team meeting	Behavior Intervention Plan	Request that law enforcement investigate alleged violation (criminal)																											
	Mental Health Services																												
5	Appropriate when Level 4 intervention/consequence has been ineffective																												
	<p>Office referral required Parent/guardian notification required RTI referral</p> <table border="0"> <tr> <td>Extended Suspension (10+ days)</td> <td>Referral to Alternative Education Program</td> <td>Expulsion (to be considered only in the most extreme case)</td> </tr> </table>			Extended Suspension (10+ days)	Referral to Alternative Education Program	Expulsion (to be considered only in the most extreme case)																							
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* if available

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

CONSEQUENCES FOR STUDENTS MATRIX

Offense/Violation	Levels of Consequence					Major Incident Report	School will contact:
	1	2	3	4	5		
Absence (unlawful) <i>Excessive absences may result in recommendation for retention</i>	●	●	●				
Alcohol and Other Drugs – <i>Violation of laws prohibiting the manufacture, sale, purchase, transportation, Possession× Consumption, or Possession w/intent to distribute</i> Alcohol 1- Unintentional possession; Alcohol 2- Under influence without possession; Alcohol 3- Sale, purchase, transportation, possession, consumption of alcohol (Including edibles, vapes, lean, or imitation or otherwise) Marijuana- <i>Violation of laws prohibiting the manufacture, sale, purchase, transportation, Possession, Consumption, or Possession w/intent to distribute</i> Marijuana 1- Possession, Marijuana 2-Usage. Marijuana 3- Distribution			●	●	●	✓	
Ammunition				●	●	✓	Campus Police
Arson/Fire- <i>Unlawful use and intentional damage or attempted damage to any real or personal property by fire or incendiary devices</i> 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>		●	●			
	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
	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 Threats or Other Safety Threats					●		Campus Police

<p>Bullying, Harassment, Intimidation</p> <p><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</i></p> <p><i>Cyber-bullying</i></p>	<p>First Offense of bullying as defined in Georgia Code Section 20-2-751.4</p> <p>Second incident of bullying as defined in Georgia Code Section 20-2-751.4</p> <p>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.</p>			●	●	●		
Cell Phone Misuse (see also Electronic Device Misuse)		●	●	●				
Cheating		●	●					
<p>Computer Trespass:</p> <p><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></p>	<p>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></p> <p>Level 2- <i>Unauthorized use of school computer for anything other than instructional purposes</i></p>				●	●	✓	Campus Police
		●	●	●				
Destruction of Property/Vandalism			●	●	●			
Disrespect Toward Others- (please also see Student Incivility)		●	●	●				
<p>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></p>	<p>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></p> <p>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></p> <p>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></p>			●	●	●	✓	
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: Up to 10 days suspension Fighting 1- NO injuries Fighting 2- Minor or Moderate Injuries			●	●		✓ Severe injuries	
	2nd Offense: Up to 10 days suspension Fighting 1- NO injuries Fighting 2- Minor or Moderate Injuries			●	●	●		
	3rd Offense- Up to 10 days suspension Fighting 1- NO injuries Fighting 2- Minor or Moderate Injuries Fighting 3- Severe injuries; three or more fights in the same school year			●	●	●		
Verbal Confrontation			●	●				
Fireworks/Explosives						●	✓	Campus Police
Forgery/Counterfeit Currency			●	●	●			
Gambling				●	●	●		
Gang-Related Activity: 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)						●	✓	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 (including vaping)</i>	First Offense	<i>Up to 3 days suspension</i>			●		●		
	Second Offense	<i>Up to 5 days suspension</i>			●	●	●		School Counselor
	Further Offenses	<i>Up to 10 days suspension Consider after the third offense</i>			●	●	●		
Weapons (including look-a-like guns) <i>Possession and/or use of: Firearm, pepper spray, mace, knives or other</i>							●	✓	Campus Police
Willful Disobedience/Defiance			●	●	●	●			

VI. 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.

VII. 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.

VIII. 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. 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.
3. 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.
4. 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.
5. **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.
6. 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, website 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 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 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. (Shorts and skirts should be fingertip length or longer.)
- Backpacks must be clear or mesh.

K-5th Grade

- Collared shirts of any solid color or school spirit shirts may be worn.
- Solid colored pants, shorts, skirts/skortts, dresses and uniform jumpers in the colors of khaki, navy blue and black are allowed. Must be knee length, tight fit not permitted. Plain denim jeans without holes are allowed.
- Shoes- No slides, Crocs, or bedroom shoes

6th-12th Grade

- Follow guidance of school dress code.

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
- 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 (Personal)

The Bibb County School District (“District”) provides each student access to district-owned electronic devices for instructional purposes. Personally owned electronic devices are not permitted for use during the “school day” unless authorized by the superintendent or designee. “School day” for all students begins when the student enters the school building and ends when the bell rings to signal the completion of instructional time for the day. A student is allowed to have a personally owned electronic device at school but it must be out of sight and turned off during the school day. Students are permitted to use their personally owned electronic device after completion of the school day. Students with a health condition which requires the use of a personal electronic device are permitted to use the device during the school day after submitting documentation from their physician and receiving prior approval from school administration. Students may use a personal assistive technology device if the device is addressed in the student’s Individualized Education Program (IEP) or 504 Plan. The District reserves the right to monitor, inspect, copy, and review a personally owned electronic device or file when administration has a reasonable suspicion that a violation of the District’s Code of Conduct or a law has occurred. Violations to this policy may result in disciplinary action. Students are not permitted to use any electronic device to record audio or video media or take pictures of any student or staff member without receiving prior permission from a teacher and/or administrator. The distribution of any unauthorized media may result in disciplinary action, including but not limited to suspension, criminal charges, and expulsion.

Principal or staff have the autonomy to confiscate cell phones or electronic devices in order to monitor, inspect, copy or review when students violate Policy JCDAF.

Students shall be personally and solely responsible for the security of their Personal Communication Devices (PCDs). The Bibb County School District shall not assume responsibility or liability for the theft, loss or damage PCD, 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 31201
(478) 765-8504

Section 504/ADA Coordinator:

Leslie Widner
484 Mulberry Street | P.O. Box 6157
Macon, Georgia 31201
(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.

(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 by completing the Student Opt-Out Form located on the Communications page of our BCSD website. Students and parents can review a more detailed description of FERPA by looking at the Student Records and Privacy Notice on our BCSD website (www.bcsdk12.net) under the Parents tab.

(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, pepper spray, mace, and torch lighters 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.

IX. 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 Assistant 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
Project AWARE (School-Based Mental Health Services)	478-765-8551

Suicide Prevention Resources

National Suicide Prevention Lifeline	988
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;

Georgia Department of Behavioral Health
& Developmental Disabilities
Georgia Suicide Hotlines
Georgia Department of Education

<https://suicidepreventionlifeline.org>

<https://dbhdd.georgia.gov>

<https://suicide.org>

<https://www.gadoe.org/schoolsafetyclimate/Pages/Suicide-Prevention.aspx>

Thank you in advance for doing your part to make the 2023-2024 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 “Student Opt-Out Form” to the school. 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.

X. STUDENT TECHNOLOGY INFORMATION

Students in the Bibb County School District are expected to be responsible digital citizens. Each student will be assigned a district device as part of our 1-1 efforts. While there is no need for signing an agreement prior to a device being issued, it is fully expected that parents will review the Technology Do’s and Don’ts as well as the Student Device Contract with their students in order to ensure the device is handled properly at all times. Due to each student receiving a district device, students are not permitted to bring a personal laptop or similar device to school. In addition, parents have an opportunity to purchase Loss/Theft Insurance to protect against some incidents. Beyond the districts individually assigned 1-1 devices, students will also encounter opportunities to utilize other district technology and are expected to handle those devices with proper care at all times. Finally, the district recognizes that many parents will send their students to school with personal communication devices. Students may not use their personal communication devices during the school day. Students are not permitted to bring non-allowed devices such as gaming devices or consoles, laser pointers, universal remotes, and televisions.

TECHNOLOGY Do’s and Don’ts

The information below is designed to outline the do’s and don’ts of technology (computers, digital devices, networks, software, applications and the Internet) use in the Bibb County School District.

- DO
 - Use technology for educational purposes and related assignments.
 - Use technology to review attendance, grades, and other educationally relevant information through the Student Portal.
 - Keep information password protected with secure, private passwords.
 - Log off when away from a device.
 - Protect technology from liquids, dampness, and extreme temperatures.
 - Connect technology to the District’s content filtered wireless network.
 - Abide by all technology rules and regulations stated in the Code of Conduct.
 - Accept that inappropriate use may lead to penalties, including but not limited to, revocation of accounts, disciplinary action or legal action.

- Understand that parents will have to pay for any damaged, misplaced or lost technology that is not covered by the district's accidental damage coverage. Return any and all electronic devices belonging to BCSD when requested by the school administrator, upon withdrawing from school, or at the end of the school year.
 - Provide any technology, including personally owned devices, to administration upon request to monitor, inspect, copy, and review when there is reasonable suspicion of a violation.
 - Be mindful of digital citizenship and appropriateness of communications when using technology.
 - Promote a positive digital culture through appropriate interactions. Be kind!
 - Use the Internet via the District's content filtered wireless network to engage in teacher-designed educational opportunities that promote communication, collaboration, creativity, and critical thinking.
 - Report any behaviors that violate these expectations to a teacher or administrator immediately.
- DON'T
 - Use technology for non-educational purposes, including but not limited to recording without teacher/administrator permission, social media, non-educational apps, etc.
 - Misuse technology. It could lead to serious consequences such as suspension or expulsion.
 - Use technology in locker rooms, restrooms, nurses' offices, and/or any other areas that would violate privacy.
 - Use technology to engage in inappropriate communication through email, chat rooms, public messages, private messages, by posting material online, or any other method.
 - Engage in any behavior that may be considered cyber-bullying.
 - Share your username or password with another student or use another student's username or password.
 - Provide any personal information such as name, address or phone number or that of parents, students, teachers, or anyone else over the Internet unless directed to do so by a teacher.
 - Leave technology unattended in a car, unlocked home, or public place.
 - Leave technology in a car for long periods of time.
 - Remove any labels from technology.
 - Decorate, mark up, or otherwise deface technology.
 - Engage in 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 deliberately destroy/alter software applications, operating systems, or computer files.
 - Make any attempt to circumvent filters.
 - Use technology to record audio or video media or take pictures of any student or staff member without receiving prior permission from a teacher and/or administrator. The distribution of any unauthorized media may result in disciplinary action including but not limited to suspension, criminal charges, and expulsion.
 - Engage in electronic distribution of inappropriate material of a defamatory, obscene, abusive, offensive, profane, threatening or hateful nature.

Student Device Use Contract

- a. I will receive a student device to use at home to support my learning. By accepting the possession of the student device and included software, I agree to the following. I understand that it is to be used for schoolwork only and in accordance with School Board Policy: JCDAF. I understand I am only to access websites for the purposes of completing school assignments. I shall not sell, lease or otherwise grant anyone rights to the student device. I shall adhere to the District's rules and regulations governing the use of the student device and software and comply with all applicable copyright and other regulations regarding the software.
- b. **I understand that I am responsible for any damage to the student device that is not covered by the district's accidental damage coverage.** The District may request the student device and device charger be returned at any time. Upon request by the District or termination of the agreement, I must return the student device along with its' device charger to the District, in the same condition as on the date the device was issued, reasonable wear and tear excepted. Some commonsense actions that I must and will take to protect the laptop, software and confidential data that may be on the student device include, but are not limited to the following:
- Do not leave unattended in a car, an unlocked home, or in a public place
 - Do not remove any labels from the device
 - Keep information password-protected; log off when I am away from the computer
 - Protect from liquids or dampness
 - Protect from extreme temperatures (i.e. do not leave in trunk of car for long periods of time)
 - Do not decorate, mark up or otherwise deface the computer.
- c. By acknowledging this contract, whether via our Annual Data Update or signing for the Code of Conduct, the parent/guardian agrees for their student to accept the student device and software "as is". In no event shall the District be liable for the use of the student device. Students and parents are held to the language of this contract by virtue of the student being issued a device.
- d. **I have reviewed these rules and regulations with my child and we agree to the terms of this contract.** I 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). I understand that this access is a privilege and is for educational purposes. I understand that the 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 agree to accept the student device and software "as is." In no event shall the District be liable to me for my use of the student device. I agree to the terms of this

agreement. I understand that in the event of loss, theft, misuse or carelessness, there is no provision for replacement. I understand that if loss or damage occurs while the student device is in my possession, including at school, in a car, at my home or outside of school, I am responsible for paying for any damage. In the event of theft of a BCSD device, I must file an official police report, inform my school immediately, and provide a copy of the police report to my school. I will personally guarantee reimbursement of the replacement value of the student device to the District in accordance with BCSD Policy: JS and I understand that should the device not be returned report cards, diplomas, or certificates of progress may be withheld in accordance with BCSD Policy: JS.

- e. **This equipment is the property of the Bibb County School District (BCSD) and will be due back either upon request from the school, at the completion of your course, or upon your exit from BCSD.**
- f. The Bibb County School District will cover the cost of repairs associated with accidental damage.
- g. The Bibb County School District may provide, for parent purchase, loss and theft insurance.

2023-2024

July 4, 2023

Independence Day
(District Closed)

July 25 - 31

Pre-Planning

August 1

First Day of School

September 4

Labor Day

September 5

Professional Learning

October 6

(No Students)

October 9 - 13

Asynchronous Learning Day

October 9 - 13

Fall Break

November 17

Asynchronous Learning Day

November 20 - 24

Thanksgiving Break

December 19

Last Day of the Semester

December 20 - January 2

Holiday Break

January 3, 2024

Professional Learning

January 4

(No Students)

January 15

Second Semester Begins

February 19 - 20

Dr. Martin Luther King, Jr. Day

February 19 - 20

Winter Break

February 21

Inclement Weather Make-up

February 21

Professional Learning

March 15

(No Students)

March 15

Inclement Weather Make-up

April 1 - 5

Asynchronous Learning Day

May 22

Spring Break

May 22 - 24

Last Day of School

May 23 - 24

(½ Day for Students)

May 27

High School Graduation

June 19

Post-Planning

June 19

Memorial Day

June 19

(District Closed)

June 19

June 19

June 19

June 19

June 19

June 19

June 19

June 19

JULY 2023						
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AUGUST 2023						
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						23

SEPTEMBER 2023						
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OCTOBER 2023						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						17

NOVEMBER 2023						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						17

DECEMBER 2023						
S	M	T	W	TH	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						13

JANUARY 2024						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19

FEBRUARY 2024						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
						18

MARCH 2024						
S	M	T	W	TH	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						21

APRIL 2024						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						17

MAY 2024						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						16

JUNE 2024						
S	M	T	W	TH	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

First and Last Day of the Semester
Holidays
Pre/Post-Planning and Professional Learning
Asynchronous Learning for Students / Prof. Learning for Staff

First semester: 89 days | Second semester: 91 days Approved: 10/20/2022

